



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda

2011 Updates to Multi-Year University Work Plans
Traditions Hall - Gibbons Alumni Center
University of South Florida, Tampa
Wednesday, June 22, 2011
8:30 a.m. - 4:30 p.m.

8:30 - 9:00	Welcome and Introduction to the Meeting, <i>Chair Ava Parker</i> System Introduction, <i>Chancellor Frank Brogan</i>
9:00 - 9:30	Florida Gulf Coast University Update to Multi-Year Work Plan
9:30 - 10:00	University of Florida Update to Multi-Year Work Plan
10:00 - 10:30	Break
10:30 - 11:00	New College of Florida Update to Multi-Year Work Plan
11:00 - 11:30	University of Central Florida Update to Multi-Year Work Plan
11:30 - 12:00	Florida A&M University Update to Multi-Year Work Plan
12:00 - 1:00	Lunch
1:00 - 1:30	University of North Florida Update to Multi-Year Work Plan
1:30 - 2:00	Florida State University Update to Multi-Year Work Plan
2:00 - 2:30	Florida International University Update to Multi-Year Work Plan
2:30 - 3:00	Break
3:00 - 3:30	University of West Florida Update to Multi-Year Work Plan
3:30 - 4:00	Florida Atlantic University Update to Multi-Year Work Plan
4:00 - 4:30	University of South Florida Update to Multi-Year Work Plan

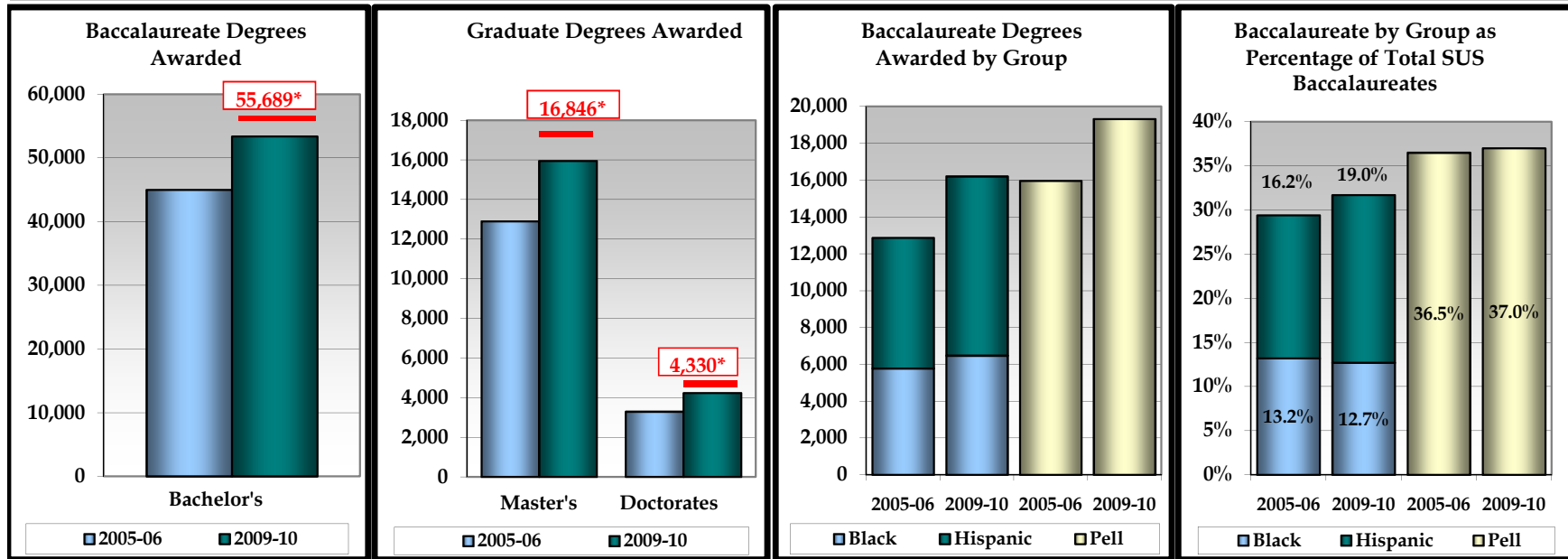
**2011 Update to the
State University System
Work Plans**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

State University System of Florida 2010 Annual Report

Institutions		Florida A&M University, Florida Atlantic University, Florida Gulf Coast University, Florida International University, Florida State University, New College of Florida, University of Central Florida, University of Florida, University of North Florida, University of South Florida, University of West Florida,					
Enrollments	#	%	Degree Programs Offered (As of Spr. 2010)			Basic Carnegie Classifications	
TOTAL (Fall 2009)	312,259	100%	TOTAL		1,782	UF, FSU, USF,UCF Research Universities (Very High Research Activity)	
Black	42,719	14%	Baccalaureate		733		
Hispanic	57,870	19%	Master's & Specialist's		738	FAU, FIU Research Universities (High Research Activity)	
White	175,352	56%	Research Doctorate		282		
Other	36,318	12%	Professional Doctorate		29	FAMU, UWF Doctoral/Research Universities	
Full-Time	223,663	72%	Faculty (Fall 2009)	Full-Time	Part-Time		
Part-Time	88,596	28%		TOTAL		12,389	4,475
Undergraduate	240,102	77%	Tenure/T. Track	7,805	253	NCF Arts & Sciences Focus, No Graduate Coexistence	
Graduate	59,583	19%	Other Faculty/Instr.	4,584	4,222		
Unclassified	12,574	4%					

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



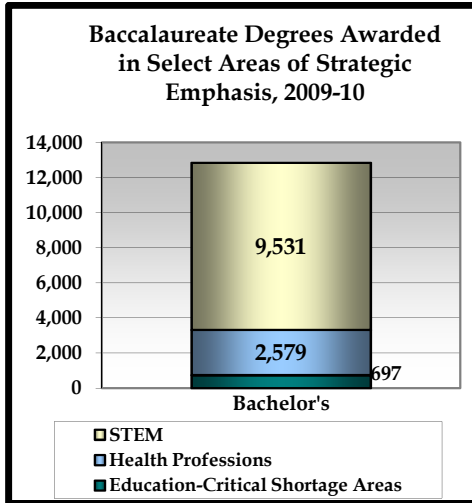
*2012-13 Targets for Degrees Awarded.

Note: All targets are based on 2010 University Workplans

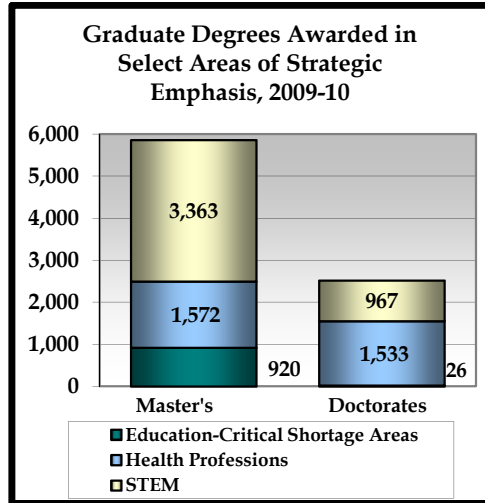
[2012-13 Targets for Baccalaureates by Group

Reported in Volume II - Table 41.]

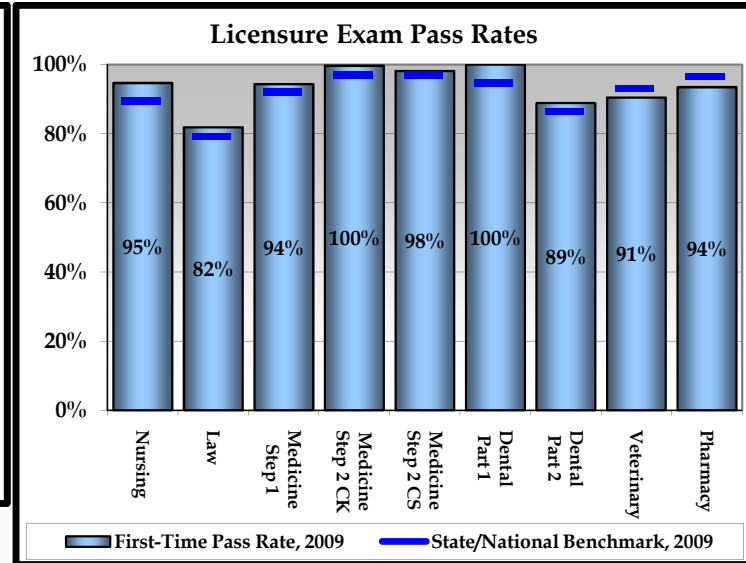
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



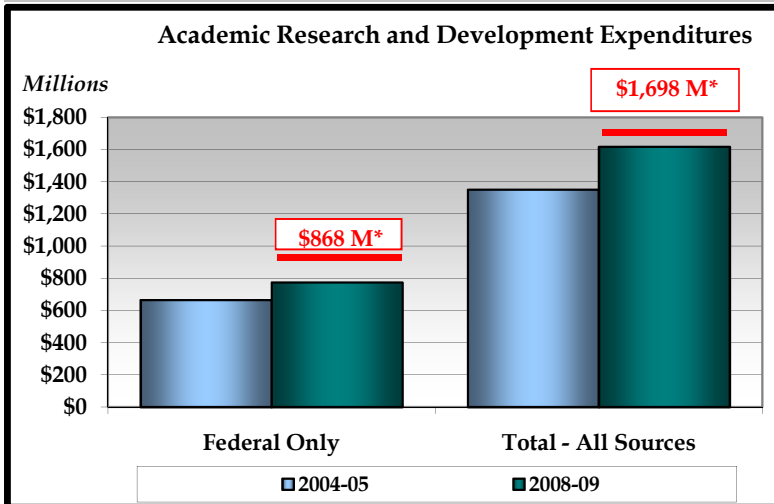
**2012-13 Target: 9 Increase & 2 Maintain
(2008-09 Baseline: 12,005 Total)**



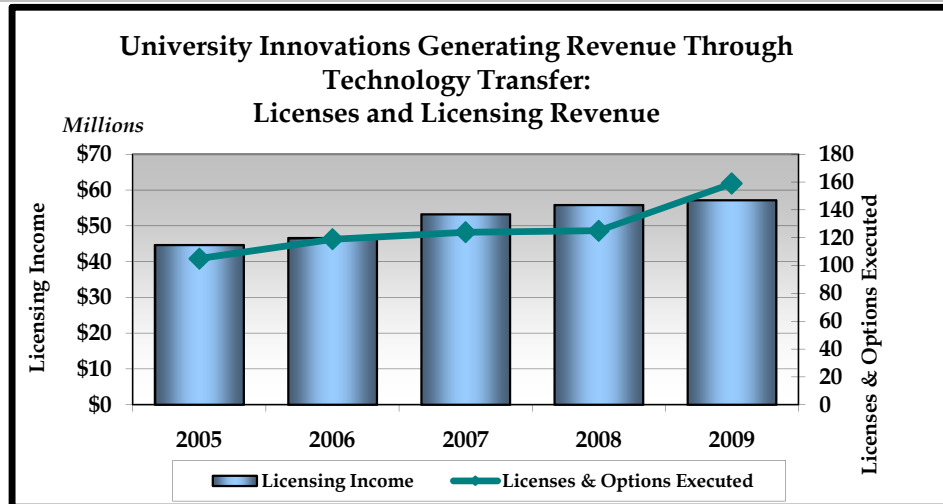
**2012-13 Target: 10 Increase
(2008-09 Baseline: 7,768 Total)**



**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



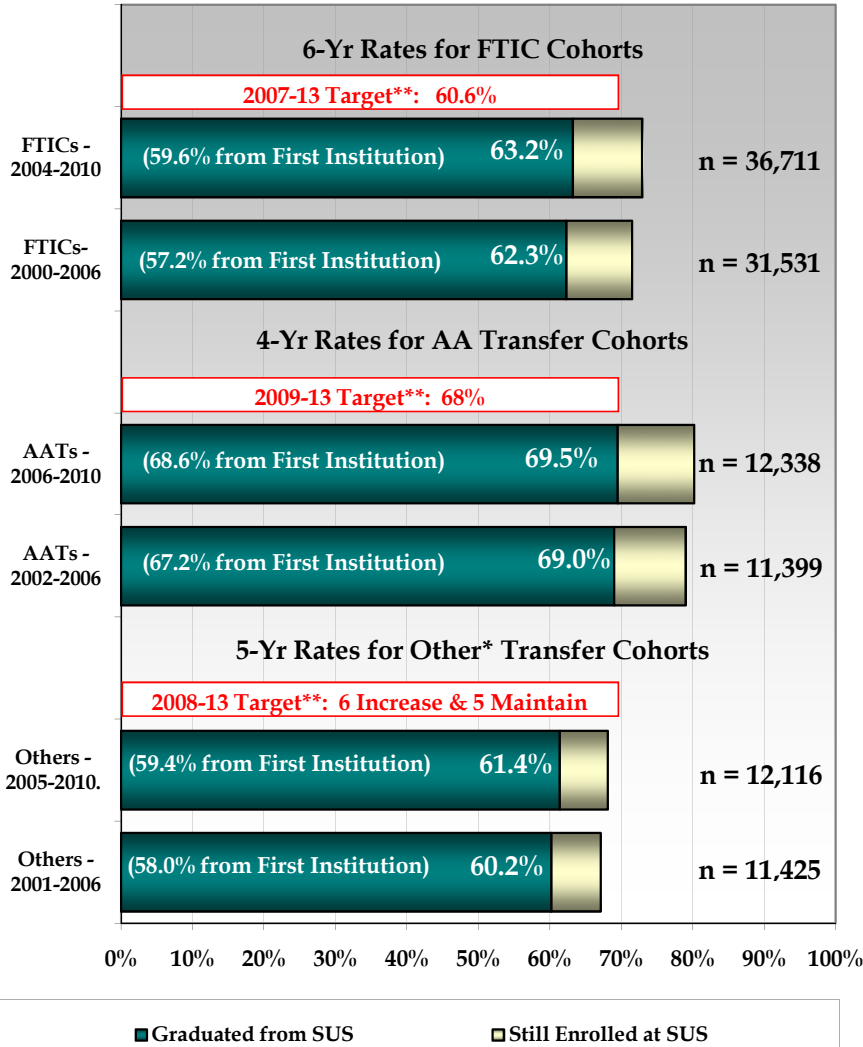
***2011-12 Targets for Research and Development Expenditures**



**2011-12 Targets: Licenses - 9 Increase & 1 Maintain (2008 Baseline - 125)
Licensing Revenue - 9 Increase & 1 Maintain (2008 Baseline - \$55,885,510)**

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

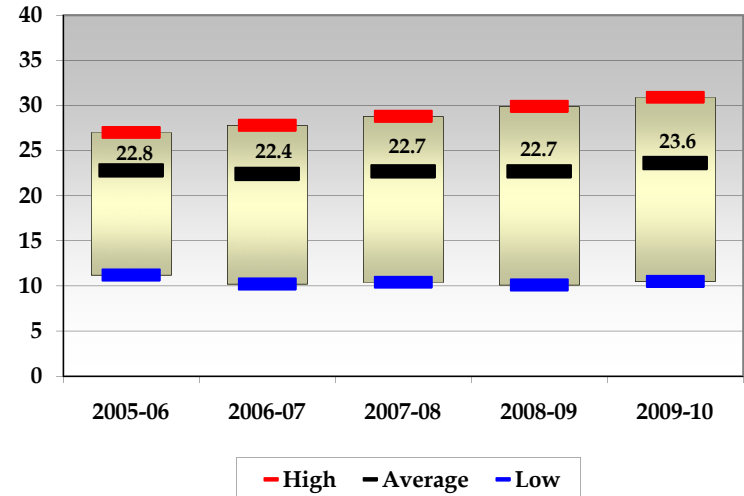
Undergraduate Retention and Graduation Rates



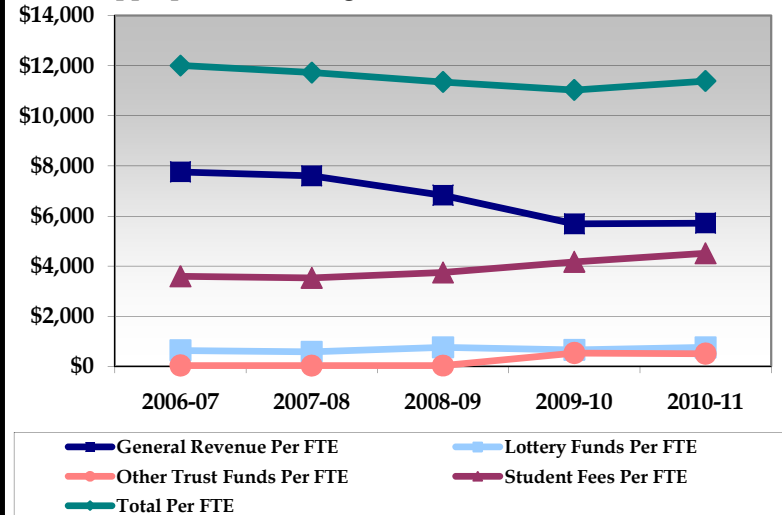
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** Graduation from the SAME Institution

Student-to-Faculty Ratios



Appropriated Funding Per Actual Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

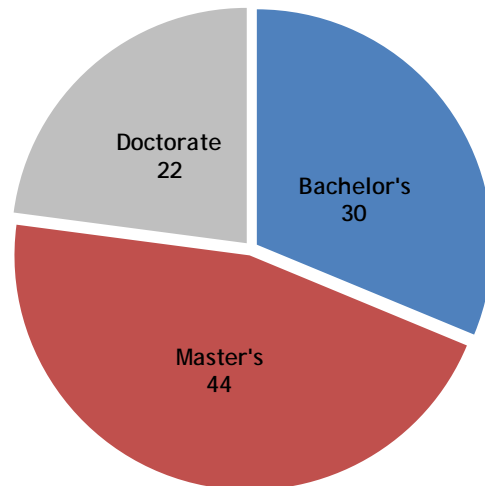
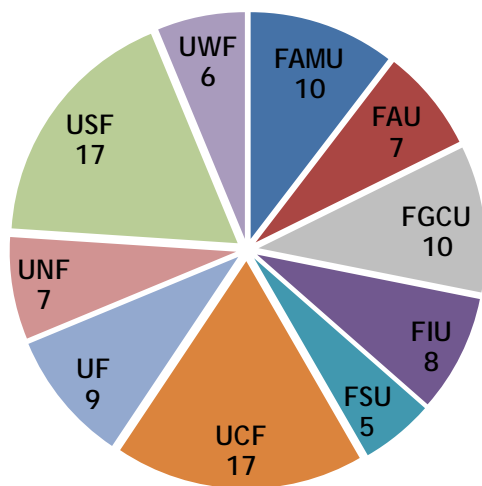
Select Data Tables from the 2009-2010 Annual Report

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10	
Baccalaureate	45,015		47,326		49,779		51,447		53,392	
Master's and Specialist	12,908		13,786		14,613		15,162		15,957	
Research Doctoral	1,501		1,673		1,735		1,714		1,835	
Professional Doctoral	1,791		1,993		2,299		2,291		2,396	
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	7,086	16.2%	7,790	16.9%	8,271	17%	8,818	17.5%	9,730	19%
Non-Hispanic Black	5,780	13.2%	5,968	12.9%	6,409	13.2%	6,470	12.8%	6,477	12.7%
Pell Grant Recipients	15,969	36.5%	16,667	36.1%	17,196	35.3%	17,697	35.1%	19,324	37%
Degrees Awarded in Select Areas of Strategic Emphasis	2005-06		2006-07		2007-08		2008-09		2009-10	
STEM (Baccalaureate)	8,075		8,198		8,660		9,051		9,531	
STEM (Graduate)	3,299		3,542		3,860		4,047		4,328	
Health Professions (Baccalaureate)	2,226		2,240		2,474		2,489		2,579	
Health Professions (Graduate)	2,180		2,484		2,682		2,770		3,102	
Education-Critical Shortage (Bacc.)	614		646		745		807		739	
Education-Critical Shortage (Grad.)	791		849		819		959		939	
Undergraduate Retention and Graduation Rates (From SUS)	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	59.0%	6.8%	59.1%	6.6%	59.8%	6.7%	59.8%	7.0%	61.4%	6.5%
SUS Def.: 6-Yr Rates - FTICS	62.3%	9.2%	61.9%	9.0%	63.3%	8.8%	63.4%	9.2%	63.3%	9.7%
SUS Def.: 4-Yr Rates - AA Transfers	69%	10%	69.9%	9.8%	70.6%	10.2%	68.9%	10.3%	69.5%	10.7%
SUS Def.: 5-Yr Rates - Others	60.2%	6.9%	60.8%	7.2%	61.1%	7.0%	62.0%	6.5%	61.4%	6.7%
Licensure Exam Pass Rates	Year 1		Year 2		Year 3		Year 4		Year 5	
Nursing (2005-06 Through 2009-10)	89.9%		91.4%		89.4%		92.4%		94.7%	
Law (2006 - 2010)	82.0%		83.0%		85.4%		79.0%		81.9%	
Medicine - Step 1 (2006 - 2010)	96.2%		97.1%		95.7%		96.4%		94.4%	
Medicine - Step 2 CK (2005-06 Through 2009-10)	95.9%		98.5%		100%		99.4%		99.7%	
Medicine - Step 2 CS (2005-06 Through 2009-10)	97.8%		96.9%		98.1%		98.1%		98.2%	
Dental - Part 1 (2005 - 2009)	-		-		98.8%		97.6%		100%	
Dental - Part 2 (2005 - 2009)	-		-		100%		97.6%		88.9%	
Veterinary (2005-06 Through 2009-10)	97.6%		92%		95%		90.5%		97%	
Pharmacy	91.2%		89.6%		97.6%		95.0%		93.5%	

Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only (<i>Thousand \$</i>)	\$ 665,866	\$ 701,588	\$ 724,171	\$ 744,597	\$ 773,859
Total - All Sources (<i>Thousand \$</i>)	\$ 1,351,163	\$ 1,421,325	\$ 1,532,460	\$ 1,551,592	\$ 1,616,747
Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	105	119	124	125	159
Licensing Income	\$44,688,769	\$46,595,139	\$53,281,321	\$55,885,510	\$57,167,065

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

PROPOSED FOR CONSIDERATION IN NEXT SEVERAL YEARS	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS
Bachelor's	2	2	7	4	0	4	3	2	5	1	30
Master's	4	5	2	1	3	7	4	5	9	4	44
Doctorate	4	0	1	3	2	6	2	0	3	1	22
TOTAL	10	7	10	8	5	17	9	7	17	6	96



Enrollment Planning

Enrollment Plan Proposal - All State-Fundable FTE Enrollments (Except Medical/Dental/Veterinary Enrollments)								
<i>All non-HSC FTE Enrollments</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	62,879	67,424	62,879	68,359	70,118	73,726	77,985	2.67%
FL Resident Upper	87,006	95,217	87,006	97,906	100,812	106,885	114,190	3.12%
FL Resident Grad I	19,576	19,134	19,576	19,594	20,195	21,383	22,755	3.04%
FL Resident Grad II	7,791	9,650	7,791	9,817	10,024	10,487	11,070	2.43%
Total FL Resident	177,252	191,328	177,252	195,676	201,150	212,660	225,998	2.92%
Non-Res. Lower		3,283		3,683	3,809	4,079	4,301	3.15%
Non-Res. Upper		3,855		4,048	4,185	4,465	4,698	3.02%
Non-Res. Grad I		3,856		3,844	3,982	4,264	4,580	3.57%
Non-Res. Grad II		3,748		3,795	3,884	4,070	4,299	2.53%
Total Non-Res.	14,744	14,741	14,744	15,370	15,859	16,877	17,877	3.07%
Total Lower		70,707		72,042	73,928	77,987	82,284	2.69%
Total Upper		98,871		101,954	104,999	111,350	118,857	3.12%
Total Grad I		22,991		23,438	24,175	25,646	27,334	3.12%
Total Grad II		13,397		13,610	13,910	14,557	15,369	2.46%
Total FTE	191,996	206,069	191,996	211,045	217,011	229,538	243,875	2.93%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	1,704	1,659	1,828	1,795	1,947	2,161	2,292	5.01%
Non-Res. Medical Headcount		125	87	149	175	221	230	9.07%
Total Medical Headcount	1,704	1,733	1,864	1,893	2,071	2,331	2,471	5.47%
FL Resident Dentistry Headcount	321	321	321	321	321	321	321	0.0%
Non-Res. Dentistry Headcount		10		10	10	10	10	0.0%
Total Dentistry Headcount	321	331	321	331	331	331	331	0.0%
FL Resident Veterinary Headcount	332	338	332	336	338	344	344	0.47%
Non-Res. Veterinary Headcount		6		6	6	0	0	-100%
Total Veterinary Headcount	332	344	332	342	344	344	344	0.12%

[This medical headcount is MD-only, not all HSC enrollments.]

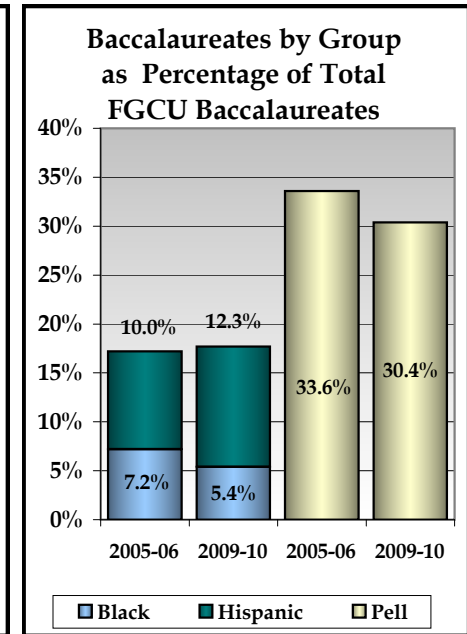
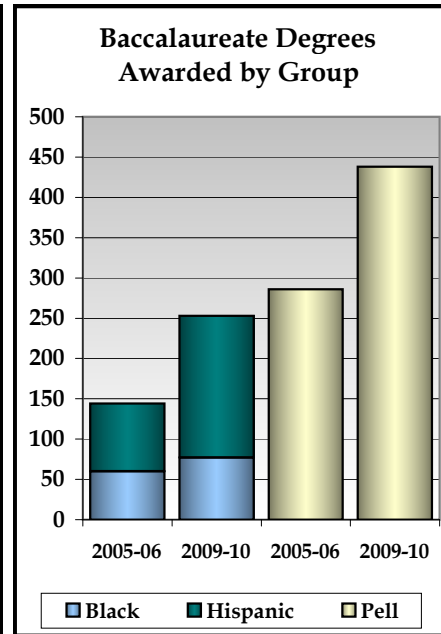
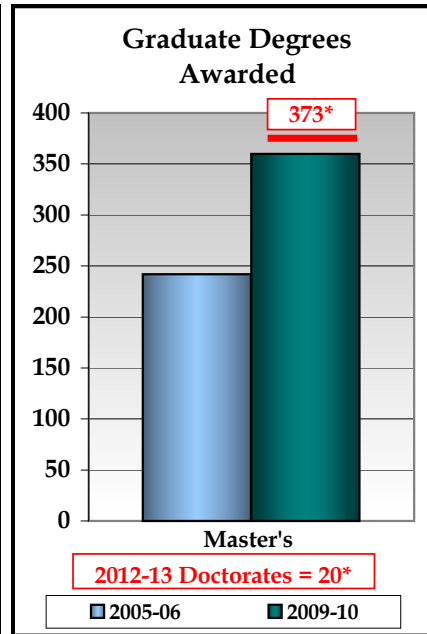
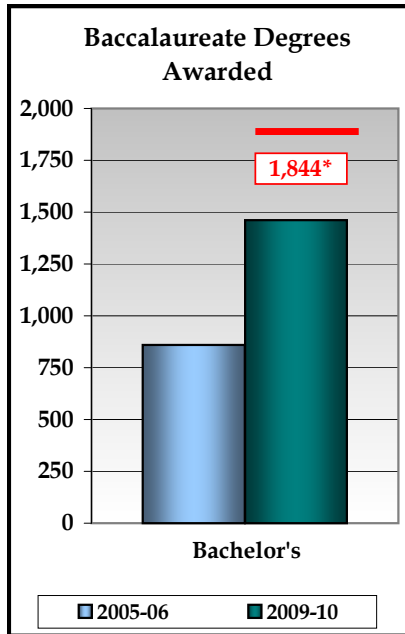
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Florida Gulf Coast University 2010 Annual Report

Sites and Campuses			Main Campus			
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification	
TOTAL (Fall 2009)	11,105	100%	TOTAL	73	Undergraduate Instructional Program: Professions plus arts & sciences, some graduate coexistence	
Black	568	5%	Baccalaureate	48	Graduate Instructional Program: Postbaccalaureate professional (education dominant)	
Hispanic	1,469	13%	Master's & Specialist's	24		
White	8,493	76%	Research Doctorate	0	Enrollment Profile: High undergraduate	
Other	575	5%	Professional Doctorate	1	Undergraduate Profile: Medium full-time four-year, selective, lower transfer-in	
Full-Time	8,281	75%	Faculty (Fall 2009)	Full-Time	Part-Time	Size and Setting: Medium four-year, primarily residential
Part-Time	2,824	25%				Basic: Master's Colleges and Universities (larger programs)
Undergraduate	9,486	85%	TOTAL	348	206	Elective Classification: Community Engagement: Curricular Engagement, Outreach, Partnership
Graduate	1,047	9%	Tenure/T. Track	13	0	
Unclassified	572	5%	Other Faculty/Instr.	335	206	

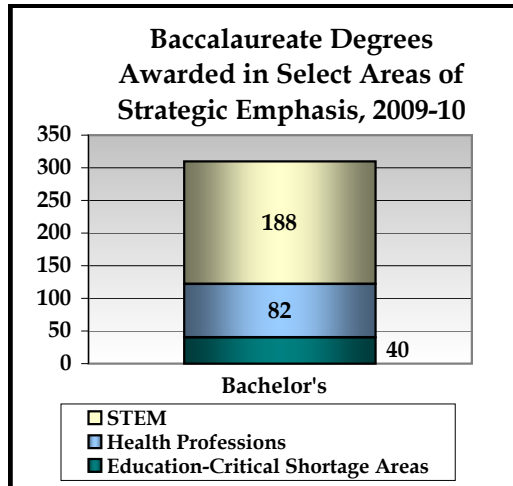
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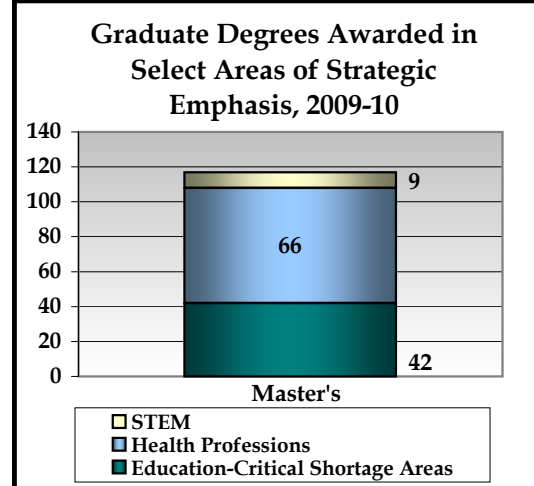
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I].

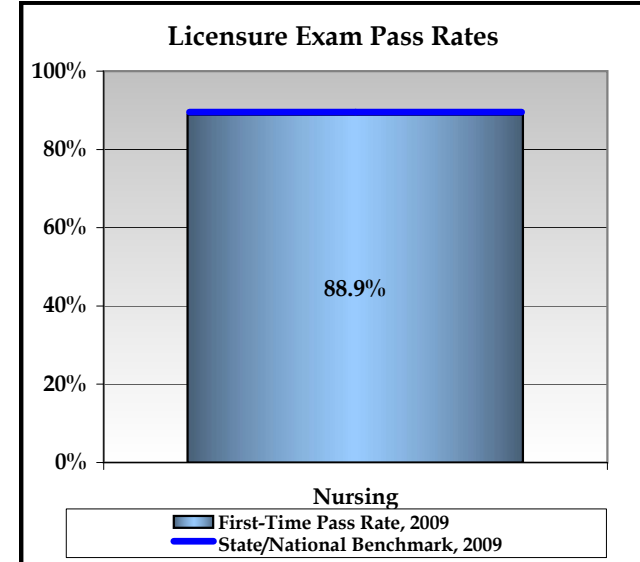
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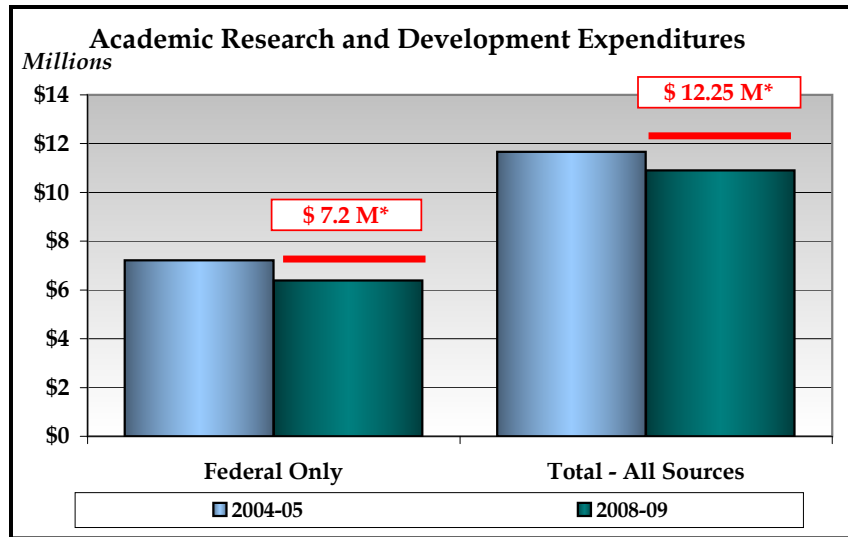
2012-13 Target: Increase
(2008-09 Baseline: 272 Total)



2012-13 Target: Increase
(2008-09 Baseline: 92 Total)



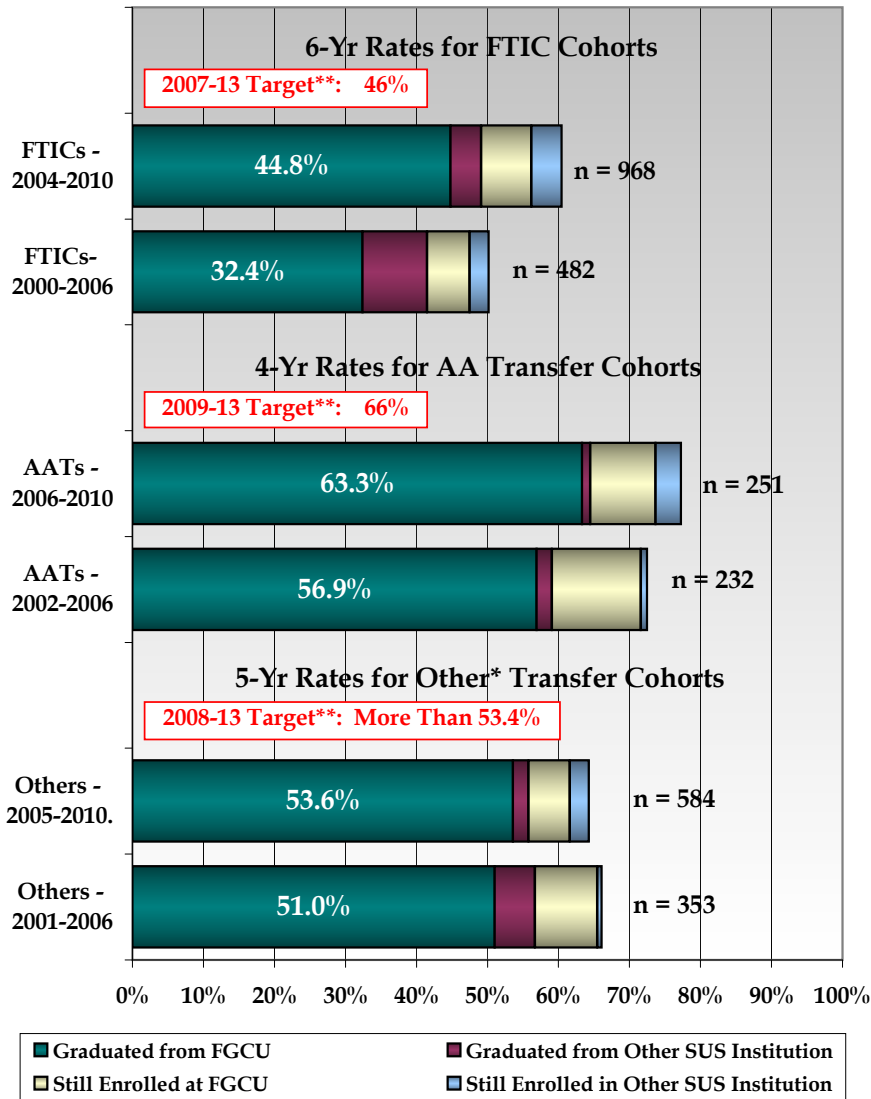
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



***2011-12 Targets for Research & Development Expenditures.**

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

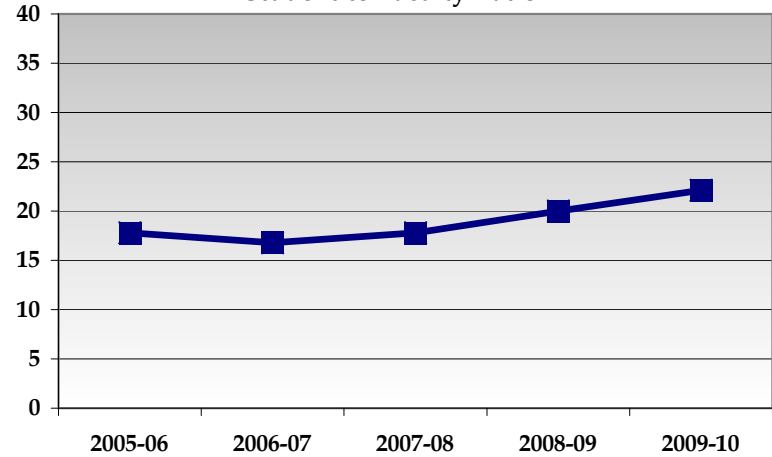
Undergraduate Retention and Graduation Rates



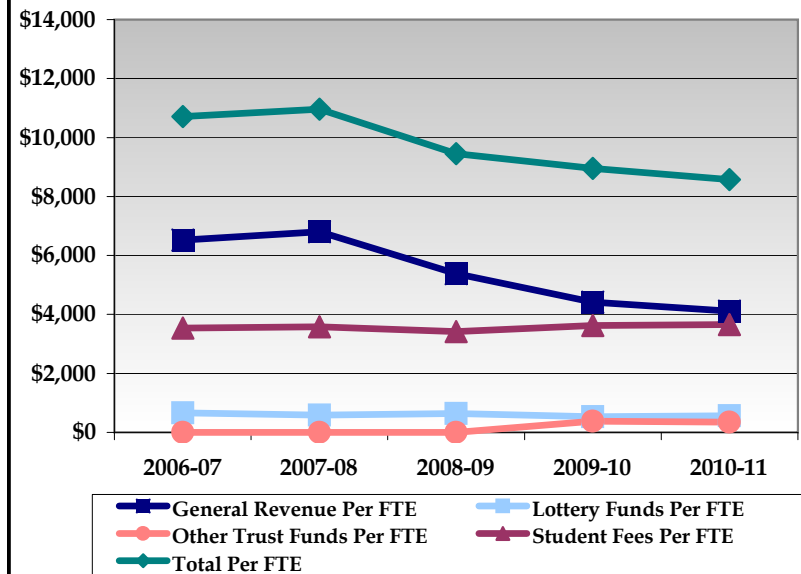
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**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10	
Baccalaureate	859		1,015		1,214		1,346		1,461	
Master's and Specialist	242		271		267		302		360	
Comparison with FGCU Aspirational Peers* Carnegie Classification Master's Large; 10,000-20,000 students large; predominantly undergraduate; average annual degree production about 50% greater than FGCU; graduation rates exceeding those for FGCU; academic program range somewhat broader; and all among US News top 25 public master's universities in the South. The group includes James Madison, Appalachian State, Eastern and Western Kentucky Universities, Marshall, Murray State, Central Arkansas, South Alabama, and North Carolina-Wilmington.	FGCU's aspirational peers are a group (of 9 institutions) that has a median headcount enrollment that is roughly 40% larger than FGCU's. The median of baccalaureate degrees awarded for this group was 2128 in 2008-2009 and the median number of master's awarded was 695.									
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	84	10	87	8.8	122	10.4	139 Increase*	10.9	176	12.3
Non-Hispanic Black	60	7.2	55	5.5	77	6.6	58 Increase*	4.6	77	5.4
Pell Grant Recipients	286	33.6	324	32.2	351	29.1	377 Increase*	28.3	438	30.4
Comparison with FGCU Aspirational Peers*	Degrees awarded information for this group by race/ethnicity and Pell status is not readily available. However, in terms of enrollment based on Fall 2009 data, FGCU enrolled the same percentage of African Americans and white students as the peer group median and substantially more Hispanic students (9% vs 1%), and 17% FGCU of undergraduate students received a Pell grant in 08-09 vs the peer group median of 27%. In terms of six-year graduation rates, FGCU exceeded the median of the aspirational peers for both African American students (48% vs 34%) and Hispanic students (45% vs 44%).									

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10					
STEM (Baccalaureate)	30	55	85	135	188					
STEM (Graduate)	3	3	12	7	9					
Health Professions (Baccalaureate)	80	76	119	102	82					
Health Professions (Graduate)	54	68	27	47	66					
Education–Critical Shortage (Bacc.)	18	18	32	35	40					
Education–Critical Shortage (Grad.)	31	34	33	38	42					
Comparison with FGCU Aspirational Peers*	Degrees awarded information for this group by area of strategic emphasis is not readily available.									
Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	34.9%	6.1%	34.9%	7.9%	41.0%	5.9%	45.5%	6.3%	46.5%	7.0%
SUS Def.: 6-Yr Rates - FTICS	32.4%	6.0%	32.7%	8.2%	39.1%	6.6%	44.8%	6.5%	44.8%	7.1%
SUS Def.: 4-Yr Rates - AA Transfers	56.9%	12.5%	65.8%	6.2%	66.8%	5.8%	64.1%	8.5%	63.3%	9.2%
SUS Def.: 5-Yr Rates - Others	51.0%	8.8%	55.2%	3.5%	61.9%	4.0%	53.4%	5.2%	53.6%	5.8%
Comparison with Peers*	The median value of the Federally defined six-year graduation rate for the 2003 cohort of the aspirational peer group was 45%, equal to that for the same cohort of FGCU graduates. The median first-year retention rate for the comparison group for full-time students was 72% vs 78% for FGCU, and for part-time students the median was 50% for the comparison group vs 61% for FGCU students.									
Licensure Exam Pass Rates	2005-06	2006-07	2007-08	2008-09	2009-10					
Nursing	71.7%	66.7%	71.2%	73.1%	88.9%					
Comparison with Peers*	Nursing NCLEX scores were not available for the comparison group.									
Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09					
Federal Only (<i>Thousand \$</i>)	\$ 7,214	\$ 8,488	\$ 7,261	\$ 6,834	\$ 6,386					
Total – All Sources (<i>Thousand \$</i>)	\$ 11,660	\$ 12,333	\$ 11,805	\$ 11,664	\$ 10,905					
Comparison with Peers*	For FY 2009, the aspirational peer group median for government grants and contracts per FTE enrollment was \$2,894 while for FGCU the figure was \$3,496.									

OTHER KEY OUTPUT OR OUTCOME METRICS					
Comparison with Peers*	<p>Tuition and Fees per FTE enrollment (based on IPEDS definition) for FY 2009 amounted to \$3,378 for FGCU compared to the aspirational peer group median of \$5,061. This is even more remarkable since the denominator for the aspirational peer group (2008-09 median of 12,580 is much larger than FGCU's 2008-2009 FTE enrollment of 8,702). FGCU also has a higher student faculty ratio (Fall 2009) at 22 to 1 versus the median for the aspirational peer group of 17 to 1.</p>				
<p>Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement</p>					
<p>(1) Appropriated funding per actual student FTE. Funded FTE has remained the same (5373) since 2007 during which FGCU has grown by a further 1700 FTE (as of fall 2010). FGCU funding is about 72% compared to average funding of 95% among the other SUS institutions. GR received for each FGCU FTE is also about \$650 less than our closest SUS peer for which we received about \$10M annually. Even if FGCU charges the maximum allowable tuition and fees to its students it will not make up this GR shortfall. Additional FTE funding would allow us to further increase our degree production and reduce our student/faculty ratio through the hiring of more full-time faculty.</p>					
<p>(2) PECO and matching funds. FGCU needs PECO funding to keep pace in the construction of academic facilities with the growth of the student population, the expansion and currency of its academic program base, and research facilities to stimulate regional economic development. Approximately \$34M is needed in 2012-13 to accomplish this. FGCU also has a backlog of approximately \$10M in matching opportunities through Courtelis and Major Matching Gift funds. These can significantly accelerate facility development and faculty scholarship if forthcoming.</p>					
<p>(3) Retention and graduation rates. These are highly correlated with the first two concerns above. While FGCU is roughly at the median of its aspirational peer group in terms of six-year graduation rates and above the median on first-year retention, it strives to increase this success rate more in line with the SUS average. FGCU has a number of strategies (see Goal 1 under Primary Institutional Goals) to do this and has been very successful in raising its six-year graduation rate over the last decade (approximately 13 percentage points from 32% for the 2000 cohort to 45% for the 2004 cohort). However, in order to maintain this forward progress, it is essential that additional state investment be made in both human and physical capital as outlined in numbers 1 and 2 above. This would allow us to bring the student/faculty ratio more in line with our peer group median which FGCU exceeds by roughly 30%.</p>					

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

N/A

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
N/A	N/A	N/A	N/A	N/A

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
April 2011	B	090702	Bachelor of Arts in Journalism	Fall 2011
June 2011	B	140903	Bachelor of Science in Software Engineering	STEM Fall 2011, formerly BS in Computer Science
April 2012	PD	513818	Doctor of Nursing Practice	Health Fall 2013 pending BOG and COC of SACS approval
April 2012	B	131312	Bachelor of Music Education	Fall 2012
April 2012	B	521501	Bachelor of Science in Real Estate	Economic Local Fall 2012
April 2012	B	400601	Bachelor of Science in Earth and Space Science	STEM Fall 2012
April 2012	M	140101	Master of Science in Engineering	STEM Fall 2012 pending COC of SACS approval
April 2013	M	260101	Master of Science in Biology	STEM Fall 2013
April 2013	B	500409	Bachelor of Arts in Graphic Design	Economic Local Fall 2013
April 2013	B	149999	Bachelor of Science in Renewable Energy Engineering	STEM Fall 2013

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

We expect that out of state enrollment growth will flatten in the next few years due to economic conditions. Demand for undergraduate education is expected to continue to be robust with FTIC growth continuing strong and with more students living on campus.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

Due to historical underfunding and the increasing demand for higher education in southwest Florida, Florida Gulf Coast University is experiencing funding levels that are not proportionate to our like sister institutions (UWF, FAU, and UNF). FGCU has seen its funded FTE remain unchanged at 5373 since 2007 during which the university has grown by an additional 1700 FTE (as of fall 2010). Today we are only being funded at 72%, compared to the average funding of 95% among our sister institutions. Unfortunately this is not the only funding shortfall FGCU faces. General revenue received for each FTE is \$650 less than UWF, a like institution with a similar undergraduate mission and a comparable student enrollment. Altogether, despite having more than 600 additional actual FTE than UWF we receive \$10,000,000 less annually from general revenue funds. Notwithstanding, continuing growth is necessary to meet demand and fulfill BOG goals of access and degree production. Without this growth, there would be fewer faculty and staff and greater impediments to student progression and success (e.g. high student/faculty ratios, higher average class sizes, fewer course sections available, etc.). This would negatively impact graduation and retention rates.

Enrollment Plan Proposal - All **State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	2224	3417	2224	3717	4046	4800	5686	8.86%
FL Resident Upper	2319	3104	2319	3332	3598	4206	4918	7.98%
FL Resident Grad I	510	636	510	658	734	840	942	6.82%
FL Resident Grad II	10	79	10	91	95	105	137	9.82%
Total FL Resident	5063	7235	5063	7798	8474	9951	11683	8.32%
Non-Res. Lower		210		204	221	258	299	6.16%
Non-Res. Upper		123		121	130	148	168	5.37%
Non-Res. Grad I		26		33	36	41	46	10.17%
Non-Res. Grad II		1		0	1	3	5	
Total Non-Res.	310	360	310	358	387	450	518	6.30%
Total Lower		3627		3921	4267	5058	5985	8.71%
Total Upper		3227		3453	3728	4354	5086	7.88%
Total Grad I		662		691	770	881	988	6.95%
Total Grad II		79		91	96	108	142	10.22%
Total FTE	5373	7595	5373	8156	8861	10401	12201	8.23%

For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE State-fundable enrollments

SITE: Main Campus

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	3,019	3,264	3,552	4,210	4,982	8.8%
Upper	2,551	2,729	2,946	3,442	4,020	8.1%
Grad I	457	476	531	607	681	7.4%
Grad II	56	65	69	77	101	9.2%
Total	6,083	6,535	7,098	8,336	9,785	8.4%

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: REMAINING PHYSICAL LOCATIONS

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	22	24	26	31	36	8.71%
Upper	158	169	183	213	249	7.88%
Grad I	38	40	44	51	57	6.95%
Grad II	10	11	12	14	18	10.22%
Total	228	244	265	308	360	8.23%

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	586	633	689	817	967	8.71%
Upper	518	555	599	699	817	7.88%
Grad I	167	175	195	223	250	6.95%
Grad II	13	15	15	17	23	10.22%
Total	1284	1377	1498	1757	2056	8.23%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION	Hire additional faculty and staff to keep pace with enrollment growth; add depth and breadth to existing degree and academic support programs; and expand student program options. Enhance at-risk early warning system; acquire and implement new degree advising system. Significantly increase student scholarship support.	Number of faculty and staff to be hired; student/faculty ratio; # of new programs to be added; acquisition and implementation of new degree advising software. Amount of scholarship dollars raised.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
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State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$1,000,000	\$160,000 Tech Fee	\$2,800,000 \$1,539,782	\$5,499,782	\$2,000,000 \$2,739,782		\$1,500,000	\$160,000 Tech Fee	\$6,399,782	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2 (Required) - Strategic Growth (Continuing)			Increase enrollment according to the enrollment plan; increase degree production generally and within BOG-targeted areas; increase tuition and fees to ensure adequacy of resources to sustain projected growth. Add space and infrastructure to support growth.			Meet BOG-approved enrollment goals annually; increase degree production in line with BOG targets over the next three years. Increase tuition and fees by maximum allowed annually over the next three years. Complete Health Sciences Building (AB8), additional parking garage, next phases of student housing, roads, mitigation, and infrastructure.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$3,874,000	\$1,529,524 PECO \$30,000,000 New Housing		\$35,403,534		\$3,297,467		\$17,107,590 PECO \$30,000,000 New Housing	\$50,405,057	\$187,096,000

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#3 (Required) - Academic Excellence (Continuing)			Expand the breadth of academic programs to meet state and regional needs; demonstrate and improve academic quality through assessment, institutional accreditation; and accreditation of academic programs; strengthen diversity through internationalization; provide effective academic support, library and info technology services; provide opportunities for students to pursue studies, research, and scholarship at FGCU.			Implement at least seven new degree programs over the next three years according to the table in the Work Plan. Receive continuing institutional accreditation from COC of SACS following its review of the Fifth Year Interim Report during 2011. Achieve initial accreditation for the Bower School of Music and the College of Education within the next two years. Provide additional space, staff and upgraded information technology to bolster academic support. Increase the number of international students on campus by 5% over the next three years. NCLEX passing rate at or above the national average within two years.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$1,900,000	\$1,240,000 Tech Fee		\$3,140,000	\$1,500,000		\$1,900,000	\$1,500,000 PECO 800,000 Tech Fee	\$5,700,000	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#4 (Optional) - Environmental Sustainability and Innovation (Continuing)			Construct green buildings. Automate buildings and retrofit to reduce energy consumption. Engage students in service learning activities related to the environment. Conduct research into cutting edge green technology. Contribute to regional economic diversification through public/private partnerships that advance environmental sustainability and innovation.			All new buildings will be constructed to meet LEED standards. Continue to exhibit among the lowest energy costs per square foot in the SUS and generate energy savings. Advance IHUB project for regional economic benefit.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
	\$1,000,000 Private \$200,000 New Florida		\$1,200,000				\$14,096,000 PECO	\$14,096,000	

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	\$1,000,000	\$160,000	\$4,339,782	\$5,499,782	\$4,739,782		\$1,500,000	\$160,000	\$6,399,782	
2	\$3,874,000	\$31,529,524		\$35,403,524		\$3,297,467		\$47,107,590	\$50,405,057	\$187,096,000
3	\$1,900,000	\$1,240,000		\$3,140,000	\$1,500,000		\$1,900,000	\$2,300,000	\$5,700,000	
4 optional	\$0	\$1,200,000		\$1,200,000				\$14,096,000	\$14,096,000	
5 optional										
Total	\$6,774,000	\$34,129,524	\$4,339,782	\$45,243,306	\$6,239,782	\$3,297,467	\$3,400,000	\$63,663,590	\$76,600,839	\$187,096,000

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Hire additional FT faculty to support enrollment growth.	10 new faculty were hired.
Increase the number of course sections offered in AY10-11 compared to AY09-10.	286 additional undergraduate course sections were offered in part as a result of the tuition differential.
Increase the number of FTES taught by FT faculty in AY10-11 compared to AY 09-10.	633 additional FTES were taught by FT faculty in part as a result of the tuition differential.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	10
Total Number of Advisors Hired or Retained (funded by tuition differential):	4
Total Number of Course Sections Added or Saved (funded by tuition differential):	286 (in part as a result of the tuition differential)
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Increase the number of students receiving need-based aid in AY 10-11 compared to those receiving such aid in AY09-10.	1418 additional students received need-based aid in AY2010-2011 over the same period reported for in AY2009-2010, a 41% increase.
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	735
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,674
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$99
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3910

Fall 2011 Request for an Increased Tuition Differential Fee

University: FGCU

Effective Date	
University Board of Trustees Approval Date:	June 21, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
\$ Increase in tuition differential per credit hour:	\$ 8.62
\$ Increase in tuition differential for 30 credit hours:	\$ 258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$2,631,115
Total differential fee revenue generated in 2011-12 (projected):	\$5,132,608

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University: FGCU
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	<u>Estimated Actual*</u> <u>2010-11</u>	<u>Estimated</u> <u>2011-12</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 2,501,493	5,132,608
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 2,501,493	\$ 5,132,608
<u>Expenditures</u>		
Salaries & Benefits	\$ 1,751,044	\$ 3,592,826
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	750,449	1,539,782
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 2,501,493	\$ 5,132,608
Ending Balance Available:	\$ -	\$ -

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

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

Florida Gulf Coast University

	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Undergraduate Students</u>							
Tuition:							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.39
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$164.97	\$189.71
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.77	\$5.15	\$5.15	\$5.15	\$5.15
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$11.24	\$11.24	\$11.24	\$11.24	\$11.58	\$11.92	\$12.28
Health	\$6.63	\$7.59	\$7.74	\$8.34	\$8.59	\$8.85	\$9.11
Athletic	\$15.54	\$15.54	\$15.79	\$16.54	\$17.04	\$17.55	\$18.07
Transportation Access	\$8.00	\$8.50	\$8.50	\$8.50	\$8.76	\$9.02	\$9.29
Technology ¹		\$4.42	\$4.77	\$5.15	\$5.15	\$5.15	\$5.15
Total Tuition and Fees per credit hour	\$132.30	\$150.80	\$166.04	\$184.42	\$204.47	\$227.37	\$253.53
% Change		14.0%	10.1%	11.1%	10.9%	11.2%	11.5%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		NA	NA	NA	NA	NA	NA
Total Tuition and Fees for 30 credit hours	\$3,969.00	\$4,524.00	\$4,981.20	\$5,532.60	\$6,134.09	\$6,820.98	\$7,605.94
\$ Change		\$555.00	\$457.20	\$551.40	\$601.49	\$686.89	\$784.96
% Change		14.0%	10.1%	11.1%	10.9%	11.2%	11.5%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$421.23	\$484.42	\$518.32	\$559.80	\$604.58	\$652.95	\$705.19
Out-of-State Undergraduate Student Financial Aid ³	\$21.05	\$24.23	\$25.91	\$27.99	\$30.23	\$30.22	\$35.26
Total per credit hour	\$442.28	\$508.65	\$544.23	\$587.79	\$634.81	\$683.17	\$740.45
% Change		15.0%	7.0%	8.0%	8.0%	7.6%	8.4%
Total Tuition and Fees for 30 Credit Hours	\$17,237.40	\$19,783.50	\$21,308.10	\$23,166.30	\$25,178.48	\$27,316.10	\$29,819.33
\$ Change		\$2,546.10	\$1,524.60	\$1,858.20	\$2,012.18	\$2,137.62	\$2,503.22
% Change		14.8%	7.7%	8.7%	8.7%	8.5%	9.2%
Housing/Dining							
	\$8,550.00	\$8,728.00	\$8,894.00	\$9,160.82	\$9,435.64	\$9,718.71	\$10,010.28
\$ Change		\$178.00	\$166.00	\$266.82	\$274.82	\$283.07	\$291.56
% Change		2.1%	1.9%	3.0%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

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

² capped in statute.



**State University System
Florida Board of Governors
Instructions for Completing the
Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's work plan budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida Gulf Coast University
Work Plan Issue Title:	Strategic Growth
Priority Number	1
Recurring Funds Requested:	\$3,297,467
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$3,297,467

I. Description *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

FGCU will use these funds to hire additional faculty and staff to address enrollment growth allowing FGCU to provide greater access to higher education in the region. FGCU will significantly enhance its academic support services and thereby improve retention and graduation rates leading to further increases in degree production. Additional faculty will be hired to allow current programs to accommodate more students, to lower student/faculty ratios, to stabilize class size, to improve the range of disciplines covered by the curriculum, to enhance assessment and improve quality. More faculty advisors will be hired to ensure students persist and complete their degrees in a more timely fashion. Additional staff will provide critical technical support to the delivery of the curriculum (e.g., laboratory management, computer lab support, use of technology to improve curriculum delivery, etc.). \$2 million will be used to hire 20 new faculty within STEM and health science areas and \$1.3 million would be used to hire approximately 24 staff in various support roles.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

The additional funds could translate into roughly a further 130 degrees being awarded annually after six years in STEM areas and areas of strategic importance such as the health professions. FGCU has one of the highest undergraduate post-graduation Florida employment rates (70% fall 2009-FETPIP) within the system, so the additional graduates would

definitely make a positive impact on the goals of the New Florida Initiative.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	Facility Project Title*	Fiscal Year	Amount Requested	Priority* Number
1.	Academic Building 8	2012-13	\$4,500,000	2
2.	Academic Building 9	2012-13	\$2,607,590	5
3.	Engineering Equipment	2012-13	\$596,000	12

*As listed in the CIP schedule.

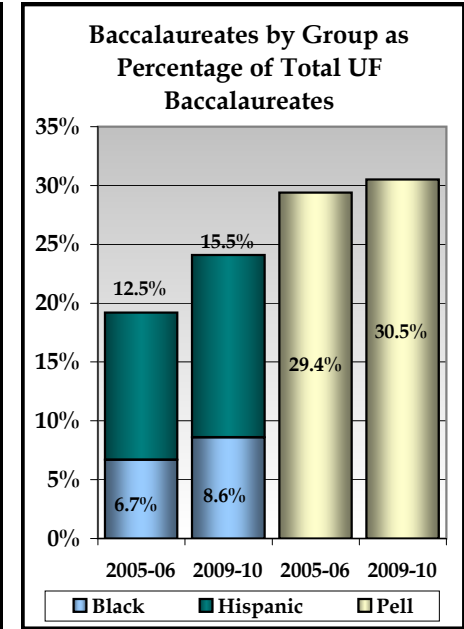
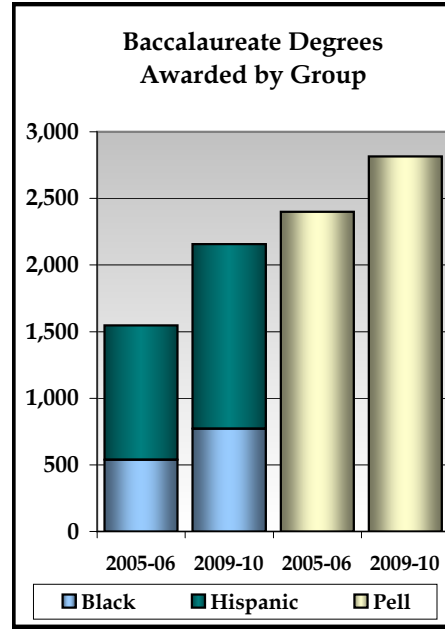
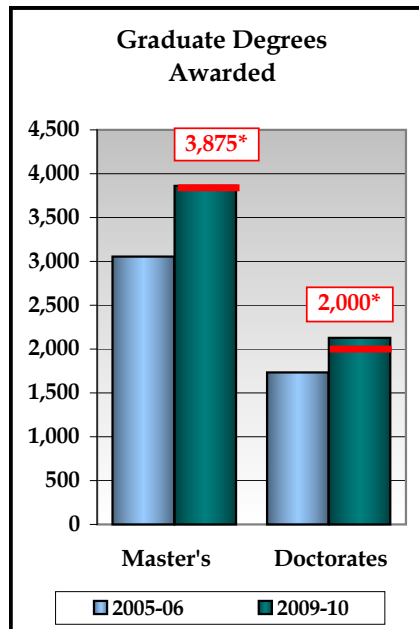
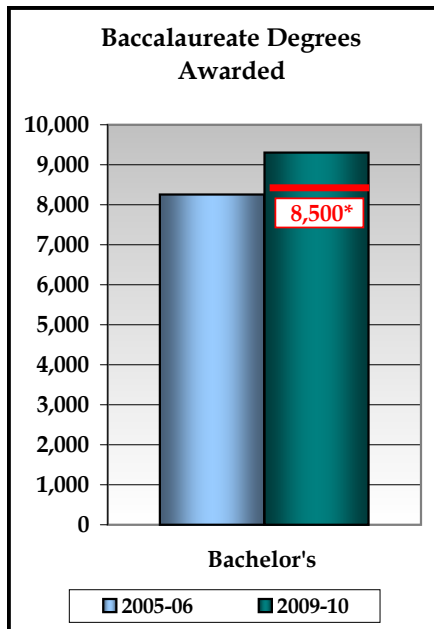
**2011 Update to the
University of Florida
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

University of Florida 2010 Annual Report

Sites and Campuses			Main Campus, Jacksonville Site, St. Petersburg Site, Orlando Site				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	50,841	100%	TOTAL	337		Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate coexistence
Black	4,305	8%	Baccalaureate	102		Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	6,622	13%	Master's & Specialist's	143		Enrollment Profile:	Majority undergraduate
White	30,032	59%	Research Doctorate	82		Undergraduate Profile:	Full-time four-year, more selective, higher transfer-in
Other	9,882	19%	Professional Doctorate	10		Size and Setting:	Large four-year, primarily nonresidential
Full-Time	43,866	86%	Faculty (Fall 2009)	Full-Time	Part-Time	Basic:	Research Universities (very high research activity)
Part-Time	6,975	14%		TOTAL			
Undergraduate	33,015	65%	Tenure/T. Track	2,562		Elective Classification:	N/A
Graduate	16,296	32%	Other Faculty/Instr.	1,645			
Unclassified	1,530	3%					

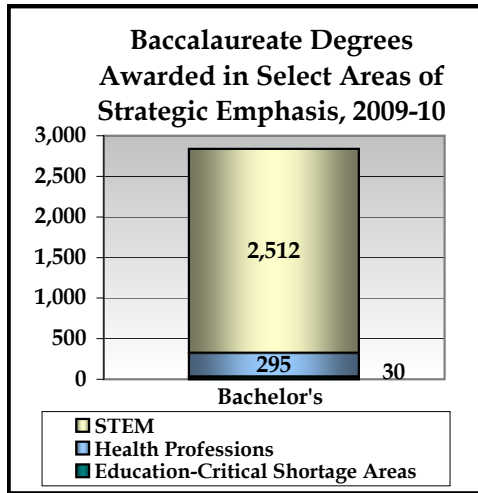
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



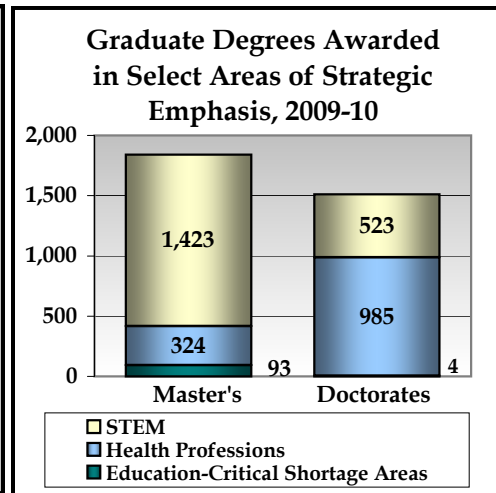
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I.]

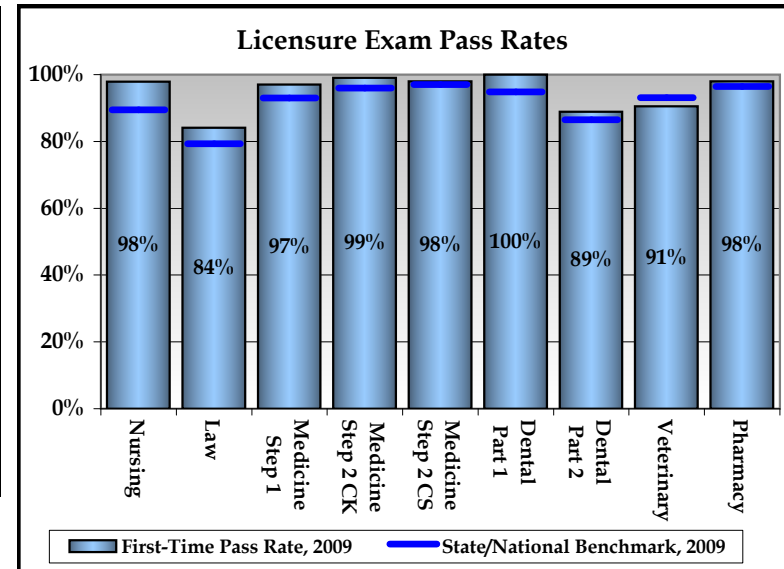
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



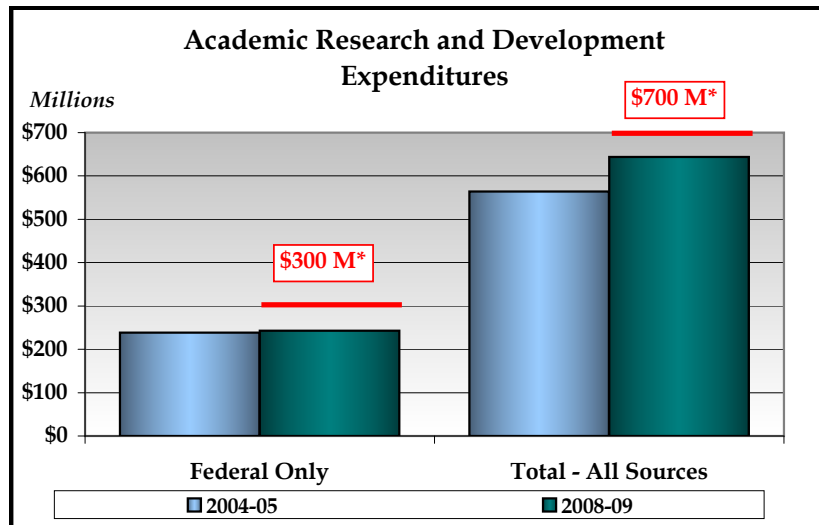
2012-13 Target: Maintain
(2008-09 Baseline: 2,686 Total)



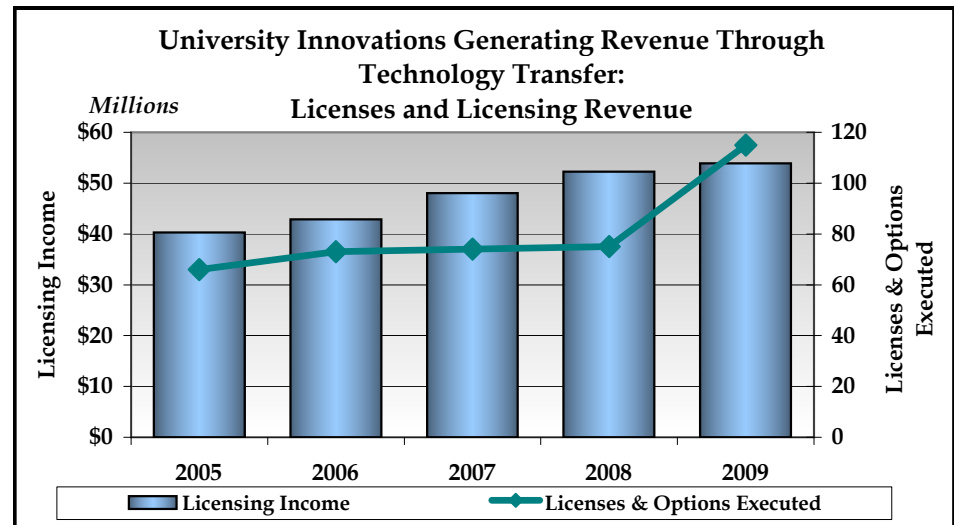
2012-13 Target: Increase
(2008-09 Baseline: 3,074 Total)



**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



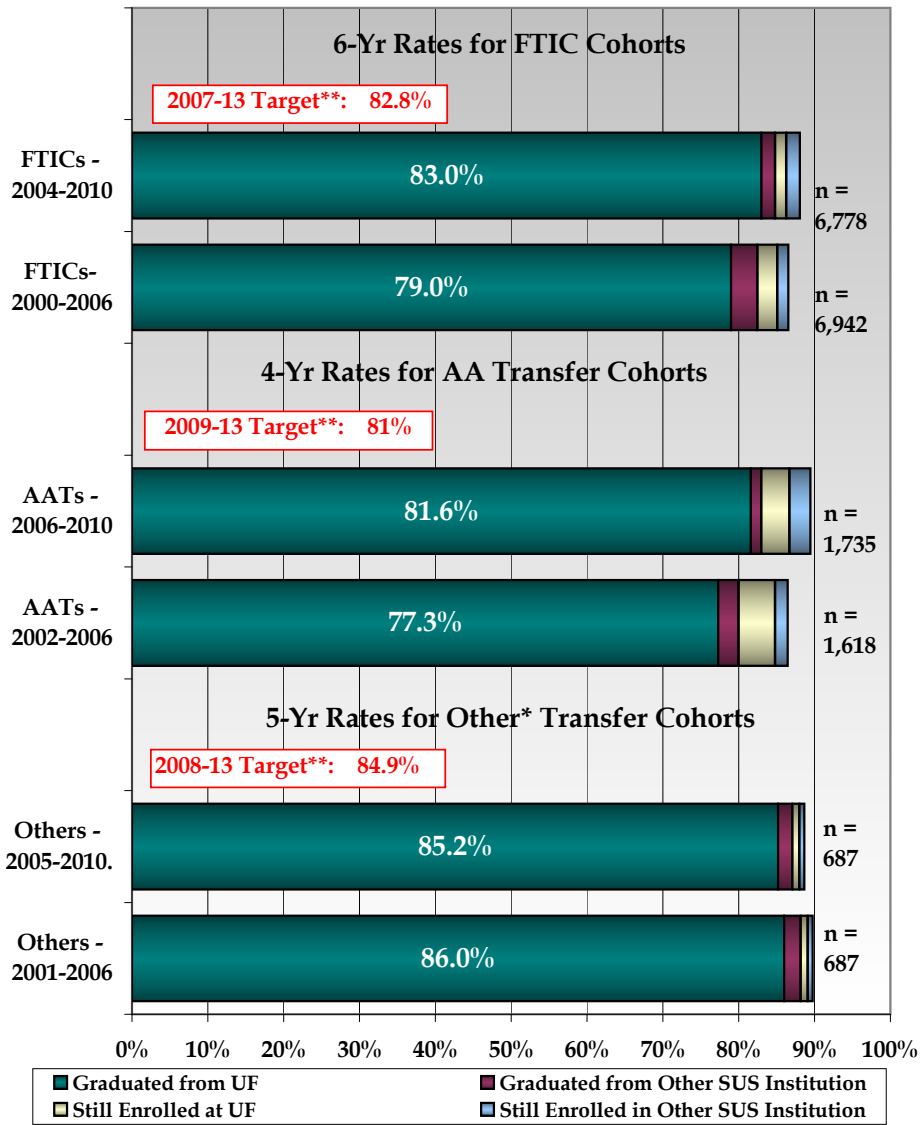
***2011-12 Targets for Research & Development Expenditures.**



2011-12 Targets: Licenses - Maintain (2008 Baseline = 75)
Licensing Revenue - Expected Decrease (2008 Baseline = \$52,252,469)

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

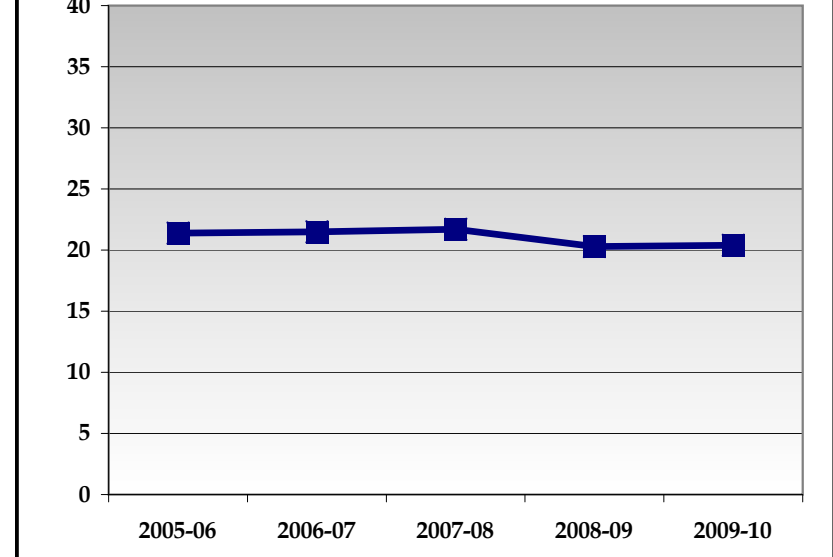
Undergraduate Retention and Graduation Rates



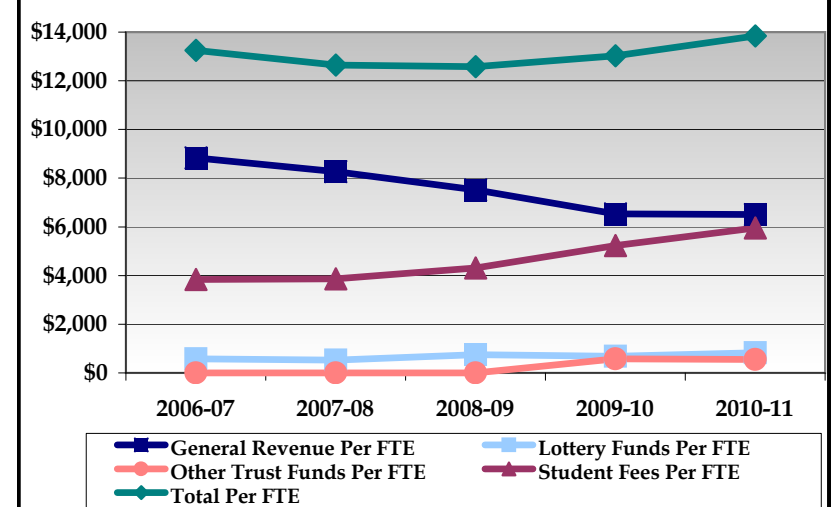
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Select Data Tables from the 2009-2010 Annual Report

***Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded - UF	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	8,255	8,568	8,737	9,205	9,302
Master's and Specialist	3,053	3,132	3,400	3,620	3,862
Research Doctoral	601	648	675	664	771
Professional Doctoral	1,131	1,309	1,432	1,364	1,356
Comparison with Peers*	<i>Source for Peer Data: IPEDS Completions Survey</i>				
Degrees Awarded - Peers	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	7,062	7,067	7,180	7,374	7,697
Master's and Specialist	2,199	2,200	2,243	2,277	2,398
Research Doctoral	634	666	691	689	695
Professional Doctoral	460	457	458	466	452
Degrees Awarded - UF % of Average of Peers	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	117%	121%	122%	125%	121%
Master's and Specialist	139%	142%	152%	159%	161%
Research Doctoral	95%	97%	98%	96%	111%
Professional Doctoral	246%	286%	313%	293%	300%

Baccalaureate Degrees Awarded to Underrepresented Minorities - UF	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	1,009	12.5	1,100	13.1	1,074	12.6	1,220 Increase*	13.8	1,385	15.5
Non-Hispanic Black	539	6.7	673	8	684	8	687 Maintain*	7.7	771	8.6
Pell Grant Recipients	2,400	29.4	2,526	29.8	2,404	27.9	2,526 Maintain*	27.8	2,816	30.5
Comparison with Peers*	<i>Source for Peer Data: IPEDS Completions Survey</i>									
Baccalaureate Degrees Awarded to Underrepresented Minorities - Peers	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	405	5.7	411	5.8	441	6.1	484	6.6	526	6.8
Non-Hispanic Black	305	4.3	315	4.5	308	4.3	318	4.3	338	4.4
Pell Grant Recipients	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Baccalaureate Degrees Awarded to Underrepresented Minorities - UF % of Average of Peers	2005-06		2006-07		2007-08		2008-09		2009-10	
	%		%		%		%		%	
Hispanic	249		267		244		252		263	
Non-Hispanic Black	177		214		222		216		228	
Pell Grant Recipients	NA		NA		NA		NA		NA	

Degrees Awarded in Select Areas of Strategic Emphasis - UF	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	2,093	2,066	2,142	2,342	2,512
STEM (Graduate)	1,323	1,440	1,569	1,711	1,946
Health Professions (Baccalaureate)	257	259	305	315	295
Health Professions (Graduate)	1,016	1,172	1,270	1,247	1,309
Education-Critical Shortage (Bacc.)	23	27	24	29	30
Education-Critical Shortage (Grad.)	87	106	102	116	97
Comparison with Peers*	<i>Source for Peer Data: IPEDS Completions Survey</i>				
Degrees Awarded in Select Areas of Strategic Emphasis - Peers	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	1,446	1,497	1,479	1,538	1,793
STEM (Graduate)	706	706	735	734	770
Health Professions (Baccalaureate)	158	177	179	194	211
Health Professions (Graduate)	336	333	346	358	359
Education-Critical Shortage (Bacc.)	43	47	47	45	51
Education-Critical Shortage (Grad.)	32	24	31	23	24
Degrees Awarded in Select Areas of Strategic Emphasis - UF % of Average of Peers	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	145%	138%	145%	152%	140%
STEM (Graduate)	187%	204%	213%	233%	253%
Health Professions (Baccalaureate)	163%	147%	170%	163%	140%
Health Professions (Graduate)	302%	352%	367%	348%	364%
Education-Critical Shortage (Bacc.)	53%	58%	51%	64%	59%
Education-Critical Shortage (Grad.)	272%	437%	331%	498%	409%

Undergraduate Retention and Graduation Rates from Same Institution - UF	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	79.40%	2.60%	81.00%	1.80%	81.60%	1.90%	82.50%	1.80%	84.50%	1.40%
SUS Def.: 6-Yr Rates - FTICS	79%	2.60%	80.40%	1.80%	81%	2%	82.20%	1.90%	83%	1.50%
SUS Def.: 4-Yr Rates - AA Transfers	77.30%	4.80%	79.70%	3.40%	79.50%	4.10%	80.50%	4%	81.60%	3.70%
SUS Def.: 5-Yr Rates - Others	86.00%	0.90%	83.10%	1.00%	85.50%	0.50%	84.90%	0.60%	85.20%	0.90%
Comparison with Peers*	<i>Source for Peer Data: IPEDS Graduation Rate Survey. No peer data available for SUS definitions.</i>									
Undergraduate Retention and Graduation Rates from Same Institution - Peers	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	80.05%	NA	80.25%	NA	81.31%	NA	82.18%	NA	NA	NA
Undergraduate Retention and Graduation Rates from Same Institution -UF % of Average of Peers	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	99.19%	NA	100.94%	NA	100.36%	NA	100.39%	NA	NA	NA

Licensure Exam Pass Rates - UF	2005-06	2006-07	2007-08	2008-09	2009-10
Nursing (2005-06 Through 2009-10)	93.2%	96.3%	96.7%	95.2%	97.9%
Law (2006 - 2010)	83.9%	85.3%	88.9%	84.1%	86.2%
Medicine - Step 1 (2006-2010)	99%	98%	98%	97%	98%
Medicine - Step 2 Clinical Knowledge	97%	98%	100%	99%	99%
Medicine - Step 2 Clinical Skills (2005-06 Through 2009-10)	100%	98%	99%	98%	99%
Dental - Part 1 (2005 -2009)	-	-	98.8%	97.6%	88.9%
Dental - Part 2 (2005 - 2009)	-	-	95%	90.5%	97%
Veterinary (2005-06 Through 2009-10)	97.6%	92%	95%	90.5%	97%
Pharmacy (2005 - 2009)	93.5%	93.6%	99%	98.6%	98%
Comparison with Peers*	<i>Source: University of Florida 2010 Annual Report</i>				
Licensure Exam Pass Rates - National or State Benchmark	2005-06	2006-07	2007-08	2008-09	2009-10
Nursing (2005-06 Through 2009-10)	86.7%	88.3%	86.4%	87.5%	89.5%
Law (2006 - 2010)	77.1%	81.3%	84.2%	79.3%	79.3%
Medicine - Step 1 (2006-2010)	95%	94%	93%	93%	92%
Medicine - Step 2 Clinical Knowledge	94%	95%	96%	96%	97%
Medicine - Step 2 Clinical Skills (2005-06 Through 2009-10)	98%	97%	97%	97%	97%
Dental - Part 1 (2005 -2009)	-	-	96.5%	92.6%	94.8%
Dental - Part 2 (2005 - 2009)	-	-	93.6%	94.7%	86.5%
Veterinary (2005-06 Through 2009-10)	87.8%	89.9%	92.2%	93.1%	95.9%
Pharmacy (2005 - 2009)	91.3%	92.5%	95.3%	96.6%	96.5%

Licensure Exam Pass Rates - UF % of Benchmarks	2005-06	2006-07	2007-08	2008-09	2009-10
Nursing (2005-06 Through 2009-10)	107%	109%	112%	109%	109%
Law (2006 - 2010)	109%	105%	106%	106%	109%
Medicine - Step 1 (2006-2010)	104%	104%	105%	104%	107%
Medicine - Step 2 Clinical Knowledge	103%	103%	104%	103%	102%
Medicine - Step 2 Clinical Skills (2005-06 Through 2009-10)	102%	101%	102%	101%	102%
Dental - Part 1 (2005 -2009)	-	-	102%	105%	105%
Dental - Part 2 (2005 - 2009)	-	-	107%	103%	103%
Veterinary (2005-06 Through 2009-10)	111%	102%	103%	97%	101%
Pharmacy (2005 - 2009)	102%	101%	104%	102%	102%

Academic Research and Development Expenditures - UF	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only (<i>Thousand \$</i>)	\$238,251	\$254,350	\$247,722	\$240,367	\$242,964
Total – All Sources (<i>Thousand \$</i>)	\$564,221	\$599,749	\$635,956	\$632,681	\$644,241
Comparison with Peers*	<i>Source for Peer Data: The Top American Research Universities, The Center</i>				
Academic Research and Development Expenditures - Peers	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only (<i>Thousand \$</i>)	\$308,617	\$309,694	\$312,133	\$328,948	NA
Total – All Sources (<i>Thousand \$</i>)	\$528,796	\$538,464	\$555,576	\$592,653	NA
Academic Research and Development Expenditures - UF % of Average of Peers	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only (<i>Thousand \$</i>)	77.2%	82.1%	79.4%	73.1%	NA
Total – All Sources (<i>Thousand \$</i>)	106.7%	111.4%	114.5%	106.8%	NA
Technology Transfer - UF	2005	2006	2007	2008	2009
Licenses & Options Executed	66	73	74	75	115
Licensing Income	\$40,300,00	\$42,900,000	\$48,035,273	\$52,252,469	\$53,880,476
Comparison with Peers*	<i>Source for Peer Data: AUTM U.S. Licensing Activity Survey, various years. Notes: Data not available for UC-Berkeley. Data for Texas A & M includes all Texas A & M campuses. Data for University of Illinois at Urbana-Champaign includes UI at Chicago. In 2009 the Data for the University of Texas at Austin included all campuses.</i>				
Technology Transfer - Peers	2005	2006	2007	2008	2009
Licenses & Options Executed	61.0	67.9	50.8	51.9	62.0
Licensing Income	\$11,155,311	\$11,033,120	\$10,186,467	\$13,485,030	\$15,852,263
Technology Transfer - UF % of Average of Peers	2005	2006	2007	2008	2009
Licenses & Options Executed	108%	108%	146%	145%	185%
Licensing Income	361%	389%	472%	387%	340%

OTHER KEY OUTPUT OR OUTCOME METRICS	2005-06	2006-07	2007-08	2008-09	2009-10
List of Peer Institutions:					
INDIANA UNIVERSITY-BLOOMINGTON UNIVERSITY OF CALIFORNIA-BERKELEY UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL OHIO STATE UNIVERSITY-MAIN CAMPUS UNIVERSITY OF WISCONSIN-MADISON UNIVERSITY OF MICHIGAN-ANN ARBOR UNIVERSITY OF TEXAS AT AUSTIN TEXAS A & M UNIVERSITY					
Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement					
(1) Data show that we award many more degrees than peers. This is a concern given the number of faculty that we have. UF's student-faculty ratio is significantly higher than that of our peers.					
(2) Graduation rates. UF has the highest rates in the state of Florida, but will continue to strive to improve its rates relative to our AAU peers.					
(3) UF will continue its monitoring of the growth in distance education and electronic platform courses in conjunction with the use of the new Compass/Embanet services.					

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

DOCTORAL EDUCATION. Coincident with the release of the National Research Council's decade-long analysis of the state of U.S. doctoral programs, UF launched a project to assess the state of its doctoral programs. A preliminary survey by a committee of distinguished professors is nearing completion and will serve as the basis for a two-year focused effort to strengthen doctoral education both generally and with attention to strategic priorities consistent with the mission and vision for the future. The committee has identified characteristics of outstanding doctoral programs, and departments will propose plans to improve consistent with these characteristics. The long-term intent is to increase the number of first-rate doctoral programs and strengthen associated research programs.

RESEARCH, TECHNOLOGY TRANSFER, AND ECONOMIC DEVELOPMENT. UF celebrated groundbreaking for the Innovation Hub on June 14, 2010. Thanks to an \$8.2M federal Economic Development Administration grant and a \$5M university commitment, the Hub will begin operations in 2012. Its mission: to provide an innovation ecosystem for connecting all the elements critical to creating and supporting technology-based companies in order to commercialize more research discoveries and create jobs for Floridians.

The Clinical and Translational Sciences Institute (CTSI) is funded by a \$26M NIH award. Its mission: to improve human health by accelerating the translation of scientific discoveries into practical applications and practices for the diagnosis, treatment, prevention and cure of human diseases.

UF celebrated groundbreaking for the Research and Academic Center at Lake Nona October 5, 2010. This center extends UF's research enterprise to the Orlando area and promotes collaboration among researchers at UF and Sanford-Burnham. Their goal is to make fundamental medical research in cancer, diabetes and other diseases available to patients in clinical settings.

IMPLEMENTATION OF SPRING/SUMMER COHORT. UF will experiment with a novel program in which undergraduates attend in residence during Spring and Summer terms, but may not attend in residence during Fall terms (although they may continue their studies off-campus through such programs as study abroad, internships, and distance education). To our knowledge, this is the first experiment of its kind, and substantial preparation is needed to design the program, market it to prospective students, and ensure its success in terms of student satisfaction and appropriate graduation and retention rates.

EXPANSION OF ELECTRONIC PLATFORM COURSES AND DISTANCE EDUCATION PROGRAMS. UF has engaged the services of Compass/Embanet, an external provider of distance education services, to assist colleges with the creation and delivery of distance education programs. Most programs currently in UF's inventory are at the graduate and professional levels and yielded approximately \$59M in gross revenues this year. UF will explore the market for undergraduate programs over the next three years. UF will also create electronic platform versions of general education courses for delivery both on- and off-campus.

GRADUATION RATES. UF will assess several strategies to seek continued improvement in 4-year and 6-year graduation rates. UF's 4-year graduation rate recently jumped by 6 percentage points from 58% to 64%. We believe we understand the phenomena that led to this remarkable jump, and we will seek to stabilize and improve upon this gain. There are a variety of other strategies that can be employed, including block tuition, mandatory summer enrollment, etc., and UF will begin a two-year project to investigate an appropriate combination of these strategies.

SELF INSURANCE. UF will undertake a study to determine feasibility and appropriate implementation of a self-insurance program for employees.

CAVP ACADEMIC COORDINATION PROJECT

Program Level	6-Digit CIP Code	Program Title	Category	Proposed Action
S	13.0406	Higher Ed/HE Admin	Corrective Action	Internal review (for BOG 7-year review) will be complete this spring and a determination made as to continuation of this degree.
M	13.0603	Ed Statistics & Res Methods	Collaborative Model	<p>The program is one of only two in SUS universities. First step taken to address low enrollment is the development of an educational psychology specialization, approved by the College of Education Curriculum Committee in January 2011. Second step is the investigation of a multi-university collaborative in data coaching and program evaluation. "Data Coaches" are called for in the state's Race to the Top award. The notion of a collaborative program was endorsed by SUS Education Deans at their March 2011 meeting.</p>
R	13.0603	Ed Statistics & Res Methods	Collaborative Model	<p>The program is one of only two in SUS universities. First step taken to address low enrollment is the development of an educational psychology specialization, approved by the College of Education Curriculum Committee in January 2011. Second step is the investigation of a multi-university collaborative in data coaching and program evaluation. "Data Coaches" are called for in the state's Race to the Top award. The notion of a collaborative program was endorsed by SUS Education Deans at their March 2011 meeting.</p>

CAVP ACADEMIC COORDINATION PROJECT

Program Level	6-Digit CIP Code	Program Title	Category	Proposed Action
R	13.1101	Counselor Ed/Guidance Svcs	Corrective Action	This program will be redesigned to serve as the umbrella degree program for Counselor Education and Mental Health Counseling (51.1505 and 51.1508).
M	13.1302	Art Teacher Education	Corrective Action	New online delivery as of 8/10 with substantial enrollment growth anticipated.
M	13.1311	Math Teacher Education	Corrective Action	With a renewed emphasis on mathematics education and desire to revamp the mathematics teacher education program at the Master's level, the College approved submittal of an application to the FDOE for an Educator Preparation Institute (EPI). The EPI will allow UF to prepare mathematics teachers who already hold a baccalaureate through an alternative certification program.
E	14.0701	Chemical Engineering	Corrective Action	Program reenergized for professionals; admit students Fall 2011; evaluate on 7-year BOG cycle.
E	14.2701	Industrial/Systems Engineering	Corrective Action	Program reenergized for professionals; admit students Fall 2011; evaluate on 7-year BOG cycle.
R	50.0703	Art History/Crit/Conservation	Collaborative Model	New in 2002; enrollment growth after 2005; discussions with FSU re graduate committee service and course enrollment.

New Academic Degree Program Proposals

LEGEND: B = Bachelor's M = Master's S = Specialist PD = Professional Doctorate RD = Research Doctorate				
Proposed Date of Submission to UBoT	Program Level	6-Digit CIP Code	Program Title	Proposed Implementation Date and Comments
University of Florida				
Fall 2010	RD	19.0707	Family, Youth & Comm Sciences	2011: The proposed program will address the growing demand in the public and nonprofit sectors for professionals with the doctoral degree. There is an increasing call for public and private programming and policy development to address needs for integrated, community-based human services. Doctoral graduates will be positioned to provide leadership in addressing these needs from a research-based perspective.
Spring 2011	M	30.9999	Sustainable Development Practice	2011: New signature program for the college and one of only a few in the US; will complement new B degree.
Fall 2010	M	26.0101	Biology	2011: This degree will complete development of program offerings in Biology and help meet state STEM needs.
Fall 2010	RD	26.0101	Biology	2011: This degree will complete development of program offerings in Biology and help meet state STEM needs.
Fall 2011	M	51.1509	Genetics Counseling	2012: collaborative, interdisciplinary degree; to meet increased national demand for genetic counselors in clinical, teaching, administrative, commercial, and private practice and consulting environments.
Fall 2011	B	05.0201	African American Studies	2012: To meet student demand
Fall 2012	M	51	Digital Health	2013: The information and communication technology revolution is dramatically changing how the public accesses, receives, and uses health information to promote health, prevent disease, and manage chronic conditions. These rapid changes present a critical need and opportunity to train the next generation of practitioners, leaders, and scientists with expertise in health IT and digital health. A degree in Digital Health would prepare students for cutting-edge, high-demand digital health jobs of the future.

New Academic Degree Program Proposals

LEGEND: B = Bachelor's M = Master's S = Specialist PD = Professional Doctorate RD = Research Doctorate				
Proposed Date of Submission to UBoT	Program Level	6-Digit CIP Code	Program Title	Proposed Implementation Date and Comments
University of Florida				
Fall 2011	B	30.2001	International Studies	2012: This degree will help meet student demand for separate degree in IS, and help meet state's needs in globalization
Fall 2011	B	14.0501	Biomedical Engineering	2012: This degree will respond to growing student demand in this area and help meet state STEM needs

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

The University of Florida is planning to implement a new entering Spring-Summer cohort of undergraduate students beginning with the first class in Spring 2013. This effort will increase access to UF undergraduate programs while making more efficient use of existing plant capacity during the spring and summer. This new cohort will be composed of a mix of first-time-in-college and transfer students with AA degrees. The cohort is expected to grow to a maximum of 2,000 students within its first five years and to remain stable beyond that point.

Other areas of growth for the UF include distance learning and graduate programs. E-learning has been growing over the last five years and has become a widespread means of instructional delivery at UF. Graduate programs are expected to grow at roughly a one percent annual rate, dependent mainly upon the availability of funding to support doctoral students.

UF did not have any over-enrollment in undergraduate or graduate programs in the last year.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

UF Enrollment Plan Proposal - All State-Fundable FTE Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	10,182	9,846	10,182	9,839	10,124	10,430	10,521	1.3%
FL Resident Upper	13,258	13,265	13,258	12,979	12,978	13,378	13,643	1.0%
FL Resident Grad I	3,824	2,483	3,824	2,508	2,533	2,584	2,636	1.0%
FL Resident Grad II	2,933	3,922	2,933	3,961	4,001	4,081	4,163	1.0%
Total FL Resident	30,197	29,516	30,197	29,287	29,636	30,473	30,963	1.1%
Non-Res. Lower	559	299	559	304	308	313	314	0.6%
Non-Res. Upper	742	428	742	432	441	453	457	1.1%
Non-Res. Grad I	1,335	1,202	1,335	1,214	1,226	1,251	1,276	1.0%
Non-Res. Grad II	1,413	1,834	1,413	1,852	1,871	1,908	1,947	1.0%
Total Non-Res.	4,049	3,763	4,049	3,802	3,846	3,925	3,994	1.0%
Total Lower	10,741	10,145	10,741	10,143	10,432	10,743	10,835	1.3%
Total Upper	14,000	13,693	14,000	13,411	13,419	13,831	14,100	1.0%
Total Grad I	5,159	3,685	5,159	3,722	3,759	3,835	3,912	1.0%
Total Grad II	4,346	5,756	4,346	5,814	5,872	5,990	6,110	1.0%
Total FTE	34,246	33,279	34,246	33,089	33,482	34,398	34,957	1.1%

Notes:

1. Funded Grad I and Grad II FTE were established before the BOG changed Pharmacy and Law FTE from Grad I to Grad II.
2. Annual growth rate is based on 2011-12 est to 2016-17 period.
3. The 2010-11 data are an estimate since Spring enrollments are not final or fully edited for fundability.

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	513	524	513	516	513	513	513	-0.1%
Non-Res. Medical Headcount		16		24	27	27	27	2.4%
Total Medical Headcount	513	540	513	540	540	540	540	0.0%

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	Projected Average Annual
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Dentistry Headcount	321	321	321	321	321	321	321	0.0%
Non-Res. Dentistry Headcount		10		10	10	10	10	0.0%
Total Dentistry Headcount	321	331	321	331	331	331	331	0.0%

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	Projected Average Annual
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Veterinary Medical Headcount	332	338	332	336	338	344	344	0.5%
Non-Res. Veterinary Medical Headcount		6		6	6	0	0	-100.0%
Total Veterinary Medical Headcount	332	344	332	342	344	344	344	0.1%

For each distinct location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE

SITE: Gainesville, Florida

		Estimated	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2010-11	2011-12	2012-13	2014-15	2016-17		
Lower		9,095	9,050	9,293	9,505	9,488		0.9%
Upper		11,233	10,896	10,846	11,136	11,276		0.7%
Grad I		3,123	3,151	3,179	3,236	3,294		0.9%
Grad II		4,474	4,529	4,583	4,694	4,807		1.2%
Total		27,925	27,625	27,901	28,572	28,865		0.9%

SITE: Jacksonville, Florida

		Estimated	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2010-11	2011-12	2012-13	2014-15	2016-17		
Lower		0	0	0	0	0		0.0%
Upper		0	0	0	0	0		0.0%
Grad I		4	4	4	4	4		0.0%
Grad II		215	215	215	215	215		0.0%
Total		219	219	219	219	219		0.0%

SITE: Orlando, Florida

		Estimated	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2010-11	2011-12	2012-13	2014-15	2016-17		
Lower		0	0	0	0	0		0.0%
Upper		1	0	0	0	0		0.0%
Grad I		2	2	2	2	2		0.0%
Grad II		242	242	242	242	242		0.0%
Total		245	244	244	244	244		0.0%

SITE: St. Petersburg, Florida

		Estimated	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE		2010-11	2011-12	2012-13	2014-15	2016-17		
Lower		0	0	0	0	0		0.0%
Upper		0	0	0	0	0		0.0%
Grad I		2	2	2	2	2		0.0%
Grad II		248	248	248	248	248		0.0%
Total		250	250	250	250	250		0.0%

For the sum of remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments

SITE: REMAINING PHYSICAL LOCATIONS

	Estimated	Estimated	Estimated	Estimated	Estimated	Projected
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	Average
Lower	174	174	174	174	174	0.0%
Upper	572	572	572	572	572	0.0%
Grad I	118	118	118	118	118	0.0%
Grad II	231	231	231	231	231	0.0%
Total	1,095	1,095	1,095	1,095	1,095	0.0%

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION/DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	Projected
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	Average
Lower	876	919	965	1,064	1,173	5.0%
Upper	1,887	1,943	2,001	2,123	2,252	3.0%
Grad I	436	445	454	472	491	2.0%
Grad II	346	349	352	360	367	1.0%
Total	3,545	3,656	3,773	4,019	4,283	3.2%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]				Implementation Strategies			Metric(s)/Timeline/Expected Outcomes			
#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION (continuing)				UF's 4-year graduation rate improved from 58% to 64% between the 2004 and 2005 freshman cohorts due, in large part, we believe, to improved application of Universal Tracking principles and Advising. We will seek to stabilize this achievement and build on it. We will consider implementing a variety of incentives to graduation, including block tuition, which incentivizes accelerated progress to graduation.			Simply stabilizing and replicating the improved 4-year graduation rate would be a substantial achievement. We will spend this year investigating further the phenomena which produced this result to institutionalize successful incentives. We will know within one to two years whether or not this improvement is stable. If we can isolate the successful incentives and behaviors, we can build upon them for further incremental improvement. NOTE: This is a change in our tracking and advising process that does not require substantial investment of revenues to achieve, which is why the Funding Source boxes below are left blank.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13						
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request	
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2 (Required) - EXPANSION OF DISTANCE EDUCATION AND ELECTRONIC PLATFORM OFFERINGS (continuing)			To facilitate the creation of electronic platform courses and programs, UF has contracted with an external provider of distance education services, Compass/Embanet. Departments can focus on the content to be delivered without ancillary technical distractions. While the use of electronic platforms on campus helps efficient delivery of instruction on campus, distance education off campus is an important alternative revenue source to support the mission of the university, with revenues amounting to over \$58M last year. UF has put financial incentives in place through Responsibility Centered Management (RCM) to encourage the creation of these programs.			UF expects to make more courses and programs available through distance education. UF has a well-developed catalog of offerings at the graduate and professional levels, but relatively little at the undergraduate level. We expect rapid market exploration and experimentation in the next two years at the undergraduate level to provide additional access to Florida's citizens. These programs will likely be self-funded, requiring no state support. The two metrics to measure the success of this program will be the number of new programs made available through distance education and the number of students enrolling. UF will also continue to expand on campus use of electronic platform courses where it makes pedagogical sense, adds value to the instructional process, and increases efficiency. UF will invest \$400-\$500K next year to produce approximately 12 electronic platform courses.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$500K	NA	NA	\$500K	NA	\$870K	NA	NA	\$870K	NA

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#3 (Required) - IMPROVE ACCESS THROUGH SPRING/SUMMER COHORT (new)			In order to take advantage of available capacity in the Spring and Summer terms, admit a cohort of students who attend UF in residence during the Spring and Summer terms. These students will not be in residence during the Fall term, but may engage in internships, study abroad, and distance education.			UF expects to test the market by enrolling the first group of students in this cohort in January 2013. The target number for the first group is 500-1000 students, depending on the mix of freshmen and transfers ultimately sought. In steady state, the program is intended to enroll 2000 students. The steady state will be achieved in three to five years. Measures of success include student satisfaction with the program and a good graduation rate for these spring cohorts. NOTE: It is anticipated that the tuition paid by this cohort will fund the program.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$2M	NA	NA	\$2M	NA	NA	\$4M	NA	NA	NA

GOAL #4

COMPLETION OF THE FLORIDA INNOVATION HUB

The Florida Innovation Hub at UF is being built with an \$8.2 million grant from the federal Economic Development Administration and a \$5 million commitment from the University of Florida.

The 45,000 square-foot facility, slated to be built just a few blocks from campus, will serve as a catalyst for creating startup companies based on technologies emanating from university laboratories. The Hub will provide startup companies with office space, laboratories, conference rooms and other resources to improve their likelihood of success.

Its mission is to provide an innovation ecosystem for connecting all the elements critical to creating and supporting technology-based companies in order to commercialize more research discoveries and create jobs for Floridians.

GOAL #5

COMPLETION OF THE LAKE NONA RESEARCH AND ACADEMIC CENTER

The UF Research and Academic Center at Lake Nona will be a \$44 million, 100,000-square-foot facility that will house the following:

- A clinical research unit from UF's Institute on Aging
- Expansion of the College of Pharmacy's Ph.D. program in the emerging field of pharmacometrics, an area of research which seeks to quantify how drugs and diseases interact to aid in efficient and effective drug development and regulatory decisions
- The Orlando campus of the College of Pharmacy's entry-level professional degree program, which will house 200 students seeking the doctor of pharmacy degree

The center will extend UF's research enterprise to the Orlando area and promote collaboration among researchers at UF and Sanford-Burnham. Their goal is to make fundamental medical research in cancer, diabetes and other diseases available to patients in clinical settings.

The center also will give the university a strong presence in the growing medical complex at Lake Nona, which includes the UCF College of Medicine and Burnett School of Biomedical Sciences, the Nemours Children's Hospital, the Orlando Veterans Affairs Medical Center and the M.D. Anderson Center Research Institute. The center is expected to be completed in summer 2012. The Legislature approved a \$6M appropriation for this project in Spring 2011. This appropriation is awaiting the Governor's approval.

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1										
2	\$500K					\$870K				
3							\$2M			
4 optional	See total project description in Goal 4									
5 optional	See total project description in Goal 5									
Total										

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Fund faculty/instructors to provide instruction and improve student-faculty ratio	Since the implementation of the Differential Tuition, a total of 56 faculty and 109 temporary faculty have been hired or retained. We continue to advertise for additional faculty from commitments made from these funds. There are currently five positions being advertised.
Fund advisors to provide student advising.	Since the implementation of the Differential Tuition, a total of three advisors have been hired.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	130
Total Number of Advisors Hired or Retained (funded by tuition differential):	3
Total Number of Course Sections Added or Saved (funded by tuition differential):	755
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Need-based grants for undergraduate students with financial need.	Funds were awarded as need-based grants in the Florida Opportunity Scholars Program to Florida resident, first-generation-in-college, undergraduate students, with total family income generally less than \$40,000 per year.
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1403
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,587*
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$11*
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$9,337*

* Funds for the Florida Opportunity Scholars Program come from multiple sources including private donations, Florida First Generation Matching Grant and institutional contributions. The amounts above reflect the tuition differential portion of the award only (approximately 48% of the total) rather than the total scholarship amount the student received.

Fall 2011 Request for an Increased Tuition Differential Fee

University: University of Florida

Effective Date	
University Board of Trustees Approval Date:	June 10, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	Applies to all university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 22.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
\$ Increase in tuition differential per credit hour:	\$ 10.00
\$ Increase in tuition differential for 30 credit hours:	\$ 300.00
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$ 6,889,426
Total differential fee revenue generated in 2011-12 (projected):	\$ 18,994,862

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University of Florida
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	<u>Estimated Actual*</u> <u>2010-11</u>	<u>Estimated</u> <u>2011-12</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 2,252,809	\$ 3,527,610
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 2,252,809	\$ 3,527,610
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 12,105,436	18,994,862
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 12,105,436	\$ 18,994,862
<u>Expenditures</u>		
Salaries & Benefits	\$ 9,816,093	13,296,403
Other Personal Services	32,516	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	5,698,459
Expended From Carryforward Balance	982,026	2,069,690
**Other Category Expenditures	-	-
Total Expenditures:	\$ 10,830,635	\$ 21,064,552
Ending Balance Available:	\$ 3,527,610	\$ 1,457,920

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

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

University of Florida

Undergraduate Students

	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Tuition:							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	6.96	\$13.74	\$22.00	\$32.00	\$52.29	\$75.63	\$102.47
Total Base Tuition and Differential	\$88.99	\$102.33	\$117.67	\$135.32	\$155.61	\$178.95	\$205.79
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.76	\$5.17			
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.16	\$10.65	\$13.94	\$14.68			
Health	\$9.89	\$10.49	\$12.99	\$13.68			
Athletic	\$1.90	\$1.90	\$1.90	\$1.90			
Transportation Access	\$6.11	\$6.79	\$7.33	\$7.72			
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$125.91	\$145.76	\$168.13	\$188.38	\$165.53	\$188.87	\$215.71
% Change		15.8%	15.3%	12.0%	-12.1%	14.1%	14.2%
Fees (block per term):							
Student Financial Aid ¹					\$77.49	\$77.49	\$77.49
Activity & Service					\$231.75	\$243.98	\$256.86
Health					\$215.96	\$227.36	\$239.35
Athletic					\$28.50	\$28.50	\$28.50
Transportation Access					\$121.86	\$128.29	\$135.06
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$675.56	\$705.62	\$737.26
% Change		NA	NA	NA	NA	4.4%	4.5%
Total Tuition and Fees for 30 credit hours	\$3,777.30	\$4,372.80	\$5,043.90	\$5,651.29	\$6,317.09	\$7,077.41	\$7,945.89
\$ Change		\$595.50	\$671.10	\$607.39	\$665.80	\$760.32	\$868.49
% Change		15.8%	15.3%	12.0%	11.8%	12.0%	12.3%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$534.76	\$614.97	\$707.21	\$707.21	\$742.57	\$779.70	\$818.68
Out-of-State Undergraduate Student Financial Aid ³	\$26.73	\$30.74	\$35.36	\$35.36	\$37.13	\$38.98	\$40.93
Total per credit hour	\$561.49	\$645.71	\$742.57	\$742.57	\$779.70	\$818.68	\$859.62
% Change		15.0%	15.0%	0.0%	5.0%	5.0%	5.0%
Total Tuition and Fees for 30 Credit Hours	\$20,622.00	\$23,744.10	\$27,321.00	\$27,928.39	\$29,708.04	\$31,637.91	\$33,734.42
\$ Change		\$3,122.10	\$3,576.90	\$607.39	\$1,779.66	\$1,929.86	\$2,096.51
% Change		15.1%	15.1%	2.2%	6.4%	6.5%	6.6%
Housing/Dining							
	\$7,396.00	\$7,810.00	\$7,966.00	\$8,448.00	\$8,704.00	\$8,965.00	\$9,230.00
\$ Change		\$414.00	\$156.00	\$482.00	\$256.00	\$261.00	\$265.00
% Change		5.6%	2.0%	6.1%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

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

² capped in statute.

**University of Florida
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Enhancing size & diversity of dentist workforce through expansion of DMD		\$2,800,000	\$2,800,000
2	UF Research and Academic Center, Lake Nona	\$2,930,000	\$3,000,000	\$5,930,000
3	IFAS Research & Extension Workload Cost to Continue Formula	\$1,684,208		\$1,684,208
4	A Virtual General Education Core for the SUS and State College Systems		\$870,000	\$870,000
5	Improving Care & Patient Outcomes Statewide: Program in Personalized Medicine	\$2,800,000	\$3,200,000	\$6,000,000
6	Computational Biology	\$1,000,000		\$1,000,000
7	Promoting Healthy, Sustainable Animal Systems	\$2,240,000		\$2,240,000
8	Simulation Center	\$2,200,000	\$3,750,000	\$5,950,000
9	Research Computing Resources for UF & the State of Florida		\$1,900,000	\$1,900,000
10	Stan Mayfield Biorefinery		\$2,000,000	\$2,000,000
11	National Resource for Digitization of Biological Collections		\$750,000	\$750,000
12	Master of Science in Patient Safety	\$2,285,672		\$2,285,672
13	Archer Clinic	\$256,600		\$256,600
14	Public Issues Education in Agriculture and Natural Resources	\$1,450,000		\$1,450,000
15	Veterinary Medicine Emerging Pathogens World Class Scholar Recruitment	\$1,500,000	\$3,000,000	\$4,500,000
	Total	\$18,346,480	\$21,270,000	\$39,616,480

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Enhancing the size and diversity of the dentist workforce through expansion of DMD enrollment
Priority Number	1
Recurring Funds Requested:	\$0
Non-Recurring Funds Requested:	\$2,800,000
Total Funds Requested:	\$2,800,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The dentist to population ratio in Florida in 2007 was approximately 49.4 per 100,000 population and varied widely across the state with higher concentrations of dentists in the urban areas, leaving many rural and less densely populated communities underserved. The dental workforce does not reflect Florida’s ethnic and racial diversity, with a significant underrepresentation of African American dentists. With the growth of Florida’s population, the dentist to population ratio in our state has declined in recent years. Also, an additional 751 dentists are needed to address Florida’s Dental Health Professional Shortage Areas (DHPSAs). In the most recent Pew Foundation Report, Florida received a grade of “F” in terms of key oral health performance indicators.

Recognizing the need for an expanded and more diverse dentist workforce, the University of Florida proposes to phase in an enrollment increase of 80 students, graduating 20 additional Doctor of Dental Medicine (DMD) students per year using a six-year implementation plan. Currently the college enrolls about 82 students per year. The majority of UF’s dental graduates remain in Florida to serve the state’s population as general dentists.

The DMD students would complete the majority of their education on the UF Gainesville campus but would also complete six weeks of community-based clinical service learning in the third and fourth years of the DMD curriculum. Community-based clinical rotations are typically located at public health units or private not-for-profit safety net clinics and they are an important way for students to gain practical clinical experiences while providing much

needed dental care to underserved patients and communities. Current clinical rotations occur throughout Florida, and would be expanded with the additional enrollment to communities in greatest need including those in northern Florida and the Panhandle.

Because there is a need for an ethnically and culturally diverse dental workforce, UF proposes to expand its outreach activities to recruit underrepresented and disadvantaged dental students. One mechanism the college will investigate is partnering with Florida A&M University (FAMU) to increase the proportion of under-represented minority students entering dental school. Other SUS colleges will also be considered.

Under the proposed plan, the college is requesting planning money, funds for facility expansion and renovation, and operating funds. Planning money will be used to support the exploration of expanded academic partnerships such as with FAMU, additional outreach and recruitment efforts to identify underrepresented minority students, and planning for physical plant renovations to accommodate the additional students. The simulation laboratory would need to be expanded and faculty and staff would need to be recruited. Furniture for expanding waiting areas, the business office and for faculty offices would be required. Additionally, some clinical computers and dental equipment and supplies would be required at start-up. Existing space has been identified to add a large classroom, but would require renovation, educational technology and additional furnishings.

The Operating Budget Form II attached reflects only the recurring and non-recurring funds needed in Year 1. However, the proposed expansion of the DMD class will occur over a six-year time period. Full funding of the six years and the recurring funds thereafter will be required for the programmatic expansion. Non-recurring funding is needed in Year 1 to prepare the facility for the expansion and includes initial planning money. Recurring funds are phased in beginning in Year 2 and include funding of \$57,500 per dental student educated, exclusive of tuition. Enrollment increases incrementally over six years. The recurring expenses increase proportionately with enrollment as shown below. It will require continued annual funding of \$4.6 million thereafter to maintain the increased enrollment of 80 dental students.

	Year 1*	Year 2	Year 3	Year 4	Year 5	Year 6
Recurring						
Educational expenses	0	\$575,000	\$1,725,000	\$2,875,000	\$4,025,000	\$4,600,000
Non-recurring						

Planning	\$ 250,000					
Sim lab expansion	\$1,200,000	0	0	0	0	0
Classroom renovation	\$ 600,000	0	0	0	0	0
Clinical equipment and supplies	\$ 750,000					
Total by Year	\$2,800,000	\$575,000	\$1,725,000	\$2,875,000	\$4,025,000	\$4,600,000
Increase in students from baseline	0	10	30	50	70	80

II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

DMD enrollment would be phased in over five years as follows:

	Year 1*	Year 2	Year 3	Year 4	Year 5	Year 6
1DNs	80	90	100	100	100	100
2DNs	80	80	90	100	100	100
3DNs	80	80	80	90	100	100
4DN	80	80	80	80	90	100
Total	320	330	350	370	390	400
Increase from baseline	0	10	30	50	70	80

Following the phased in implementation, the college would produce an additional 20 DMD degrees each year beginning in year 6.

To support the expanded enrollment, faculty would be recruited who are not only excellent clinicians and academicians, but also have an interest in clinical and translational research. These additional faculty members would enhance the college's capacity to expand its research program. Expected outcomes would include an increase the college's research funding and scientific breakthroughs to improve oral health.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.): **Not Applicable**

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	UF Research and Academic Center, Lake Nona
Priority Number	2
Recurring Funds Requested:	\$2,930,000
Non-Recurring Funds Requested:	\$3,000,000
Total Funds Requested:	\$5,930,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The proposed UF RAC will allow UF to expand its clinical services and medical research into the Orlando area. This will allow UF scientists to work in synergy with the research institutes (Sanford-Burnham), universities (UCF Medical School) and medical establishments (Veterans Administration Hospital) in the Lake Nona area. The long term goal would be to engage in collaborative research with a view to facilitating new discoveries that provide cutting edge therapies for diseases such as cancer, diabetes, and others.

The requested funds will be used to defray capital outlay and operational costs of the facility. Capital outlay includes the build out of research laboratories on the third and fourth floors, including fixed equipment and casework. Operational costs include salary support for faculty and staff to be recruited as well as operational expenses.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

When completed, the UF RAC at Lake Nona is predicted to provide about 120 high wage jobs in the biomedical research arena with total annual salaries of about \$7.9M with added downstream economic impact of \$33.3M and an added 169 jobs according to a recent economic impact study.

When fully operational, the research programs at the UF RAC will result in 5-10 disclosures/patents and 2-4 license agreements annually.

The UF RAC will also be the site for the UF College of Pharmacy’s Doctor of Pharmacy program, which will be relocated from the Apopka area. This facility will provide a training site for about 200 pharmacists at a given time.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested
1.	UF Research & Conference Center at Lake Nona, (Planning)	2008-2009	\$6.0M (funded by the Legislature)
2.	UF Research & Conference Center at Lake Nona University of Florida match	2010-2011	\$20.0M (funded by the Legislature) \$10.0M (approximately)
3.	UF Research & Conference Center at Lake Nona	2011-2012	\$6.0M (funded by the Legislature)

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	IFAS Research and Extension Workload Cost to Continue Formula
Priority Number	3
Recurring Funds Requested:	\$1,684,208
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$1,684,208

- I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

IFAS was asked to develop a cost to continue funding formula or model that would respond to increased research and extension workload demand. At a May 2004 Board of Governors (BOG) meeting model was presented to and adopted by the BOG. The formula was used by the BOG in its subsequent legislative requests and partially funded by the Legislature. The model uses extension delivery methods to measure increases in workload by both extension and research faculty in the form of *workload delivery units*. The model uses non-traditional teaching methods (such as field consultations, office consultations, telephone and email requests, group workshops, and printed materials) and converts these contacts to the equivalent of student FTEs. These delivery methods are converted by multiplying by a factor to account for level of effort and then divided by 40 which is the number used to convert student credit hours to FTEs. The total IFAS research and extension budget (General Revenue) is divided by this number to determine the value of a *workload delivery unit*. Using this method IFAS served the equivalent of over 127,520 “students” on a rolling three year average. Thus, IFAS is maintaining its requested increase in the cost to continue workload at the 1.50% level to hopefully maintain service at current levels.

This is a continuation of the cost to continue BOG initiative from previous years. The portion of the funds allocated to county extension faculty will receive an appropriate 30% match from local government for the salary and all of the support funds necessary for the local extension programs. It is also connected to the IFAS accountability program wherein users of IFAS information and services are surveyed annually to ensure 92% acceptable service.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

This funding request allows IFAS to meet a documented increase in demand for its services which are not met by tuition or enrollment growth. Annual reports of accomplishment document actual efforts by IFAS faculty in support of clientele research and extension demands.

III. Facilities (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*): **Not Applicable**

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	UNIVERSITY OF FLORIDA
Work Plan Issue Title:	A Virtual General Education Core for the SUS and State College Systems
Priority Number	4
Recurring Funds Requested:	\$0
Non-Recurring Funds Requested:	\$870,000
Total Funds Requested:	\$870,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

UF will create electronic platform (online) versions of 24 General Education courses suitable for use in on-campus delivery or through distance education. The materials will be made available at no charge to all SUS institutions and to all State Colleges for use at those institutions. In addition, they will be used on the UF campus and offered to students throughout the state via UF's distance education delivery mechanisms. The 24 courses will be divided among required areas in General Education, including Mathematics and English, Social Sciences, Humanities, Physical Sciences and Biological Sciences. They will all be chosen from courses in the Common Course Inventory and the Florida Higher Education Distance Learning Catalog and are all transferable to any public SUS or State College institution under the statewide articulation agreement.

This service to the entire SUS and the State Colleges is new.

The expertise, infrastructure, and experience needed to create these courses are already in place on the UF campus. All courses will be proposed for "Quality Matters" certification to assure the teaching and technology meet nationally established quality standards.

The budget requested is based on a cost of \$30K per course development and a one-time infusion of \$150K to extend and upgrade UF's course management system to support the totally asynchronous nature of these course offerings.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

These courses will provide an efficient and cost-effective mechanism to deliver General Education on all SUS and State College campuses and through distance education. They will eliminate the need for multiple formulations of the same courses around the state, and their availability will foster increased access to General Education. We anticipate substantial cost savings around the state from the use of these materials.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Improving Care and Patient Outcomes State-Wide Using Breakthrough Genetic Information: A Program in Personalized Medicine
Priority Number	5
Recurring Funds Requested:	\$2,800,000
Non-Recurring Funds Requested:	\$3,200,000
Total Funds Requested:	\$6,000,000

- I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

The University of Florida wishes to establish a cutting edge program in Personalized Medicine. The elaboration of the human genome along with new understanding of the role of genetics in disease risk, drug responses and outcomes have led to the expectation, stated by National Institutes of Health Director Francis Collins and others, “*that eventually an individual’s personal genome will be part of their medical record, from which information can be pulled to determine disease risk or guide treatment decisions*”. Some refer to this as personalized medicine.

The Program in Personalized Medicine at the University of Florida will create a fundamentally new capability for medicine – to use personal genome information to guide medical care. The Clinical and Translational Science Institute (CTSI) at UF proposes to initiate this program with an important specific example – the use of clopidogrel (also known as Plavix, a drug often prescribed for patients to prevent clotting after receiving cardiac stents to improve blood flow). It is known that patients with particular genetic features will not respond as well to Plavix, while others who do not have those genetic features will do better. Doctors can use information from the patients’ genome to understand who will respond positively, and will be able to make decisions regarding whether the drug should be prescribed or not.

Making personalized medicine a reality will require a concerted effort on the part of health systems, clinicians, geneticists, informaticians, and researchers. Our initial focus is on a single drug. Our mid-term goal is to enable our health

system to use additional genetic findings in health care. Our long-term goal is to be a leader in preparing health systems state-wide to use personal genomic data as it becomes available. In the process of building this program, we will also create a large genetics data repository that will support clinical care and future research efforts throughout Florida.

Our specific aims are to: 1) **Establish a Program in Personalized Medicine** that will include use of patient-specific genetic information to guide decisions made by the patients' doctors. Following implementation at UF&Shands Gainesville, we will implement personalized medicine at the University Medical Center in Jacksonville, in collaboration with Florida State University at their participating regional campuses, and with the Orlando Regional Healthcare system. 2) **Develop the required infrastructure and critical mass** of expertise for developing genome biology at UF. This will require the recruitment of additional MD and PhD researchers in the area of human genomics; as well as the development of mechanisms for evaluating additional genetic findings that are clinically actionable. A state-wide genetic data repository and state-wide sample storage infrastructure (storage of serum, tissue, DNA, etc.) linked with clinical records will be created to improve health care throughout the state. 3) **Establish UF as a leader** in one of the most critical new fields of medicine – personalized genomic science, and the State of Florida as a leader in the use of personal genetic information in health care.

The Program in Personalized Medicine closely aligns with the NIH and New Florida values to improve the conduct of biomedical research and accelerate the translation of laboratory discoveries into clinical practice. It directly addresses four strategic research goals. 1) Enhance clinical and translational research capability. 2) Enhance state-wide collaboration. 3) Enhance the health of our community and nation. 4) Accelerate translational science. This proposal represents an innovative program that integrates genotyping, biorepository, and electronic health records for substantial patient impact within the UF&Shands and state-wide health systems. The resulting program represents a model for broad implementation across the U.S. This multidisciplinary program involves not only translation of knowledge to clinical practice, but also creates a substantial databank for future research.

Innovation

The Program in Personalized Medicine provides a concrete example of translating laboratory discoveries directly to practice. There are only a few such programs in the whole country, all in the same preliminary stage of development. Our approach provides a fundamentally new capability for health care. The program brings together many key elements of the UF CTSI including laboratory research, informatics, ethics, regulatory support, multiple state-wide healthcare systems, in innovative service to an over-arching goal -- improving

the care of patients using genetic information. The generation of an invaluable sample repository and a genetic data repository that can be linked to information in the medical record will lead to continued discovery of genetic predictors of disease and drug response. The proposed program will position the State of Florida as a leader in the use of personalized genetic information in clinical care.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

The proposed state support will improve the health care of Floridians, generate new research and related economic impacts, improve citizen access to new drugs and therapies, and develop next generation training for scientists and physicians. Establishing cutting edge infrastructure will allow UF and other Florida Universities to participate in highly specialized clinical trials that would not otherwise be possible. The program will serve as a catalyst for multidisciplinary research programs important in the development of additional new technologies. The Personalized Medicine Program at UF will result in economic rewards as well as provide treatments and cures that would otherwise be unattainable. The program will provide training for physicians and scientists to better design drugs and therapies using knowledge of the human genome. Community outreach programs and genetic educational programs will make approaches available across the State of Florida, improving the health and well-being of Floridians.

We anticipate positive health care, economic, social, and educational impacts:
Health Care

- Improved patient outcomes by using personal genomic information for the treatment of patients.
- Improved patient outcomes by using personal genomic information for identifying disease risk and improving care plans.

Economic Impacts

- Increased revenue from NIH and pharmaceutical industry for the performance of unique clinical trials related to personalized medicine.
- Significantly increased NIH and corporate funding (4:1 return on investment).
- Large royalty/licensing income from new treatments, therapies and drugs.
- Recruitment of more biotech firms to Florida.
- The generation of a technologically savvy workforce that is well qualified to obtain high wage jobs in the health and biotechnology sectors.

Societal Impacts

- Improved access for all Floridians to new drugs and therapies.

- A quicker time frame for the development of new, personalized treatments and drugs.

Educational Impacts

- Provide new training programs to educate students in human genetics that impact the health and biotechnology sectors.
- Improved and more multidisciplinary training for clinicians and scientists to enhance health care delivery related to personal medicine.
- Provide improved training in regulatory affairs and ethics so that genetic related trials are developed and conducted with participant safety as a primary goal.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.): **Not Applicable**

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Computational Biology
Priority Number	6
Recurring Funds Requested:	\$1,000,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$1,000,000

I. Description *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

UF will use these funds to establish a group of two to three senior faculty and two to three junior faculty in computational biology. This is an important and rapidly developing field which is determined to understand and exploit the massive amounts of data generated in biology. New methods are needed to systematically analyze the data to discover new drugs, find genetic link to diseases, and developing a comprehensive understanding of various biological processes. Given UF's substantial expertise and the State of Florida's investment into biotechnology, it is imperative that UF develop expertise in this field, since it will be the source of important and lucrative intellectual property, patents, and licensing in the future.

The funds will be used to invest in faculty doing cutting-edge research in the fields below. We expect these faculty to develop a vigorous program of external grants and contracts to fund their research.

Computational Phylogenetics: develop new algorithms for reconstructing and evaluating the "tree of life" (the evolutionary history of all life), which serves as a framework for much of the rest of biology

Computational Genomics of Non-Model Species: new DNA sequencing technologies make it possible to generate genome sequences for "non-model species," i.e., those for which extensive genetic resources are not available; however, methods of genome assembly for "non-models" are inefficient and require further development for optimal performance

Algorithm Development for Computational Genomics: new analytical tools for many aspects of genome analysis are needed, particularly methods to visualize the results of the analyses in intuitive and cogent ways

Pathogen Biology: understanding pathogens is fundamental to human health and agriculture, but as pathogens are often transferred between species or introduced from other geographic areas, their study is complex and multidisciplinary, often combining large data sets of genetic or genomic data, plus information on distribution and ecology as well as biological responses to pathogen attack, etc.; integration of these data sets will lead to new understanding (and possible treatment or management) of pathogenicity

Systems Biology: unites all information available from the molecular to the whole-organism level to understand biological processes

Multidimensional Systems Biology: unites systems biology with genomics and ecology to understand ecological networks; could be applied to studies of climate change

- II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

Additional expertise in a small number of targeted fields, as listed above, would reap huge benefits for the research, teaching, and technology development enterprises at UF, transforming current research capabilities and enabling new research and technology development directions. Recent efforts have already been successful in generating new collaborations between biologists and computer scientists, with over \$10 million in federal grant funds awarded in less than a year to support computational biology projects. Such interactions, and others, will be enhanced through support of an expanded computational biology initiative. UF's strong national and international reputation in biological research will be extended to the cutting-edge sub-disciplines of biology that incorporate mathematics, computer science, and engineering. Continued investment in computational biology at UF will lead to new multidisciplinary research. Nationwide, few programs provide comprehensive training in computational biology, bioinformatics, and statistics at either the graduate and undergraduate levels, despite the growing need for such expertise in university research, government, and industry. Ongoing training efforts at UF are scattered among departments and colleges and would be improved considerably with expansion of

computational biology expertise on campus. UF's current expertise, combined with additional faculty in key areas of computational biology, could produce comprehensive undergraduate and graduate training that rivals the top programs in the country. Many major challenges facing today's society are biological problems, from understanding and predicting the effects of climate change (a particularly important problem for a state with extensive coastline and an economy that depends in large part on agriculture) to feeding the world's growing population (predicted to reach 9 billion by 2050) to understanding and fighting disease. All of these problems can only be solved through multidisciplinary research, all of which requires large-scale computational methods. A strong computational biology program at UF will better allow the institution to meet the needs of society and to serve the people of the State of Florida. Computational approaches to plant biology, for example, could lead to improved yields and new cultivars of Florida crops, just as such research is being applied to corn, rice, soybeans, and others. Likewise, a "landscape genomics" approach to understanding the interactions among organisms in a region could lead to better control of invasive species, which cost the State millions of dollars annually in the form of agricultural pathogens and other pests, and better management of our natural resources.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Promoting Healthy, Sustainable Animal Systems
Priority Number	7
Recurring Funds Requested:	\$2,240,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$2,240,000

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Animals and animal agriculture continue to hold places of great economic, environmental, and societal significance in Florida. In our ever-changing world from predominately rural, farm-based, and community-centered to primarily urban and global in scope, the interaction between animals and people and the interface between their environments evolve in concert. The legislative budget initiative, “Promoting healthy, sustainable animal systems”, is designed to produce new, science-based information and transfer the information to Florida’s livestock industries, animal owners, and public to be applied in every county in Florida.

Considering the breadth of impact of animal agriculture, it is clear that sustaining that industry is critical to the health and welfare of all Floridians, now and in the future. But there are challenges to sustaining the Florida livestock industry. Because profitability is the foundation of a sustainable industry, solutions to problems must be economically viable. Yet business decision support tools for the livestock industry are limited currently and require constant revision to remain relevant. New potential revenue streams, such as incentives for maintaining open space, must be evaluated and included in economic models to ensure that societal benefits beyond food production are appropriately compensated. Sustainability also depends on a well-trained work force, including professional managers, veterinarians, and allied industry personnel to support livestock enterprises. The University of Florida plays a critical role in educating the next generation of that professional work force, and recruitment to the UF/IFAS often begins long before a student reaches Gainesville through exposure to youth outreach programs, e.g., 4-H and FFA. These vital linkages must be maintained and strengthened for animal agriculture to thrive.

The tropical/subtropical environment of Florida creates unique advantages and challenges for commercial livestock operations. For example, the climate offers an opportunity for year round forage production, and thus favors forage consuming species such as cattle and horses. However, research is needed to determine optimal forage species for varying climates and specific animal production cycles. Beyond the animal's ability to utilize forages, the capacity for different plant species to recycle nitrogen, phosphorus and other byproducts of animal production is essential knowledge to develop sustainable production systems. Because Florida's environment is not replicated in any other area in the US, we must generate data specific to this setting and evaluate the impact of this environment on animal performance and well-being. In the broader perspective, the data generated in Florida has application on an international scale and brings that global dimension to our activities, an important factor in today's interconnected world.

A final facet of sustainability is applying modern technologies to selection of animals that can best perform under the challenging conditions found in Florida. What type of animal can we breed that is best adapted to the environment here in FL? Can we select animals that are better suited to resist pathogens? Are there behavioral traits that improve an animal's performance in the tropical/subtropical environment? Not only is this type of knowledge critical to Florida producers, but there are collateral benefits for consumers. For example, improved pathogen resistance should allow for reduced use of antibiotics to treat disease. Consumers increasingly embrace animal products that are free from exogenous inputs, and increased knowledge of genetic mechanisms will lead to new opportunities to manage animals in more sustainable, systematic ways.

Research generated but not disseminated is of little value to the citizens of Florida. But, the ever-increasing population of our suburban-rural interface creates pressure on our traditional outreach programs. Increasing the capacity to serve these emerging stakeholder groups is an important component of this initiative, especially in the equine industry. Further, as the non-farm population grows there is a greater need to provide scientifically sound, unbiased information to consumers regarding animal production practices and the sustainability of those practices. Investment has been made in infrastructure to deliver programming over the internet, and a large proportion of Floridians are ready to use this approach. We must expand our use of web-based delivery to remain relevant, and sustain our presence as the source of unbiased, scientifically sound information.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

Under this initiative we will increase our knowledge about livestock and equine production and economics with focus on forage production and quality, animal production efficiency, animal health, and economics. For example we will: a) conduct genetic research on new forage species and crops for livestock feed and grazing systems, b) conduct research on beef/forage integrated production systems, c) conduct basic research on genetics and physiology of animal feed conversion and nutrition to increase production efficiency, d) conduct economic studies on livestock production systems, e) conduct research on livestock and equine nutrition and health, f) conduct research and education programs on livestock waste management, and g) expand education programs, especially for youth, on livestock and equine care, management, and health.

III. Facilities (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*): **Not Applicable**

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	UF Health Science Simulation Center
Priority Number	8
Recurring Funds Requested:	\$2,200,000
Non-Recurring Funds Requested:	\$3,750,000
Total Funds Requested:	\$5,950,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The University of Florida plans on developing a UF- Health Science Simulation Center (UF-HSSC) that will serve as a focus for development of novel applications of technology in the education, training and assessment of UF health care students and providers. The center will serve as a nidus for the potential development of 5 additional simulation education and assessment centers within the state of Florida to meet the increasing training and certification needs of its health care provider. This represents a significant expansion of UF's current simulation programs.

The establishment of the UF-HSSC expands upon UF's strengths in health care education, research and development. Simulation and related technologies are becoming a significant component of the educational and certification programs of the health care professions including medicine, pharmacy, nursing, physician assistant and dentistry. This proposal will expand and accelerate simulation research and development in the State of Florida and promote collaborative projects with public and private entities including other universities and corporate partners. Simulation research has significant patent and licensing opportunities resulting in high paying technical positions in prototype development and educational support. An example of previous simulation initiatives resulting in commercial development was the UF-COM collaboration with the Meti Corporation, which currently has approximately 200 employees with revenues of approximately \$30 million. In addition, the use of simulation tools in health care education will propel UF's reputation nationally and internationally and likely have a strong positive impact on student recruitment, performance, and retention.

The proposed UF-HSSC within the UF Academic Health Center will be a national model for innovation in the education and assessment of health care students and providers resulting in improved patient outcomes and safety for the residents of Florida and the nation. It will enhance the ability of the state of Florida to recruit health care providers, promote their continued professional development and training and ensure that they possess the necessary skills to provide the highest quality care to the residents of Florida. It will be a focus for development of new high wage jobs as well as new commercial ventures.

The requested funds will be used to expand and consolidate existing simulation programs, develop new innovative simulation and virtual reality educational, training and assessment modules and defray operational costs of the facility. This includes new expanded facilities and salary support for faculty and staff as well as operational expenses.

Simulation is well established as an educational, training and assessment tool within multiple professions including airline pilot, military, and astronaut training. During the past 20 years there has been increasing development of simulation training and assessment programs within the health care professions. This includes; communication skills, physical examination skills, technical and procedural skills, and collaborative inter-professional approaches to patient care. Multiple modalities have been proven effective in developing specific skills that range from “low fidelity” intravenous blood drawing training to “high fidelity” dynamic patient simulators, standardized patients and most recently virtual reality. However, at this time educational and assessment initiatives within health care have been fragmented among individual disciplines and institutions.

The UF-COM is recognized as an innovator in the development of new simulation tools and technology applications within its medical and educational programs. This has included the ability to gain external funding from government, private and commercial sources. However, in the current funding and economic climate it has been difficult to develop new innovative applications of technology in health care simulation and extend our programs at the University of Florida to local communities, the State of Florida and nationally.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

The UF-HSSC will serve as a program development, education, training and assessment site. It will be used by UF medical, nursing, dental, physician assistant and pharmacy students (~1200+ students/year) as well as residents, nurses and physicians within the Shands Hospital system (~1000/year). We anticipate expanded use in the future.

We propose to develop up to five regional training and assessment sites across the state of Florida to meet the needs of health care professionals throughout the state. Initially approximately 20 high wage jobs will be created at the UF-HSSC including physicians, nurses, pharmacists, dentists, cognitive psychologists, professional educators, engineers and computer scientists as well as technical staff with total annual salaries of about \$2.1M. Future expansion and development of up to five regional training and assessment sites within the state of Florida will create approximately 60 additional jobs (~12/site).

The research and development component of the Center should produce innovative simulation tools and numerous patents and license agreements. It is likely these patents and license agreements will lead to commercial development with formation of several startup companies and or work complimentary with existing Florida based companies focused on simulation products.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	UF-HSC Education/Simulation Bldg	2011-2012	\$3.0M	8
2.	UF-HSC Education/Simulation Bldg	2015-2016	\$31.1M	8
3.	Simulators and technology	2011-2012	\$0.75M	

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	UNIVERSITY OF FLORIDA
Work Plan Issue Title:	Research Computing Resources for UF and the State of Florida
Priority Number	9
Recurring Funds Requested:	\$0
Non-Recurring Funds Requested:	\$1,900,000
Total Funds Requested:	\$1,900,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The University of Florida requests \$1.9M to scale up its High Performance Computing (HPC) resources to develop and provide a coherent and comprehensive approach to manage the oncoming deluge of data associated with modern research and the high-tech economy in the State of Florida. This investment will build on and expand the processing capacity and the data storage infrastructure for UF and for the State of Florida “Sunshine Grid” cyber infrastructure. In particular, UF will work with the New Florida Cluster “Sunshine Grid” award partner institutions (FSU and USF) and with UCF and the University of Miami to develop and implement infrastructure that will benefit all researchers throughout the SUS.

We propose to build a data life cycle management system for researchers and startup-companies with a storage capacity of 1 petabyte. The system includes data storage systems as well as computer systems for data processing and network for efficient data movement. Using a 1500 core cluster as a building block with internal communication equipment at \$400K and a 115 terabyte high availability storage system as another building block at \$170K, we estimate that a data life cycle management system with a capacity of 1 petabyte will cost \$1.9M. The proposed architecture for this system will distribute its configuration around the State in the data centers of the cooperating institutions to ensure reliability and availability of service.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

This infrastructure is urgently needed to support the growing challenges of data life cycle management throughout science and engineering. Huge amounts of data now come from traditional disciplines in science and engineering and especially from emerging disciplines such as computational biology. This discipline, in particular, promises new medical breakthroughs through the manipulation of genetic data obtained from genetic sequencing. This is an emerging field, and Florida needs to be at the forefront, consistent with the State’s investment in biotechnology research and development.

This infrastructure will also provide multiple opportunities to build effective collaborations with existing industries as well as assist high-tech startup companies in meeting their business goals in a timely manner. In particular, it will underpin the efforts of startups and developing companies engaged with UF’s Innovation Hub and the Institute for Commercialization of Public Research. Thus the investment will allow multiple public and private institutions and organizations to leverage the expertise in data life cycle management that is being developed within the SUS.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Stan Mayfield Biorefinery
Priority Number	10
Recurring Funds Requested:	\$0
Non-Recurring Funds Requested:	\$2,000,000
Total Funds Requested:	\$2,000,000

I. Description *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The 10 billion gallons of imported transportation fuel used annually in Florida is responsible for 40% of the greenhouse gas production, creating a significant imbalance in trade and a strategic dependence on imported oil. Oil prices have increased dramatically during the past few years and are likely to increase further in the future, damaging the economy of Florida. Increased efficiency and the development of renewable alternatives could mitigate these adverse effects. Development of large scale, domestic, renewable fuels and chemicals will provide a cost-competitive alternative that can stabilize the cost of automotive fuels and other petroleum-derived products.

The University of Florida has established an international reputation for the development of genetically engineered microorganisms that transform renewable carbohydrates from green plants into biofuels, chemicals, and plastics that replace petroleum. In recognition of this core strength, the State Legislature has provided \$20 million in construction funds for the Stan Mayfield Biorefinery to expand this cutting-edge university research to now include the development of improved manufacturing processes for green fuels/chemicals and to facilitate commercial development. Design, permitting and construction of this plant are underway with expected completion in September of 2011. This facility is being constructed adjacent to and in cooperation with Buckeye Technologies, in Perry FL.

However, no research operating funds were allocated for the Stan Mayfield Biorefinery. Federal support is being requested to complement the State construction investment in this facility. UF/IFAS and Buckeye are also pursuing commercial partners to commercialize the state's investment in this research and demonstration effort.

The Stan Mayfield Biorefinery will serve as a unique research and teaching platform to attract the most talented faculty, students, and post-doctoral associates to create a world-class academic program. In addition, this facility will promote economic development in Taylor County and facilitate the commercial deployment of agriculturally-based green technologies throughout Florida.

The Stan Mayfield Biorefinery progress to date includes completion of all ground lease; operational agreements; intellectual property agreements; engineering design and construction contracts awarded; and construction initiated. The project will serve as a unique research and teaching platform to attract the most talented faculty, students, and post-doctoral associates to create a world-class academic program. In addition, this facility will promote economic development in Taylor County and facilitate the commercial deployment of agriculturally-based green technologies throughout Florida. Funds are requested for the staff, maintenance/process improvement, and operation during the first two years of operation.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

Each year we expected that the Stan Mayfield Biorefinery will be incorporated into the educational curriculum of approximately 200 undergraduate students and 100 graduate students, primarily through guided visits and lectures on site. We anticipate that 10-20 graduate students will be directly involved in research using this facility, more if additional university faculty are hired in this area.

We also expect approximately 200 visitors primarily as interested community groups. Being near the N-S route traveled by many members of our Florida legislature, we anticipate and welcome frequent visits to ensure that this investment in Florida is being used well.

The Stan Mayfield Biorefinery is likely to serve as a nucleus to attract other green energy projects. Recent discussions include newly designed wind turbines for electrical generation and potential development of portable equipment for partial processing of feedstocks at farm sites.

Renewable Bio-Energy conferences are frequently held in Florida. Where feasible, tours will be offered and coordinated with these conferences as an opportunity to recruit further interest and investment in Florida.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	National Resource for Digitization of Biological Collections
Priority Number	11
Recurring Funds Requested:	\$0
Non-Recurring Funds Requested:	\$750,000
Total Funds Requested:	\$750,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The newly established United States National Resource for Digitization of Biological Collections (*iDigBio* – Integrated, Digitized Biocollections) is a joint venture of UF’s Florida Museum of Natural History, the Department of Electrical & Computer Engineering, and Florida State University. It is funded by the National Science Foundation at \$10 million for five years (and likely to be renewed thereafter, total = \$20 million/10 years) and will develop an integrated national infrastructure for digitization of biodiversity collections housed in U.S. institutions in all 50 states. The resource will provide access to information critical to scientific research and education, including that designed to understand biodiversity and societal consequences of climate change and other environmental issues. This request accompanies the national investment in coordinating digitization at the national level with a State of Florida investment to preserve and make accessible biological collections data, especially images, representing Florida’s biodiversity.

Among its responsibilities, *iDigBio* must safely keep and make available over the Internet extensive amounts of digital media and associated data about biological samples collected by public and private institutions alike. It will be essential for UF to acquire IT resources on which a reliable and high-performance data storage cloud-like system can be deployed. UF has an immediate need for 500 terabytes of high quality computer storage to house digital information currently being generated. UF has architected a system for this purpose with resource costs estimated at \$500,000 which meets the enterprise-storage industry cost benchmark of \$1,000/terabyte and includes technical and vendor support to insure performance and long-term data integrity. In addition, the museum will need to upgrade its high-performance storage area network (SAN, \$80,000) as

well as adding server-class network switches (\$20,000), server rack-mounted uninterruptible power supplies for new hardware (\$10,000) and additional servers to provide robust visualization capabilities (\$20,000). High resolution digital cameras, 3D and CT scanners, standard office equipment for newly hired personnel, and a dedicated fiber optic pathway between campus buildings involved in *iDigBio* (\$120,000) complete the infrastructural needs of this enterprise.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

The *iDigBio* national center will work with private and public institutions holding biological collections in all 50 states. It establishes the University and State of Florida as national leaders in exciting new research and educational initiatives related to digitizing biological materials. Having this center at UF will position the State to compete much more effectively for private and public funds related to biodiversity and environmental concerns, as well as prepare the State for rapid and effective responses to environmental issues including weather-related or human-caused disasters. Winning the nationwide competition to host the National Resource for Digitization of Biological Collections at UF for the next decade is consistent with the State’s vision to be a leader in knowledge-based jobs, leading-edge technology and competitive enterprises in the 21st century.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Master of Science in Patient Safety - a joint program between UF and Florida Healthcare Systems
Priority Number	12
Recurring Funds Requested:	\$2,285,672
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$2,285,672

- I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Patient safety efforts in the last decade have focused on developing culture and awareness regarding the need for continuous quality improvement. As described previously, what is needed now is to develop a cadre of individuals with clinical training and quantitative skills to lead quality improvement efforts aimed at reducing variations in healthcare practices and improving patient safety. Effectiveness in quality improvement program implementation requires a comprehensive understanding of medical care and related best practices (clinical expertise) along with quality improvement skills, including training to discern complex systems and identify breakdowns, to develop and apply quality improvement measures, and to implement and evaluate targeted interventions (technical expertise). Unfortunately, both areas of expertise, clinical and technical, are currently taught in a disjointed manner; thus individuals with excellence in both are rare. Communication between representatives of both disciplines is poor and leaves individuals frustrated. In the meantime, quality improvement resources are wasted because interventions are not focused, are ill-designed, or are poorly implemented. Many clinicians perceive the need for more structured training in order to excel as a quality improvement champion in their healthcare environment, but access to such training is limited and typically does not exceed the scope of continuous education programs or on-the-job training.

The Department of Pharmaceutical Outcomes and Policy at the College of Pharmacy proposes to expand its existing graduate program to include a MS degree in Patient Safety and Program Evaluation geared at individuals with a clinical degree in pharmacy, medicine, nursing or other related health

sciences. Different from typical graduate programs that focus on the development of a career in science, the proposed MS degree would be offered to clinicians who are seeking increased involvement in quality improvement activities in their institution or health system. Students would be composed of entry-level practitioners as well as established clinicians. In order to attract clinicians into a formal graduate training, the program would offer scholarships that allow a temporary intermission of a clinical career. The program would have a strong focus on quantitative coursework with a strong foundation in statistics and research methods in addition to a portfolio of quality improvement content courses. In order to assure direct applicability of learning content, the program would integrate the need and perspectives of a group of hospitals including Shands Health System, practice groups, managed care organizations, and third party payers. These groups would be asked for input in curriculum refinement and would offer practical experiences in internships.

The Department of Pharmaceutical Outcomes and Policy established the first in the nation academic collaboration with the Food and Drug Administration and the United States Public Health Service. This program provides participants with two years of advanced graduate education at the masters or doctorate (PhD) level designed to advance scientific training and analysis involved in regulatory decisions unique to the FDA's mission. While students are enrolled in this program, the needs of the FDA are integrated into didactic course work and projects. Graduates leave this program as commissioned officers in the United States Public Health Service and a position in the FDA. The proposed MS degree in Patient Safety and Program Evaluation builds on this existing structure. See the following for further information

<http://www.cop.ufl.edu/departments/PHCA/Newsite/Graduatestudents/Prospectivestudents/popmasters.htm>

The program would start with a small group of 5 students with the plan to increase enrollment to 10-20 individuals per year. Eligible applicants must have a terminal professional degree in a health sciences field such as a PharmD, MD, or BSN and demonstrate in their career plan a commitment to a position with strong focus on quality improvement. An annual stipend of \$50,000 would be offered to each student with additional tuition, insurance and travel support as appropriate per UF costs/year.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

The academic program will train 5 students in cohort 1, followed by 10 new

students in cohort 2, 15 new students in cohort 3 and beyond.

Thus, 5 students will be trained in Year 1, a total of 15 students in Year 2 (5 from cohort 1 and 10 from cohort 2), 25 total in Year 3 (10 from cohort 2 and 15 in cohort 3), and then will stabilize at 30 total in Year 4 and beyond (15 from cohort 3 and 15 from cohort 4).

This program will represent a new track within an existing Masters degree program in pharmaceutical outcomes & policy. Further enrolled students will have the opportunity to continue their academic studies toward a Doctoral degree.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.): **Not Applicable**

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Archer Clinic
Priority Number	13
Recurring Funds Requested:	\$256,600
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$256,600

I. Description *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The Archer Clinic is an expanding program which provides faculty-directed clinical experiences required for the education of undergraduate and graduate nursing students. Funds will be used to support faculty members who will provide the clinical supervision of additional graduate and undergraduate students each year. These patient care opportunities are essential to the clinical education of nursing students. The Archer Clinic, established in FY 2001, currently provides clinical education for approximately 15 graduate students and approximately 25 undergraduate students each year. Graduate students are in the clinic with faculty members over 200 student clinical days each year; undergraduate students are involved in community health nursing experiences over 400 student clinical days per year. This program will provide an additional 5 graduate students and 5 undergraduate students with vital clinical education experiences.

University and College of Nursing resources are used to recruit the faculty members who teach undergraduate and graduate nursing students. The College attracts more undergraduate nursing student applicants than can be admitted each year. University and College resources are used to recruit graduate students into master's and doctoral programs in nursing. A variety of funding sources (e.g., federal grant, faculty practice revenue) supports clinical operations, but a stable funding base is needed to ensure faculty retention to provide clinical service opportunities for the education of future students.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue*

focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)

At least 20 graduate students and 30 undergraduate students would receive clinical education through the Archer Clinic each year for the next five years. This represents an increase of at least 5 graduate and 5 undergraduate students.

This program will help prevent the need to decrease enrollment in the University’s undergraduate and graduate nursing programs due to a lack of suitable clinical experiences.

Graduates of the undergraduate program provide a pipeline for enrollment in the graduate program, and doctoral program graduates provide a pipeline for future faculty hires, both of which are necessary in order to meet state health care needs. In addition, clinic patients primarily are uninsured and the care they receive from faculty and students prevents unnecessary emergency room visits and hospitalizations for which the state pays hospitals for uncompensated care.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):* **Not Applicable**

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Public Issues Education in Agriculture and Natural Resources
Priority Number	14
Recurring Funds Requested:	\$1,450,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$1,450,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The Center for Public Issues Education in Agriculture and Natural Resources is a new research and extension program focused on raising public and policy maker awareness of issues affecting agriculture and natural resources. Funds provided for the program will be used to create the capacity needed in CPIE and CLCE to provide long-term, proactive, objective, and comprehensive social science research and education programs on current and emerging issues affecting agriculture and natural resources. Center staff will focus their efforts on three broad issue areas: environmental horticulture and urban landscape management, natural resources and forestry, and food production systems. Target audiences will include citizens, policy makers, and industry stakeholders. Extensive collaboration will occur with scientists in other agricultural and science disciplines to ensure that issue analyses contain both technical and human science dimensions. When planning and conducting their research and extension programs, CPIE and CLCE staff will partner with key leaders and organizations throughout Florida agriculture and natural resources. Major dimensions of CPIE will include public opinion research and issues analysis, issues forums designed to expose common ground and potential solutions for contentious issues, educational programs for all target groups, and strategic planning/futuring sessions with industry stakeholders.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

Anticipated outcomes of this initiative include greater citizen and policy maker understanding of issues affecting agriculture and natural resources; policy decisions based on research and objective analysis of their economic and social implications; greater understanding of consumer opinions and behavioral choices pertaining to agriculture and natural resources issues; widely available, objective, in-depth analyses of current issues; proactive identification and analysis of emerging issues; open dialogue on issues as a mechanism for achieving mutually beneficial policy decisions at the local and state levels, and in the long-term, a more sustainable agriculture and natural resources sector for the State and its citizens.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Florida
Work Plan Issue Title:	Veterinary Medicine Emerging Pathogens World-Class Scholar Recruitment
Priority Number	15
Recurring Funds Requested:	\$1,500,000
Non-Recurring Funds Requested:	\$3,000,000
Total Funds Requested:	\$4,500,000

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

All of the new diseases appearing in the recent past have emerged from non-human hosts crossing the divide between animals and people, and they persist today far beyond our capacity to rapidly respond with medical intervention. Leadership in research to fill these large gaps in our armamentarium to defend against the threat of emerging infectious diseases is needed at the source of the threat which is the diseases of wildlife and domesticated animals. The College of Veterinary Medicine at the University of Florida has had a long history of research directed toward developing diagnostic tests, vaccines and other control measures to prevent the introduction of emerging animal diseases into the State of Florida, with more than \$61 million in extramural funding for these efforts over the past 20 years.

Funding to recruit a World Class Program Leader in Infectious Diseases/Emerging Disease Discovery to lead this team of infectious disease researchers is critical. Not only will it allow us to maintain, and grow, in our capacity to continue the critical mission of protecting the citizens of Florida, our domestic animals, and our wildlife from the threat of foreign animal diseases, both known and unknown/emerging, but it will also strengthen intercollegiate collaboration leading to increased extramural funding, potential breakthroughs in preventing disease outbreaks in both humans and animals, including patent prospects, and additional opportunities for both graduate and undergraduate training in areas of emerging/infectious diseases prevention, treatment, and research.

Federal funding for research in this area of research is most plentiful through the Department of Homeland Security, but is also available in lesser amounts from the National Institutes of Health, the Department of Agriculture, and the National Science Foundation. Given the funding structure, a leader must be identified and recruited that has an established reputation and record of accomplishment in identifying and meeting the practical research goals of the Department of Homeland Security to protect animal production and human health from epidemic diseases. The paradigm for funding for this area of research and development has changed from numerous independent small projects to a small number of larger, focused projects conducted by a consortium of investigators. Without the intellectual and institutional resources to lead in this area of research, most of the opportunities for research in this important area will not be available at the University of Florida. It is the intent of this request to position the University of Florida at the leading edge of this enterprise and to take a leadership role.

The Department of Homeland Security has recently awarded a total of ~\$28 million to two consortiums for this purpose and has an equal amount earmarked, but currently uncommitted for this purpose in future grant competitions. As the lead institution in pursuing new initiatives, we will head a consortium of investigators at UF and other research institutions in obtaining funding and achieving research objectives directed at developing diagnostics, vaccines and other control measures for emerging zoonotic viral and prion diseases that threaten the health of Florida's human and animal populations. In addition to recruiting the project leader new Animal Biological Safety Level 3-Agricultural (ABSL3-Ag) containment facilities for housing large animals and the infectious agents are needed. Also require are a minimum of five additional research faculty to attain the depth of expertise and institutional commitment/fiscal cost sharing required to establish the leadership role of the University of Florida in funding initiatives. Recurring funds also will be needed to partially offset costs of operating the ABSL3-Ag facility in order to lower animal per diem costs and remain competitive for federal funding and commercial contract research projects.

The proposed program will capitalize on pre-existing strengths at the University of Florida as outlined below:

- a. The University of Florida has the unique mix of scientific disciplines and expertise within the State of Florida to undertake this initiative. Having the resources of the Health Sciences Center, including the Colleges of Veterinary Medicine, Medicine, Public Health, the Emerging Pathogens Institute and the McKnight Brain Institute, in addition to the College of Agriculture and Life Sciences, makes available the expertise to strengthen grant proposals and

- assist in recruiting efforts.
- b. The Emerging Pathogens Institute at the University of Florida is committed to the One World, One Health approach to interdisciplinary programs and is the recognized focal point for this interdisciplinary effort. They will also facilitate the development of this cooperative interdisciplinary team.
 - c. Construction of new facilities for the College of Veterinary Medicine has expanded the space available for housing new research faculty to be recruited.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

Historically we have had a highly productive program in infectious diseases research in the College of Veterinary Medicine which has, over the past 20 years, attracted over \$61 million in extramural research funding, published over 700 scientific papers in refereed journals, developed 10 scientific inventions resulting in 26 patents and 1 trademark, licensed 5 inventions to the private sector, and established 21 international research projects in 36 countries. This program will be able to continue and increase its productivity and stature with a comparatively small investment. Funding is requested for six new tenure-track faculty lines plus start-up funds and needed animal biocontainment facilities to provide an adequate critical mass in infectious diseases research and immunology. New faculty lines will provide leadership to the program and establish a critical mass in vaccine immunology focused on developing and testing vaccines against known and novel pathogens of critical importance in the One World, One Health initiative. Establishing a programmatic strength in vaccine immunology would also complement current research teams working on the pathogenesis of and vaccines for lentiviruses, flavoviruses, rickettsiae, parasitic protozoa and other emerging pathogens.

It is envisioned that the new faculty will lead a consortium of investigators from UF and other research institutions to develop and test novel diagnostic, vaccine and other control technologies to protect animal and human health against the threat of foreign animals disease or emerging animal or zoonotic diseases, which will constitute valuable intellectual property. Expertise will be concentrated in vaccine immunology and molecular virology, and the strengthened unit will be a source of expertise to other university units pursuing related goals. The new positions are expected to generate extramural support sufficient to return, in full, the investment within five years.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

Yes. New Animal Biological Safety Level 3 - Agricultural (ABSL3-AG) containment facilities for housing large animals and the infectious agents are needed.

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	ABSL3-AG Facility		\$8,000,000	
2.				

**University of Florida
Five-Year Capital Improvement Plan (CIP)**

PECO Projects

Priority No.	Project Name	Actual		2012-2013		2013-2014		2014-2015		
		2011-2012	Code		Code		Code		Code	
1	UTILITIES/INFRASTRUCTURE IMPROVEMENTS			14,000,000	P,CE	16,000,000	P,CE	18,000,000	P,CE	
2	CHEMISTRY/CHEMICAL BIOLOGY BUILDING & RENOVATION OF EXISTING FACILITY			29,145,898	C	29,145,898	CE			
3	WATER, LAND, AND PLANT RESOURCES BUILDING					19,425,800	P,C	22,425,000	C	
4	MECHANICAL AERONAUTICAL ENGINEERING BUILDING							28,750,000	P,C	
5	NORMAN HALL REMODELING/INTERNATIONAL MEDIA UNION									
6	NEWELL HALL REMODELING/RESTORATION/ADDITION									
7	MCCARTY HALL RENOVATION									
8	HSC EDUCATION/SIMULATION BUILDING									
9	CLAS LIFE SCIENCES									
10	WHITNEY CENTER FOR MARINE ANIMAL HEALTH									
11	PUBLIC SAFETY BLDG.									
12	IFAS JAY WEST FLORIDA RESEARCH AND EDUCATION CENTER									
13	IFAS NATURAL RESOURCES BUILDING									
14	PSYCHOLOGY BUILDING REMODELING AND ADDITION									
15	RELOCATION OF UF/IFAS FIELD OPERATIONS									
16	HDC/BSB REMODELING/RENOVATION									
17	ROLFS HALL RENOVATION/RESTORATION									
18	WEIL HALL REMODELING, PHASE II									
19	TROPICAL RESEARCH AND EDUCATION CENTER									
TOTAL				\$0		\$43,145,898		\$64,571,698		\$69,175,000

Challenge Grant Projects

20	GRADUATE STUDIES BUILDING (CONSTRUCTION) (Project is under construction and awaiting Courtelis match for loan payment)			\$9,824,124	P,CE					
21	HARN ADDITION (CONSTRUCTION) (Project is under construction and awaiting Courtelis match for loan payment)			\$10,043,260	P,CE					
22	HSC ARCHIVE ROOM (RENOVATION)			\$100,100	P,CE					
23	PEDIATRIC DENTISTRY LABORATORY (RENOVATION)			\$707,056	P,CE					
24	CHEMICAL ENGINEERING BUILDING			\$3,073,541	P,CE					
25	PROTON BEAM PHASE VI (RENOVATION)			\$475,000	P,CE					
26	PERIODONTOLOGY CLINIC (RENOVATION)			\$483,115	P,CE					
27	EXTENSION PROFESSIONAL DEVELOPMENT CENTER			\$600,000	P,CE					
28	TRIAL ADVOCACY CENTER PHASE III (Project is under construction and awaiting Courtelis match for loan payment)			\$1,470,550	P,CE					
29	PHARMACY BUILDING APOPKA/ORLANDO			\$1,232,574	P,CE					
30	CONFERENCE ROOM/REC ONA (RENOVATION)			\$40,000	P,CE					
31	MID-FLORIDA REC MULTI-PURPOSE FACILITY (CONSTRUCTION)			\$203,500	P,CE					
32	WEIL HALL (RENOVATION)			\$200,000	P,CE					
33	GRADUATE STUDIES BUILDING PHASE II (CONSTRUCTION)			\$868,693	P,CE					
34	CSE BUILDING 3RD FLOOR (RENOVATION)			\$75,000	P,CE					
TOTAL				\$0		\$29,396,513		\$0		\$0
GRAND TOTAL				\$0		\$72,542,411		\$64,571,698		\$69,175,000

Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

**University of Florida
Five-Year Capital Improvement Plan (CIP)**

PECO Projects

Priority No.	Project Name	2015-2016 Code	2016-17 Code	Total	Educational Plant Survey Recommended	Academic Program to Benefit from Project (e.g.,	Gross Square Feet
1	UTILITIES/INFRASTRUCTURE IMPROVEMENTS	\$18,000,000	P,CE	\$66,000,000	Y	ALL	N/A
2	CHEMISTRY/CHEMICAL BIOLOGY BUILDING & RENOVATION OF EXISTING FACILITY			\$58,291,796	Y	ALL	116,100
3	WATER, LAND, AND PLANT RESOURCES BUILDING	\$37,720,000	CE	\$79,570,800	Y	IFAS	154,053
4	MECHANICAL AERONAUTICAL ENGINEERING BUILDING	\$33,062,500	CE	\$61,812,500	Y	ENGINEERING	135,890
5	NORMAN HALL REMODELING/INTERNATIONAL MEDIA UNION	\$28,030,749	P,C	\$28,030,749	Y	EDUCATION	122,892
6	NEWELL HALL REMODELING/RESTORATION/ADDITION	\$10,394,390	P,C	\$10,394,390	Y	E&G	73,232
7	MCCARTY HALL RENOVATION	\$12,362,500	P,C	\$12,362,500	Y	IFAS	152,397
8	HSC EDUCATION/SIMULATION BUILDING	\$31,103,993	P,C	\$31,103,993	Y	HSC	167,495
9	CLAS LIFE SCIENCES	\$14,662,500	P,C	\$14,662,500	Y	CLAS	112,530
10	WHITNEY CENTER FOR MARINE ANIMAL HEALTH	\$12,597,712	P,C	\$12,597,712	Y	CLAS/HSC/IFAS	45,750
11	PUBLIC SAFETY BLDG.	\$8,507,999	P,C	\$8,507,999	Y	ALL	50,145
12	IFAS JAY WEST FLORIDA RESEARCH AND EDUCATION CENTER			\$0	Y	IFAS	27,150
13	IFAS NATURAL RESOURCES BUILDING			\$0	Y	IFAS	92,060
14	PSYCHOLOGY BUILDING REMODELING AND ADDITION			\$0	Y	PSY	147,554
15	RELOCATION OF UF/IFAS FIELD OPERATIONS			\$0	Y	IFAS	16,200
16	HDC/BSB REMODELING/RENOVATION			\$0	Y	HSC	112,500
17	ROLFS HALL RENOVATION/RESTORATION			\$0	Y	CLAS/IFAS/E&G	41,336
18	WEIL HALL REMODELING, PHASE II			\$0	Y	ENGINEERING	82,734
19	TROPICAL RESEARCH AND EDUCATION CENTER			\$0	Y	IFAS	29,300
TOTAL		\$206,442,343		\$383,334,939			

Challenge Grant Projects

20	GRADUATE STUDIES BUILDING (CONSTRUCTION) (Project is under construction and awaiting Courtelis match for loan payment)			\$9,824,124	N/A	BUSINESS	69,069
21	HARN ADDITION (CONSTRUCTION) (Project is under construction and awaiting Courtelis match for loan payment)			\$10,043,260	N/A	FINE ARTS	25,920
22	HSC ARCHIVE ROOM (RENOVATION)			\$100,100	N/A	HSC	923
23	PEDIATRIC DENTISTRY LABORATORY (RENOVATION)			\$707,056	N/A	DENTISTRY	4,645
24	CHEMICAL ENGINEERING BUILDING			\$3,073,541	N/A	ENGINEERING	8,692
25	PROTON BEAM PHASE VI (RENOVATION)			\$475,000	N/A	MEDICINE	3,141
26	PERIODONTOLOGY CLINIC (RENOVATION)			\$483,115	N/A	DENTISTRY	2,700
27	EXTENSION PROFESSIONAL DEVELOPMENT CENTER			\$600,000	N/A	IFAS	3,440
28	TRIAL ADVOCACY CENTER PHASE III (Project is under construction and awaiting Courtelis match for loan payment)			\$1,470,550	N/A	LAW	7,064
29	PHARMACY BUILDING APOPKA/ORLANDO			\$1,232,574	N/A	PHARMACY	4,512
30	CONFERENCE ROOM/REC ONA (RENOVATION)			\$40,000	N/A	IFAS	600
31	MID-FLORIDA REC MULTI-PURPOSE FACILITY (CONSTRUCTION)			\$203,500	N/A	IFAS	2,000
32	WEIL HALL (RENOVATION)			\$200,000	N/A	ENGINEERING	2,000
33	GRADUATE STUDIES BUILDING PHASE II (CONSTRUCTION)			\$868,693	N/A	BUSINESS	6,450
34	CSE BUILDING 3RD FLOOR (RENOVATION)			\$75,000	N/A	ENGINEERING	1,735
TOTAL		\$0		\$29,396,513			

GRAND TOTAL	\$206,442,343		\$412,731,452
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Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

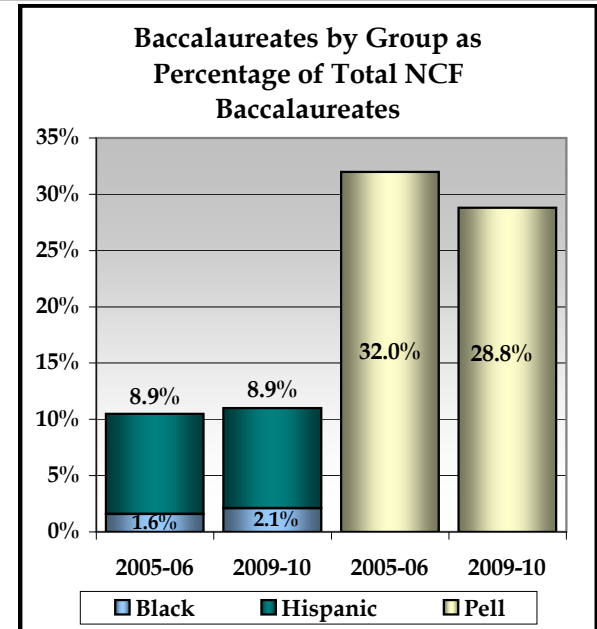
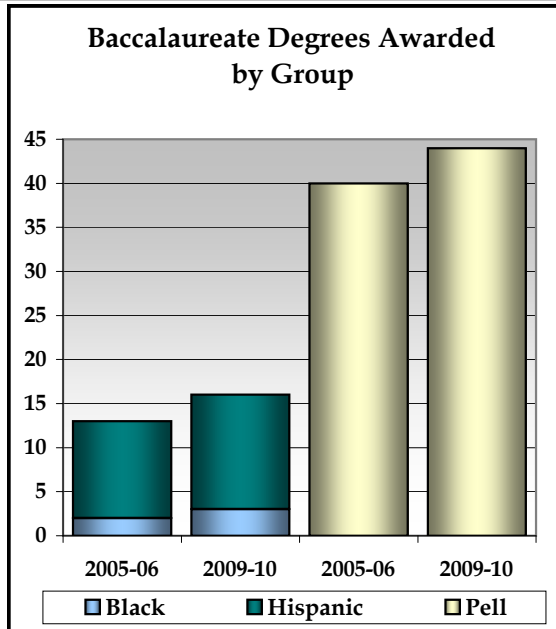
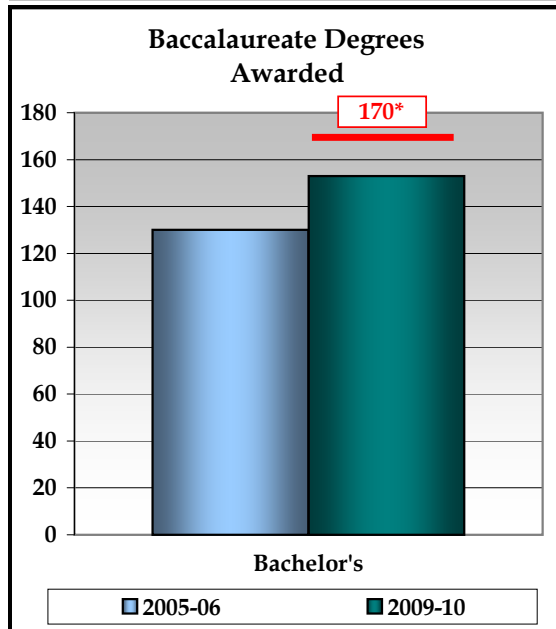
**2011 Update to the
New College of Florida
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

New College of Florida 2010 Annual Report

Sites and Campuses			Main Campus				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification		
TOTAL (Fall 2009)	827	100%	TOTAL	1	Undergraduate Instructional Program:	Arts & sciences focus, no graduate coexistence	
Black	19	2%	Baccalaureate	1	Graduate Instructional Program:	N/A	
Hispanic	90	11%	Master's & Specialist's	0	Enrollment Profile:	Exclusively undergraduate four-year	
White	636	77%	Research Doctorate	0	Undergraduate Profile:	Full-time four-year, more selective, lower transfer-in	
Other	82	10%	Professional Doctorate	0	Size and Setting:	Very small four-year, highly residential	
Full-Time	825	100%	Faculty (Fall 2009)	Full-Time	Basic:	Arts & sciences focus, no graduate coexistence	
Part-Time	2	0.2%		Part-Time			
Undergraduate	827	100%	TOTAL	71	Elective Classification:	N/A	
Graduate	0	0%	Tenure/T. Track	66			
Unclassified	0	0%	Other Faculty/Instr.	5			

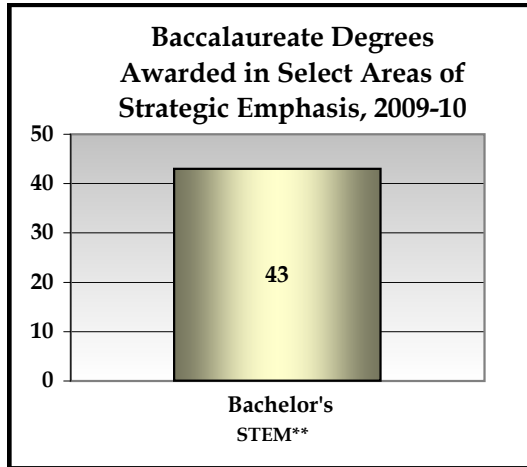
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I.]

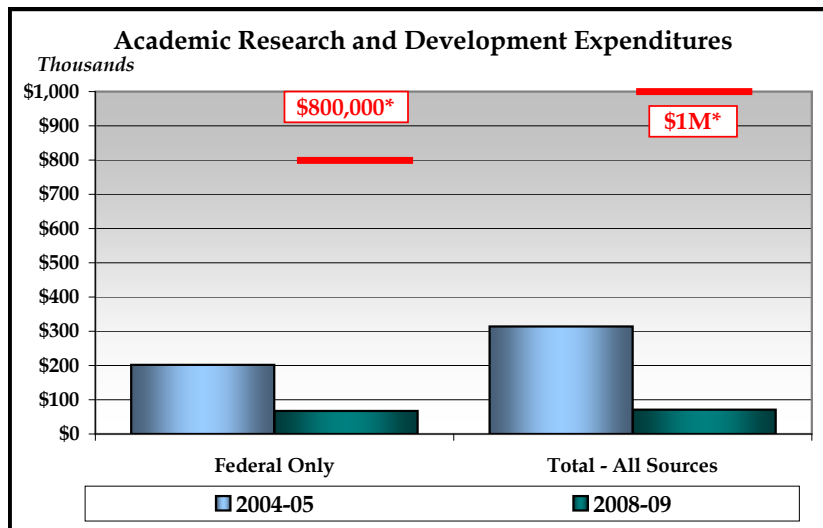
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



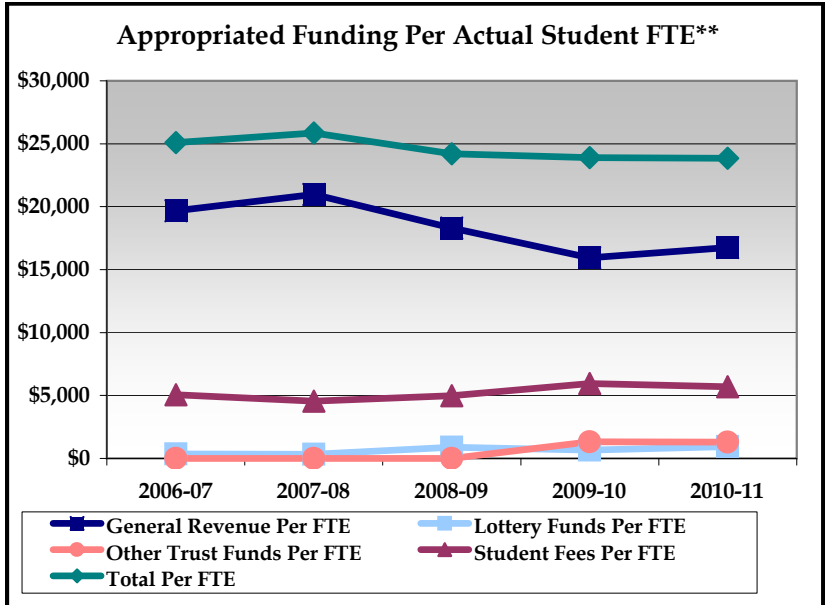
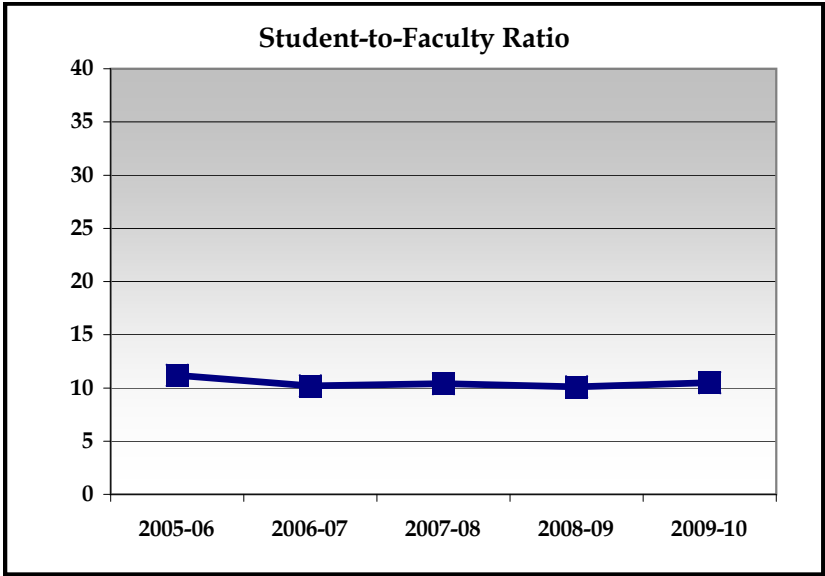
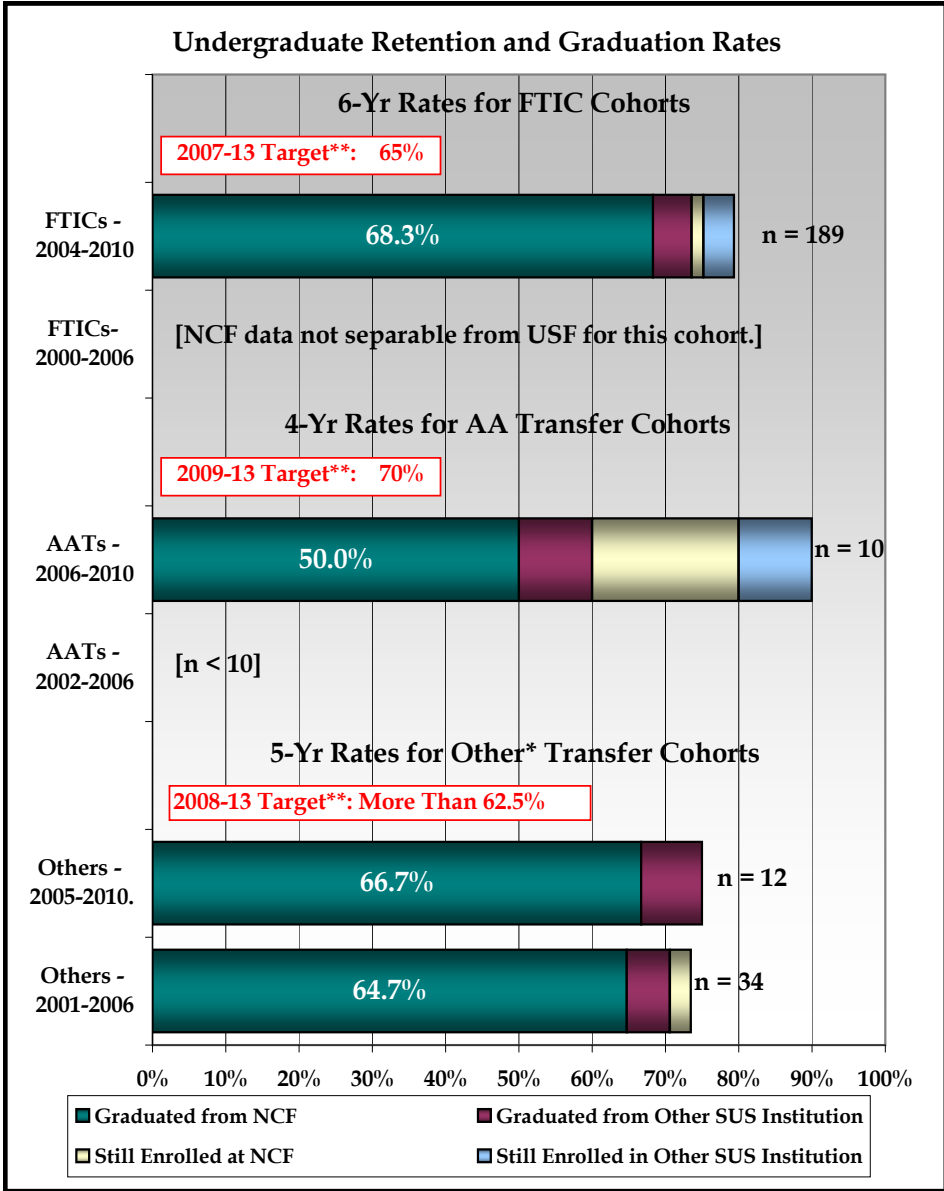
** Although NCF offers only one degree, students are able to specialize in certain disciplines. These students specialized in the STEM fields.

**2012-13 Target: Maintain
(2008-09 Baseline: 49 Total)**

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



***2011-12 Targets for Research & Development Expenditures.**



* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

**Graduation Rate from SAME Institution.

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10	
Baccalaureate	130		147		168		158		153	
Comparison with Peers* Bard College, College of Charleston, Earlham College, Hampshire College, Pitzer College, St. Mary's of Maryland, SUNY at Geneseo, University of Minnesota Morris	Although our comparison group consists of small colleges (student headcounts ranging from 1025 to 9415), the number of baccalaureate degrees awarded by NCF is smaller than any in the group. In addition to being relatively small in size, both actual peers and aspirational peers were selected because of relevant similarities in components of their academic programs (e.g., primarily residential, liberal arts and sciences curriculum, capstone senior project required, highly selective admissions). It should be noted that only four of the Colleges are public institutions.									
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	11	8.9	15	10.4	19	11.7	17 <i>Maintain*</i>	11.1	13	8.9
Non-Hispanic Black	<10	*	<10	*	<10	*	<10 <i>Maintain*</i>	*	<10	*
Pell Grant Recipients	40	32	40	27.6	43	25.9	40 <i>Maintain*</i>	25.6	44	28.8
Comparison with Peers* Bard College, College of Charleston, Earlham College, Hampshire College, Pitzer College, St. Mary's of Maryland, SUNY at Geneseo, University of Minnesota Morris	The number of baccalaureate degrees awarded to Hispanics by all but one of our peer colleges ranged from one to four percent of the total degrees awarded. The outlier was Pitzer College; 18% of its graduates were Hispanic. NCF compares well to the overall group with 11% of baccalaureate degrees awarded to Hispanics. Each of our peers has very low numbers of non-Hispanic Black graduates, which is typical of liberal arts and sciences colleges. Our selected peers do not report numbers of degrees awarded to Pell recipients.									
Degrees Awarded in Select Areas of Strategic Emphasis	2005-06		2006-07		2007-08		2008-09		2009-10	
STEM (Baccalaureate)	31		46		44		49		43	
Comparison with Peers* Bard College, College of Charleston, Earlham College, Hampshire College, Pitzer College, St. Mary's of Maryland, SUNY at Geneseo, University of Minnesota Morris	Overall, members of our peer groups award between 2% and 23% of their baccalaureate degrees in STEM disciplines or areas. New College compares favorably in this category - 31% of graduates concentrated in STEM related subjects.									

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	NA	NA	56.7%	0%	63.1%	0.6%	59.9%	0.6%	68.3%	1.6%
SUS Def.: 6-Yr Rates - FTICS	NA	NA	56.7%	0%	63.1%	0.6%	59.9%	0.6%	68.3%	1.6%
SUS Def.: 4-Yr Rates - AA Transfers	NA	NA	61.5%	0%	47.4%	5.3%	87.5%	0%	*	*
SUS Def.: 5-Yr Rates - Others	64.7%	2.9%	66.7%	6.7%	69%	3.4%	62.5%	8.3%	66.7%	0%
Comparison with Peers* Bard College, College of Charleston, Earlham College, Hampshire College, Pitzer College, St. Mary's of Maryland, SUNY at Geneseo, University of Minnesota Morris	The Federal definition of the 6-year graduation rate was used as the basis for peer comparisons. Three colleges in our peer group are similar to NCF with six-year graduation rates ranging from 59% to 64%. The average 6-year graduation rate of our five aspirational peers is higher, at 78%.									
Academic Research and Development Expenditures	2004-05		2005-06		2006-07		2007-08		2008-09	
Federal Only (<i>Thousand \$</i>)	\$ 202		\$ 105		\$ 57		\$ 23		\$ 67	
Total - All Sources (<i>Thousand \$</i>)	\$ 314		\$ 213		\$ 170		\$ 183		\$ 71	
Comparison with Peers* College of Charleston, Hampshire College, Pitzer College, St. Mary's of Maryland, SUNY at Geneseo	Due to our small size, NCF's academic research and development expenditures are highly variable from year to year. Of the five peers that reported expenditures, two that are classified as Master's Comprehensive institutions had significantly higher research expenditures. However, compared to the remaining three Baccalaureate Liberal Arts peers, NCF had the lowest average expenditures per full-time faculty member during the years reported.									

OTHER KEY OUTPUT OR OUTCOME METRICS					
Retention Rates for FTIC students	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Retention Rate	80%	87%	82%	86%	82%
Comparison with Peers* Bard College, College of Charleston, Earlham College, Hampshire College, Pitzer College, St. Mary's of Maryland, SUNY at Geneseo, University of Minnesota Morris	The average first-year retention rate among the eight peer colleges for the 2008 entering class was 87%; the rates ranged from 81% to 91%. New College's first-year retention rates over the five-year period are similar to our peers.				
Campus Energy Consumption	2007-08	2008-09	2009-10	2009-10 Compared to 2007-08 Base	Percent Change
Campus EPI (KBTU/SQFT/yr)	94.2446	72.4715	80.2173	-14	-15%
Campus CUI (\$/SQFT/yr)	2.0844	1.9032	1.7768	-0.3076	-15%
Student EPI (EPI/FTE)	0.1415	0.1072	0.1143	-0.0272	-19%
Comparison with Peers* SUS Institutions	New College compares well with the other ten SUS universities, achieving the greatest percentage reductions in Campus EPI and Student EPI in the SUS. New College was ranked third behind FAU and FSU in percentage reductions in Campus CUI from 2007-08 to 2009-10. The overall SUS reductions were: Campus EPI -3%; Campus CUI -6%; and Student EPI -6%.				
Fulbright Awards (Tenable Year)	2005-06	2006-07	2007-08	2008-09	2009-10
Number of Fulbright Awards	4	4	7	5	8
Comparison with Peers* Bard College, Pitzer College, St. Mary's College of Maryland	NCF and its three peers are listed in the Chronicle of Higher Education's list of colleges with high numbers of student Fulbright awards. Compared to these three peers: NCF has more awards than two, a higher per capita number of awards than two peers (based on undergraduate enrollment), and the highest conversion rate in the group (36% based on the ratio of applications to awards).				

International Studies Course Enrollment	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
% of students taking any courses pertaining to International Studies	71%	73%	72%	68%	66%
% of students taking International Studies Core Curriculum Courses	40%	49%	33%	36%	27%
Comparison with Peers* Comparison data not available	A high percentage of NCF students enroll in classes related to International Studies. International Study core curriculum enrollments were lower during Fall 2010 as key faculty were engaged in research assignments, resulting in fewer core courses - the number of international studies core courses was normally 20 and dropped to 15 in Fall 2010.				
Study Abroad	2005-06	2006-07	2007-08	2008-09	2009-10
% of graduates who undertook study abroad for credit towards their degree	14%	14%	14%	16%	14%
Comparison with Peers* Comparison data not available	Peer comparison data are not available on the percentage of graduates who undertook study abroad. The percentage at New College has remained steady with very little variation from year to year.				

**Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report,
Three (3) Areas of Concern/Areas Needing Improvement**

- (1) We intend to continue to target retention rates for first-time students and six-year graduation rates for full-time first time in college undergraduates.
- (2) We intend to increase the number of Baccalaureate degrees awarded to non-Hispanic Blacks and other underrepresented minorities
- (3) We intend to initially increase and then sustain a higher rate of Academic Research and Development Expenditures

UPDATES TO 2010 UNIVERSITY WORK PLAN

Updates to Windows of Opportunity

1. New Academic Center: Our new LEED certified Academic Center will open in August, 2011 providing 16 new classrooms equipped with current learning technology and offices for 46 faculty. The Academic Center is a key component of our Campus Master Plan, locating the center of college academic activity closer to the core student residential area.
2. Student Green Fee: Students approved a new Green Fee to support campus sustainability initiatives. The fee will generate \$28,000 annually. The students' Council of Green Affairs will review projects and set priorities.
3. MyCampus Portal: New College received a 10-year, \$2,000,000 MyCampus Portal grant from CampusEAI Consortium (CEAI). The grant includes ongoing maintenance and hosting of a new enterprise portal and web content management solution. By providing a dedicated platform for intracampus communications and a firewall-protected location for non-public forms and documents, the new portal allows the College's public website to focus primarily on prospective students and their parents, improving our efforts to attract top quality students from throughout the U.S.
4. Coastal Watersheds Collaboration with FGCU: The New Florida Initiative award for this collaboration is well underway. We have begun collaborative projects with Sarasota and Charlotte Harbor Estuary Programs, Sarasota County Environmental Services, and public schools. New College will host a major symposium on Sarasota Bay and her watersheds, the first Sarasota Bay symposium since 1987.

Updates to Unique Challenges

1. Budget Reductions. As have each of the institutions in the SUS, New College has been forced to adapt to new budget realities. Although our mission remains keenly focused on providing our students with an undergraduate honors liberal arts and sciences education of the highest quality, an overall reduction in excess of 22% to our recurring appropriated base budget over the last three years has impacted nearly every facet of the program, including strategic planning. The anticipated campus-wide discussions related to strategic growth in student enrollment, long seen as a key element in planning for the College's future, have been postponed. This potential slow but steady growth, perhaps to 1200 students and 120 faculty, has been proposed as a way for New College not only to achieve desirable economies of scale, but more importantly to enhance campus diversity and broaden curricular opportunities for students. However, enrollment growth beyond the current 800+ students will further increase demand for already oversubscribed laboratory facilities and technology infrastructure. Moreover, additional faculty will need to be hired in order to maintain the current student/faculty ratio that is essential to the success of New College's unique academic program.
2. Presidential Transition. President Michalson recently announced that he will be stepping down from his role as New College's President next year at the end of June, 2012. Fortunately for the College, Dr. Michalson will once again focus his efforts on his professional work as a respected scholar of Religion and will resume his status as a popular professor on the New College campus. However, his strong leadership and vision will be difficult to replace, and the College faces both a unique challenge and what might be seen as a window of opportunity with its forthcoming Presidential Search.

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

Although New College plans to maintain its current enrollment level of approximately 800 students (pending further discussion of strategic growth) we will continue to dedicate institutional efforts and resources to recruiting the most talented FTIC students in Florida and, as noted in our institutional goals, on improving current graduation rates. In addition, in order to meet our goal of creating a more diverse campus community we will develop strategies to increase the proportion of enrolled international students and students from other regions of the country.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

Enrollment Plan Proposal - All **State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	124	132	124	152	151	151	151	0%
FL Resident Upper	419	442	419	434	432	432	432	0%
FL Resident Grad I								
FL Resident Grad II								
Total FL Resident	543	474	543	586	583	583	583	0%
Non-Res. Lower		29		39	39	39	39	0%
Non-Res. Upper		81		77	77	77	77	0%
Non-Res. Grad I								
Non-Res. Grad II								
Total Non-Res.	113	110	113	116	116	116	116	0%
Total Lower		161		191	190	190	190	0%
Total Upper		523		511	509	509	509	0%
Total Grad I								
Total Grad II								
Total FTE	656	684	656	702	699	699	699	0%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
<p>#1 First Year Retention (This is a continuing goal.)</p> <p><u>Goal:</u></p> <p>New College seeks to increase its first-year retention rate (2010 rate = 82%; 3 year goal = 90%).</p>	<ul style="list-style-type: none"> • New College continues to support and grow the “Seminars in Critical Inquiry” program (our SACS QEP initiative) as a strategy to provide first year students with foundational research and writing skills. Recent evidence of positive outcomes for those students that completed the seminars confirms our expectations that these course offerings enhance the likelihood of student success. • The Academic Resource Center (ARC) in Cook Library continues to attract students and faculty, and is providing key support services in writing, foreign language instruction, quantitative and computational analyses, and educational technology. We will be further enhancing the Language Resource Center component of the ARC by collaborating in virtual learning projects with other institutions. • A new team of peer academic advisors will be in place in 2011-12. Six student advisors were trained in 2010-11. Their preparation included a survey of student and faculty needs regarding academic advising. 	<ul style="list-style-type: none"> • The annual first-year retention rate will be monitored. By 2013, the first year retention rate is targeted to be 90%. • The 6-year graduation rate will be monitored annually. By 2015, the 6-year graduation rate is targeted to be 70%.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
50,000	Tech fee 28,000	263,777	341,777	263,777		80,000	Tech fee 28,000	371,777	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p>#2 Environmental Sustainability (This is a continuing goal.)</p> <p><u>Goal:</u></p> <p>New College continues to enhance campus environmental sustainability and to provide comprehensive management of natural, historic, and built campus resources. It is anticipated that this enhancement will result in the reduction of NCF's carbon footprint, will save energy (and related costs), will create a more user-friendly, walkable campus environment, will require less maintenance, and will provide a greater sense of well-being to students and faculty.</p>	<ul style="list-style-type: none"> • New College's participation in the Presidents' ACUPCC Climate Commitment resulted in the formulation of a detailed climate action plan, developed to guide the College's sustainable practices and growth. In addition, the Climate Commitment allows the College to benchmark and track its energy use and carbon footprint on an annual basis. • The construction of the new Academic Center has resulted in the campus's first LEED certified building. Future campus facilities also will be designed, built, and renovated using sustainable principles. The campus chilled water plant has shifted from purchased water to well water. • The seawall re-design on the Historic Campus bayfront has been completed, and the project, which will restore intertidal shoreline habitat, enhance the aesthetic of the bayfront historic district, and improve resilience to storm waves and surges, is scheduled to commence in November 2011. 	<ul style="list-style-type: none"> • Campus energy consumption monitored annually measured in terms of Campus EPI (KBTU/SQFT/yr), Campus CUI (\$/SQFT/yr), and Student EPI (EPI/FTE). • Increase in square footage of LEED certified space on campus • Square footage of LEED certified space on campus will be benchmarked and monitored. • Use of purchased water will be monitored annually. • Increase in length of intertidal shoreline expected upon completion of seawall redesign project.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
	Green fee 28,000	58,650	86,650	58,650			Green Fee 28,000	86,650	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
<p>#3 - International Curriculum (This is a continuing goal.)</p> <p><u>Goal:</u></p> <p>New College continues efforts toward internationalizing its curriculum to reflect the global interconnectedness of contemporary political, economic, and social issues, including environmental concerns.</p>			<ul style="list-style-type: none"> We continue to enhance the resources and facilities in the new Language learning laboratory, including e-learning opportunities. We continue to seek funding from multiple sources to build the proposed International Studies building. A greater emphasis has been placed on study abroad opportunities and experiences for students. 			<p>We will continue to monitor:</p> <ul style="list-style-type: none"> Frequency of student study abroad experience Student and faculty use of language learning laboratory Funding for the International Studies Building 			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
45,000	Grant - 38,000 Private 500,000		583,000			45,000		45,000	500,000

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p>#4 Campus and Educational Diversity (This is a new goal.)</p> <p><u>Goal:</u></p> <p>Increasing diversity has long been a priority at the College and we intend to direct additional resources and attention toward enhancing and broadening the range of student learning experiences both in- and-outside of the classroom. An additional new goal is to assure that all students experience a welcoming campus environment that supports diverse perspectives and maintains a climate of civility and mutual respect.</p> <p>It is essential that we integrate this inclusive environment with the core structures of the College by developing curricular, programmatic, and administrative initiatives designed to promote and sustain racial, ethnic, cultural, socioeconomic, and intellectual diversity.</p>	<ul style="list-style-type: none"> Recruit and retain more first generation students and students from underrepresented populations Enhance community outreach efforts to engage underrepresented populations. Expand and improve support for students with disabilities. Expand focused administrative initiatives that promote and support diversity, including a new position in the Provost’s Office to lead and coordinate these strategies. Annually provide two post doctoral teaching fellowships to diverse faculty in coordination with the Council for Faculty Diversity Continue annual Visiting Distinguished Scholar appointment for bell hooks. 	<ul style="list-style-type: none"> Document relevant community engagement of students and faculty. Track recruitment of first generation students and students from underrepresented populations. Track Wellness Center’s services for disabilities. Monitor student responses to NSSE questions related to diversity [for example: “While attending this college, how often have you had discussions regarding inter-group relations with diverse students (e.g. students differing from you in race, national origin, values, religion, political views)”].

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
188,450			188,450			268,450		268,450	

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	50,000	Tech Fee 28,000	263,777	341,777	263,777		80,000	Tech Fee 28,000	371,777	
2		Green fee 28,000	58,650	86,650	58,650			Green fee 28,000	86,650	
3	45,000	Grant & Private 538,000		583,000			45,000		45,000	500,000
4 optional	188,450			188,450			268,450		268,450	
5 optional										
Total	283,450	594,000	322,427	1,199,877	322,427		393,450	56,000	771,877	500,000

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
<p>“Seminars in Critical Inquiry” is a program of first-year courses designed to introduce students to foundations of research, writing, and critical thinking. The Tuition Differential Funds support faculty development, adjunct replacement, and assessment related to this program.</p>	<ul style="list-style-type: none"> • 11 faculty 2 instructional staff and 1 student participated in two workshops conducted by a guest lecturer specializing in writing in the sciences entitled "Using a Rubric to Improve Assignments" and "Teaching a Science-Based Writing Seminar." • Seven seminars were offered by New College faculty; three were new offerings and all three Divisions were represented. Over 100 students enrolled in these seminars.
<p>Our recently opened Academic Resource Center (ARC) provides support in writing, quantitative and statistical analysis, languages, and educational technology. Two components of the ARC were directly supported by the tuition differential fee: a full-time writing resource director and a full-time language resource specialist.</p>	<p>Use of ARC and Writing Resources Center:</p> <p><u>ARC:</u></p> <ul style="list-style-type: none"> • ETS/ARC Workshops: 45-55 participants from Aug 15th, 2010 until May 4th, 2011 • General ARC usage: 5200 student visits from Aug 15th, 2010 until May 4th, 2011 <p><u>Writing Resources Center:</u></p> <ul style="list-style-type: none"> • 197 individual writing conferences, • 14 workshops with approximately 100 attendees total, and • 100% of students said they would return to the WRC in their conference evaluations.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	3
Total Number of Advisors Hired or Retained (funded by tuition differential):	
Total Number of Course Sections Added or Saved (funded by tuition differential):	3
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Provided need based aid	\$78,410 to 35 students
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	35
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,240
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$975
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,000

Fall 2011 Request for an Increased Tuition Differential Fee

University: New College

Effective Date	
University Board of Trustees Approval Date:	Projected to be June 18
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire College
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All Courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7.0 %
\$ Increase in tuition differential per credit hour:	\$ 8.62
\$ Increase in tuition differential for 30 credit hours:	\$ 258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$ 199,145
Total differential fee revenue generated in 2011-12 (projected):	\$ 460,611

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University: New College of Florida
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	<u>Estimated Actual*</u> <u>2010-11</u>	<u>Estimated</u> <u>2011-12</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 261,261	\$ 460,611
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 261,261	\$ 460,611
<u>Expenditures</u>		
Salaries & Benefits	\$ 141,303	\$ 245,406
Other Personal Services	32,496	63,855
Expenses	9,052	13,166
Operating Capital Outlay	-	-
Student Financial Assistance	78,410	138,184
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 261,261	\$ 460,611
Ending Balance Available:	\$ -	\$ -

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

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

New College of Florida

	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Undergraduate Students</u>							
Tuition:							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.64	\$86.38
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$164.96	\$189.70
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$16.65	\$16.65	\$16.65	\$16.65	\$17.48	\$18.35	\$19.27
Health	\$4.58	\$4.58	\$4.58	\$4.58	\$4.80	\$5.04	\$5.30
Athletic	\$2.53	\$3.72	\$4.97	\$6.28	\$6.59	\$6.92	\$7.26
Transportation Access							
Green				\$1.00	\$1.00	\$1.00	\$1.00
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$114.65	\$132.88	\$148.99	\$168.33	\$188.40	\$211.35	\$237.61
% Change		15.9%	12.1%	13.0%	11.9%	12.2%	12.4%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		NA	NA	NA	NA	NA	NA
Total Tuition and Fees for 30 credit hours	\$3,439.50	\$3,986.40	\$4,469.70	\$5,049.90	\$5,652.00	\$6,340.50	\$7,128.30
\$ Change		\$546.90	\$483.30	\$580.20	\$602.10	\$688.50	\$787.80
% Change		15.9%	12.1%	13.0%	11.9%	12.2%	12.4%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$519.54	\$571.49	\$588.63	\$609.23	\$627.50	\$646.32	\$665.71
Out-of-State Undergraduate Student Financial Aid ³	\$25.97	\$28.57	\$29.43	\$30.46	\$31.37	\$32.31	\$33.28
Total per credit hour	\$545.51	\$600.06	\$618.06	\$639.69	\$658.87	\$678.63	\$698.99
% Change		10.0%	3.0%	3.5%	3.0%	3.0%	3.0%
Total Tuition and Fees for 30 credit hours	\$19,804.80	\$21,988.20	\$23,011.50	\$24,240.60	\$25,418.10	\$26,699.40	\$28,098.00
\$ Change		\$2,183.40	\$1,023.30	\$1,229.10	\$1,177.50	\$1,281.30	\$1,398.60
% Change		11.0%	4.7%	5.3%	4.9%	5.0%	5.2%
Housing/Dining							
	\$7,464.00	\$7,783.00	\$8,225.00	\$8,598.00	\$8,856.00	\$9,122.00	\$9,396.00
\$ Change		\$319.00	\$442.00	\$373.00	\$258.00	\$266.00	\$274.00
% Change		4.3%	5.7%	4.5%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

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

² capped in statute.

**University:
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Building Academic and Administrative Support Infrastructure	\$1,800,000		\$1,800,000
	Total	\$1,800,000	\$0	\$1,800,000



**State University System
Florida Board of Governors
Instructions for Completing the
Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's work plan budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	New College of Florida
Work Plan Issue Title:	Building Academic and Administrative Support Infrastructure
Priority Number	1
Recurring Funds Requested:	\$1,800,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$1,800,000

I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

The current issue reflects a request for the \$1.3 million remainder of start-up funding required to provide the College with a modest but reliable academic and administrative infrastructure, plus an additional \$500,000 to help sustain current operations. Given the significant 2011-12 recurring budget reductions experienced by the College (in excess of \$1.6 million inclusive of cuts to employee retirement contributions), when combined with previous based budget reductions dating back to FY 2007-08 in excess of 22%, the need for basic infrastructure support has become even more critical. The College has not yet received a necessary level of startup funding, which means that these recent significant budget reductions leave it facing far greater funding challenges than its SUS sister institutions, all of whom had essential resources for basic operating infrastructure in place prior to the reductions. Tuition increases have made up a portion of the reductions, but it is important to note that a 1% decrease in state appropriations for 2011-12 equates to approximately \$150,000 in lost funding, while a 1% increase in 2011-12 differential tuition generates approximately \$19,000 in new revenue for the College. The College has made significant progress over the past five years in reducing operating costs and had positioned itself to emerge from the cuts sustained through FY 2010-12, including loss of federal stimulus funds, with its academic program intact. However, the base E&G budget cuts sustained in FY 2011-12 will cause fundamental harm to the academic program if additional state revenue is not forthcoming in FY 2012-13.

Because this requested funding impacts every aspect of the College, we have targeted a goal that best reflects our overall mission to guide our use of this funding. We believe that the key indicators of institutional success are our student retention and graduation rates. New College's 6-year graduation rate is on par with other public undergraduate institutions, but lags behind many of the

selective four-year residential liberal arts and sciences colleges we view as our aspirational peers. In order to retain and graduate students – which is not only essential to our mission but allows for the efficient use of scarce resources -- we intend to focus additional campus resources on improving students' first year experience, improving academic advising and tracking, and enhancing the overall integration of academic and residential life on the campus. Academic planning and infrastructure-related efforts will focus on three interconnected initiatives: First, an academic advising network that relies on highly trained peer advisors will be introduced. The second initiative will continue the College's efforts to provide adequate academic and technological support to students and faculty. The recently opened Academic Resource Center houses Educational Technology Services, as well as the Writing, Quantitative, and Language Resource Centers. In addition, the Cook Library's electronic resources collection will be maintained. Finally, a portion of the requested start-up funds will be used to maintain many of the College's ADSS services, including but not limited to the Business Office, Physical Plant, Enrollment Services, the Campus Police Department, Student Affairs, and general operating funds to support the current positions necessary to provide basic campus support services.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

The funding will assure continuation of the College's academic program and help sustain its national prominence as a top-ranked public liberal arts colleges and one of the best values in higher education. The infrastructure funding will impact all 800+ enrolled students at the College by providing basic support services, resulting in improved retention and graduation rates. It is anticipated that the first-year retention rate will improve to 90% within three years, and our 6-year graduation rate will improve to 70% within five years. This will yield approximately 35 additional degrees.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**University: New College of Florida
Five-Year Capital Improvement Plan (CIP)**

PECO Projects

Priority No.	Project Name	Actual Appropriation		2012-2013		2013-2014		2014-2015		2015-2016		2016-17		Total	Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
		2011-2012	Code	Code	Code	Code	Code	Code	Code	Code	Code						
1	Utilities/Infrastructure/Capital Renewal/Roofs	\$1,685,336	P,CE	\$4,000,000	P,CE	\$3,000,000	P,CE	\$4,000,000	P,CE	\$4,000,000	P,CE	\$4,000,000	P,CE	\$20,685,336	Yes	All	N/A
2	Caples Campus Mechanical Renovation, Remodeling			\$4,650,000	P,CE									\$4,650,000	Yes	Art, Env. Studies	25,186
3	College Hall Mechanical Renovation, Remodeling			\$1,030,000	P	\$9,693,200	CE	\$976,800	CE					\$11,700,000	Yes	All	21,441
4	Land Purchase (58th Street Properties)			\$750,000	LA									\$750,000	Yes	All	N/A
5	Social Sciences Mechanical Renovation/Remodeling					\$1,105,000	P,CE							\$1,105,000	Yes	Social Sci.	1,794
6	Heiser Natural Sciences Addition					\$1,156,000	P	\$10,550,000	CE	\$2,000,000	CE			\$13,706,000	Yes	Natural Sci.	21,720
7	Cook Library Mechanical Renovation, Remodeling									\$1,650,000	P	\$20,000,000	CE	\$21,650,000	Yes	All	74,731
8	Land Purchase (58th Street Properties)							\$600,000	LA	\$600,000	LA	\$600,000	LA	\$1,800,000	Yes	All	N/A
	TOTAL	\$1,685,336		\$10,430,000		\$14,954,200		\$16,126,800		\$8,250,000		\$24,600,000		\$76,046,336			

Challenge Grant Projects

9	International & Area Studies Building			\$500,000	P									\$500,000	Yes	All	6,200
	TOTAL	\$0		\$500,000		\$0		\$0		\$0		\$0		\$500,000			

GRAND TOTAL	\$1,685,336	\$10,930,000	\$14,954,200	\$16,126,800	\$8,250,000	\$24,600,000	\$76,546,336
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Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

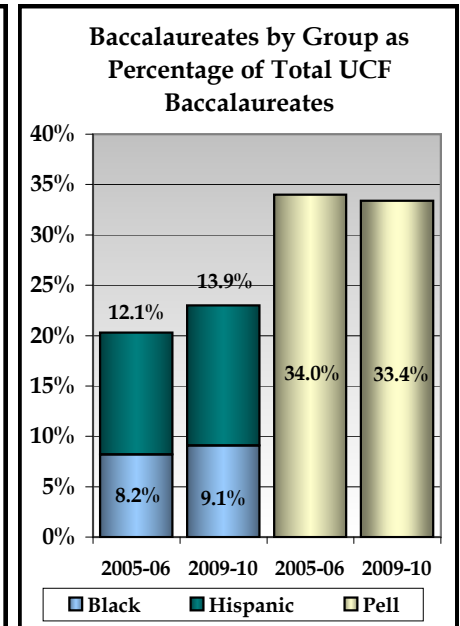
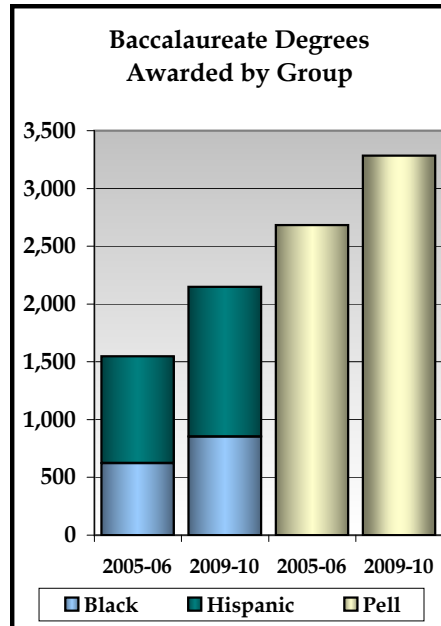
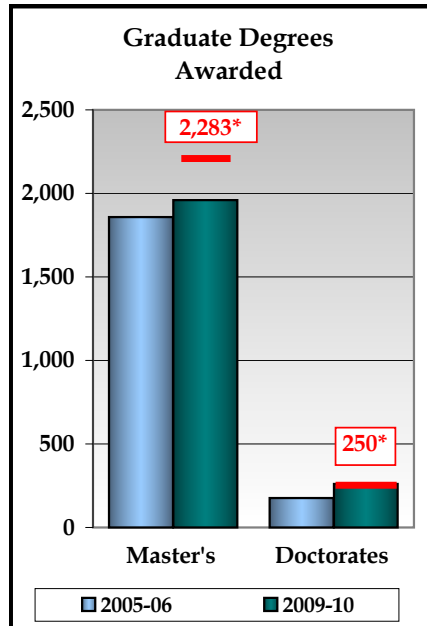
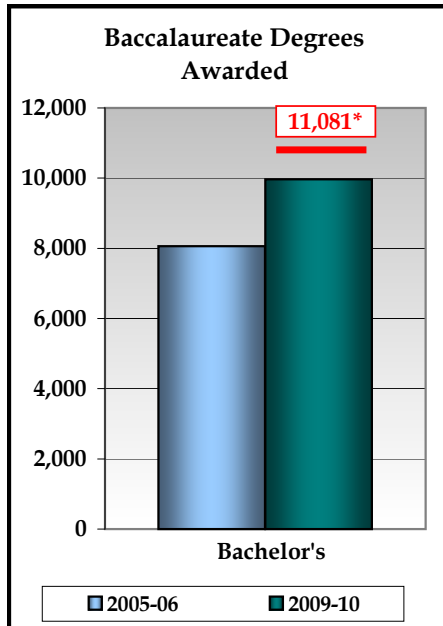
**2011 Update to the
University of Central Florida
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

University of Central Florida 2010 Annual Report

Sites and Campuses			Main Campus, Daytona, Lake Mary/Heathrow, MetroWest, Osceola, Cocoa, Palm Bay, Off Campus, Rosen Campus		
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification
TOTAL (Fall 2009)	53,644	100%	TOTAL	188	Undergraduate Instructional Program: Professions plus arts & sciences, high graduate coexistence
Black	4,849	9%	Baccalaureate	81	Graduate Instructional Program: Comprehensive doctoral (no medical/veterinary)
Hispanic	7,659	14%	Master's & Specialist's	80	
White	34,851	65%	Research Doctorate	24	Enrollment Profile: High undergraduate
Other	6,285	12%	Professional Doctorate	3	Undergraduate Profile: Medium full-time four-year, selective, higher transfer-in
Full-Time	37,545	70%	Faculty (Fall 2009)	Full-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	16,099	30%		Part-Time	
Undergraduate	45,078	84%	TOTAL	1,282	710
Graduate	7,559	14%	Tenure/T. Track	754	2
Unclassified	1,007	2%	Other Faculty/Instr.	528	708
Basic: Research Universities (very high research activity)					
Elective Classification: Community Engagement: Curricular Engagement and Outreach & Partnerships					

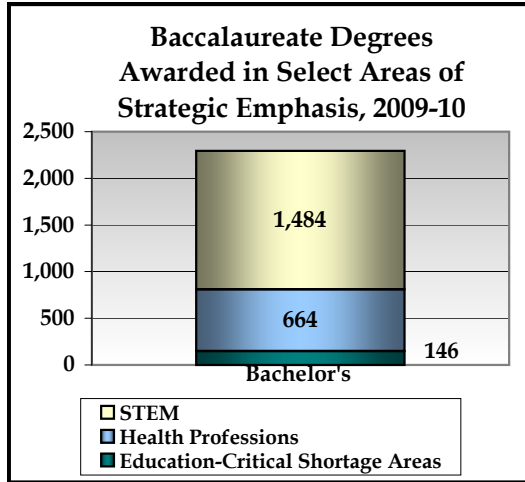
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



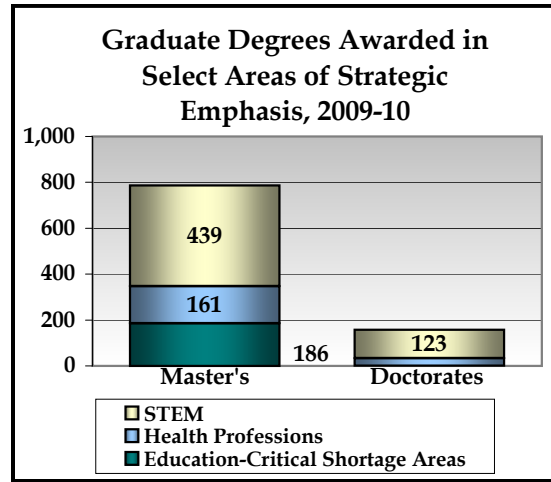
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I].

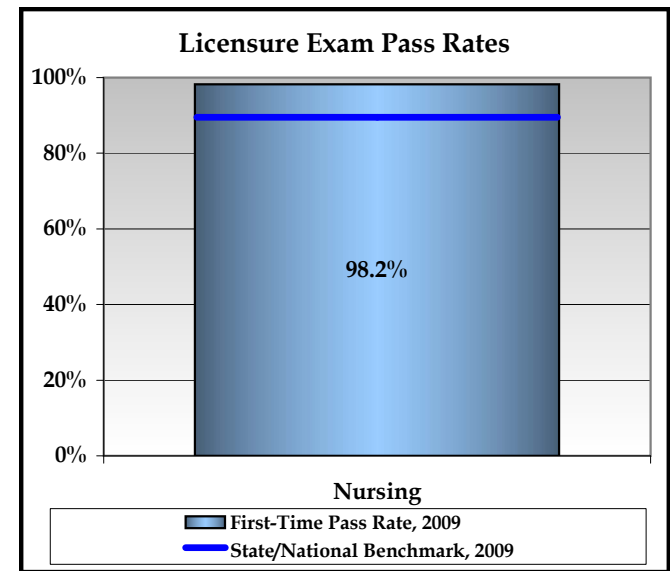
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



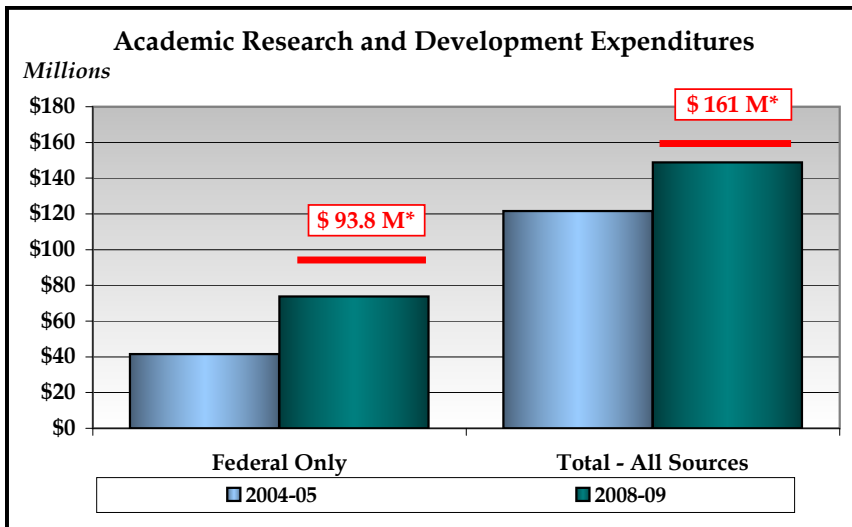
**2012-13 Target: Increase
(2008-09 Baseline: 2,133 Total)**



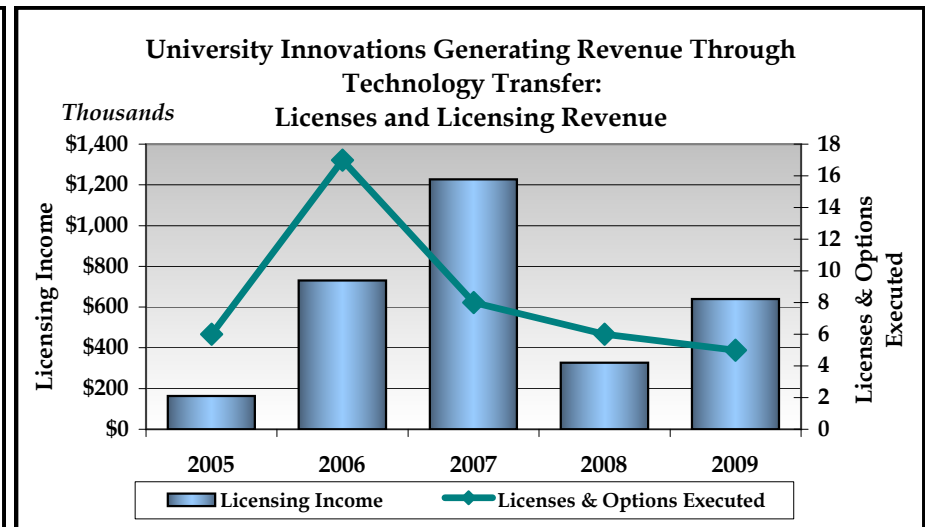
**2012-13 Target: Increase
(2008-09 Baseline: 868 Total)**



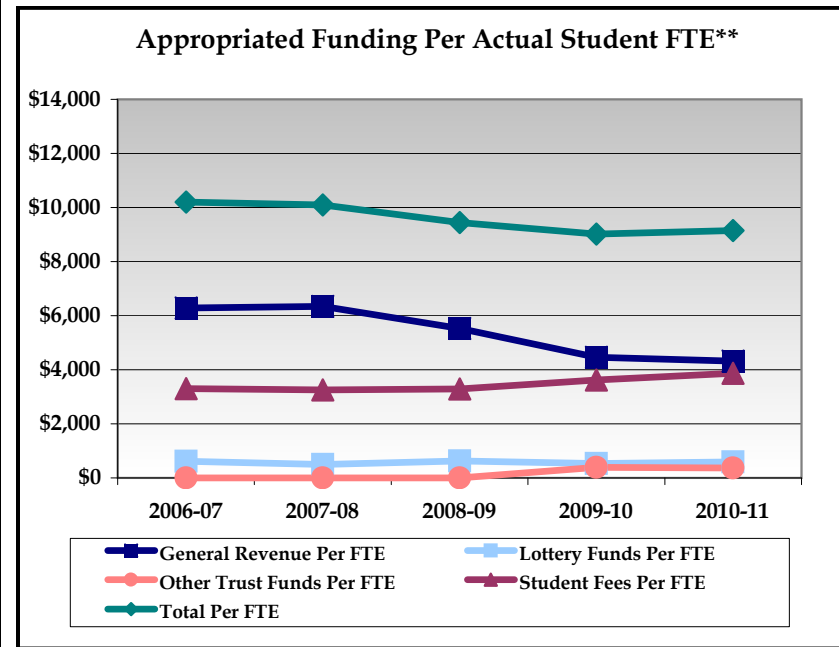
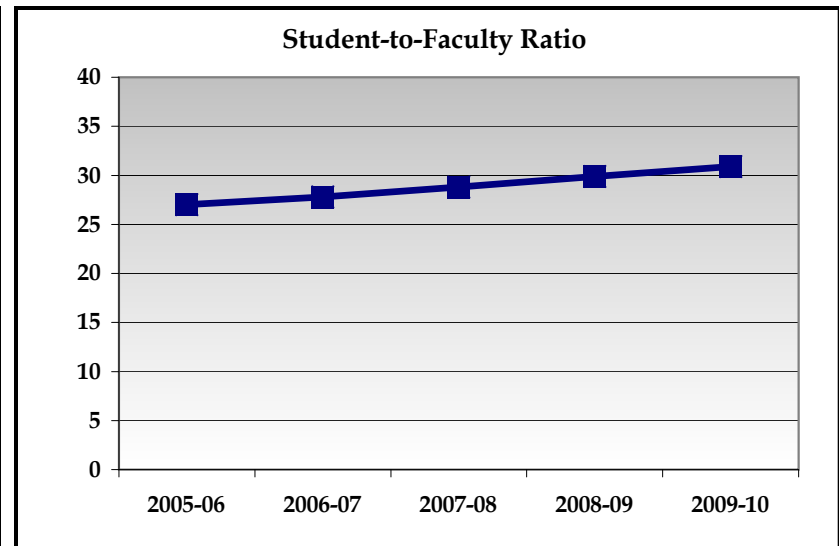
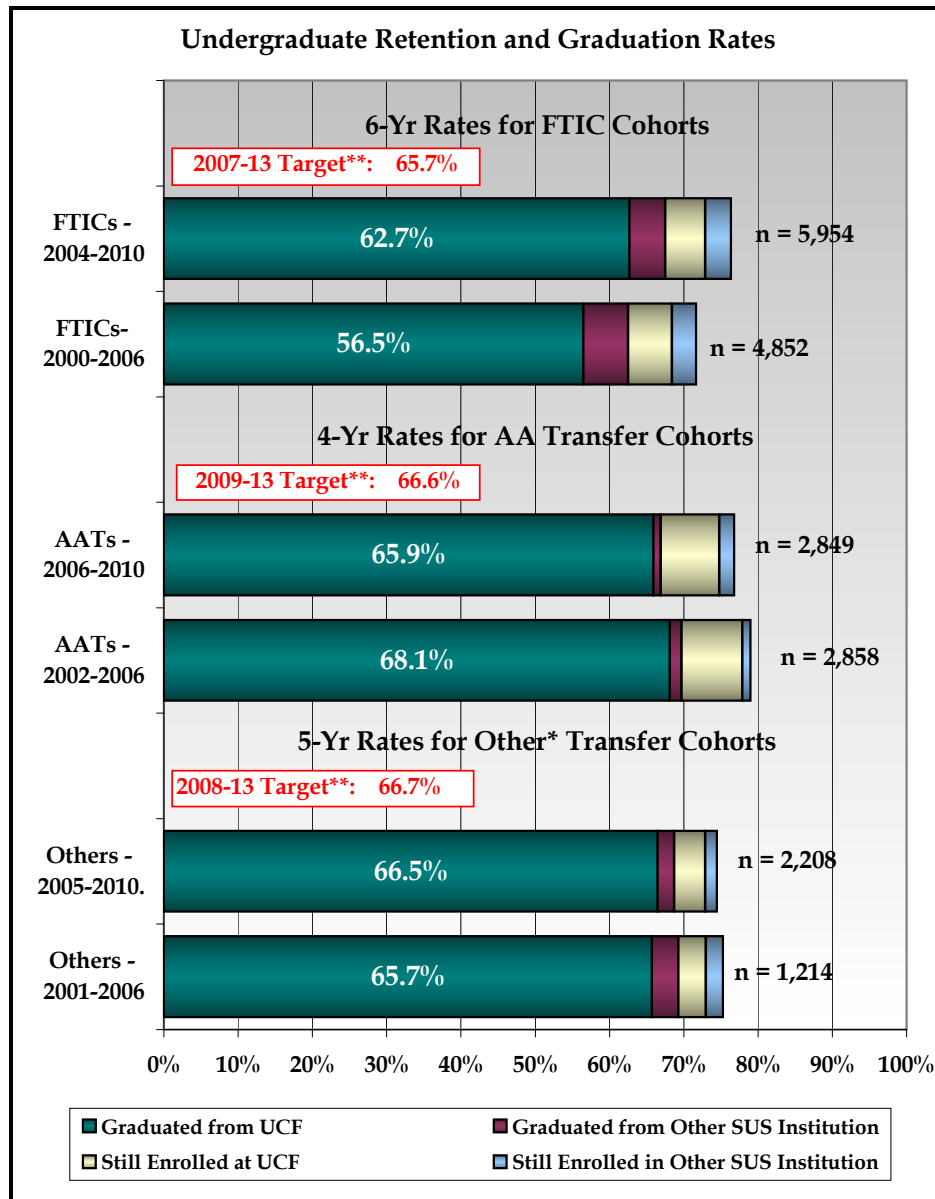
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



***2011-12 Targets for Research & Development Expenditures.**



**2011-12 Targets: Licenses - Increase (2008 Baseline = 6)
Licensing Revenue - Increase (2008 Baseline = \$327,176)**



* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

**Graduation Rate from SAME Institution.

Select Data Tables from the 2009-2010 Annual Report

* Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.

Comparison Peers:					Aspirational Peers:						
Florida Atlantic University	University of Delaware				Arizona State University						
Florida International University	University of Houston				Auburn University						
Georgia State University	University of New Mexico				North Carolina State University - Raleigh						
Kent State University	University of Texas - Arlington				Oregon State University						
Portland State University	University of North Carolina - Charlotte				University of Cincinnati						
San Diego State University	University of South Florida				University of Colorado - Boulder						
University of Akron	Virginia Commonwealth University				University of Nebraska - Lincoln						
						University of South Carolina - Columbia					
Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10		
Baccalaureate	8,057		8,478		9,007		9,373		9,969		
Master's and Specialist	1,858		1,857		1,923		1,869		1,960		
Research Doctoral	177		212		206		192		231		
Professional Doctoral	0		0		0		0		29		
Comparison with Peers*	<p><u>Baccalaureate:</u> UCF awards the second-highest number of undergraduate degrees of all peers after only Arizona State University.</p> <p><u>Master's:</u> Due to the large size of UCF's graduate program, UCF awarded more master's degrees in 2009-10 than most of the peer institutions, ranking third among aspiration peers, and fourth among comparison peers.</p> <p><u>Doctoral:</u> With only 260 doctoral degrees awarded in 2009-10, UCF's doctoral degree production is surpassed by many peers, ranking ninth among aspiration peers, and seventh among comparison peers.</p>										
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10		
	#	%	#	%	#	%	#	%	#	%	
Hispanic	925	12.1	1,058	13.2	1,069	11.9	1,163 Increase*	13.2	1,296	13.9	
Non-Hispanic Black	623	8.2	654	8.2	721	8	753 Increase*	8.5	852	9.1	
Pell Grant Recipients	2,683	34	2,701	32.5	2,781	31.4	2,953 Increase*	32	3,284	33.4	
Comparison with Peers*	<p><u>Hispanic and Non-Hispanic Black:</u> UCF graduates a higher percentage of underrepresented minority students, ranking second among aspirations peers - only exceeded by Arizona State University in the percentage of degrees awarded to Hispanic students and University of South Carolina Columbia in the percentage of degrees awarded to Non-Hispanic Black students. UCF ranks toward the middle of the comparison peers but has increased the number of degrees awarded to the two minority groups at a faster rate than the comparison peers since 2005-06.</p> <p><u>Pell Grant Recipients:</u> Benchmarking based upon the percentage of incoming undergraduate student (full-time, first-time degree-seeking) receiving Pell Grants. Seventeen percent of UCF's incoming class qualified for Pell Grants, ranking fifth among aspirational peers and fourteenth among comparison peers.</p>										

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10					
STEM (Baccalaureate)	1,316	1,328	1,397	1,394	1,484					
STEM (Graduate)	509	494	545	519	562					
Health Professions (Baccalaureate)	481	497	578	565	664					
Health Professions (Graduate)	140	180	213	175	195					
Education–Critical Shortage (Bacc.)	144	134	151	174	146					
Education–Critical Shortage (Grad.)	183	104	121	179	186					
Comparison with Peers*	<p><u>STEM (baccalaureate) and (graduate):</u> UCF’s STEM (baccalaureate) degree production ranks third among aspirational peers (behind NC State and ASU) and first among all comparison peers. UCF’s STEM (graduate) degree production ranks fourth among aspiration peers and first among comparison peers.</p> <p><u>Health Professions (baccalaureate) and (graduate):</u> UCF’s baccalaureate degree production exceeds all peers. UCF’s graduate degree production ranks fourth among aspirational peers and fifth among comparison peers.</p> <p><u>Education-Critical Shortage (baccalaureate) and (graduate):</u> UCF’s baccalaureate degree production exceeds all peers. UCF’s graduate degree production ranks third among aspirational peers and first among comparison peers.</p>									
Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	57.7%	6.0%	59.1%	5.9%	62.8%	5.4%	63.2%	5.6%	63.6%	5.4%
SUS Def.: 6-Yr Rates - FTICS	56.5%	5.9%	57.8%	6.1%	62.1%	5.4%	62.3%	5.8%	62.7%	5.4%
SUS Def.: 4-Yr Rates - AA Transfers	68.1%	8.2%	69.0%	8.1%	70.4%	7.9%	64.0%	9.2%	65.9%	7.9%
SUS Def.: 5-Yr Rates - Others	65.7%	3.7%	62.8%	4.3%	62.2%	5.0%	66.7%	4.1%	66.5%	4.2%
Comparison with Peers*	<p><u>Fed.Def.: 6-YRr Rates Full-Time FTICs:</u> UCF’s six-year graduation rate of 64% is on par with the aspiration peer average of 64% and significantly higher than the comparison peer average (47%). UCF ranks sixth among aspirational peers and third among comparison peers.</p> <p><u>First year FTIC Retention Rates:</u> UCF’s 87% first-year retention rate is higher than both of the average rates of the aspiration (85%) and comparison peers (79%), and is exceeded only by NC State and University of Delaware.</p>									
Licensure Exam Pass Rates	2005-06	2006-07	2007-08	2008-09	2009-10					
Nursing	94.8%	93.1%	87%	95.1%	98.2%					
Comparison with Peers*	UCF’s 98.2% Nursing licensure exam pass rate in 2009-10, outperformed both the national average (89.5%) and the state average (94.7%).									
Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09					
Federal Only (<i>Thousand \$</i>)	\$ 41,595	\$ 41,284	\$ 60,735	\$ 68,806	\$ 73,736					
Total – All Sources (<i>Thousand \$</i>)	\$ 121,699	\$ 122,879	\$ 141,140	\$ 147,092	\$ 148,803					
Comparison with Peers*	<p><u>Research and Development Funding:</u> UCF ranks eighth among aspiration peers and fifth among comparison peers. UCF’s annual growth rate in federal funding (12.9%) far outpaces the annual growth rate of aspirational peers (4.2%) and comparison peers (4.5%).</p>									

Technology Transfer	2004-05	2005-06	2006-07	2007-08	2008-09
Licenses & Options Executed	6	17	8	6	5
Licensing Income	\$ 163,955	\$ 730,398	\$ 1,226,758	\$ 327,176	\$ 640,008
Comparison with Peers*	<u>Technology Transfer:</u> Using the combined totals over the five-year time period, UCF ranks sixth among aspirational peers for licenses and options executed and licensing income (only six aspirational peers available). Among comparison peers, UCF ranks eighth in licenses and options executed and fourth in licensing income (only 10 comparison peers available).				

OTHER KEY OUTPUT OR OUTCOME METRICS			2008-09	2009-10
Student Engagement Activities:			Academic Service Learning Internship and Practica Cooperative Education Volunteer UCF Study Abroad	9,460 6,400 3,600 2,474 529
Research Awards:		IEEE Patent's Scorecard UCF Millionaire's Club	Ranked 7 th nationally 32 researchers, \$60.4 million	Ranked 3 rd nationally 41 researchers, \$84.6 million
Comparison with Peers*	<u>Carnegie Classifications 2010:</u> UCF achieved the highest ranking possible in the Basic Carnegie Classification - "Research Universities (very high research activity). This ranking is also held by six comparison peers and seven aspirational peers.			

**Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report,
Three (3) Areas of Concern/Areas Needing Improvement**

(1) Decreasing the Student-to-Faculty Ratio, with a focus on hiring additional tenured and tenure-track faculty

(2) Increasing available classroom space through PECO funding

(3) College of Medicine: Hiring additional faculty for delivering the curriculum and establishing the clinical practice plan

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

New opportunities for UCF include the creation of a new College of Dental Medicine and degree programs in biomedical engineering, security studies, and hospitality management.

Given the rapid growth of UCF's upper-level undergraduate programs, due in large part to UCF's successful "Direct Connect" partnership with neighboring Florida colleges, there is an increased need to hire tenured and tenure-track faculty, as well as to secure PECO funding for additional classroom space.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
B	13.1306	Foreign Language Education B.S.	Program only requires two unique Foreign Language Education courses. All other program requirements and courses are part of existing education or foreign language programs. These same two courses also support critical foreign language certification needs for the local school districts and teachers.	Continuation
B	27.0501	Statistics B.S.	Program undergoing further evaluation and planning.	Continuation
B	16.0101	Modern Languages Combination B.A.	No additional cost to offer the program (all courses are part of the existing Spanish B.A. and French B.A. programs).	Plan to suspend the program with eventual termination following the completion of the teach-out plan
M	43.0406	Forensic Science M.S.	Program undergoing further evaluation and planning.	Continuation
M	40.0599	Industrial Chemistry M.S.	No additional cost to offer the program - this is a 'degree issued along the way' to a Ph.D. Curriculum requirements match those used in the Ph.D. program.	Continuation

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
March 2012	B	14.1003	Photonics	Fall 2012
March 2012	B	05.0207	Women's Studies	Fall 2012
July 2012	B	14.0501	Biomedical Engineering	Fall 2012
March 2013	B	09.0199	Communication and Conflict	Fall 2013
July 2011	M	14.3502	PSM in Engineering Management	Fall 2011
March 2012	M	50.1002	Arts Management	Fall 2012
July 2012	M	45.0901	International Studies	Fall 2012
July 2012	M	51.2201	Public Health	Fall 2012
March 2013	M	38.0104	Professional and Applied Ethics	Fall 2013
March 2013	M	54.0105	Public History	Fall 2013
March 2014	M	14.0501	Biomedical Engineering	Fall 2014
May 2011	P	51.0401	Dentistry	Fall 2014
March 2012	R	52.0901	Hospitality Management	Fall 2012
March 2012	R	51.0204	Communication Sciences and Disorders	Fall 2012
March 2012	R	43.0104	Criminal Justice	Fall 2013
July 2013	R	51.2201	Public Health	Fall 2013
March 2014	R	14.0501	Biomedical Engineering	Fall 2014

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

The UCF Enrollment Prediction Model estimates headcount (HC) and student credit hours (SCH) for a prediction year and five subsequent years. New student projections for FTIC, CC transfer, other transfer, and graduate student groups, determined collaboratively among pertinent university administrators, serve as the primary inputs for this model. These new student estimates consider a significant reduction in the growth of high school graduates with a standard diploma in UCF's main feeder counties. It also considers an increased demand by transfer students from the Florida State College system, particularly those from the UCF Direct Connect partnership schools. The lack of graduate growth reflects a return to a post-economic downturn pattern of student enrollment and is also constrained by the lack of growth in faculty to serve as mentors at the doctoral level. While this plan continues to provide access to students, UCF's increasing reputation and emergence as a school of choice forecasts increased student quality metrics. With the new student estimates, a Markov-cohort flow-type model is applied to determine overall headcount enrollment and SCH is modeled based on that. The model is cross-validated with a cohort SCH generation model. These SCH projections incorporate expert estimates of growth rates by site or by course modality and keep the results within the constraints of the overall model to maintain consistency.

Please note that while the plan presented reflects a similar method and assumption set as submissions of prior years, this year's submission requirement of separating virtual enrollment is a significant change in the way the data appear. In previous years, virtual enrollment (which includes web and video courses) was included in the enrollment plan for each individual site. The main and regional campus numbers still contain some hybrid coursework where students optionally attend the face-to-face lecture or watch via video streaming.

In 2010-11, UCF was over-enrolled by 18.5% FTE enrollment (19% at the undergraduate resident and 21.2% for graduate resident), excluding medical. This level of over-enrollment represents the lack of any state FTE growth funding between the 2007-08 and 2010-11 academic years, paired with UCF's thoughtfully planned and executed growth of 16.4% FTE in the same time frame. UCF's growth is consistent with its mission to provide access to the increasing number of college degree seekers in Florida and to expand its graduate education and research production.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

Enrollment Plan Proposal – All **State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	10,306	11,350	10,306	11,679	11,872	12,247	13,225	2.5%
FL Resident Upper	16,000	19,967	16,000	21,694	22,516	23,861	26,245	3.9%
FL Resident Grad I	3,006	3,158	3,006	3,199	3,206	3,128	3,082	-0.7%
FL Resident Grad II		487		493	494	482	475	-0.7%
Total FL Resident	29,312	34,962	29,312	37,066	38,088	39,898	43,024	3.0%
Non-Res. Lower		443		456	463	485	516	2.5%
Non-Res. Upper		481		522	542	575	632	3.9%
Non-Res. Grad I		375		380	381	371	366	-0.7%
Non-Res. Grad II		293		297	297	290	286	-0.7%
Total Non-Res.	1,528	1,591	1,528	1,655	1,683	1,721	1,800	1.7%
Total Lower		11,793		12,134	12,335	12,912	13,741	2.5%
Total Upper		20,448		22,216	23,058	24,436	26,844	3.9%
Total Grad I		3,533		3,579	3,586	3,499	3,448	-0.7%
Total Grad II		779		790	792	773	761	-0.7%
Total FTE	30,840	36,553	30,840	38,720	39,771	41,619	44,828	3.0%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	100	81	160	149	234	357	408	22.3%
Non-Res. Medical Headcount		19	20	31	46	63	72	18.4%
Total Medical Headcount	100	100	180	180	280	420	480	21.7%
FL Resident Dentistry Headcount						51	218	
Non-Res. Dentistry Headcount						9	39	
Total Dentistry Headcount						60	257	
FL Resident Veterinary Headcount								
Non-Res. Veterinary Headcount								
Total Veterinary Headcount								

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Orlando Main

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	10,306	10,487	10,562	10,895	11,521	1.9%
Upper	13,264	14,359	14,671	14,983	16,525	2.8%
Grad I	2,136	2,140	2,127	1,983	1,892	-2.4%
Grad II	692	707	708	678	674	-0.9%
Total	26,398	27,693	28,068	28,548	30,613	2.0%

SITE: Orlando Rosen College of Hospitality Management

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	364	371	377	379	383	0.7%
Upper	960	977	993	998	1,010	0.7%
Grad I	38	44	44	44	44	0.0%
Grad II	4	0	0	0	0	0.0%
Total	1,365	1,392	1,414	1,426	1,437	0.6%

SITE: Health Sciences Campus at Lake Nona (Medical and Dental)

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Medical and Dental	100	180	280	480	737	32.6%
Total	100	180	280	480	737	32.6%

SITE: Daytona						
	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0.0%
Upper	225	225	225	225	225	0.0%
Grad I	48	48	48	48	48	0.0%
Grad II	1	0	0	0	0	0.0%
Total	274	273	273	273	273	0.0%
SITE: Sanford/Lake Mary						
	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0.0%
Upper	194	204	212	228	230	2.5%
Grad I	7	7	7	7	7	0.0%
Grad II	1	0	0	0	0	0.0%
Total	202	211	219	235	238	2.4%
SITE: South Lake (includes Leesburg and Ocala)						
	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0.0%
Upper	246	251	251	251	251	0.0%
Grad I	0	0	0	0	0	0.0%
Grad II	0	0	0	0	0	0.0%
Total	246	251	251	251	251	0.0%

SITE: Valencia West						
	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0.0%
Upper	262	280	294	324	358	5.0%
Grad I	5	5	5	5	6	5.0%
Grad II	0	0	0	0	0	0.0%
Total	266	285	299	330	364	5.0%
SITE: Valencia Osceola						
	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0.0%
Upper	58	62	69	86	108	12.0%
Grad I	7	7	7	8	9	5.0%
Grad II	0	0	0	0	0	0.0%
Total	65	68	76	94	117	11.4%
SITE: Cocoa						
	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0.0%
Upper	306	317	327	343	343	1.6%
Grad I	54	54	55	59	62	3.0%
Grad II	0	0	0	0	0	0.0%
Total	359	371	382	402	405	1.8%

SITE: Palm Bay						
	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0.0%
Upper	120	122	125	130	135	2.0%
Grad I	9	9	9	10	10	3.0%
Grad II	0	0	0	0	0	0.0%
Total	129	131	134	139	145	2.0%

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: REMAINING PHYSICAL LOCATIONS (Includes Main and Regional Off-Campus FTE)

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	21	21	21	21	22	0.6%
Upper	400	418	430	453	479	2.8%
Grad I	265	266	266	266	266	0.0%
Grad II	42	41	41	41	41	0.0%
Total	728	746	758	782	808	1.6%

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	1,102	1,256	1,375	1,617	1,815	7.6%
Upper	4,414	5,002	5,463	6,413	7,213	7.6%
Grad I	965	1,001	1,018	1,070	1,105	2.0%
Grad II	40	42	42	45	46	2.0%
Total	6,521	7,301	7,898	9,145	10,179	6.9%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1 (Required) - HIGH QUALITY UNDERGRADUATE EDUCATION PROVIDING ACCESS TO and PRODUCTION OF DEGREES, WITH A FOCUS ON IMPROVING BACCALAUREATE RETENTION AND GRADUATION	<p>UCF is approaching the overall undergraduate retention and graduation rate increases through a series of targeted initiatives. These include the tuition differential supported Academic Advising Enhancement Project with a focus on sophomore student retention. Another set of initiatives are the E&G funded "Pilot Programs." These programs were competitive three-year "grants" focusing on specific enhancements to the undergraduate student experience. Pilot programs include Supplemental Instruction support expansion for STEM courses; the Pilot Online Project in Undergraduate Psychology (POPUP); and, the Extension of Math Initiative to Calculus I. Other resources are being identified to hire additional advisors in support of "Direct Connect" (funding to be determined). Additional strategies include 2012-13 LBR requests that allow for more faculty hires to maintain the student/faculty ratio and develop a "Mapping and Tracking" system to facilitate student progression, along with PECO requests to build or renovate academic classroom buildings.</p> <p>Funding related to these specific initiatives is listed below. State/Tuition Revenue (est.) figures may be modified depending upon final budget and available funds.</p>	<ol style="list-style-type: none"> 1. First-Year Retention Rate – Improve from 87.1% (2008 cohort) to 87.9% (2011 cohort) 2. Six-Year Graduation Rate – Improve from 63.1% (2003-09 cohort) to 65.7% (2007-13 cohort) 3. Bachelor’s Degrees Awarded – Increase from 9,969 (2009-10) to 11,081 (2012-13) 4. Online Learning – Increase the online learning SCH to 25% of the total SCH (2012-13)

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$4,839,000		\$792,000	\$5,631,000	\$792,000	\$13,500,399	\$4,827,000		\$19,119,399	\$29,985,642

Institutional Goal [Indicate whether NEW or CONTINUING]				Implementation Strategies			Expected Outcomes/Metric(s)/Timeline		
#2 (Required) - GRADUATE AND PROFESSIONAL EDUCATION				<p>UCF is ensuring the long-term success of the College of Medicine via accreditation activities and other on-going milestones related to the new degree program. UCF is addressing graduate education retention and success through several focused initiatives, including providing health care policies for all graduate students, and the development of Professional Science Master's programs in STEM disciplines. Other strategies include 2012-13 LBR requests for the state-wide PSM program, a clinical enterprise at Lake Nona, and an initiative addressing critical health care needs. Another LBR request related to faculty hires is listed in Goal #1. In addition, UCF is requesting PECO funds to build or renovate academic classroom buildings.</p> <p>Funding related to these specific initiatives is listed below. Overall costs of the on-going College of Medicine enterprise and the College of Graduate Studies enterprise are not listed in the proposals below.</p>			<ol style="list-style-type: none"> 1. College of Medicine: <ol style="list-style-type: none"> a. Gaining LCME provisional accreditation in 2011 b. Gaining LCME full accreditation in 2013 c. Graduating the inaugural class in 2013 d. Matching the 2013 graduates with residency programs 2. Graduate Education: <ol style="list-style-type: none"> a. Emphasis on STEM and health science disciplines b. Increase student quality, retention, and graduation rates 		
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$3,100,000			\$3,100,000		\$4,311,200	\$3,300,000		\$7,611,200	\$5,000,000

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#3 (Required) - RESEARCH AND DEVELOPMENT			UCF is pursuing growth in research and development in several ways, including additional faculty hires via an LBR associated with Goal #1, continued enhancements to the Technology Transfer operations, and a PECO request for an interdisciplinary research and incubator facility. The overall costs of the on-going research enterprise are not listed in the proposals below.			<ol style="list-style-type: none"> 1. Federal academic research and development expenditures - Increase from \$73.7 million (FY 2009) to \$93.8 million (FY 2012) 2. Total academic research and development expenditures - Increase from \$148.8 million (FY 2009) to \$161.0 million (FY 2012) 3. Licenses or Options Executed - Increase from 5 (FY 2009) to 10 (FY 2012) 4. Licensing Income - Increase from \$640,008 (FY 2009) to \$700,000 (FY 2012) 			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
									\$33,852,470

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS										
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	\$4,839,000		\$792,000	\$5,631,000	\$792,000	\$13,500,399	\$4,827,000		\$19,119,399	\$29,985,642
2	\$3,100,000			\$3,100,000		\$4,311,200	\$3,300,000		\$7,611,200	\$5,000,000
3										\$33,852,470
Total	\$7,939,000		\$792,000	\$8,731,000	\$792,000	\$17,811,599	\$8,127,000		\$26,730,599	\$68,838,112

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
<p>1. Establish Department of Writing and Rhetoric (\$200,000) First year support for a new Department of Writing and Rhetoric (DWR) with a mission to coordinate and support a comprehensive vertical writing curriculum at UCF that will: a) serve as a flagship vertical writing program and as a national model for how a large public university can act on best practices and research about writing; and b) create a Writing Across the Curriculum program, innovative new writing degrees, and certificates with full-time composition instructors that will set UCF apart regionally and nationally.</p>	<p>The university created a Department of Writing and Rhetoric (DWR) in July 2010, to provide continued focus on the new curriculum and offer more writing services through the University Writing Center. Nearly all Composition I and II courses are now offered by DWR. The department also has started the implementation of UCF’s Writing across the Curriculum program (Knights Write). The program already has been piloted in a selection of history and nursing courses. In December 2010, UCF held the inaugural Knights Write Showcase, featuring the best work from first-year students who received support through the new DWR at UCF. Additionally, an undergraduate certificate in public and professional writing and a minor in writing have been approved and are slated to begin in Fall 2011. Searches are underway to hire five tenured/tenure-earning faculty, six instructors, and two advisors/coordinators to support the department, University Writing Center, and the Knights Write program.</p>
<p>2. Pre-professional Advising Office (\$250,000) Continue support for the Office of Pre-Professional Advising (OPPA) that was established to: a) provide guidance and support to students interested in pursuing careers in the health and legal professions; and b) assist pre-professional students in any undergraduate major by offering academic advising, administrative support, and other activities related to preparing for, and applying, to professional schools.</p>	<p>OPPA used the most recent year to achieve the following support services: a) offered services to more than 600 students through its student professional organizations, inviting them to seek OPPA advising; b) conducted 822 in-office advising consultations supporting the legal profession and 11 different health professions; c) conducted specifically-requested presentations to more than 1,000 students sponsored by various UCF and external entities; d) facilitated presentations to UCF students by representatives of five law and health professionals schools; e) assessed the perceptions of OPPA's student advisees concerning the quality of their advising consultations; g) participated in numerous campus-wide advising showcase events; and, h) built relationships with law school and health professionals school admissions representatives.</p>
<p>3. Undergraduate Education Enhancement Initiatives (\$1,034,133) – Recurring 2009-10 initiative Continue support for the English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other</p>	<p><u>English Initiative:</u> The class size initiative involved updated curriculum, smaller class sizes, and increased use of the University Writing Center. Six instructors affiliated with the English Initiative (now housed in the Department of Writing and Rhetoric) taught 1,250 students and participated in a second year of a three-year assessment project to study</p>

<p>subsequent courses, and increase overall retention; and maintain the operating hours of the University Writing Center and the Mathematical Assistance and Learning Lab (MALL) and the overall number and quality of student consultations.</p>	<p>class size and teaching training effects. Funds for the initiative also allowed additional tutors to be hired in the University Writing Center; these tutors provided 6,061 consultations to help undergraduate students improve their writing skills.</p> <p><u>Math Initiative:</u> The university successfully extended the alternative mixed-mode delivery system to all College Algebra classes in Fall 2010 and increased the number of tutors, hours, and space available for the MALL. By August 2010, the Phase I and II renovations and hardware upgrades were complete. During Fall 2010, MALL supported 2,209 students with coursework assistance and 5,504 students during testing. Summer 2010 courses were only offered in the redesigned format and had a pass rate of 79.4% (prior summer redesigned pass rate 75.3%, traditional curriculum section pass rates of 61.5%). Intermediate Algebra was offered in the redesigned format starting in Fall 2010. Pre-calculus was offered in the new format starting in Spring 2011. Two sections of Calculus I were offered in the new format starting in Spring 2011 with an increase in sections planned for the Fall 2011 semester. Preliminary results indicate that the students in the redesigned sections of Calculus I have a higher pass rate, 60.4%, when compared to the pass rate of students taught in traditional sections (46.5%).</p>
<p>4. Enhance Academic Advising Support (\$792,000) - Recurring 2009-10 initiative Continue support for the academic advising program for First Time in College (FTIC) students, second year sophomores, and transfer students to enable transition into colleges through dedicated advisors.</p>	<p>Concluding its second year, the Academic Advising Enhancement Program (AAEP) has hired a total of 18 advisors. During 2010, 29,568 students received advising services compared to 24,298 students in 2009 (9% increase). AAEP also has established the following: targeted sophomore and second-year programming and outreach services developed by the colleges and SDES; new probation programs and transfer student initiatives; and, a sophomore-targeted Study Abroad Program.</p>
<p>5. Undergraduate Student Support (\$6,832,124) Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.</p>	<p>These funds enabled colleges to hire additional faculty and adjuncts who taught an estimated 410 new course sections and continued support for another 519 course sections.</p> <p>Other selected examples of funded initiatives: The College of Business Administration has focused on several efforts to assist new and returning students. These include creating the nationally recognized "COBA Pass" advising system, which has reduced wait time while increasing advising options, and developing a system to identify students performing below satisfactory levels and enacting intervention strategies to ensure timely completion of their academic programs. College of Arts and Humanities added additional</p>

	sections to meet the demand for Spanish courses. This effort benefited all UCF majors by allowing for increased course sections to meet the Foreign Language requirements. The College of Optics expanded into undergraduate course offerings as part of a planned new specialization in optics and photonics.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	40 hired 74 retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	9 hired 19 retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	410 added 519 saved
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Thirty percent of differential tuition funds collected will be used to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA).	The estimated revenue dedicated to financial need was \$3,903,538. The increased revenue allowed UCF to nearly double the awards to students receiving tuition differential awards (from 2,847 in 2009-10 to 5,610 in 2010-11). Total tuition differential awards were 6,726.
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	5,610
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$555
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$133
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,500

Fall 2011 Request for an Increased Tuition Differential Fee

University: University of Central Florida

Effective Date	
University Board of Trustees Approval Date:	5/26/2011 (anticipated)
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current (2010-11) Undergraduate Tuition Differential per credit hour:	\$ 15.88
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7.00 %
\$ Increase in tuition differential per credit hour:	\$ 9.08
\$ Increase in tuition differential for 30 credit hours:	\$ 272.40
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$ 11,581,515
Total differential fee revenue generated in 2011-12 (projected):	\$ 24,593,311

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University of Central Florida
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	<u>Estimated Actual*</u> <u>2010-11</u>	<u>Estimated</u> <u>2011-12</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 13,011,796	24,593,311
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 13,011,796	\$ 24,593,311
<u>Expenditures</u>		
Salaries & Benefits	\$ 8,567,380	\$ 16,201,318
Other Personal Services	418,737	785,000
Expenses	122,141	229,000
Operating Capital Outlay	-	-
Student Financial Assistance	3,903,538	7,377,993
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 13,011,796	\$ 24,593,311
Ending Balance Available:	\$ -	\$ -

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

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

University of Central Florida

	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Undergraduate Students</u>							
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	2.32	\$8.41	\$15.88	\$24.96	\$44.20	\$66.32	\$91.76
Total Base Tuition and Differential	\$84.35	\$97.00	\$111.55	\$128.28	\$147.52	\$169.64	\$195.08
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.09	\$10.64	\$10.79	\$10.79	\$11.32	\$11.88	\$12.35
Health	\$8.59	\$8.99	\$9.52	\$9.88	\$10.37	\$10.88	\$11.31
Athletic	\$12.10	\$12.68	\$12.98	\$13.10	\$13.75	\$14.43	\$15.00
Transportation Access	\$7.59	\$7.94	\$8.19	\$9.00	\$9.45	\$9.92	\$10.41
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$131.58	\$150.85	\$167.35	\$186.13	\$207.49	\$231.83	\$259.23
% Change		14.6%	10.9%	11.2%	11.5%	11.7%	11.8%
<u>Fees (block per term):</u>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		NA	NA	NA	NA	NA	NA
Total Tuition and Fees for 30 credit hours	\$3,947.40	\$4,525.50	\$5,020.59	\$5,583.90	\$6,224.70	\$6,954.90	\$7,776.90
\$ Change		\$578.10	\$495.09	\$563.31	\$640.80	\$730.20	\$822.00
% Change		14.6%	10.9%	11.2%	11.5%	11.7%	11.8%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$491.41	\$491.41	\$491.41	\$491.41	\$541.77	\$568.85	\$597.29
Out-of-State Undergraduate Student Financial Aid ³	\$24.57	\$24.57	\$24.57	\$24.57	\$27.08	\$28.44	\$29.86
Total per credit hour	\$515.98	\$515.98	\$515.98	\$515.98	\$568.85	\$597.29	\$627.15
% Change		0.0%	0.0%	0.0%	10.2%	5.0%	5.0%
Total Tuition and Fees for 30 Credit Hours	\$19,426.80	\$20,004.90	\$20,499.99	\$21,063.30	\$23,290.20	\$24,873.60	\$26,591.40
\$ Change		\$578.10	\$495.09	\$563.31	\$2,226.90	\$1,583.40	\$1,717.80
% Change		3.0%	2.5%	2.7%	10.6%	6.8%	6.9%
<u>Housing/Dining</u>							
	\$8,492.00	\$8,538.00	\$8,765.00	\$9,027.95	\$9,298.79	\$9,577.75	\$9,865.08
\$ Change		\$46.00	\$227.00	\$262.95	\$270.84	\$278.96	\$287.33
% Change		0.5%	2.7%	3.0%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

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

² capped in statute.

**University of Central Florida
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	<u>UCF College of Medicine</u> Assist UCF's College of Medicine (UCF-COM) in addressing critical needs for health professions and improving coordination and quality of medical care.	\$1,000,000		\$1,000,000
2	<u>Access to High-quality Undergraduate Education</u> Hire tenured and tenure-track faculty who are especially crucial given the rapid growth of UCF's upper-level programs, due in large part to UCF's successful "Direct Connect" partnership with neighboring Florida colleges.	\$13,219,559		\$13,219,559
3	<u>Auxiliary Learning Aids (ALA)</u> Provide appropriate accommodations and support through ALA's for the growing number of students with disabilities, in accordance with federal regulations.	\$600,000		\$600,000
4	<u>Mapping and Tracking (M&T)</u> Develop advising tools to facilitate increased graduation rates and student retention while decreasing student exposure to excess hours.	\$280,840	\$15,000	\$295,840
5	<u>UCF College of Medicine: Pegasus Health</u> Develop a clinical enterprise at Lake Nona designed to train clinicians for the future in modeling innovative approaches to health care delivery, servicing as a hub for health information technology that advances quality and safety, and enabling clinical research that complements and extends existing UCF programs.	\$3,000,000		\$3,000,000
6	<u>Professional Science Masters Statewide Initiative</u> Funding to allow the State University System's existing PSM programs to be sustained and continue to grow.	\$311,200		\$311,200
Total		\$18,411,599	\$15,000	\$18,426,599

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Central Florida
Work Plan Issue Title:	UCF College of Medicine (UCF-COM)
Priority Number	1
Recurring Funds Requested:	\$1,000,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$1,000,000*

- I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

The UCF-COM continues its efforts to design and implement an undergraduate medical education program that meets the standards of the Liaison Committee for Medical Education (LCME). The LCME is the nationally recognized accrediting authority for medical education programs leading to the M.D. degree.

UCF-COM welcomes back its first three classes of 181 students and its fourth class of 100 students in August 2012. This funding request supports the recruitment of up to four faculty and two support staff expected to be fully on-board by the end of FY 2012-13. It continues the hiring plan and scheduled implementation of the undergraduate medical education program according to the 10-year budget approved by the Florida Legislature.

Specifically, the recurring funds of \$1,000,000 requested for FY 2012-13 assume the UCF-COM receives its full legislative budget request of \$2,393,891 in FY 2011-12; otherwise, the budget shortfall will need to be added to the present request.

- II. **Return on Investment** (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

- a. Number of students (headcount) receiving services or participating in the program by year, for the next five years:

Fiscal Year	Student Headcount
2012-13	281
2013-14	360
2014-15	420
2015-16	460

2016-17	480
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- b. Number of students (FTE) receiving services or participating in the program by year for the next five years:

Fiscal Year	Student FTE
2012-13	281
2013-14	360
2014-15	420
2015-16	460
2016-17	480

- c. Additional degrees, if any, produced as a result of this initiative: (Indicate the additional number of Bachelor's, Master's, Doctoral, and Professional degrees to be produced by school year.)

Fiscal Year	M.D. Degree Production
2012-13	41
2013-14	60
2014-15	80
2015-16	100
2016-17	120

- d. Other outcomes:

The UCF-COM remains steadfast in meeting the physician workforce needs of the state and playing a major role in enhancing economic growth and development in the region. Based on the 2008 economic impact study by Arduin, Laffer, and Moore Econometrics, UCF-COM, combined with a life sciences cluster located in the Medical City at Lake Nona, could create 30,000 jobs and generate an estimated \$7.6 billion in annual economic activity by 2017.

By partnering with area physicians and health care systems, the medical school will also improve coordination and quality of medical care, expand clinical research, increase access to health care for all socioeconomic levels, engage the newest technologies, and establish an academic medical community in Central Florida.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Central Florida
Work Plan Issue Title:	Access to High-quality Undergraduate Education
Priority Number	2
Recurring Funds Requested:	\$13,219,559
Non-Recurring Funds Requested:	None
Total Funds Requested:	\$13,219,559

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The university will use these funds to support added faculty positions that are especially crucial given the rapid growth in upper-level programs, due in large part to UCF's successful "Direct Connect" partnership with neighboring Florida colleges.

In this regard, UCF emphasizes that support for upper-level programs is more resource intensive than for lower-level ones, due to the generally smaller section sizes involved (cf. II below). While the levels and titles of positions filled will depend on the particular programs involved, if their average salaries and benefits are those of a typical UCF assistant professor (roughly \$75,000 per academic year), then based on funding requested, the numbers involved will be up to 175 full-time faculty members.

In that case, first-year costs for such hires and any needed start-up research funding can be covered from existing, non-recurring university carried-forward funds – while salaries for the second year and thereafter can be covered from the new LBR funds.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

As is well known throughout the state, UCF is especially committed to providing access to undergraduate degrees for Florida residents. This is demonstrated by UCF's continued enrollment of a large portion of the Florida College System's (FCS) transfers. For example, in Fall 2009, UCF enrolled 27.3% of all of such transfers, including 30.7% of the FCS AA degree transfers. As a result, fully 52% of UCF's total 2009-10 bachelor's degrees were awarded to FCS transfers.

In this respect, UCF’s “Direct Connect” FCS transfer consortium has been remarkably effective. Based on successful program, the fraction of AA graduates from the four consortium partners who have transferred to UCF within a year following their graduation has increased from 45% to 54%. This has led to significant overall growth in UCF’s incoming transfer population. Over the last four years, it has gone from 6,379 in 2006-07 to 9,830 in 2010-11 – a 45% growth rate.

Since this increased population enters UCF at the upper level, it affords students a smaller average class size than for FTIC students – and accordingly, a greater proportion of instruction by tenured or tenure-track faculty members. By the same token, it does reflect higher relative costs to the university, given the upper-level coursework involved. This is reflected by UCF’s 2009-10 Expenditure Analysis, which shows an average cost of \$98.86 per upper-level credit hour, compared to \$63.64 per credit hour for instruction at the lower level.

Additionally, recent reviews for 15 of UCF’s undergraduate programs have been conducted, which on the whole were very favorable. However, nine did cite shortages in upper-level faculty support, as inferred from the course section sizes. This can be attributed directly to recent funding shortages, leading to budget cuts that had to be imposed in various departments.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None required.			
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Central Florida
Work Plan Issue Title:	Auxiliary Aids Students with Disabilities
Priority Number	3
Recurring Funds Requested:	\$600,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$600,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

UCF will utilize the requested funds to support increased costs and demands for student-accommodation services. Earlier, the Florida Legislature provided all State University System universities with funding specifically to support Auxiliary Learning Aids (ALA) for students with disabilities until 2003. Consequently, in 2003, UCF's allocation was \$71,916 to support 161 students. However, in Fall 2010, more than 800 students with disabilities were registered with the UCF office of Student Disability Services (SDS).

In the last three years alone, the number of UCF students with disabilities requesting accommodations has increased by approximately 20%, while the costs of ALA have also risen, but recurring funding to provide these services has remained stagnant. Despite that, however, the university has diligently provided services to promote student success, including appropriate accommodations for students with disabilities, as outlined in the Rehabilitation Act of 1973, Sections 504 and 508, and Title II of the Americans with Disabilities Act.

For students with disabilities to persist and graduate from UCF, many require ALA and associated services, such as computer-aided real time translation, closed captioning, readers, voice synthesizers, specialized calculators, text enlargers, note takers, assistive listening devices, and sign language interpreters. For students with disabilities, these ALA provide opportunities to be successful, equal to that of their peers without disabilities.

In summary, the requested additional funding will support federal regulations to provide appropriate and reasonable accommodations and support through ALA for students with disabilities.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

This funding will assist the university in adhering to the ADA federal mandates for students with disabilities and will improve their retention and graduation rates.

For “first time in college” (FTIC) students registered with SDS, the academic year 2009-2010 retention rate was 85.1%, which was 1.9% less than the overall retention rate for FTIC (87%). The projected increase in retention for this population is 1% over two years.

The six-year graduation rate (cohort 2002) for students with disabilities registered with the office of SDS was 61.3%, compared to an overall graduation rate of 63% for the entire 2002 cohort. The projected increase in retention for this population is 1% over two years.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None required			3
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Central Florida
Work Plan Issue Title:	Mapping and Tracking
Priority Number	4
Recurring Funds Requested:	\$280,840
Non-Recurring Funds Requested:	\$15,000
Total Funds Requested:	\$295,840

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

This funding will make it possible to develop new capabilities for student “mapping and tracking” at UCF. The need for mapping and tracking has been stated in a study conducted by OPPAGA, which recommended that the “Board of Governors adopt policies to encourage all large universities to acquire automated student tracking systems.” This valuable directive has been unfilled because of recent budget shortfalls. The success of mapping and tracking has been documented at Florida State University and the University of Florida. The common themes cited are the realized or potential advantages to students of reducing the time to graduation, reducing excess hours, and improving graduation rates.

Recently, the state auditor looked at plans for tracking excess hours among students in order to meet the requirements of Florida Statute 2009.286. The implementation of a mapping and tracking system at UCF would be instrumental in tracking and reporting excess hour liabilities for its students.

Mapping and tracking would be accomplished at UCF within the Office of Undergraduate Studies through the establishment of a Graduation Support Services unit. In addition, associated advising support would be coordinated by the Division of Student Development and Enrollment Services through an expansion of its Academic Advising Enhancement Program. This collaboration will affect all undergraduate students at the university and will be implemented via university, college, and departmental advising, as well as through academic support offices.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

There are multiple opportunities for savings associated with mapping and tracking. First, it would mean that more students could be served because each student would consume fewer educational resources for the same educational outcome.

Second, it would represent a savings to students who (on average) would be less likely to drift into an “excess hours” situation. Assessments completed at FSU that studied mapped versus unmapped students between 2004-2008 indicated that the average mapped FTIC took 8.69 fewer credit hours than the unmapped FTIC, and the average mapped transfer student took 9.98 fewer credit hours than the unmapped transfer student. These represented reductions in credit hours taken of 6.4% for FTIC students and 6.8% for transfer students. UCF reductions could be expected to be similar.

Third, it would increase the likelihood of students staying in school and graduating from UCF. Improved retention rates for sophomore and second-year students have been achieved through the current Academic Advising Enhancement Program as evidenced by an increase in 2009-10 to 79.7% from 78.3% in 2008-2009. Experience has shown that mapping and tracking practices lead to increased academic advising activity by students, who then have more success in completing their programs of study. The FTIC four-year (34%) and six-year (63%) graduation rates at UCF would be expected to increase within three years by 2%-3% as a result of mapping and tracking.

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None required.			
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Central Florida
Work Plan Issue Title:	UCF College of Medicine (UCF-COM) Clinical Enterprise at Lake Nona, Pegasus Health
Priority Number	5
Recurring Funds Requested:	\$3,000,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$3,000,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

On the UCF Health Sciences campus at Lake Nona, clinical teaching programs are needed to provide new learning opportunities for medical students, residents, nursing students, and other UCF health-related disciplines. These programs will take place in a planned UCF-COM Pegasus Health ambulatory center and will include multi-specialty, multi-disciplinary clinic, diagnostic services such as lab and radiology, and other outpatient services. These clinical education programs will train clinicians in modeling innovative approaches to health care delivery, serving as a hub for health information technology that advances quality and safety, and enabling clinical research that complements and extends existing UCF programs. This funding request supports up to seven clinical faculty educators and related planning, start-up, ongoing operations, and medical technology expenses to foster clinical learning.

The evolution of national health reform provides timely and unique opportunities for federal funding to pilot innovative programs of health care delivery and payment, and establishing clinical programs at Lake Nona will help UCF-COM access such funding. The chance to build a clinical enterprise from the ground up - without the burden of entrenched systems and attitudes - brings a truly extraordinary opportunity for creating innovative models. The UCF-COM's clinical presence at Lake Nona will serve as a home base for partnering with hospitals, employers, insurers, and other educational and research programs at Lake Nona, throughout greater Central Florida, and beyond.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

1. The outcomes to be measured will include:

- number of clinical faculty employed by discipline;
- number of students provided with clinical learning experiences, by college, including medical, nursing, hospitality, health and public affairs, engineering, and others;
- number of patients treated;
- progress towards development of specified clinical education programs; and
- progress towards development of revenue streams to support clinical, research and educational activities and further new programs.

Number of students (headcount) receiving services or participating in the program by year, for the next five years:

Fiscal Year	Student Headcount
2012-13	325
2013-14	400
2014-15	475
2015-16	500
2016-17	525

2. Number of students (FTE) receiving services or participating in the program by year, for the next five years:

Fiscal Year	Student Headcount
2012-13	325
2013-14	400
2014-15	475
2015-16	500
2016-17	525

3. Additional degrees, if any, produced as a result of this initiative: (Indicate the additional number of Bachelor's, Master's, Doctoral, and Professional degrees to be produced by school year.)

The clinical enterprise will enable clinical education in a variety of disciplines, but no additional degrees are planned at this time.

Fiscal Year	M.D. Degree Production
2012-13	41

2013-14	60
2014-15	80
2015-16	100
2016-17	120

4. Other outcomes:

Based on the 2008 economic impact study by Arduin, Laffer, and Moore Econometrics, UCF-COM, combined with a life sciences cluster located in the Medical City at Lake Nona, is expected to create 30,000 jobs and generate an estimated \$7.6 billion in annual economic activity by 2017. Development of the UCF-COM Pegasus Health clinical education programs at Lake Nona will significantly increase these numbers.

By partnering with area physicians and health care systems in advancements of clinical education and health information technology, UCF-COM clinical education programs will improve coordination and quality of medical care. The clinical programs at Lake Nona will also expand clinical research, increase access to health care for all socioeconomic levels, and bring economic value and distinction to the entire region.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of Central Florida
Work Plan Issue Title:	PSM Statewide Initiative
Priority Number	6
Recurring Funds Requested:	\$311,200
Non-Recurring Funds Requested:	
Total Funds Requested:	\$311,200

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The Professional Science Master’s Statewide Initiative involves collaboration of all the state universities in developing PSM programs that partner with business and industry and government entities to provide the STEM workforce needed to transform Florida's economy from one of tourism and agriculture to one that is high skill, high wage, and knowledge based. Already, 16 PSM programs have been developed in the state, 15 of which are now recognized nationally as PSMs. The state universities are collaborating on sharing courses, sharing an advisory board and other resources to accomplish the development of the PSM programs.

The Professional Science Master’s Statewide Initiative in Florida prepares students in industry sectors important to the state’s workforce and economic development – biotechnology, environmental sciences, forensic science and homeland security, modeling and simulation, and health care. This request is for an expanded program that will allow PSM programs to be sustained through the State University System and continue to grow.

The most important task to be accomplished the next year, 2012-13, is to boost awareness of the PSM program to business constituencies, economic and workforce development agencies and councils, key legislators, and others who have a need for these PSM programs.

To date, the following have been accomplished:

- 16 programs have started (15 with national certification)
- A statewide advisory board has been created to provide oversight of this initiative
- 194 students are enrolled in these programs as of Fall 2010, and the first graduates are starting to complete their programs

- The state institutions have worked through a process of sharing courses with each other, saving valuable state resources and taking advantage of program strengths at the various institutions

The \$311,200 requested will enable a director and staff support person to be hired (\$211,200), and \$100,000 in expenses to be used to help coordinate the many activities associated with this initiative (travel to constituent meetings, promotional materials created and distributed, reporting accomplished, and assistance to the universities in establishing and maintaining these programs with quality).

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

This initiative is to ensure that Florida has the STEM graduates to support knowledge-based industries to relocate and to flourish in our state, providing the workforce and the subsequent economic development consistent with our state’s strategic plans. The initiative will result in:

- increasing the graduates in STEM disciplines in Florida who are educated at an advanced level. It is estimated that this initiative will have 300 students throughout the state enrolled in PSM programs during 2012-13, and will produce 50 graduates;
- graduates with the professional skills to be immediately employable by industry, non-profits, and government entities. Each PSM program has an industry advisory board well-prepared to hire the graduates of these programs;
- workforce preparation that allows key industries in Florida, those requiring advanced knowledge, to find highly qualified local talent, an important factor in high-tech industries relocating to Florida;
- graduates who readily move into management of science programs more quickly than traditionally trained STEM students; and
- graduates who make more money are more involved citizens and contribute more to the local economy.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Not applicable.			
2.				

University of Central Florida
Five-Year Capital Improvement Plan (CIP)

PECO Projects

Priority No.	Project Name	Actual Appropriation											Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet	
		2011-2012	2012-2013	Code	2013-2014	Code	2014-2015	Code	2015-2016	Code	2016-17	Code				Total
1	UTILITIES, INFRASTRUCTURE, CAPITAL RENEWAL AND ROOFS (P,C)		\$11,994,197	P,C	\$14,000,000	P,C	\$14,000,000	P,C	\$14,000,000	P,C	\$14,000,000	P,C	\$67,994,197		Total Campus	N/A
2	CLASSROOM BUILDING II (C,E)		\$7,241,445	C,E									\$7,241,445	Yes	Total Campus	91,464
3	UCF VCC CLASSROOM BUILDING (C,E)		\$7,500,000	C,E									\$7,500,000	Yes	Total Campus	40,356
4	INTERDISCIPLINARY RESEARCH AND INCUBATOR FAC. (C,E)		\$33,852,470	C	\$5,924,183	E							\$39,776,653	Yes	Engineering	101,010
5	ARTS COMPLEX PHASE II (PERFORMANCE) (P,C,E)		\$5,000,000	P	\$40,000,000	C	\$5,000,000	E					\$50,000,000	Yes	Arts & Sciences	150,594
6	ENGINEERING BUILDING I RENOVATION (P,C,E)		\$1,850,000	P	\$15,725,000	C	\$925,000	E					\$18,500,000	Yes	Engineering	130,885
7	MATH AND PHYSICS BLDG. REMODELING AND RENOVATION (P,C,E)		\$1,400,000	P	\$11,900,000	C	\$700,000	E					\$14,000,000	Yes	Arts & Sciences	106,523
8	MULTI-PURPOSE RESEARCH AND EDUCATION BUILDING (P,C,E)				\$2,779,189	P	\$22,233,512	C	\$2,779,189	E			\$27,791,890	Yes	Total Campus	75,384
9	LIBRARY RENOVATION (P,C,E)				\$3,500,000	P	\$29,500,000	C	\$3,500,000	E			\$36,500,000	Yes	Total Campus	150,000
10	MILLICAN HALL RENOVATION (P,C,E)				\$960,589	P	\$8,106,969	C	\$960,589	E			\$10,028,147	Yes	Total Campus	42,226
11	COLLEGE OF NURSING (P,C,E)				\$4,464,964	P	\$35,719,710	C	\$4,464,964	E			\$44,649,638	No	Nursing	208,553
12	BUSINESS ADMINISTRATION RENOVATION (P,C,E)				\$7,495,564	P,C,E							\$7,495,564	Yes	Business	37,676
13	CHEMISTRY RENOVATION (P,C,E)				\$3,014,807	P,C,E							\$3,014,807	Yes	Arts & Sciences	15,074
14	FACILITIES & SAFETY COMPLEX RENOVATION (P,C,E)						\$4,856,238	P,C,E					\$4,856,238	Yes	Total Campus	25,559
15	VISUAL ARTS RENOVATION and EXPANSION (P,C,E)						\$6,972,637	P,C	\$16,000,000	C	\$2,000,000	E	\$24,972,637	Yes	Arts & Sciences	24,863
16	HOWARD PHILLIPS HALL RENOVATION (P,C,E)						\$3,738,347	P,C,E					\$3,738,347	No	Total Campus	18,692
17	COLBOURN HALL RENOVATION (P,C,E)						\$5,807,816	P,C,E					\$5,807,816	No	Arts & Sciences	83,957
18	FERRELL COMMONS (E AND G SPACE) RENOVATION (P,C,E)						\$5,704,054	P,C,E					\$5,704,054	No	Total Campus	28,520
19	COMPUTER CENTER I RENOVATION (P,C,E)						\$739,968	P,C,E					\$739,968	No	Total Campus	25,075
20	COMPUTER CENTER II RENOVATION (P,C,E)						\$123,161	P	\$1,626,106	C	\$123,160	E	\$1,872,427	No	Total Campus	64,082
21	COLLEGE OF SCIENCES BUILDING RENOVATION (P,C,E)						\$317,437	P	\$4,209,564	C	\$317,436	E	\$4,844,437	No	Arts & Sciences	167,007
22	REHEARSAL HALL RENOVATION (P,C,E)						\$48,007	P	\$634,325	C	\$48,006	E	\$730,338	No	Arts & Sciences	25,027
23	THEATER BUILDING RENOVATION (P, C,E)						\$142,801	P	\$1,437,094	C	\$142,800	E	\$1,722,695	No	Arts & Sciences	29,469
24	FACILITIES BUILDING AT LAKE NONA (P,C,E)						\$600,000	P	\$4,800,000	C	\$600,000	E	\$6,000,000	No	Total Campus	31,579
25	CLASSROOM BUILDING III (P,C,E)						\$2,400,000	P	\$19,200,000	C	\$2,400,000	E	\$24,000,000	No	Total Campus	91,464
26	SOUTH CAMPUS RENOVATION (P,C,E)						\$841,405	P,C,E					\$841,405	No	Total Campus	29,002
27	RECYCLING CENTER (P,C)						\$2,300,000	P	\$18,400,000	C	\$2,300,000	E	\$23,000,000	No	Total Campus	121,053
28	HUMANITIES AND FINE ARTS II (P,C)						\$2,772,353	P	\$17,060,631	C	\$2,772,353	E	\$22,605,337	No	Arts & Sciences	87,543
29	FILM - ARTS AND HUMANITIES II BUILDING (P,C)								\$1,107,260	P	\$8,600,076	C	\$9,707,336	No	Arts & Sciences	41,045
30	SIMULATION AND TRAINING BUILDING (P,C)								\$2,370,336	P	\$18,410,374	C	\$20,780,710	No	Engineering	59,924
31	BUSINESS ADMIN. III BUILDING (P,C)								\$1,584,527	P	\$12,307,012	C	\$13,891,539	No	Business	61,677
32	MORGRIDGE INTERNATIONAL READING CENTER II (EDUCATION) (P,C)								\$2,062,348	P	\$15,594,083	C	\$17,656,431	No	Education	77,219
33	BAND BUILDING (P,C)								\$455,045	P	\$2,800,279	C	\$3,255,324	No	Total Campus	13,529
34	ARTS COMPLEX III (P,C)								\$1,210,857	P	\$7,627,447	C	\$8,838,304	No	Arts & Sciences	38,171
35	PARTERSHIP IV (P,C)								\$2,450,000	P	\$19,600,000	C	\$22,050,000	No	Health & Public	117,442
36	INTERDISC. RESEARCH BUILDING II (P,C)								\$2,370,336	P	\$17,330,596	C	\$19,700,932	No	Engineering	68,015
37	SUSTAINABILITY CENTER								\$5,000,000	P,C,E			\$5,000,000	No	Total Campus	26,316
38	CENTER FOR EMERGING MEDIA BUILD-OUT (P,C,E)								\$6,360,339	P,C,E			\$6,360,339	No	Total Campus	24,816
	TOTAL	\$0	\$68,838,112		\$109,764,296		\$153,549,415		\$134,043,510		\$126,973,622		\$593,168,955			

Challenge Grant Projects

TOTAL (Details on next page)	\$0	\$45,213,027	\$15,152,383	\$113,602,091	\$12,996,000	\$250,000	\$187,213,501
GRAND TOTAL	\$0	\$114,051,139	\$124,916,679	\$267,151,506	\$147,039,510	\$127,223,622	\$780,382,456

Codes: P=Planning C=Construction CE=Construction / Equipment LA=Land Acquisition

**University of Central Florida
Five-Year Capital Improvement Plan (CIP)**

Priority No.	Project Name	Actual Appropriation										Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet	
		2011-2012	2012-2013	Code	2013-2014	Code	2014-2015	Code	2015-2016	Code	2016-17				Code
TOTAL (Details on previous page)		\$0	\$68,838,112		\$109,764,296		\$153,549,415		\$134,043,510		\$126,973,622		\$593,168,955		

Challenge Grant Projects

39	LABORATORY INSTRUCTION BUILDING PHASE I (P,C,E)		\$18,890,984	P,C,E									\$18,890,984		College of Medicine	74,122
40	MORGRIDGE INTERNATIONAL READING CENTER (P,C,E)		\$2,068,685	C,E									\$2,068,685		Education	18,628
41	ARTS COMPLEX II ENHANCEMENT (P,C)		\$500,000	E									\$500,000		Arts & Sciences	36,024
42	PERFORMING ARTS FUND(C)		\$129,806	C									\$129,806		Arts & Sciences	NA
43	BURNETT BIO-MEDICAL SCIENCE CTR (C,E)		\$2,528,605	E									\$2,528,605		College of Medicine	NA
44	CAREER SERVICES & EXPERIENTIAL LEARNING (E)		\$196,660	E									\$196,660		Total Campus	26,325
45	PHYSICAL SCIENCES BUILDING (E)		\$1,150	E									\$1,150		Arts & Sciences	NA
46	CARACOL in BELIZE		\$350,000	P,C									\$350,000			23,005
47	OPTICS AND PHOTONICS ENHANCEMENT (E)		\$69,085	E									\$69,085		Optics & Photonics	NA
48	PSYCHOLOGY BUILDING (E)		\$86,540	E									\$86,540		Arts & Sciences	NA
49	ALUMNI CENTER, JOHN AND MARTHA HITT LIBRARY (E)		\$7,049	E									\$7,049		Total Campus	NA
50	ENGINEERING III ENHANCEMENT (E)		\$2,384,463	E									\$2,384,463		Engineering	NA
51	ATHLETIC ACADEMIC PERFORMANCE CENTER (P,C,E)		\$14,000,000										\$14,000,000		Total Campus	33,181
52	MEDICAL SCHOOL LIBRARY (P,C,E)		\$4,000,000	P,C,E									\$4,000,000		Total Campus	163,038
53	RESEARCH LAB, LAKE NONA				\$6,412,845	P	\$97,268,758	C	\$9,180,000	E			\$112,861,603		Arts & Sciences	41,045
54	COLLEGE OF NURSING				\$3,871	E							\$3,871		Nursing	161,121
55	BURNETT BIO-MEDICAL SCIENCE CTR INFRASTRUCTURE (C,E)				\$7,500,000	P,C,E							\$7,500,000		Total Campus	NA
56	CIVIL AND ENVIRONMENTAL ENGINEERING (P,C,E)				\$1,160,667	P	\$14,508,333	C	\$1,741,000	E			\$17,410,000		Engineering	72,555
57	ORLANDO REPERTORY THEATRE III RENOVATIONS (C,)				\$75,000	E	\$75,000	E	\$75,000	E			\$225,000		Arts & Sciences	NA
58	CREATIVE SCHOOL (P,C,E)						\$1,500,000	P,C,E					\$1,500,000		Total Campus	94,007
59	SUSTAINABILITY CENTER (P,C,E)						\$250,000	P,C,E	\$2,000,000	C	\$250,000	E	\$2,500,000		Total Campus	49,772
TOTAL		\$0	\$45,213,027		\$15,152,383		\$113,602,091		\$12,996,000		\$250,000		\$187,213,501			

GRAND TOTAL	\$0	\$114,051,139	\$124,916,679	\$267,151,506	\$147,039,510	\$127,223,622	\$780,382,456
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Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition



Florida A&M University

Fast Facts

Related to University Mission and Strengths

- Doctoral/Research University under the Carnegie Classification System.
- Federally financed R&D expenditures exceeded \$23 million in 2008-2009.
- Major research strengths in the areas of drug treatments for cancer and Parkinson's disease, new drug delivery systems, nanomedicine, renewable energy, marine and coastal ecosystem health, plasma physics, viticulture, invasive species, and water quality.
- FAMU produced 38% of PhDs in environmental sciences, 25% of PharmDs, and 25% of PhDs in pharmaceutical sciences awarded to African Americans in the nation in 2008.
- Among the 11 institutions in the State University System of Florida, FAMU produced over 80% of PharmDs, 100% of PhDs in environmental sciences, over 20% of the PhDs in engineering disciplines offered by FAMU, over 60% JDs, and 25% of PhDs in the physical sciences degrees awarded to African Americans in 2009-2010.
- FAMU awarded 39% of its graduate degrees to students in STEM, education, and health professions specified by the BOG as strategic areas of emphasis in 2009-2010.
- FAMU College of Pharmacy and Pharmaceutical Sciences was named to the national 2009 President's Honor Roll for Community Service, which is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.
- The FAMU College of Pharmacy and Pharmaceutical Sciences (COPPS) has graduated approximately 20% of the nation's African American Pharmacists, 60% of the African American PhDs in the Pharmaceutical Sciences and approximately 25% of the African American MPH graduates in the nation since the inception of the respective programs at FAMU. Current total research funding for the COPPS alone is \$22.5 million and its faculty received four (4) new patents in 2009-10.
- The FAMU Law School was recognized as the Most Diverse Law School in the nation by US News and World Report in 2010.
- FAMU produces more African American baccalaureate graduates than any other traditional university in the nation.

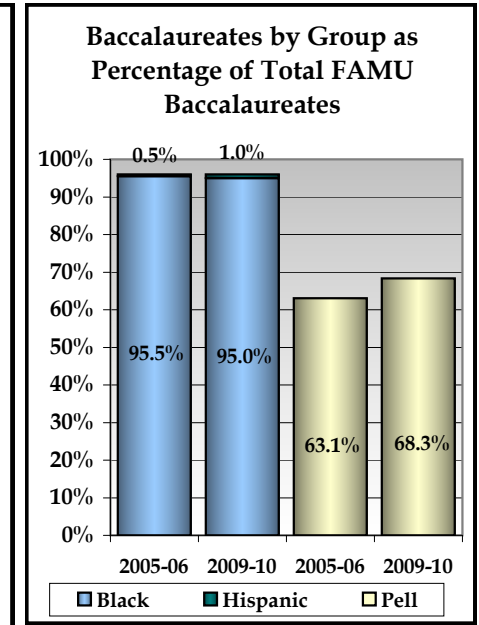
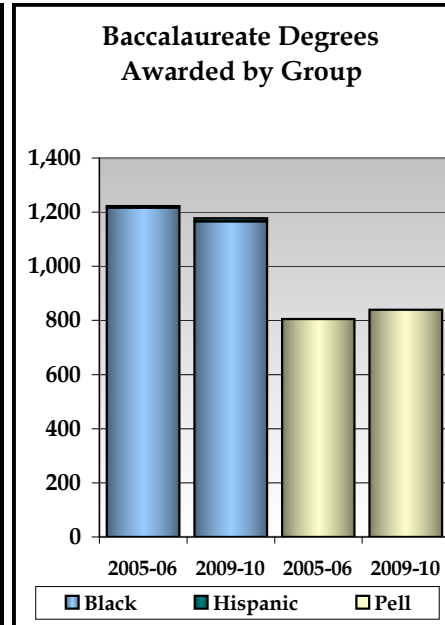
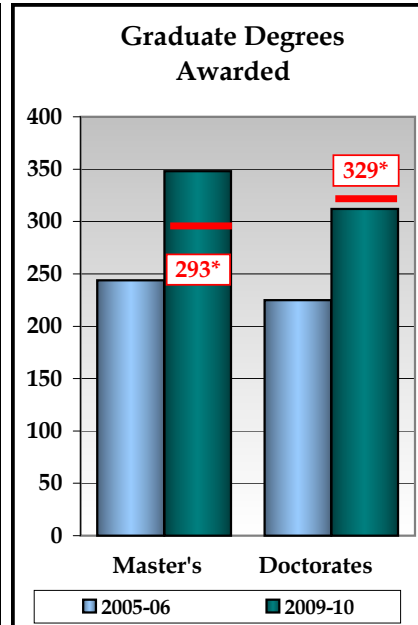
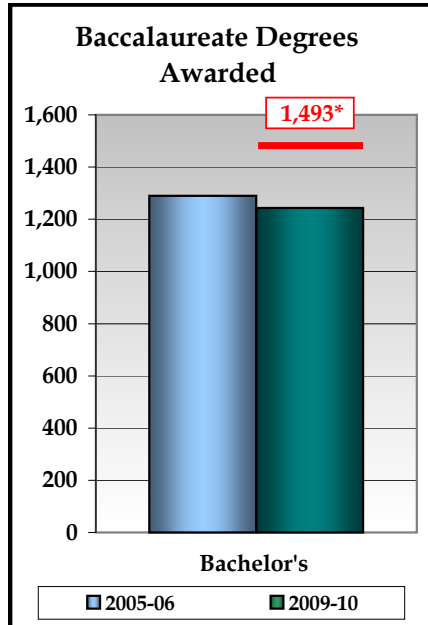
**2011 Update to the
Florida A&M University
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

Florida A&M University 2010 Annual Report

Sites and Campuses			Main Campus, College of Law		
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2010)		Carnegie Classification
TOTAL (Fall 2009)	12,261	100%	TOTAL	116	Undergraduate Instructional Program: Professions plus arts & sciences, some graduate coexistence
Black	11,123	91%	Baccalaureate	62	Graduate Instructional Program: Doctoral, professions dominant
Hispanic	261	2%	Master's & Specialist's	39	Enrollment Profile: High undergraduate
White	586	5%	Research Doctorate	12	Undergraduate Profile: Full-time four-year, selective, lower transfer-in
Other	291	2%	Professional Doctorate	3	Size and Setting: Large four-year, primarily nonresidential
Full-Time	10,970	89%	Faculty (Fall 2009)	Full-Time	Basic: Doctoral/Research Universities
Part-Time	1,291	11%		Part-Time	
Undergraduate	10,083	82%	TOTAL	623	Elective Classification: N/A
Graduate	1,993	16%	Tenure/T. Track	458	
Unclassified	185	2%	Other Faculty/Instr.	165	

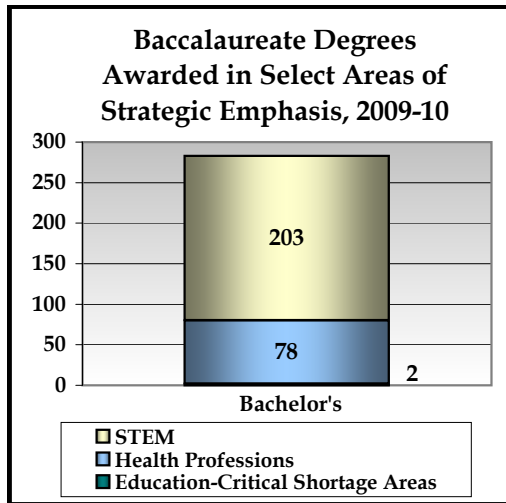
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



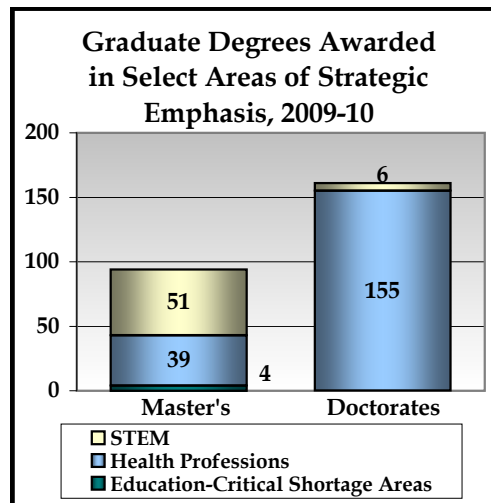
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I.]

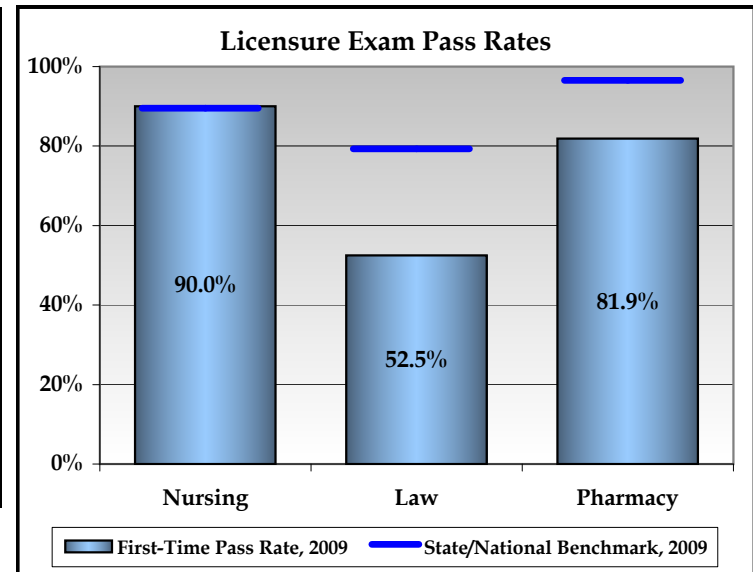
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



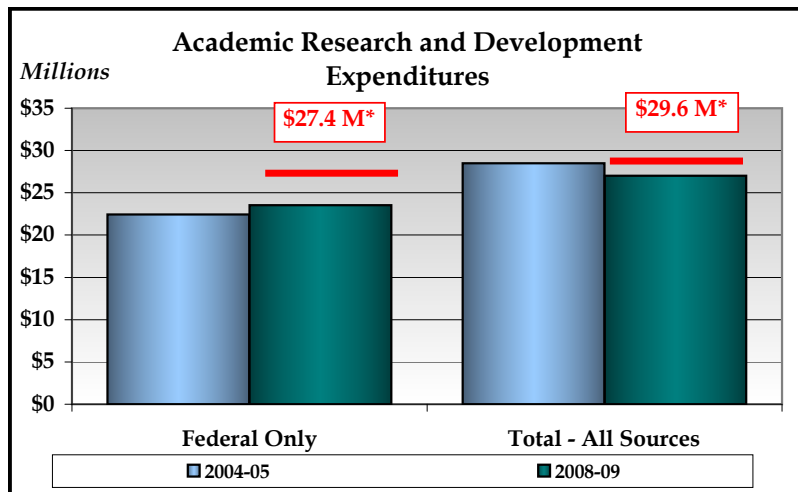
**2012-13 Target: Increase
(2008-09 Baseline: 368 Total)**



**2012-13 Target: Increase
(2008-09 Baseline: 208 Total)**



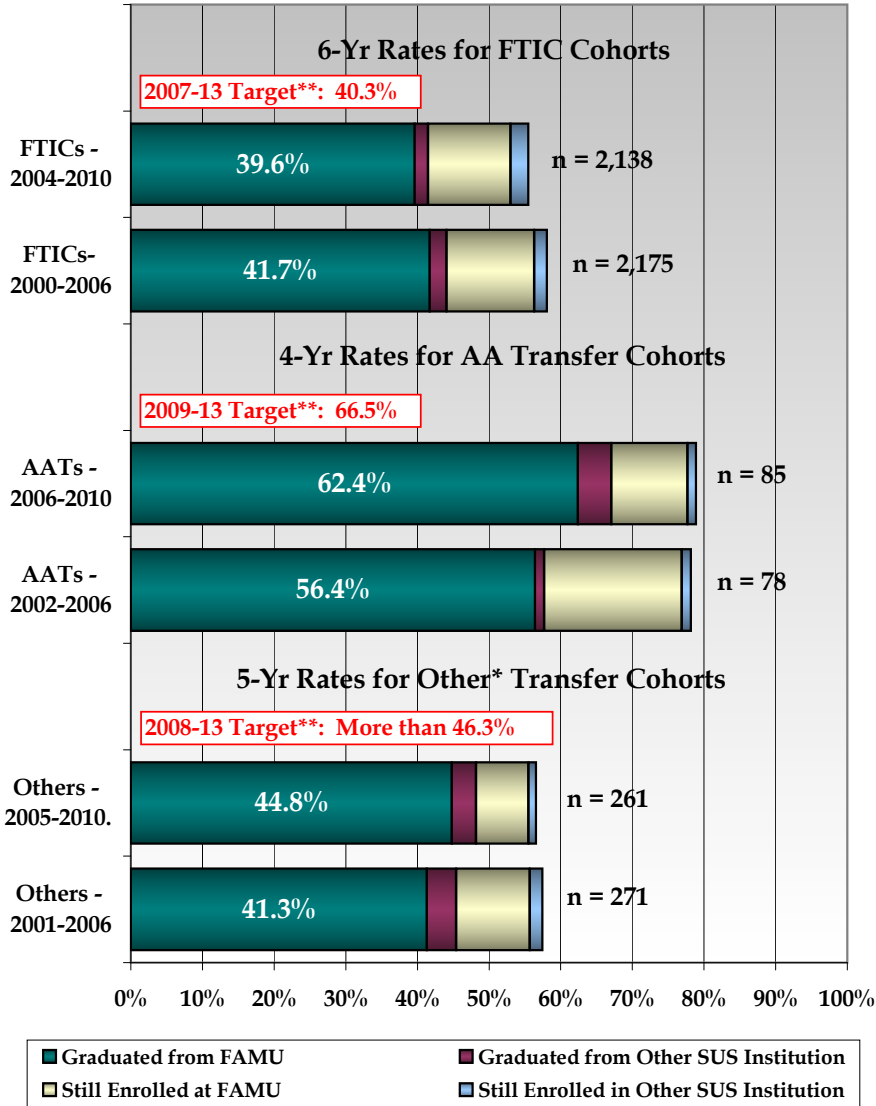
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



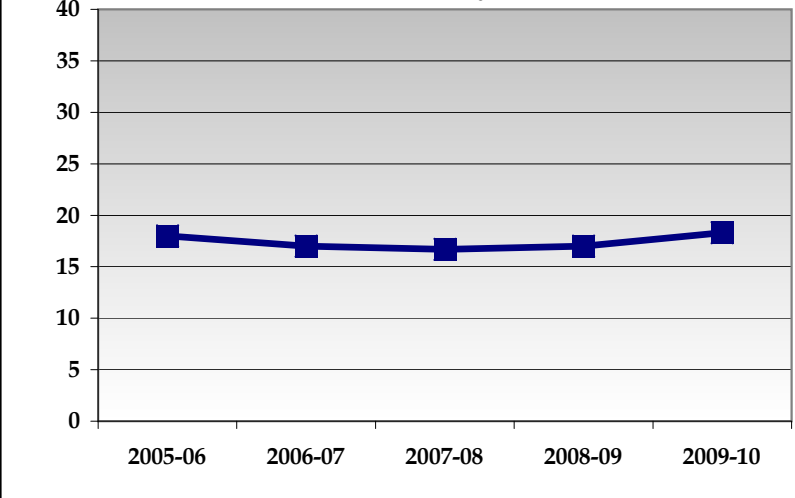
***2011-12 Targets for Research & Development Expenditures.**

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

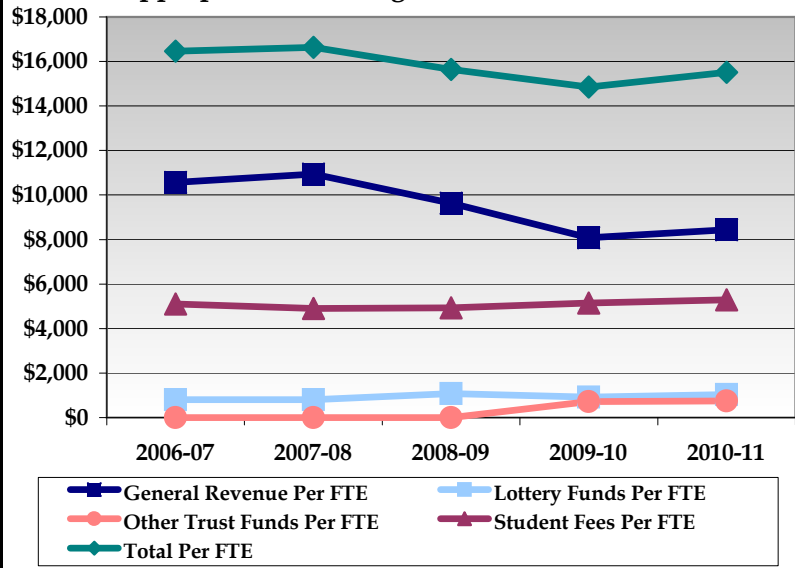
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

**Graduation Rate from SAME Institution.

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10								
Baccalaureate	1,290		1,318		1,484		1,435		1,243								
Master's and Specialist	244		302		254		276		348								
Research Doctoral	16		29		11		21		15								
Professional Doctoral	209		195		272		287		297								
Comparison with Peers*	Degrees Awarded	Bachelors				Master's/Specialists				Doctoral				First Professional			
		05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
	Cleveland State University	1701	1770	1695	1732	1431	1490	1373	1340	30	57	43	50	217	182	198	206
	Florida A&M University	1290	1318	1484	1435	244	302	254	276	16	29	11	19	209	195	272	287
	Howard University	1365	1344	1400	1402	366	429	384	387	117	117	106	108	460	410	434	452
	North Carolina A&T State University	958	1321	1172	1372	339	324	437	377	12	6	32	33	N/A	N/A	N/A	N/A
	Nova Southeastern University	1136	1497	1390	1305	3878	4198	3978	4393	757	91	881	772	764	1002	891	960
	University of Texas at Arlington	3480	3833	3835	3999	1939	1714	1665	1790	88	124	142	113	N/A	N/A	N/A	N/A
	Source: National Center for Education Statistics, IPEDS Data Center																
	*IPEDS data available up to year 2008-2009 for university degrees awarded.																
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10								
	#	%	#	%	#	%	#	%	#	%							
Hispanic	6	0.5	15	1.1	20	1.4	21	1.5	12	1							
Non-Hispanic Black	1,217	95.5	1,245	95.3	1,374	94.4	1,331	94.3	1,166	95							
Pell Grant Recipients	805	63.1	854	65.3	961	65.9	938	66.4	839	68.3							

Comparison with Peers*

Baccalaureate Degrees Awarded to Underrepresented Minorities - Hispanic												
	2005-2006			2006-2007			2007-2008			2008-2009		
	#	%	Total Bacc	#	%	Total Bacc	#	%	Total Bacc	#	%	Total Bacc
Cleveland State University	38	2.2%	170	43	3.7%	1170	40	2.4%	1695	47	2.7%	1732
Florida A&M University	6	0.5%	1290	15	1.1%	1318	20	1.4%	1484	21	1.5%	1435
Howard University	5	0.4%	1365	9	0.7%	1344	3	0.2%	1400	14	1.0%	1402
North Carolina A&T State University	10	1.0%	958	11	0.8%	1321	7	0.6%	1172	19	1.4%	1372
Nova Southeastern University	283	24.9%	1136	348	23.2%	1497	330	23.7%	1390	301	23.1%	1305
University of Texas at Arlington	441	12.7%	3480	536	14.0%	3833	598	15.6%	3835	637	15.9%	3999
Baccalaureate Degrees Awarded to Underrepresented Minorities - Non-Hispanic Black												
	2005-2006			2006-2007			2007-2008			2008-2009		
	#	%	Total Bacc	#	%	Total Bacc	#	%	Total Bacc	#	%	Total Bacc
Cleveland State University	238	14.0%	1701	246	14.4%	1710	255	15.0%	1695	263	15.2%	1732
Florida A&M University	1217	95.5%	1290	1245	95.3%	1318	1374	94.4%	1484	1331	94.3%	1435
Howard University	1202	88.1%	1365	1187	88.3%	1344	1255	89.6%	1400	1241	88.5%	1402
North Carolina A&T State University	863	90.1%	958	1219	92.3%	1321	1050	89.6%	1172	1257	91.6%	1372
Nova Southeastern University	258	22.7%	1136	299	20.0%	1497	299	21.5%	1390	284	21.8%	1305
University of Texas at Arlington	428	12.3%	3480	513	13.4%	3833	493	12.9%	3835	538	13.5%	3999

*IPEDS data available up to year 2008-2009 for university degrees awarded. Percentages of Hispanic and Non-Hispanic Black exclude non-resident alien and unreported.

Pell Grant Recipients 2008-2009	# undergraduate students receiving Pell grants (SFA0809)	% undergraduate students receiving Pell grants(SFA0809)
Cleveland State University	3511	37.0%
Florida A&M University	5750	60.0%
Howard University	2365	33.0%
North Carolina A&T State University	3988	45.0%
Nova Southeastern University	1769	30.0%
University of Texas at Arlington	5719	30.0%

*IPEDS data available for the number and percentage of students receiving Pell Grants for year 2008-2009 only.

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	284	264	260	260	203
STEM (Graduate)	49	61	36	45	57
Health Professions (Baccalaureate)	81	60	79	97	78
Health Professions (Graduate)	140	130	177	164	194
Education–Critical Shortage (Bacc.)	7	10	12	11	2
Education–Critical Shortage (Grad.)	8	3	7	2	4

Comparison with Peers*

FAMU produces more African American baccalaureate graduates than any other traditional university. FAMU focuses on graduating all students, particularly African Americans, in programs where they are severely underrepresented in disciplines targeted by the Board of Governors within the New Florida Initiative. For example, at the national level, in the production of African American graduates, FAMU’s production accounted for 25% of PharmDs, 25% of PhDs in pharmaceutical sciences, and 38% of PhDs in environmental sciences (2008 IPEDS data). In addition, among institutions ranging in size from 10,000 – 19,999 in enrollment, in the production of African American graduates, FAMU produced 100% of PhDs in civil engineering, 25% of PhDs in physics and 20% of PhDs in electrical engineering in 2008. Similarly for 2009-10 in the SUS production of African American graduates, FAMU produced over 80% PharmDs, 100% of PhDs in environmental sciences, 25% of PhDs in the physical sciences, and over 20% of the PhDs in engineering disciplines offered by FAMU. Thirty-nine percent (39%) of graduate degrees in 2009-10 were awarded to students in science, technology, engineering and mathematics (STEM), education and health professions identified by the BOG as strategic areas of emphasis.

FAMU not only ranks high among institutions producing graduates in targeted disciplines, but also ranks **first** in the nation as origin institution of 2002-2006 science and engineering doctorate recipients (NSF, 2010 publication at: <http://www.nap.edu/catalog/12984.html> based on WebCASPAR data).

Florida A&M University Rankings*				
Bachelors		Graduate		
Rank	Major	Rank	Degree Type	Major
2	Health Professions and Related Clinical Sciences	1	Masters	Physical Sciences
6	Physical Sciences	4	Doctorate	Health Professions & Related Clinical Sciences
7	Education	7	Doctorate	Engineering
12	Engineering			
13	Biological and Biomedical Sciences			

* Source Diverse Issues, Top 100 Degree Producers 2010 www.diverseeducation.com

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	42.5%	12.5%	39.4%	14.3%	40.9%	15.2%	39.2%	14.4%	40.6%	12.7%
SUS Def.: 6-Yr Rates - FTICS	41.7%	12.2%	38.3%	13.7%	39.7%	14.5%	38.7%	14.1%	39.6%	11.5%
SUS Def.: 4-Yr Rates - AA Transfers	56.4%	19.2%	67.0%	15.0%	64.4%	10.6%	63.9%	2.8%	62.4%	10.6%
SUS Def.: 5-Yr Rates - Others	41.3%	10.3%	42.7%	10.2%	44.6%	7.6%	46.3%	7%	44.8%	7.3%

Comparison with Peers*	6-year Graduation Rates					
		2005	2006	2007	2008	2009
	Cleveland State University	29.6%	30.6%	31.2%	26.3%	28.9%
	Florida A&M University	44.5%	42.5%	39.4%	40.9%	39.2%
	Howard University	67.3%	67.5%	69.4%	65.2%	62.0%
	North Carolina A&T State University	39.5%	38.0%	41.4%	37.7%	37.2%
	Nova Southeastern University	38.5%	42.3%	46.7%	41.3%	36.1%
	The University of Texas at Arlington	39.5%	41.7%	51.9%	36.3%	36.2%

Source: National Center for Education Statistics, IPEDS Data Center
 *Prior BOG Data on graduation rates includes students who were excluded in IPEDS calculation.

Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5
Nursing (2005-06 through 2009-10)	76.9%	94.1%	75.0%	87.1%	90.0%
Law (2006-10)	56.4%	58.3%	65.7%	52.5%	61.1%
Pharmacy (2005-09)	88.5%	83.1%	93.6%	87.6%	81.9%

Comparison with Peers*	Licensure Exam Pass Rates		Nursing		Law		Pharmacy	
		Year 4 2008	Year 5 2009	Year 3 2008	Year 4 2009	Year 5 2010	Year 4 2008	Year 5 2009
	Cleveland State University	86%	90%	90.3%	81.2%	85.5%	N/A	N/A
	Florida A&M University	87.1%	90.0%	65.7%	52.5%	61.1%	87.6%	81.9%
	Howard University	Data unavailable	Data unavailable	68.3%	61.5%	76.0%	94.4%	88.3%
	North Carolina A&T State University	91.0%	88.0%	N/A	N/A	N/A	N/A	N/A
	Nova Southeastern University	97.87%	91.21%	85.0%	83.9%	80.9%	94.8%	87.2%
	University of Texas at Arlington	94.6%	95.5%	N/A	N/A	N/A	N/A	N/A

Sources: Florida Department of Health, Nursing Programs; Florida Board of Bar Examiners, Ohio Board of Nursing; North Carolina Board of Nursing; Texas Board of Nursing; Florida Bar Pass Rates; 2009 Raw Data Law School Rankings* Schools' Bar Pass Rate; Howard University School of Law Office of Admissions; Ohio Board of Law Examiners, Ohio Bar Pass Rates; Texas Board of Law Examiners, Texas Bar Pass Rates; National Association of Boards of Pharmacy, NAPLEX Pass Rates (First-Time Candidates per Pharmacy School from 2006-2010)

Academic Research and Development Expenditures	FY2004-2005	FY2005-2006	FY2006-2007	FY2007-2008	FY2008-2009						
Federal Only (Thousand \$)	\$22,452	\$25,674	\$14,502	\$23,657	\$23,535						
Total – All Sources (Thousand \$)	\$28,506	\$36,824	\$17,695	\$25,515	\$27,018						
Comparison with Peers*	Academic Research and Development Expenditures (Dollars in Thousands)										
		FY 2004-2005		FY 2005-2006		FY 2006-2007		FY 2007-2008		FY 2008-2009	
		Total	Federally Financed	Total	Federally Financed	Total	Federally Financed	Total	Federally Financed	Total	Federally Financed
	Cleveland State University	\$22,415	\$12,244	\$16,076	\$6,087	\$17,819	\$6,282	\$15,027	\$5,496	\$14,345	\$4,356
	Florida A&M University	\$28,506	\$22,452	\$36,824	\$25,674	\$17,695	\$14,502	\$25,515	\$23,657	\$27,018	\$23,535
	Howard University	\$41,913	\$40,252	\$36,817	\$35,125	\$38,583	\$34,251	\$38,010	\$35,873	\$34,714	\$31,938
	North Carolina A&T State University	\$22,993	\$16,403	\$23,948	\$16,093	\$24,138	\$15,453	\$29,036	\$18,506	\$28,615	\$18,550
	Nova Southeastern University	\$5,789	\$1,719	\$6,445	\$3,204	\$6,697	\$3,470	\$7,603	\$4,352	\$9,018	\$4,605
	The University of Texas at Arlington	\$29,155	\$17,790	\$29,408	\$19,095	\$33,324	\$20,259	\$48,475	\$20,927	\$55,005	\$25,144
		<i>Source: National Science Foundation Webcaspar, Data Survey of Research and Development Expenditures at Colleges And Universities.</i>									
Technology Transfer	FY 2004-05	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09						
Licenses & Options Executed	0	1	1	2	0						
Licensing Income	\$0	\$15,000	\$7,500	\$7,500	\$7,500						
Comparison with Peers*	Technology transfer income is not available from public sources for most of our peer institutions. However, we have been able to determine from SREB data provided to the BOG that in 2008 the University of Texas at Arlington had received \$222,475 with a total of three licenses and options executed. In the prior year (2007), University of Texas at Arlington also received \$30,000 and six licenses and options executed as well as \$1,167,010 in income and three licenses in 2005. North Carolina A&T State University, also one of our peer institutions, received \$148,000 in 2007.										
OTHER KEY OUTPUT OR OUTCOME METRICS											

**Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report,
Three (3) Areas of Concern/Areas Needing Improvement**

(1) Retention rates for undergraduate students (year to year)

(2) Licensure pass rates for Law and Pharmacy

(3) Progression and degrees awarded for research doctoral degrees

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

NONE

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
M	010000	Agriculture, General	Corrective Action and Proposed Continuation	New marketing initiatives
B	030104	Environmental Science	Corrective Action and Proposed Continuation	New marketing initiatives
M	030104	Environmental Science	Corrective Action and Proposed Continuation	New marketing initiatives
D	030104	Environmental Science	Corrective Action and Proposed Continuation	New marketing initiatives
B	131210	Early Childhood Education & Teaching	Corrective Action and Proposed Continuation	New marketing initiatives
B	131305	English/Language Arts Teacher Education	Corrective Action and Proposed Continuation	New marketing initiatives, organizational transition being considered
B	131311	Mathematics Teacher Education	Corrective Action and Proposed Continuation	New marketing initiatives, organizational transition being considered
B	131316	Science Teacher Education/General Science Teacher Education	Corrective Action and Proposed Continuation	New marketing initiatives, organizational transition being considered
B	131317	Social Studies Teacher Education	Corrective Action and Proposed Continuation	New marketing initiatives, organizational transition being considered
B	131320	Trade & Industrial Teacher Education	Corrective Action and Proposed Continuation	New marketing initiatives, folio with curricular revisions recently approved by DOE
B	140301	Agricultural Engineering	Corrective Action and Proposed Continuation	New marketing initiatives
		Graduate Engineering Programs in the Joint College	Corrective Action and Proposed Continuation	New marketing initiatives
M	260101	Biology/Biological Sciences, General	Corrective Action and Proposed Continuation	New marketing initiatives
B	389999	Philosophy and Religious Studies, Other	Corrective Action and Proposed Continuation	New marketing initiatives
M	400801	Physics, General	Corrective Action and Proposed Continuation	New marketing initiatives

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
D	400801	Physics, General	Corrective Action and Proposed Continuation	New marketing initiatives
B	400801	Physics, General	Corrective Action and Proposed Continuation	New marketing initiatives
B	500702	Fine/Studio Arts, General	Corrective Action and Proposed Continuation	New marketing initiatives
M	513801	Registered Nursing/Registered Nurse	Corrective Action and Proposed Continuation	New marketing initiatives, curricular revisions, new online program pending

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
May 2013	D	40.0501	PhD Chemistry	Fall 2015
June 2013	B	09.8702	BS Digital Media	Fall 2013
June 2010	B	11.0103	BS Information Technology	Fall 2010
Fall 2011	M	26.0102	MS Biomedical Sciences	Fall 2012
June 2012	M	13.0301	MS Curriculum and Instruction	Fall 2012
December 2010	M	31.0504	MS Sport Management (Sports & Fitness Administration/Management)	Spring 2011
June 2013	M	51.0706	MS Health Informatics	Fall 2013
June 2014	M	31.0302	MS Golf Management	Fall 2014
June 2013	P	51.3818	Doctor of Nursing Practice	Fall 2013
TBD	P	51.0401	DMD (Dentistry)	TBD
March 2015	R	51.2201	PhD Public Health	Fall 2015
March 2012	B	51.2099	BS Pharmaceutical Sciences	Fall 2012

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

The University intends to increase AA transfer students by enhancing recruiting activities in community colleges and increase graduate student enrollment with a renewed focus on graduate recruitment and progression.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

Explanation of Over-Enrollment at Lower Level and Grad II

The over enrollment at the lower level is due to several factors. The University had experienced a decline in enrollment for a few years. When President Ammons assumed leadership in 2007, the University established a goal to overcome the decline and regain previous levels of enrollment. Activities were initiated to both make the University more attractive to qualified students and to retain students. These initiatives resulted in the enrollment increase at the lower level. The University anticipates a decline in the lower level back to the funded level for the next two years.

The over enrollment at Grad II level is the result of the decision by the BOG to code JD Law and PharmD students as Grad II.

Enrollment Plan Proposal – All **State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	3601	4292	3601	3601	3637	3710	3785	1.00%
FL Resident Upper	2868	2701	2868	2796	2838	2924	3012	1.48%
FL Resident Grad I	651	479	475	475	482	497	512	1.48%
FL Resident Grad II	627	811	803	803	815	840	865	1.48%
Total FL Resident	7747	8283	7747	7675	7772	7971	8174	1.23%
Non-Res. Lower		326		431	431	431	431	0.00%
Non-Res. Upper		263		347	347	347	347	0.00%
Non-Res. Grad I		74		98	98	98	98	0.00%
Non-Res. Grad II		142		188	188	188	188	0.00%
Total Non-Res.	1119	805	1119	1063	1063	1063	1063	0.00%
Total Lower		4618		4032	4068	4141	4215	0.09%
Total Upper		2964		3144	3186	3271	3360	1.30%
Total Grad I		553		573	580	594	609	1.23%
Total Grad II		953		991	1003	1027	1053	1.20%
Total FTE	8866	9088	8866	8738	8836	9034	9237	1.10%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount								
Non-Res. Medical Headcount								
Total Medical Headcount								

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Main Campus

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	4607	4018	4055	4126	4200	0.90%
Upper	2894	3069	3110	3194	3280	1.30%
Grad I	547	567	574	588	603	1.20%
Grad II	382	397	402	425	449	2.40%
Total	8430	8051	8141	8333	8532	1.15%

SITE: College of Law - Orlando

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II	569	591	600	600	600	1.5%*
Total	569	591	600	600	600	1.5%*

*Annual percentage increase of 1.5% and then capped at 600.

*For the sum of the remaining physical locations with fewer than 150 current or planned **State-fundable** FTE enrollments.*

SITE: REMAINING PHYSICAL LOCATIONS (Innovation Park)

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	12	12	12	14	15	4.10%
Upper	69	73	75	77	78	1.32%
Grad I	6	6	6	6	7	1.23%
Grad II	2	4	4	4	5	5.08%**
Total	89	95	97	101	105	1.90%

**Grad II projection is based on a 100% increase from 2010-11 to 2011-12, and a 5.08% average increase thereafter.

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present **three (3) to five (5) goals** on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1 - Enhance visibility and productivity as a Doctoral/Research University (Supports New Florida outcome of increasing research funding). - Continuing	<ol style="list-style-type: none"> 1. Establish a comprehensive research strategy identifying areas of critical importance to the University. 2. Provide incentives for faculty, staff, and students to be aggressively engaged in research and other creative activities and to pursue federal, state and private funding. 3. Increase recruitment and progression of doctoral students. 	<p><u>Metrics</u></p> <ol style="list-style-type: none"> 1. Research Expenditures 2. Number of Research Proposals Submitted 3. Number of Doctoral Degrees Awarded <p><u>Expected Outcomes</u></p> <ol style="list-style-type: none"> 1. Increase total research expenditures annually by two percent (2%) above the 2008-09 baseline year. 2. Increase by five percent (5%) grant proposal submissions from those submitted in 2008-09 baseline year. 3. Increase the number of doctoral degrees awarded. <p>Note: If FAMU’s request in the LBR is funded, the outcomes would increase significantly.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
	\$877,442 (from C&G)		\$877,442		\$1,000,000		\$877,442 (from C&G)	\$1,877,442	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2 - Increase University activities to address healthcare disparities among underserved populations (supports New Florida initiatives of Medical breakthroughs that improve the longevity and quality of life; increasing research funding and increasing degree production) - Continuing			1. Develop a new degree program proposal regarding oral health care, which includes a comprehensive budget and implementation strategies. 2. Initiate activities to offer academic programs and volunteer health services in Crestview, Florida. 3. Seek additional research funding in the health care related disciplines.			<u>Metrics</u> 1. Completion of the Oral Health Care Feasibility Study 2. Number of Health Care Services Provided 3. Health Care Research Funding			
						<u>Expected Outcomes</u> 1. Approval of the FAMU College of Dental Medicine. 2. Establish a FAMU presence in Crestview, offering academic programs in the health care disciplines and volunteer health care services. 3. Increased research funding in health-related fields. Note: If FAMU's request in the LBR is funded, the outcomes would increase significantly.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$ 1.5 Million Crestview Pharmacy Program (in DOH budget)	\$870,000 -Federal Funding - Oral Health		\$2,370,000		\$6,187,920	\$1.5 Million Crestview Pharmacy Program	\$870,000 -Federal Funding - Oral Health	\$8,557,920	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#3 - Initiate online academic degree programs (supports the New Florida outcome of increasing degree production) - Continuing			1. Upgrade the University's technological infrastructure to enhance distance learning programs in high demand by Fall 2011. 2. Partner with major foundation to market and offer select academic programs online. 3. Offer additional programs and certificates online by Fall 2013.			<u>Metrics</u> 1. Number of Online Degree and/or Certificate Programs Offered 2. Student Enrollment in Distance Learning Courses 3. Distance Learning Courses Revenue Generated <u>Expected Outcomes</u> 1. Increase in number of online degree and/or certificate programs. 2. Increased enrollment in online programs. 3. Increased revenue through online programs.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$4,437,250 (This is the combined tuition for MBA, Nursing, and Public Health)	\$292,000 (Title III)		\$4,729,250			\$4,437,250 (This is the combined tuition for MBA, Nursing, and Public Health)	\$292,000 (Title III)	\$4,729,250	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Metric(s)/Timeline/Expected Outcomes			
#4 - Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates (Supports the New Florida outcome of improving graduation rates and retention rates)- Continuing			1. Increase student participation in First Year Experience activities. 2. Host training workshops for faculty/advisors. 3. Establish a University Retention Council to review academic policies and procedures and develop a comprehensive retention plan.			<u>Metrics</u> 1. FTIC Retention Rates 2. Student Experience Ratings 3. Student Time-To-Major Declaration			
						<u>Expected Outcomes</u> 1. Increase FTIC student retention rates by one percentage point annually. 2. Improve the student time-to-major declarations for all FTIC in the 2010 cohort. 3. Improved academic policies and procedures governing academic success. 4. Improved student/advisor satisfaction ratings with at least a 70% overall assessment score.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
	\$280,000 (Federal funds)	\$68,000	\$348,000	\$68,000			\$280,000 (Federal funds)	\$348,000	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Metric(s)/Timeline/Expected Outcomes			
#5- Increase international opportunities for faculty and students - Continuing			1. Broaden the international perspectives and experiences of faculty/students through various academic programs. 2. Attract international faculty and students to the University.			<u>Metrics</u> 1. Number of Internationally Focused Programs 2. Number of Faculty/Student International Experiences <u>Expected Outcomes</u> 1. Increased participation by faculty and students in international programs. 2. Identify and implement new strategic partnerships to achieve international goals. 3. Number of future international opportunities identified for faculty and staff.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$23,856	\$200,000 (Federal funds) \$50,000 FIPSE grant		\$273,856			\$23,856	\$200,000 (Federal funds) \$40,000 FIPSE grant	\$263,856	

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private): <i>Federal and other C&G</i>	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private): <i>Federal and other C&G</i>	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1		\$877,442		\$877,442		\$1,000,000		\$877,442	\$1,877,442	
2	\$1,500,000	\$870,000		\$2,370,000		\$6,187,920	\$1,500,000	\$870,000	\$8,557,920	
3	\$4,437,250	\$292,000		\$4,729,250			\$4,437,250	\$292,000	\$4,729,250	
4 optional		\$280,000	\$68,000	\$348,000	\$68,000			\$280,000	\$348,000	
5 optional	\$23,856	\$250,000		\$273,856			\$23,856	\$240,000	\$263,856	
Total	\$5,961,106	\$2,569,442	\$68,000	\$8,598,548	\$68,000	\$7,187,920	\$5,961,106	\$2,559,442	\$15,776,468	

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
<p>1. Improve Retention Rates. The University established the Office of Retention to improve retention and graduation rates for undergraduate students. This initiative, supported by funds from differential tuition, will focus on increasing retention of First Time In College (FTIC) students. The goal during the three year planning period is to increase the first year retention rate by an average annual rate of 1.0% above the baseline of 78.3% for Fall 2008. The new initiative to increase retention rates, to be funded by the tuition differential dollars, is reorganizing the first year experience of FTICs. This experience will target activities that focus on improving students' academic strategies to successfully progress through their curriculum.</p>	<ul style="list-style-type: none"> • High demand general education courses were increased in the Fall and Spring semesters. • Thirty-two peer mentors were hired. • Twenty-eight students and 32 staff members were trained. • Materials and supplies were obtained for the instructors, mentors and students. (Freshmen Support Services Folders, Peer Mentor Journals, and Instructor Portfolio). • Funded Freshmen Summer Reading Program to promote critical thinking.
<p>2. Offer more class sections at the undergraduate level (Increased Class Offerings). The University will use differential tuition revenue to support instructors needed to teach the additional course sections in essential and sequenced General Education courses. The University has experienced significant enrollment growth at the same time that general revenue funds have decreased. This situation has created a gap in available funds to support faculty positions that would ordinarily teach these courses. The University anticipates continued enrollment growth over the next three years and we will continue to monitor hires for critical courses which may reduce the need for additional course sections beyond the three year planning period.</p>	<p>During the Fall and Spring semesters 585 course sections were added to aid student progression and retention.</p>
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	Three hundred nineteen (319) adjuncts were hired during Fall and Spring semesters.
Total Number of Advisors Hired or Retained (funded by tuition differential):	
Total Number of Course Sections Added or Saved (funded by tuition differential):	Five hundred eighty-five (585) classes were added during the fall and Spring semesters.

2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Financial assistance to need-based students. The tuition differential distributed through the Tuition Differential Account will be used to assist students with a demonstrated need. The students' financial situation will be assessed on a case by case basis.	We provided assistance to 248 students based on need for the 2010-11 academic year.
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	248
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,754.72
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$200
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$5000

Fall 2011 Request for an Increased Tuition Differential Fee

University: Florida A&M University

Effective Date	
University Board of Trustees Approval Date:	May, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	The tuition differential will apply to all undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.62
\$ Increase in tuition differential for 30 credit hours:	\$258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$1,933,621
Total differential fee revenue generated in 2011-12 (projected):	\$5,586,261

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
FLORIDA A&M UNIVERSITY
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Education & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Actual 2010-11	Estimated 2011-12
	-----	-----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 705,508	\$ 670,017
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 705,508	\$ 670,017
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 2,947,624	\$ 5,586,261
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 2,947,624	\$ 5,586,261
<u>Expenditures</u>		
Salaries & Benefits	-	-
Other Personal Services	1,797,597	3,000,000
Expenses		
Operating Capital Outlay	-	-
Student Financial Assistance	\$ 485,518	\$ 1,675,878
Expended From Carryforward Balance	700,000	781,145
*Other Expenditure Category	-	-
Total Expenditures:	\$ 2,983,115	\$ 5,457,023
Ending Balance Available:	<u>\$ 670,017</u>	<u>\$ 799,255</u>

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

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

Florida A&M University

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.39
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$164.97	\$189.71
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health							
Athletic	\$10.07	\$11.30	\$12.62	\$13.97	\$15.32	\$16.67	\$18.02
Transportation Access							
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$111.46	\$129.73	\$145.91	\$164.29	\$184.35	\$207.22	\$233.31
% Change		16.4%	12.5%	12.6%	12.2%	12.4%	12.6%
<u>Fees (block per term):</u>							
Activity & Service							
Health	\$59.00	\$59.00	\$59.00	\$59.00	\$59.00	\$59.00	\$59.00
Athletic							
Transportation Access	\$55.00	\$55.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Total Block Fees per term	\$114.00	\$114.00	\$124.00	\$124.00	\$124.00	\$124.00	\$124.00
% Change		0.0%	8.8%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 credit hours	\$3,571.80	\$4,119.90	\$4,625.30	\$5,176.70	\$5,778.53	\$6,464.56	\$7,247.42
\$ Change		\$548.10	\$505.40	\$551.40	\$601.83	\$686.03	\$782.86
% Change		15.3%	12.3%	11.9%	11.6%	11.9%	12.1%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid ³	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 Credit Hours	\$15,512.40	\$16,060.50	\$16,565.90	\$17,117.30	\$17,719.13	\$18,405.16	\$19,188.02
\$ Change		\$548.10	\$505.40	\$551.40	\$601.83	\$686.03	\$782.86
% Change		3.5%	3.1%	3.3%	3.5%	3.9%	4.3%
<u>Housing/Dining</u>							
	\$7,031.00	\$7,396.00	\$7,907.00	\$8,826.20	\$9,299.62	\$9,804.06	\$10,341.59
\$ Change		\$365.00	\$511.00	\$919.20	\$473.42	\$504.44	\$537.53
% Change		5.2%	6.9%	11.6%	5.4%	5.4%	5.5%

¹ can be no more than 5% of tuition.

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

² capped in statute.

**Florida A&M University
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Address Health Care Disparities	\$6,187,920	\$0	\$6,187,920
2	Enhance Doctoral/Research Visibility	\$1,000,000	\$0	\$1,000,000
	Total	\$7,187,920	\$0	\$7,187,920



**State University System
Florida Board of Governors
Instructions for Completing the
Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's work plan budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.



**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida A&M University
Work Plan Issue Title:	Address Health Care Disparities
Priority Number	1
Recurring Funds Requested:	\$6,187,920
Non-Recurring Funds Requested:	
Total Funds Requested:	\$6,187,920

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

In the coming years, the University will continue its collaborations with other state agencies to address these health care needs and disparities. The University's research activities and the broad array of community outreach activities will be a major focus of these programs. By establishing a post-baccalaureate certificate program to assist students aspiring to pursue degrees in medicine, dentistry, and veterinary medicine; initiating distance learning programs in health disciplines, and increasing research in the health fields, particularly in the biomedical sciences, the University will contribute to the state and the SUS.

The University will create this new initiative to augment the University's production of graduates in healthcare disciplines, extend its public service to address the health care needs of Florida's citizens, and increase research in health disciplines through interrelated activities.

Biomedical Sciences Hub

The University will create a hub of teaching and research that provides the biomedical science foundation, supporting both the undergraduate and graduate health profession programs. This hub will also offer a post-baccalaureate program that assists students pursuing advanced degrees in

health related discipline or lead to a master's in the biomedical sciences. The University has made every attempt to safeguard the quality of instruction in the face of the deep budget cuts experienced in the past two years and which continue. However, it recognizes that the loss of faculty lines and the resulting increased reliance on adjuncts for the delivery of instruction in the important foundational courses in biomedical sciences needs to be remedied in order to increase the success of students in the health fields and to increase health-related research to support the knowledge economy envisioned by New Florida. Rather than simply rebuilding the same type of faculty and structure as before the budget cuts, the proposed program presents an opportunity to reengineer the delivery of instruction and the research environment in biomedical sciences. Therefore the University proposes to create a multidisciplinary science cluster consisting of new and existing faculty in the biomedical sciences. This cluster will enhance instruction in the foundational sciences courses for the health professions and will also encourage interdisciplinary research to enhance our competitiveness in seeking research grants, which increasingly rewards teams of scientists from diverse disciplines. We therefore seek legislative funding to hire new faculty and provide the cluster team state-of-the-art equipment in order to attract strong and productive faculty members. A total of 25 faculty will be recruited with research expertise in the following areas: 1) tissue regeneration; 2) tumor biology; 3) inflammation; 4) aging and degenerative diseases; and 5) health services research. We will identify teams of five established research faculty for each area of research focus. Each team will consist of: 1) a senior researcher at the level of full professor; 2) two junior faculty researchers at the level of associate professor; and 3) two young investigators at the level of assistant professor. In addition, this initiative will provide support for graduate assistants in research doctoral programs in the biomedical fields such as Pharmaceutical Sciences, Public Health and master's in STEM fields such as Chemistry and Biology. We therefore are seeking \$6,187,920 million in legislative funding to hire new faculty and provide the cluster team state-of-the-art equipment in order to attract strong and productive faculty members and provide graduate assistantships.

In order to develop a highly successful hub in biomedical sciences, the University will consult with leading experts in the field. These consultants will assist us in the development of the academic components of the program, the integration of multiple disciplines, establishing mechanisms to encourage the collaboration among the faculty and mentoring relationships to leverage increased research output from the team members. In order to encourage students to pursue scientific and health related fields of study, scholarships are an essential component of this initiative. Every facet of this hub is designed to attract the best and the brightest scholars and student into the high demand health fields and the biomedical sciences.

Description of current university initiatives and resources that will strengthen the provision of this service or program:

FAMU helps the BOG meet critical needs of the state in the healthcare arena by offering a wide range of healthcare programs in the fields of nursing, allied health, pharmacy and public health. Besides a full complement of undergraduate majors, and master's level programs, the University's offerings include doctoral programs in pharmacy, public health and physical therapy. Research activities and a broad array of community outreach activities that address healthcare disparities within underserved populations are focal areas within these programs. The University's commitment to community service and outreach has garnered national attention. The College of Pharmacy and Pharmaceutical Sciences (COPPS) received national recognition for community service from President Obama and was listed among the 2009 President's Honor Roll for Community Service, which is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.

The healthcare programs at FAMU produce a significant percentage of African American health care professionals in the nation and the state. Since its inception, COPPS has graduated approximately 20% of the nation's African American Pharmacists (Source: American Association of Colleges of Pharmacy--AACP, 1970-2010). In addition, since 1990 the College has graduated 60% of the African American PhDs in the Pharmaceutical Sciences (Source: AACP 1990-2010). The College of Pharmacy currently ranks number (# 4) four in the Southeast in terms of National Institutes of Health (NIH) funding per FTE for PhD faculty members (Source: AACP 2009). Current research funding for 2009-2010 for the College of Pharmacy and Pharmaceutical Sciences alone is \$22.5 million and in 2009-2010 the faculty received 4 new patents for discoveries made within the COPPS laboratories. Thus, we plan to build upon the strong foundation the University has established in research and professional education in the health disciplines, to contribute to the New Florida Initiative in the area of medical breakthroughs to improve longevity and quality of life as well as producing a diverse workforce in health related areas for the knowledge and innovation economy.

Building on these existing strengths, the University will utilize the requested funds to increase access for underrepresented minorities to health professions through the foundational courses in biomedical science delivered to students in the biomedical sciences hub program and through distance learning offerings.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

- Increased success of students in negotiating the foundational courses in biomedical sciences, resulting in increased graduation rates in existing health care programs.
- Production of graduates in the new post-baccalaureate certificate program and the master’s degree in Biomedical Sciences, thereby better preparing underrepresented minorities to enter the highly competitive medical, dental and veterinary programs.
- Increased research output by faculty in the biomedical fields through interdisciplinary research.

a. Other outcomes:

We anticipate that increases in faculty, start-up equipment for new faculty in health related disciplines and the biomedical sciences, as well as new research equipment for current faculty, will increase the research output in these fields in terms of external research funding, publications and patents. This will enable us to both attract and retain productive faculty in the health and biomedical fields. Equipment will also be provided for teaching. We believe that students who have a powerful learning experience with state-of-the-art equipment are more likely to be motivated and committed to remain engaged in the health care and biomedical research fields.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

At this time, we are not requesting an expansion or construction of a facility because it is not necessary at this initial phase. However, an expansion or construction of a new biomedical sciences facility in the future would be extremely helpful in fully developing the vision for a multidisciplinary biomedical sciences hub. Such a building would bring together faculty and students in a multidisciplinary approach to both teaching and research. Multidisciplinary teaching and learning is the approach advocated by many leading scientists.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida A&M University
Work Plan Issue Title:	Enhance Doctoral/Research Visibility
Priority Number	2
Recurring Funds Requested:	\$1,000,000
Non-Recurring Funds Requested:	
Total Funds Requested:	\$1,000,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Florida A&M University (FAMU) wishes to enhance its research activity and the production of minority doctoral graduates, focusing on the STEM areas, which are critically important to the State University System. This is a new program.

This activity will focus on fields in which the University has recently faced the most difficulty competing for top graduate students and for which there is a compelling State need, particularly in the STEM areas. FAMU has particular strengths in the areas of pharmaceutical sciences, public health, engineering, environmental sciences, and physics, especially in the production of African American graduates, serving as a national leader in these areas.

In order to increase both the external research funding and the production of doctoral graduates, it is essential that the University attract and hire senior researchers. The funding of this request would enable the University to significantly increase the role and visibility of the doctoral programs in Environmental Sciences and Physics by hiring three senior researchers in these fields, and providing them with adequate start-up funding for state-of-the-art equipment. The request would also enable the University to hire two staff members in Graduate Studies to assist in the recruitment of new students in all of the research doctoral programs at FAMU, and to monitor their progress in order to ensure timely graduation. FAMU is one of the top producers of African American PhDs in the nation in several fields. However, the number of African American PhD graduates in both the state and the nation remains low. This initiative would enable FAMU to contribute a significant increase to this number,

thereby helping to address the critical shortage of underrepresented minorities at the state and national levels.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

Expected return on investment are:

1. Increase in external contract and grant funding. The amount of contract and grant funding for 2009-10 was \$50,276,281. The expected increase is five percent (5%) in 2012-13 beyond the previous year (approximately \$52,800,000) and a further five percent (5%) increase in 2013-14 (approximately \$55,430,000).
2. Increase in the enrollment and graduation of doctoral students. The enrollment for Fall 2009 in research doctoral programs was 152. We expect an increase of 10% from the previous year in Fall 2013 (approximately 167 enrollment), and a further increase of 15% in the Fall of 2014 (approximately 192 enrollment). The research doctoral degrees awarded in 2009-10 was 16. We expect an increase of 20% in 2012-13 (approximately 19 degrees) and a further increase of 15% in 2013-14 (approximately 22 degrees). As a result of new recruitment efforts and this initiative, we expect the increases to be even higher as those newly recruited students reach graduation in a few more years.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**Florida A & M University
Five-Year Capital Improvement Plan (CIP)**

PECO Projects

Priority No.	Project Name	Actual 2011-2012	2012-2013 Code	2013-2014 Code	2014-2015 Code	2015-2016 Code	2016-17 Code	Total	Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
1	UTILITIES/INFRASTRUCTURE CAPITAL RENEWAL/ROOFS		\$9,000,000 P,C,E	\$8,000,000 P,C,E	8,000,00 P,C,E	\$8,000,000 P,C,E		\$25,000,000	YES	ALL	N/A
2	PHARMACY BUILDING PHASE II		\$8,395,000 C/E	\$6,049,000 C/E				\$14,444,000	YES	Pharmacy	77,399
3	STUDENT AFFAIRS BUILDING		\$6,155,000 P	\$26,144,879 C	\$3,100,000 E			\$35,399,879	YES	ALL	72,511
4	DYSON BUILDING REMODELING		\$1,751,500 P	\$14,087,500 C	\$2,500,000 E			\$18,339,000	YES	ALL	57,500
5	FAMU/FSU COLLEGE ENGINEERING PHASE III ***		\$13,014,335 C	\$2,000,000 E				\$15,014,335	YES	Engineering	76,600
6	ENGINEERING TECHNOLOGY BUILDING		\$3,238,000 P	\$30,900,000 C	\$3,950,000 E			\$38,088,000	YES	Technology	97,350
7	LAND ACQUISITION		\$6,500,000 LA	\$4,000,000 LA	\$4,500,000 LA			\$15,000,000	YES	ALL	N/A
8	PERRY-PAIGE ADDITION		\$765,198	\$5,186,600	\$619,380			\$6,571,178	YES	AGR	13,000
9	BANNEKER COMPLEX REMODELING		\$2,416,000 P	\$20,731,520 C	\$2,400,000 E			\$25,547,520	YES	ALL	80,000
10	SOCIAL SCIENCE BUILDING			\$2,026,000 P	\$17,271,171 C	\$1,282,856 E		\$20,580,027	YES	ArtsSciences	75,116
11	COLEMAN LIBRARY PHASE III			\$1,405,000 P	\$11,706,091 C	\$1,055,030 E		\$14,166,121	YES	ALL	58,400
12	PERFORMING ARTS CENTER				\$40,628,990 P	\$2,024,673 C		\$42,653,663	NO	ALL	136,860
13	COLLEGE OF ARTS AND SCIENCES TEACHING FACILITY				\$2,588,209 P	\$26,859,456 C	\$2,629,547 E	\$32,077,212	NO	ArtsSciences	131,710
14	GENERAL CLASSROOM PHASE II				\$1,977,328 P	\$22,201,126 C	\$1,372,955 E	\$25,551,409	YES	ALL	106,153
15	COMPUTER INFORMATION SYSTEM				\$2,371,310 P	\$27,124,133 C	\$2,629,621 E	\$32,125,064	YES	Technology	122,650
16	HOWARD HALL RE-MODELING				\$456,368 P	\$4,311,680 C	\$518,640 E	\$5,286,688	YES	ROTC	22,158
17	LUCY MOTEN RENOVATION				\$721,093 P	\$4,747,910 C	\$1,000,000 E	\$6,469,003	YES	ALL	12,989
	TOTAL	\$0	\$51,235,033	\$120,530,499	\$94,789,940	\$97,606,864	\$8,150,763	\$372,313,099			

Challenge Grant Projects

TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
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GRAND TOTAL	\$0	\$51,235,033	\$120,530,499	\$94,789,940	\$97,606,864	\$8,150,763	\$372,313,099
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Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

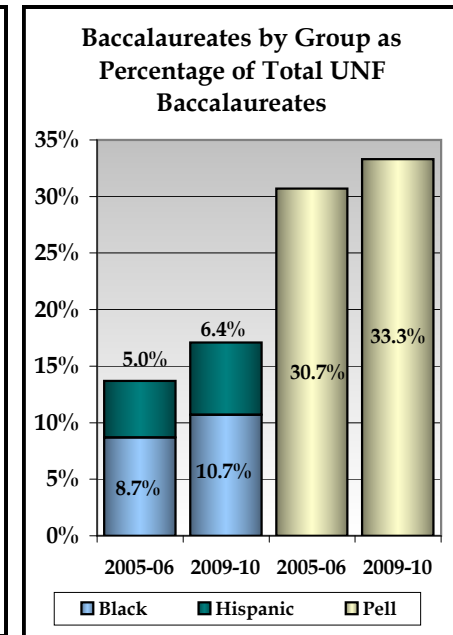
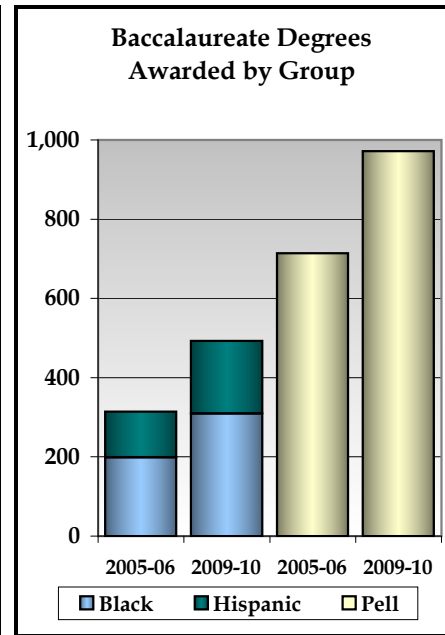
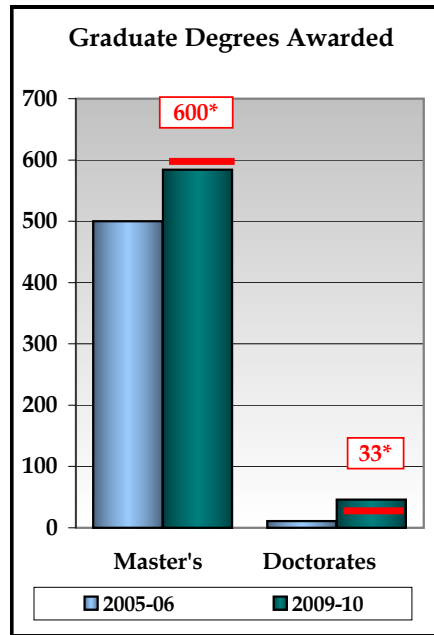
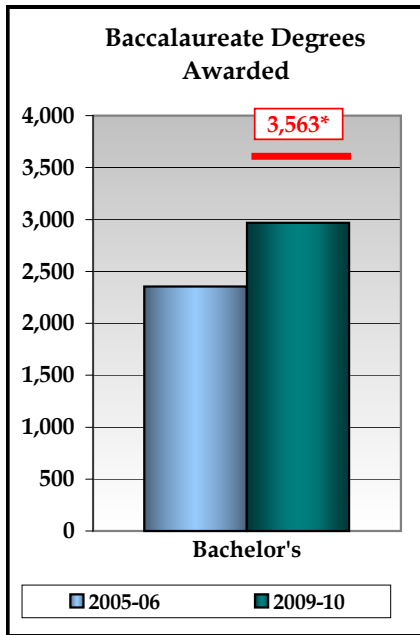
**2011 Update to the
University of North Florida
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

University of North Florida 2010 Annual Report

Sites and Campuses			Main Campus				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	16,719	100%	TOTAL	90		Undergraduate Instructional Program:	Balanced arts & sciences/ professions, some graduate coexistence
Black	1,735	10%	Baccalaureate	54		Graduate Instructional Program:	Single doctoral (education)
Hispanic	1,153	7%	Master's & Specialist's	33		Enrollment Profile:	Very high undergraduate
White	12,415	74%	Research Doctorate	1		Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in
Other	1,416	8%	Professional Doctorate	2		Size and Setting:	Large four-year, primarily nonresidential
Full-Time	11,258	67%	Faculty (Fall 2009)	Full-Time	Part-Time	Basic:	Master's Colleges and Universities (larger programs)
Part-Time	5,461	33%					
Undergraduate	14,219	85%	TOTAL	487	234	Elective Classification:	N/A
Graduate	1,781	11%	Tenure/T. Track	338	7		
Unclassified	719	4%	Other Faculty/Instr.	149	227		

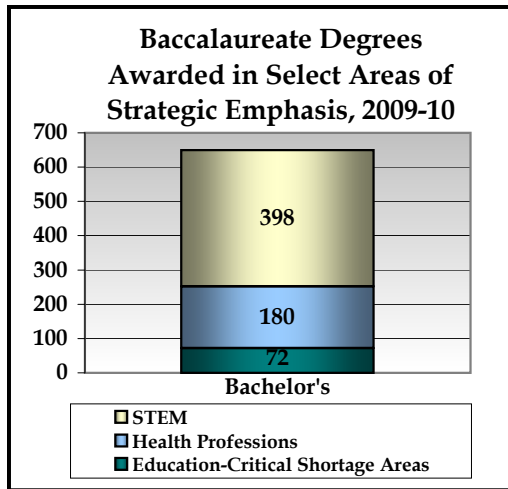
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



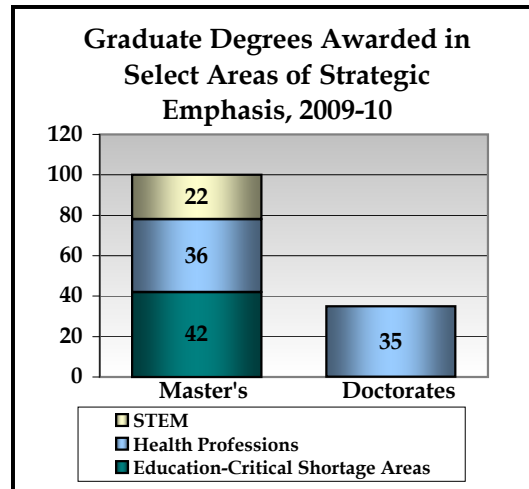
***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I].

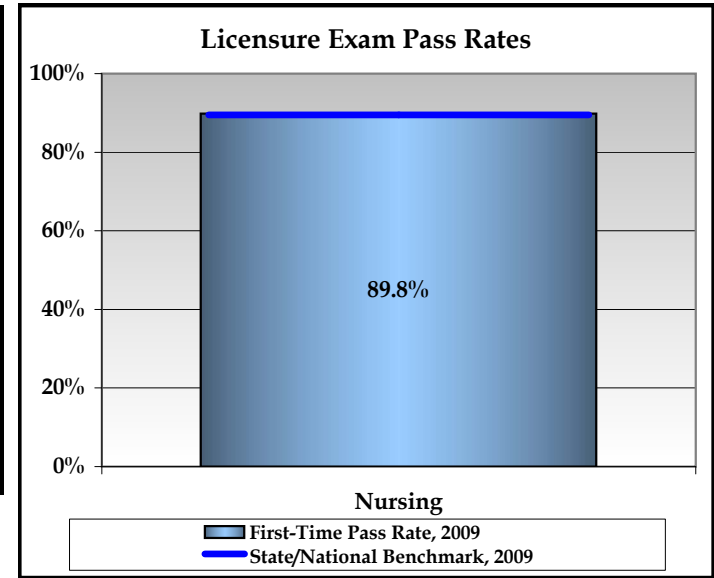
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



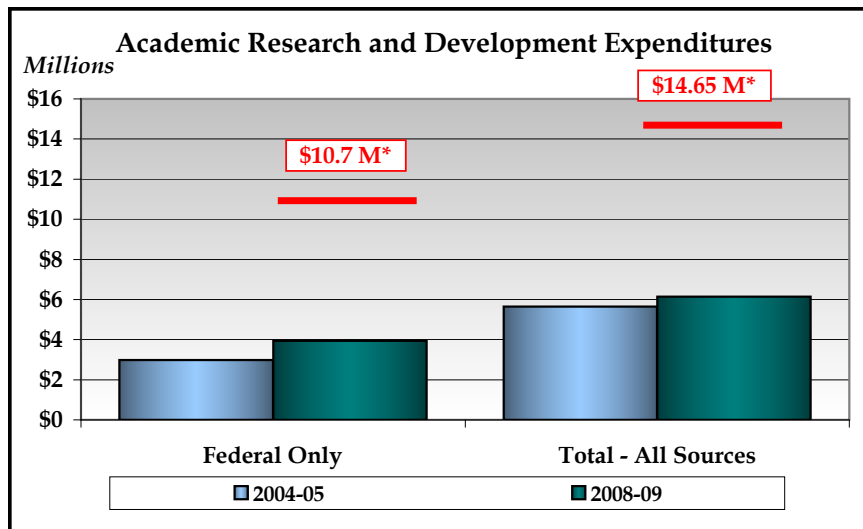
**2012-13 Target: Increase
(2008-09 Baseline: 663 Total)**



**2012-13 Target: Increase
(2008-09 Baseline: 119 Total)**



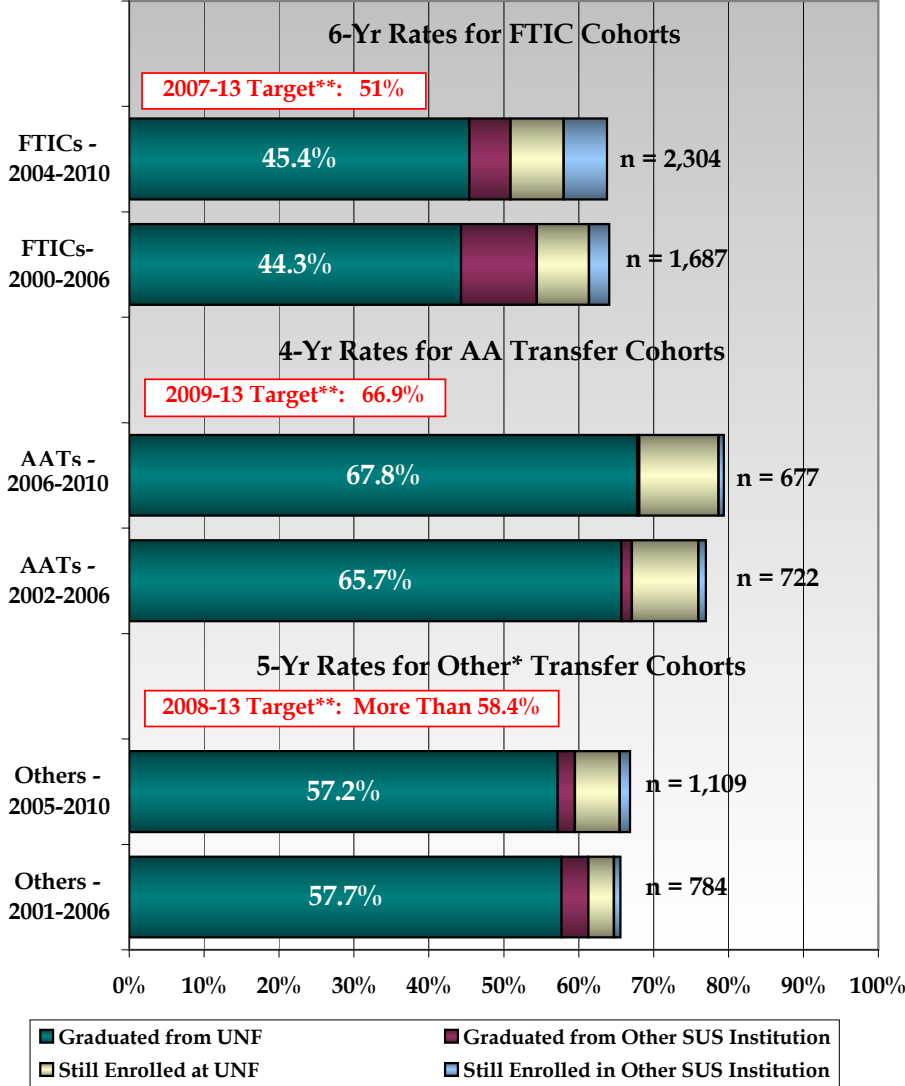
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



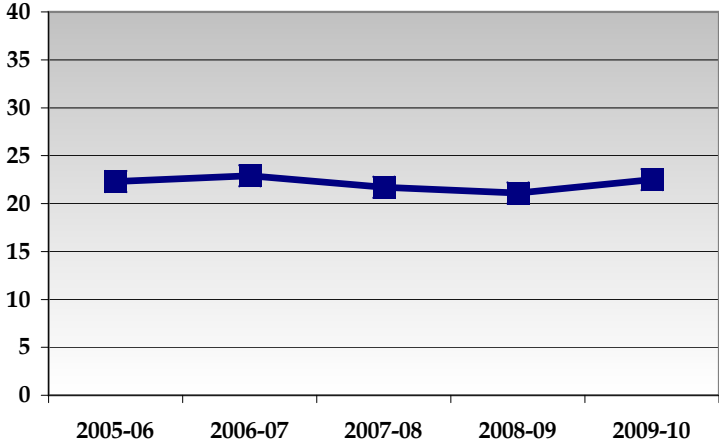
***2011-12 Targets for Research & Development Expenditures.**

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

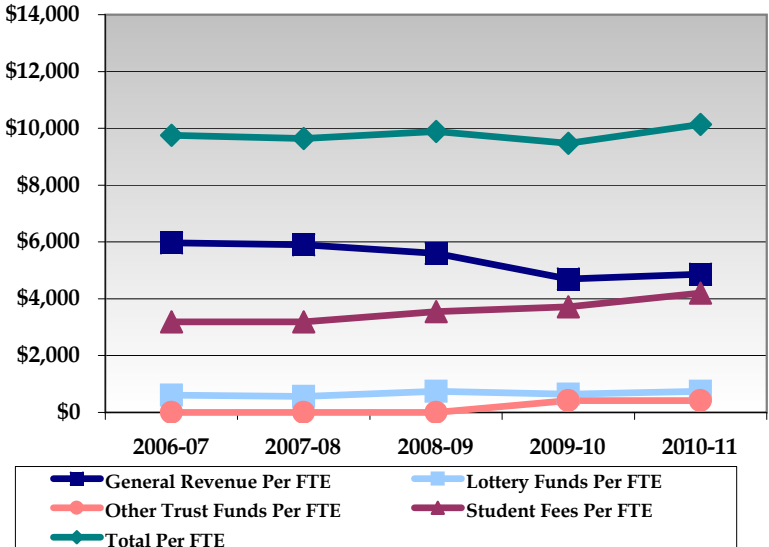
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



* The composition of "Other Transfer" cohorts may vary greatly by institution.

**Graduation Rate from SAME Institution.

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Select Data Tables from the 2009-2010 Annual Report

* Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10	
Baccalaureate	2,354		2,561		2,757		2,892		2,967	
Master's and Specialist	500		598		574		586		584	
Research Doctoral	11		13		10		13		11	
Professional Doctoral	0		0		0		20		35	
Baccalaureate (Peers)	2,661		2,675		2,770		2,836		2,966	
Master's and Specialist (Peers)	652		702		722		746		779	
Research Doctoral (Peers)	25		25		29		36		33	
Professional Doctoral (Peers)									2	
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	115	5	125	5	190	7	164 Increase*	5.8	184	6.4
Non-Hispanic Black	199	8.7	232	9.3	247	9.1	272 Increase*	9.6	309	10.7
Pell Grant Recipients	714	30.7	769	30.4	813	30	853 Increase*	29.8	972	33.3
Hispanic (Peers)	98	4.1	102	4.5	110	4.3	133	5.0	139	5.1
Non-Hispanic Black (Peers)	174	6.8	166	6.4	180	6.6	181	6.6	199	6.9
Pell Grant Recipients (Peers)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	291	311	324	380	398
STEM (Graduate)	16	24	33	22	22
Health Professions (Baccalaureate)	163	173	212	200	180
Health Professions (Graduate)	28	39	11	55	71
Education–Critical Shortage (Bacc.)	71	71	91	83	72
Education–Critical Shortage (Grad.)	49	40	40	42	42
STEM (Baccalaureate) (Peers)	222	229	242	240	250
STEM (Graduate) (Peers)	61	56	51	51	58
Health Professions (Baccalaureate) (Peers)	52	50	65	75	80
Health Professions (Graduate) (Peers)	1	2	1	3	1
Education–Critical Shortage (Bacc.) (Peers)	33	35	33	30	35
Education–Critical Shortage (Grad.) (Peers)	34	42	40	42	40

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICS	45.00%	7.10%	46.50%	7.70%	45.10%	7.90%	49.30%	7.80%	46.90%	6.80%
SUS Def.: 6-Yr Rates - FTICS	44.30%	7%	45.20%	7.60%	44.60%	7.90%	48.10%	8.10%	45.40%	7.10%
SUS Def.: 4-Yr Rates - AA Transfers	65.70%	8.90%	66.10%	9.60%	66.60%	9%	64.30%	9.30%	67.80%	10.60%
SUS Def.: 5-Yr Rates - Others	57.70%	3.40%	60.10%	5.30%	60.90%	5.80%	58.40%	4.70%	57.20%	6%
6-Yr Rates - FTICS (Peers)	62.60%		64.00%		64.60%		65.10%		66.40%	
4-Yr Rates - AA Transfers (Peers)	38.70%		40.40%		41.60%		42.30%		43.60%	
5-Yr Rates - Others (Peers)	58.10%		59.20%		60.00%		60.80%		62.10%	
Licensure Exam Pass Rates	2005-06		2006-07		2007-08		2008-09		2009-10	
Nursing	81.30%		94.30%		90.90%		96%		89.80%	
Comparison with Peers*										
Academic Research and Development Expenditures	2004-05		2005-06		2006-07		2007-08		2008-09	
Federal Only (Thousand \$)	\$2,984		\$3,517		\$5,758		\$5,759		\$3,933	
Total - All Sources (Thousand \$)	\$5,640		\$6,413		\$8,412		\$9,847		\$6,141	
Total Research Expenditures (Peers)	\$18,236,039		\$15,676,357		\$14,732,869		\$13,488,407		\$12,898,774	
Technology Transfer	2004-05		2005-06		2006-07		2007-08		2008-09	
Licensing Income	\$1,305		\$1,273		\$404		\$1,796		\$1,252	
Comparison with Peers*										

OTHER KEY OUTPUT OR OUTCOME METRICS	2005-06	2006-07	2007-08	2008-09	2009-10
SAT 25th Percentile	1,010	1,010	1,020	1,110	1,020
SAT - 75th Percentile	1,210	1,210	1,220	1,270	1,210
SAT 25th Percentile (Peers)	1,041	1,030	1,026	1,021	1,027
SAT 5th Percentile (Peers)	1,233	1,227	1,220	1,217	1,223
Distance Learning section offerings	69	100	123	163	195
Percentage of minority faculty	7.66	8.28	8.17	8.05	8.02

Comparison with Peers*	<p>List of Peer Aspirant Institutions:</p> <p>Appalachian State University James Madison University Miami University-Oxford Montclair State University Portland State University The College of New Jersey Towson University University of Maryland-Baltimore County University of North Carolina at Charlotte University of North Carolina-Wilmington</p>				
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Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement

- (1) **Recruitment and retention of faculty from underrepresented populations** - In 2009-10, UNF increased the number and proportion of minorities among its tenured faculty members. In 2008-09 there were 21 ethnic/racial minorities who were tenured (11 percent). In 2009-10 the number grew to 27, or 13 percent of the tenured faculty on campus. Unfortunately, there was a decrease in the number of minorities working toward tenure. As a result of budget cuts, we lost and were unable to replace 25 tenure-seeking faculty members who moved to other institutions. Ten of these faculty members were minorities. Over the past three years, the percentage of blacks and Hispanics has slowly declined. (Florida Equity Report).

Academic Affairs has committed to a budget incentive plan to help address this issue by providing over \$180,000 in supplemental funding ranging from research and teaching grants to increased starting salaries and set-aside faculty lines for unanticipated minority hires.
- (2) **Faculty Research** -UNF has experienced a slight increase in 2009-10 in Sponsored Research expenditures from the preceding year, based on UNF's Operating Budget submission; however, it has seen a loss over time from \$15,501,151 in 2005-06 to \$11,002,982 in 2009-10. This decline is in part attributable to the recession and in part to the attrition of several grant-funded faculty to R1 institutions. UNF is responding to this decline through offering more competitive start-up funding to newly recruited faculty in targeted STEM areas.
- (3) **Distance learning course offerings** - Although UNF increased the percentage of non-hybrid distance learning sections offered between 2005-06 and 2009-10 (from 69 to 195), the number of sections currently offered is still insufficient to meet student demand. At the same time, UNF is also moving forward with an initiative to support certain disciplines in their efforts to redesign courses in accordance with the guidelines of the National Center for Academic Transformation (NCAT); such redesign typically involves intensive utilization of academic technology.

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

Windows of Opportunity

A consortium of hospitals in the northeast Florida region has partnered with the University of North Florida so that we can begin to offer a Bachelors of Clinical Laboratory Sciences. As part of this partnership, UNF will offer the biology major required coursework through the junior year, with specialized instruction related specifically to Clinical Laboratory Sciences offered by hospital personnel in the senior year. Each hospital will contribute clinical rotations as required by the accrediting body, NAACLS.

We are currently hiring a director for this program and anticipate our first cohort of students to be accepted this coming Fall.

Mayo Clinic Jacksonville has explored opportunities to replicate some specialized degrees offered at Mayo Clinic Rochester here in Jacksonville. They have offered to partner with the University of North Florida on these degrees. While we are only beginning to explore this potential relationship and how it might grow in the coming years, we are presently interested in beginning a radiography and sonography program through this partnership. The Clinical Laboratory Sciences partnership already established involves the broader First Coast community, while the programs in radiography and sonography being explored now would be a more limited partnership between Mayo Clinic and UNF.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
B	131302	Art Education	Corrective Action	Recruitment of tenure-track faculty has been suspended until assessment is completed
B	240101	Liberal Arts and Sciences/Liberal Studies	Corrective Action	A change to the more accurate Multi/Interdisciplinary studies (CIP 30.0000) is under consideration

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
01/11	B	50.0703	Art History	Implementation Spring or Summer 2012
01/11	B	51.3101	Nutrition and Dietetics	STEM area - implementation Fall 2011
01/11	B	38.0201	Religious Studies	Implementation Spring 2012
01/12	M	3.0103	Environmental Management-Professional Science	STEM - implementation 2012
01/13	M	50.0903	Music	Implementation 2013
01/14	M	45.0901	International Affairs	Implementation Fall 2014
11/11	M	16.1603	ASL/English Interpreting	Implementation Spring 2012
01/12	B	44.0701	Social Work	Implementation Fall 2012
01/14	M	44.0701	Social Work	Implementation Fall 2015

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

Mindful of the BOG strategic goal 1, "Access to and production of degrees," UNF is currently reviewing its enrollment growth strategy to determine how it can contribute to this goal based on the likelihood of prolonged stable state funding and additional but not indefinite tuition increases. This calculation will not impact planned 2011-12 enrollments but might result in more ambitious enrollment targets in subsequent years as the university resumes growth toward its projected capacity of approximately 25,000 students.

More immediately, the university has begun a pilot program of providing one graduate degree program, American Sign Language/English Interpreting, at a cost to out of state graduate students lower than that of other graduate programs at UNF because this program is in competition with other distance learning programs that are less expensive than UNF's. We are eager to determine whether competitive pricing results in increased enrollment and thus higher revenue.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

**Enrollment Plan Proposal - All State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	3,530	3,767	3,530	3,791	3,848	3,964	4,084	1.50%
FL Resident Upper	5,244	5,427	5,244	5,377	5,513	5,792	6,082	2.49%
FL Resident Grad I	851	818	851	833	850	884	920	2.02%
FL Resident Grad II	125	128	125	128	130	149	165	5.28%
Total FL Resident	9,750	10,140	9,750	10,129	10,341	10,790	11,251	2.12%
Non-Res. Lower		86		86	87	90	93	1.50%
Non-Res. Upper		106		105	107	113	118	2.49%
Non-Res. Grad I		53		54	55	58	60	2.02%
Non-Res. Grad II		5		5	5	6	7	5.28%
Total Non-Res.	250	250	250	250	255	267	278	2.12%
Total Lower		3,852		3,877	3,936	4,055	4,176	1.50%
Total Upper		5,533		5,482	5,621	5,905	6,201	2.49%
Total Grad I		872		887	905	942	980	2.02%
Total Grad II		134		133	136	155	172	5.28%
Total FTE	10,000	10,390	10,000	10,379	10,597	11,057	11,529	2.12%

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Main Campus

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	3,852	3,877	3,936	4,055	4,176	1.50%
Upper	5,533	5,482	5,621	5,905	6,201	2.49%
Grad I	872	887	905	942	980	2.02%
Grad II	134	133	136	155	172	5.28%
Total	10,390	10,379	10,597	11,057	11,529	2.12%

*For the sum of current or planned **State-fundable** FTE enrollments not served at a physical location.*

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	120	126	132	145	160	4.83%
Upper	291	360	447	687	1,057	24.01%
Grad I	87	96	107	133	165	11.34%
Grad II	5	6	6	8	10	12.24%
Total	503	589	693	974	1,392	18.78%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal - CONTINUING [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION	<p>The new Dean of Undergraduate Studies is in the process of strengthening advising units. An additional staff member in the Undergraduate Studies office will focus exclusively on issues of retention and progress to degree. In conjunction with Academic Roadmaps, students will have multiple sources of consistent information regarding timely completion of degrees.</p> <p>UNF's Undergraduate Contacts program will be expanded in disciplines with large number of majors to provide enhanced advising and career-planning by faculty mentors.</p> <p>Faculty from disciplines with "gatekeeper" courses have participated in NCAT course redesign workshops with implementation plans for Summer 2011 and Fall/Spring 2011-12.</p> <p>Peer-tutoring program located in the Academic Center for Excellence will be expanded and faculty Summer advising program for new incoming freshmen during orientation sessions will be reinstated.</p> <p>Increase the number of Transformational Learning Opportunities or TLOs offered to undergraduate students.</p>	<p>Increase the 2009-10 IPEDS full-time FTIC graduation rate of 47% to 52% by 2013-14.</p> <p>Increase full-time freshmen-to-sophomore retention rates from our Fall 2009-Fall 2010 rate of 84% to 86% by Fall 2012-Fall 2013.</p> <p>TLOs have become a signature program at UNF, which we believe leads to a higher level of student engagement with and affiliation to UNF. This engagement should result in higher retention and graduation rates.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$754,837			\$754,837		\$794,540	\$770,689		\$1,565,229	

Institutional Goal - CONTINUING [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2 (Required) - Advance New Florida Initiative			<p>Scholar's Boost award to Dr. Resio, Director of the Taylor Engineering Research Institute, will be supplemented with additional funding to support research and teaching in the area of coastal engineering.</p> <p>An application for an additional Scholar's Boost award has been applied for Dr. Arenas to expand research and teaching at UNF in the area of materials science.</p> <p>Additional faculty lines established through 2012-13 LBR request would increase UNF's faculty presence in STEM-related fields; expand the number of undergraduate and graduate degrees in these same disciplines; and increase the number of student FTEs, particularly in science and technology.</p>			<p>An increase from 28 to 32 graduate programs by 2015-16.</p> <p>Increase in STEM undergraduate and graduate degrees and a projected increase in research expenditures to \$20,390,000 by 2015-16.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$1,074,404			\$1,074,404		\$3,368,631	\$723,436		\$4,092,067	\$2,000,000

Institutional Goal - CONTINUING [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#3 - Increase Distance Learning			With UNF's potential to increase enrollments at the undergraduate and graduate level, there would be an unmet need in student demand for more distance learning courses and fully online programs			Funding dedicated to enhance UNF's technology infrastructure would enable us to plan for a 94% increase from 2010-11 to 2014-15 in distance learning FTEs generated. With this increased funding, we would be better positioned to meet student demand for online learning while making a positive impact on student retention and time-to-degree rates.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$1,109,870			\$1,109,870		\$1,205,460	\$1,133,177		\$2,338,637	
Institutional Goal - CONTINUING [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#4 - Increase Student Diversity			Increase need-based aid targeted at students in lower socio-economic groups from at-risk middle and high schools (e.g., Jacksonville Commitment Plan)			Increased percentages of students attending UNF from local at-risk, urban schools and from underrepresented populations resulting in an increase in blacks and Hispanic students from our current 17% to 20% by 2013-14			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private) Student Life Fee and Private	Undergrad Tuition Differential Revenue (est.)	Total from 2011 -12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$2,252,874	\$2,215,896	\$1,525,125	\$5,993,895	\$2,141,837		\$2,300,184	\$2,215,896	\$6,657,917	

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	\$754,837			\$754,837		\$794,540	\$770,689		\$1,565,229	
2	\$1,074,404			\$1,074,404		\$3,368,631	\$723,436		\$4,092,067	\$2,000,000
3	\$1,109,870			\$1,109,870		\$1,205,460	\$1,133,177		\$2,338,637	
4 optional	\$2,252,874	\$2,215,896	\$1,525,125	\$5,993,895	\$2,141,837		\$2,300,184	\$2,215,896	\$6,657,917	
5 optional										
Total	\$5,191,985	\$2,215,896	\$1,525,125	\$8,933,006	\$2,141,837	\$5,368,631	\$4,927,486	\$2,215,896	\$14,653,850	\$2,000,000

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
1. maintain the lines funded through 2009-2010 tuition differential	15 positions funded in 2009-2010 were filled in 2009-2010
2. fund an additional 19 frozen faculty lines necessary to maintain the undergraduate curriculum	21 additional faculty positions were funded using dollars collected through tuition differential
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	36
Total Number of Advisors Hired or Retained (funded by tuition differential):	
Total Number of Course Sections Added or Saved (funded by tuition differential):	240
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
1. Jacksonville Commitment Scholarships	\$340,051
2. SWOOP Scholarships	\$207,760
3. General need-based aid	\$360,601
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	243
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,738
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$94 (was added to other awards to bring the student to full cost of attendance)
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$11,050 (covered full cost of attendance)

Fall 2011 Request for an Increased Tuition Differential Fee

University: University of North Florida

Effective Date	
University Board of Trustees Approval Date:	March 15, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	August 2011
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	The fee applies to all undergraduate courses offered at the university.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
\$ Increase in tuition differential per credit hour:	\$ 8.62
\$ Increase in tuition differential for 30 credit hours:	\$ 258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$ 2,055,709
Total differential fee revenue generated in 2011-12 (projected):	\$ 5,083,751

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
1. maintain the lines funded through 2009-2010 tuition differential	15 positions funded in 2009-2010 were filled in 2009-2010
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STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University of North Florida
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	<u>Estimated Actual*</u> <u>2010-11</u>	<u>Estimated</u> <u>2011-12</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 3,028,042	5,083,751
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 3,028,042	\$ 5,083,751
<u>Expenditures</u>		
Salaries & Benefits	\$ 2,119,630	\$ 3,558,626
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	908,412	1,525,125
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 3,028,042	\$ 5,083,751
Ending Balance Available:	\$ -	\$ -

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

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

University of North Florida

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Tuition:							
Base Tuition - (8% legislative increase in 2011-12)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$40.13	\$40.13
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$143.45	\$143.45
% Change		15.0%	15.0%	#	15.0%	15.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$12.23	\$12.89	\$13.24	\$14.24	*	*	*
Health	\$5.86	\$6.17	\$9.51	\$9.51	*	*	*
Athletic	\$13.00	\$13.36	\$14.23	\$14.98	*	*	*
Transportation Access	\$3.85	\$3.85	\$3.85	\$3.85	\$3.85	\$3.85	\$3.85
Technology ¹			\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Student Life and Services Fee				\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$125.83	\$139.78	\$163.62	\$187.56	\$208.20	\$208.20	\$208.20
% Change		11.1%	17.1%	#	14.6%	11.0%	0.0%
* the aggregate total for these three fees is \$40.66							
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		NA	NA	#	NA	NA	NA
Total Tuition and Fees for 30 credit hours	\$3,774.90	\$4,193.40	\$4,908.60	\$5,626.80	\$6,246.03	\$6,246.00	\$6,246.00
% Change		11.1%	17.1%	#	14.6%	11.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$369.59	\$425.02	\$425.02	\$467.69	\$531.21	\$557.77	\$585.66
Out-of-State Undergraduate Student Financial Aid ³	\$18.48	\$21.26	\$21.25	\$23.38	\$26.56	\$27.89	\$29.28
Total per credit hour	\$388.07	\$446.28	\$446.27	\$491.08	\$557.77	\$585.66	\$614.94
% Change		15%	0%	10%	14%	5%	5%
Total Tuition and Fees for 30 Credit Hours	\$15,417.00	\$17,581.80	\$18,296.70	\$20,359.07	\$22,979.04	\$23,815.66	\$24,694.14
% Change		14%	4%	11%	13%	4%	4%
Housing/Dining							
	\$7,366.00	\$7,872.00	\$8,293.00	\$8,732.53	\$9,195.35	\$9,682.71	\$10,195.89
% Change		6.9%	5.3%	#	5.3%	5.3%	5.3%

¹ can be no more than 5% of tuition.

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

² capped in statute.

**University of North Florida
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Retention and Graduation Rates	\$794,540		\$794,540
2	Science, Health, and Technology Research Infrastructure	\$3,368,631	\$0	\$3,368,631
3	Distance Learning	\$1,205,460		\$1,205,460
	Total	\$5,368,631	\$0	\$5,368,631



**State University System
Florida Board of Governors
Instructions for Completing the
Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's work plan budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of North Florida
Work Plan Issue Title:	Retention and Graduation Rates
Priority Number	1
Recurring Funds Requested:	\$794,540
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$794,540

- I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

UNF is investing resources to enhance its programs designed to increase our undergraduate student retention and completion rates which is aligned to the BOG strategic goal of “Access to and production of degrees”. In particular, we seek to increase Transformational Learning Opportunity funding which facilitates stronger connections and engagement between student and university; increase the number of faculty mentors in programs with a large number of majors which has proven to be effective in decreasing stop- and drop-outs when students enter the major; support department-level initiatives in redesigning courses with low student success rates including Biology, Physics, and Math; and increase our Academic Center for Excellence’s peer-mentor/advising program which provides another advising tool to increase time-to-degree. In addition, with increased enrollments, UNF will seek to increase its number of advisors by 8 in order to lower the student-advisor ratios at both the lower and upper division.

- II. **Return on Investment** (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

Additional funding to support TLOs, advising, and course redesign should result in an increase in our freshmen-to-sophomore persistence rates from 84% to 86% and an overall increase in our graduation rates from 46% to 52% by 2015. The number of advisors at the lower and upper division will remain a critical element to our retention and graduation strategies; an increase to our UNF advisor ranks will support UNF’s stated

target of decreased student-advisor ratios by 2015 (283:1 lower, 314:1 upper).

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				



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Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of North Florida
Work Plan Issue Title:	Science, Health, and Technology Research Infrastructure
Priority Number	2
Recurring Funds Requested:	\$3,368,631
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$3,368,631

I. Description:

A. Description of service or program to be provided: *(Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

UNF is home to a number of programs that, with the infusion of adequate resources, are well-positioned to generate a proportionately high return on investment to the State of Florida. These benefits already have taken and will continue to take the form of well-educated graduates who will become productive citizens, and powerful ideas with tangible and often marketable potential.

UNF faculty and students are conducting pure and applied research in a number of STEM-related areas that already are contributing to improvements of the region and the diversification of Florida's economy. A number of programs are generating research that have or could achieve military, commercial, or public health applications. In addition, UNF's near-term plans as outlined in our Work Plan include a PSM in Environmental Management (2012), and projected programs such as a Ph.D. in Coastal Engineering, an MS in Materials Science, and a PhD in Public Health.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

Through the New Florida funding in the areas of Scholars Boost and Clustering Grants, UNF was able to hire a nationally recognized leader to direct the Taylor Engineering Research Institute and stimulate research collaboration with FSU in the area of prosthetics.

Students and faculty affiliated with the Coastal Biology program have produced a substantial amount of grant-funded research. Most recently program faculty, in collaboration with faculty affiliated with Taylor Engineering Research Institute, have been participating in research on the impact of the oil spill on the flora and fauna of the coastal waters.

The Brooks College of Health is making substantial contributions to advancements in the quality of life of the citizens of the city of Jacksonville, one of the major metropolitan regions in the State. The university seeks to expand its graduate-level curriculum in the areas of community-based nursing and public health in order to meet critical regional workforce needs. We are also exploring a close partnership with the Mayo Clinic and potential programs in the allied-health industry which would be closely aligned to our regional mission.

To succeed in increasing our research expenditures from our current \$11,082,002 to our 2015 target of \$20,390,000, UNF will still need to increase faculty hiring in the STEM-related areas. We believe the addition of faculty lines in specific disciplines will provide us with a projected increase to 112 new grants and contracts and projected increase in undergraduate and graduate students and programs.

III. Facilities:

A. Does this issue require an expansion or construction of a facility?

Expansion of teaching and laboratory space

B. If yes, is the project identified on the Capital Improvement List? If so, identify the project, fiscal amount, year requested, and priority number.

	Facility Project Title	Fiscal Year	Amount Requested
1	Renovation of Biology Building (formerly Natural Sciences), Building 4 Priority 4	2012-13	\$1,000,000
		2013-14	\$9,000,000
2.	Renovations, Building 3 Priority 5	2012-13	\$1,000,000
		2013-14	\$9,000,000



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Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of North Florida
Work Plan Issue Title:	Distance Learning
Priority Number	3
Recurring Funds Requested:	\$1,205,460
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$1,205,460

I. Description:

A. Description of service or program to be provided: *(Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

With planned increases in student enrollment and the BOG emphasis on access and degree production, UNF has prioritized the expansion of distance learning as a primary institutional goal for the next several years. Although we have instituted a technology fee, funding dedicated solely to increasing online courses and programs (particularly at the graduate level) and requisite technology infrastructure would make an appreciable difference in reaching our 2015 target of a 20% increase in distance learning offerings.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

University of North Florida's distance learning course offerings are currently lower than at other Florida institutions (195 course sections last year). An increase in distance learning courses will present UNF students with greater flexibility in course scheduling and provide the opportunity to enroll in more credit hours per semester, allowing students who hold part-time jobs the ability to enroll on a fulltime basis over the last few years UNF students have requested increasing distance learning offerings.

In order to increase distance learning, UNF will need to strengthen its technology infrastructure. This will ensure that the delivery of instruction is pedagogically sound. Included in this request is support for an instructional designer, staff

members to coordinate and direct distance learning efforts, Information Technology support for program developers and administrators, and faculty incentives for moving toward online instruction and course redesign. Funding this priority will be distributed between the Office of Faculty Enhancement, Center for Instruction and Research Technology, and ITS.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**University of North Florida
Five-Year Capital Improvement Plan (CIP)**

PECO Projects

Priority No.	Project Name	Actual Appropriation		2012-2013		2013-2014		2014-2015		2015-2016		2016-17		Total	Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
		2011-2012	Code	Code	Code	Code	Code	Code	Code								
1	Utilities/Infrastructure/Capital Renewal Roofs			\$6,000,000	P,C	\$6,000,000	P,C	\$6,000,000	P,C	\$6,000,000	P,C	\$6,000,000	P,C	\$30,000,000	Yes	Campus Wide	N/A
2	Land Acquisition			\$18,000,000	N/A									\$18,000,000	Yes	Campus Wide	N/A
3	Renovation of Biology Building (Bldg. 4)			\$1,000,000	P	\$9,000,000	C,E							\$10,000,000	Yes	Academic	43,500
4	Renovations - Building 3			\$1,000,000	P	\$9,000,000	C,E							\$10,000,000	Yes	Academic	43,500
5	Renovations of Schultz Hall (Bldg. 9)			\$3,000,000	P,C									\$3,000,000	Yes	Academic	20,910
6	Renovation of Honors Hall for CCOB (Bldg. 10)					\$6,500,000	P,C	\$6,500,000	P,C					\$13,000,000	Yes	Business	39,600
7	Renovations - Science & Engineering (Bldg. 50)							\$3,500,000	P,C					\$3,500,000	No	Engineering	17,400
8	Fine Arts Building/Art Gallery							\$14,000,000	P,C	\$31,000,000	P,C,E			\$45,000,000	Yes	Academic	157,088
9	Student Wellness & Sports Ed. Ctr. - Phase II											\$6,000,000	P,C,E	\$6,000,000	No	Academic	12,000
10	High Bay Facility											\$5,000,000	P,C	\$5,000,000	Yes	Academic	14,400
11	Renovations to Brooks College of Health (Bldg. 39)											\$4,000,000	P,C	\$4,000,000	Yes	Health	13,500
12	Road Improvements											\$8,000,000	P,C	\$8,000,000	Yes	Campus Wide	N/A
TOTAL		\$0		\$29,000,000		\$30,500,000		\$30,000,000		\$37,000,000		\$29,000,000		\$155,500,000			

Challenge Grant Projects

13	Science & Engineering Building			\$337,624	E									\$337,624	N/A	Equipment	N/A
14	Social Sciences Building			\$2,841	E									\$2,841	N/A	Equipment	N/A
TOTAL		\$0		\$340,465		\$0		\$0		\$0		\$0		\$340,465			

GRAND TOTAL	\$0	\$29,340,465	\$30,500,000	\$30,000,000	\$37,000,000	\$29,000,000	\$155,840,465
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Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

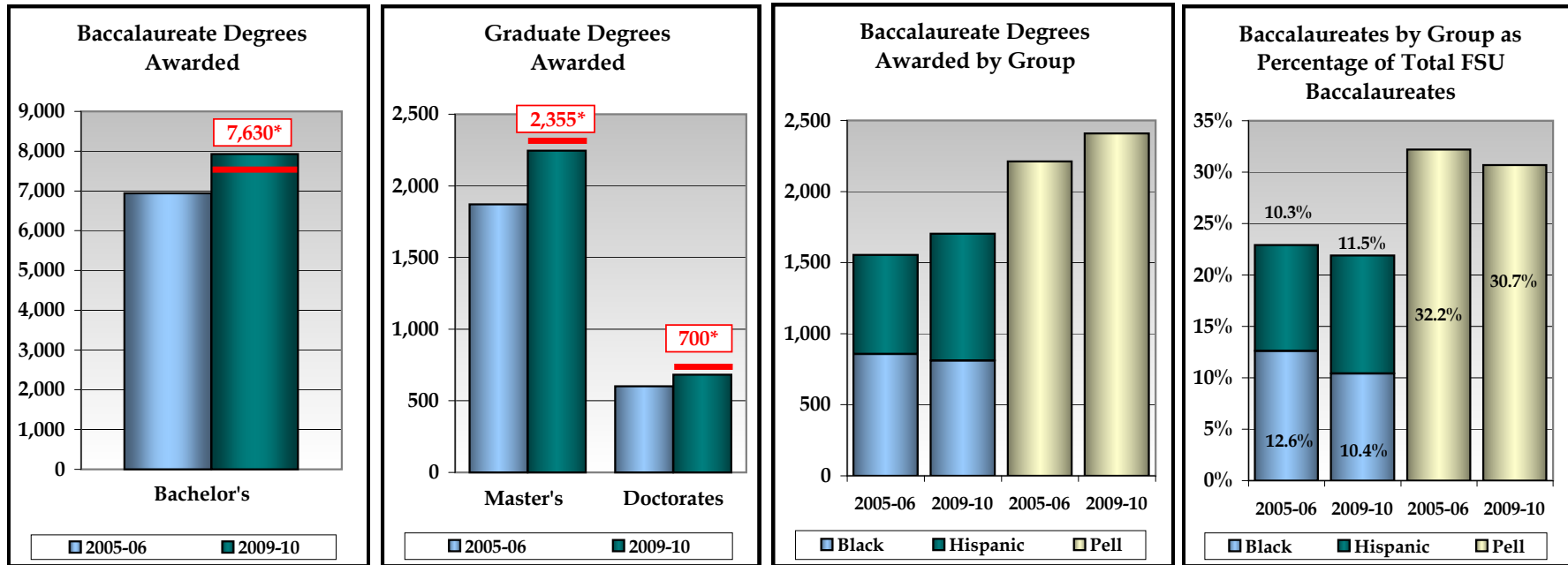
**2011 Update to the
Florida State University
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

Florida State University 2010 Annual Report

Sites and Campuses			Main Campus, Panama City Campus, Off Campus					
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification		
TOTAL (Fall 2009)	40,201	100%	TOTAL	323		Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence	
Black	4,027	10%	Baccalaureate	101		Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary	
Hispanic	4,522	11%	Master's & Specialist's	144		Enrollment Profile:	High undergraduate	
White	27,843	69%	Research Doctorate	75		Undergraduate Profile:	Full-time four-year, more selective, higher transfer-in	
Other	3,809	9%	Professional Doctorate	3		Size and Setting:	Large four-year, primarily nonresidential	
Full-Time	34,044	85%	Faculty (Fall 2009)	Full-Time	Part-Time	Basic:	Research Universities (very high research activity)	
Part-Time	6,157	15%		TOTAL		1,721	603	Elective Classification:
Undergraduate	30,399	76%	Tenure/T. Track	1,074				
Graduate	8,572	21%	Other Faculty/Instr.	647				
Unclassified	1,230	3%						

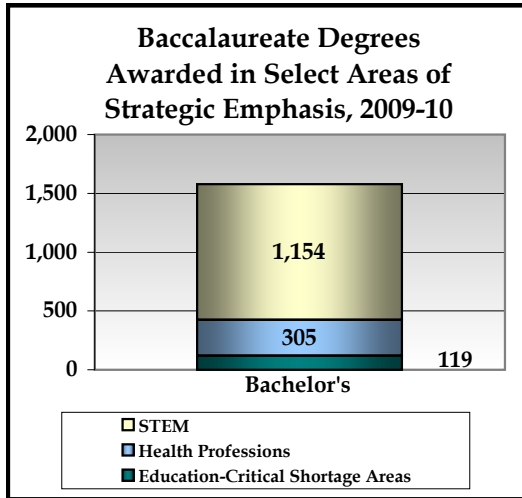
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



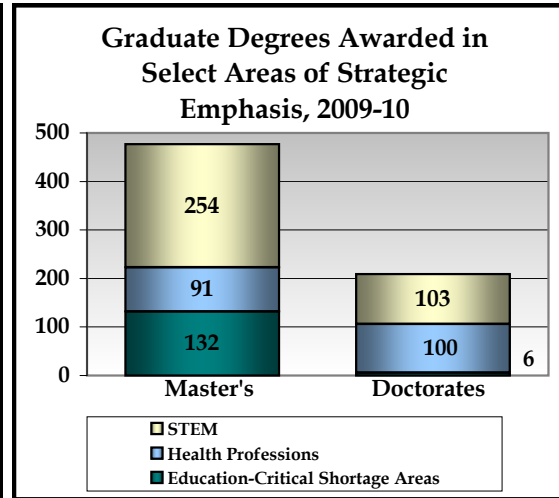
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I.].

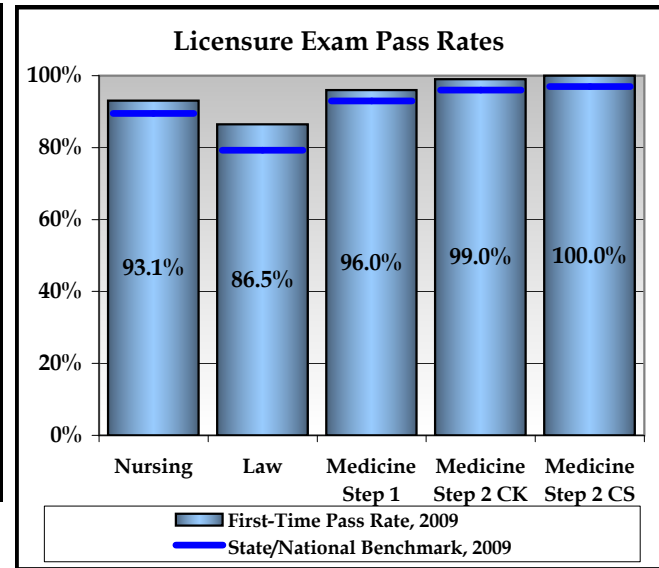
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



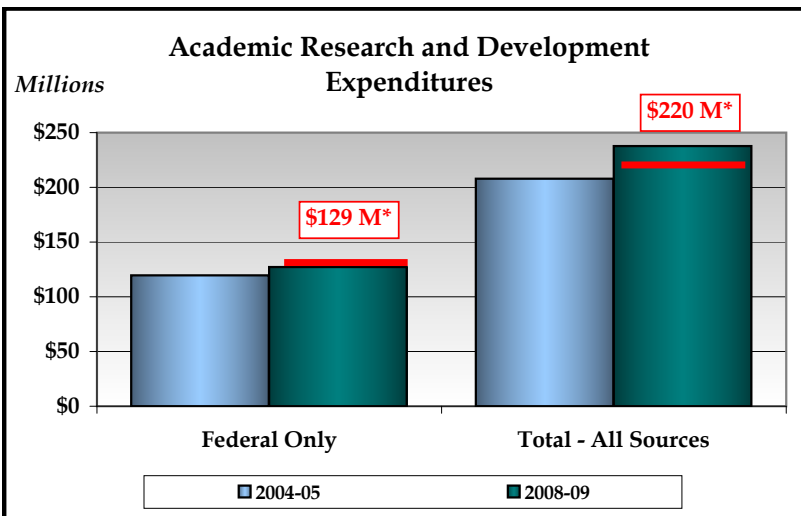
2012-13 Target: Increase
(2008-09 Baseline: 1,497 Total)



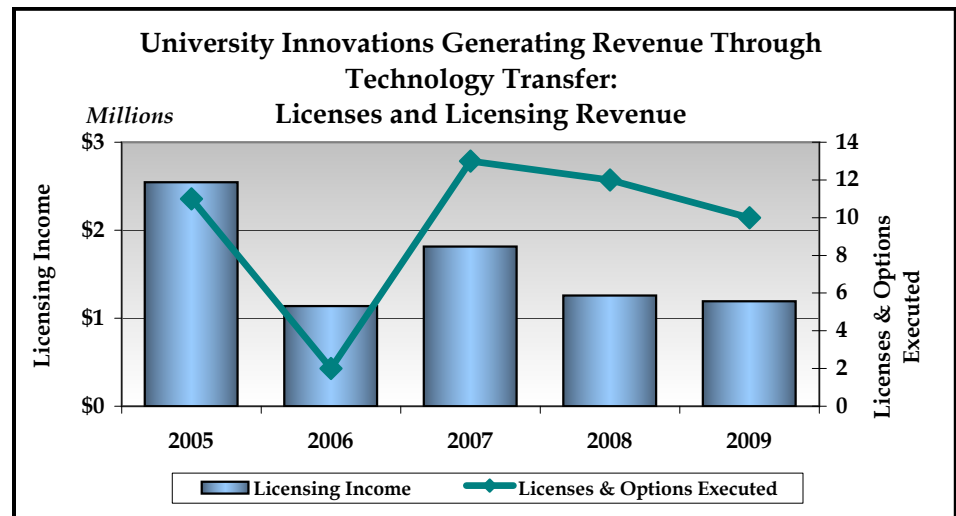
2012-13 Target: Increase
(2008-09 Baseline: 669 Total)



**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



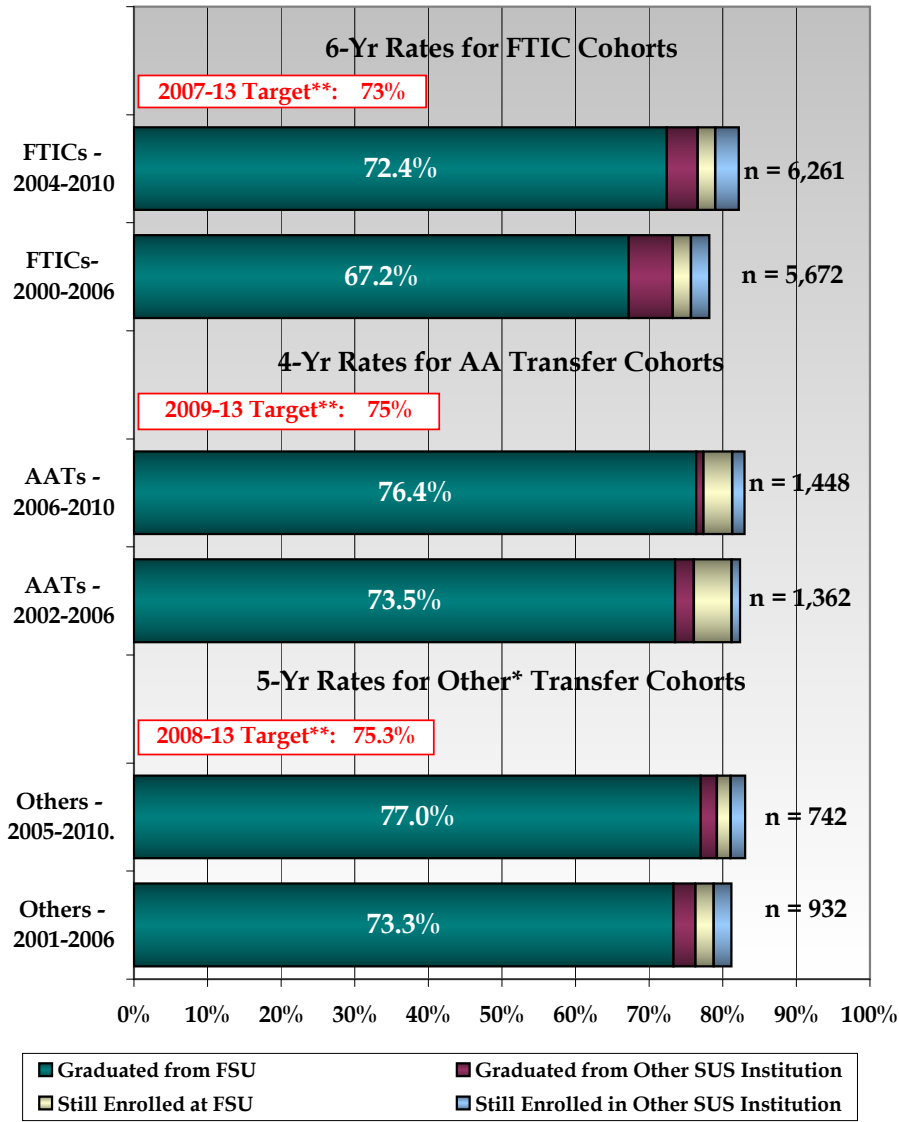
***2011-12 Targets for Research & Development Expenditures.**



2011-12 Targets: Licenses - Increase (2008 Baseline = 12)
Licensing Revenue - Increase (2008 Baseline = \$1,257,266)

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

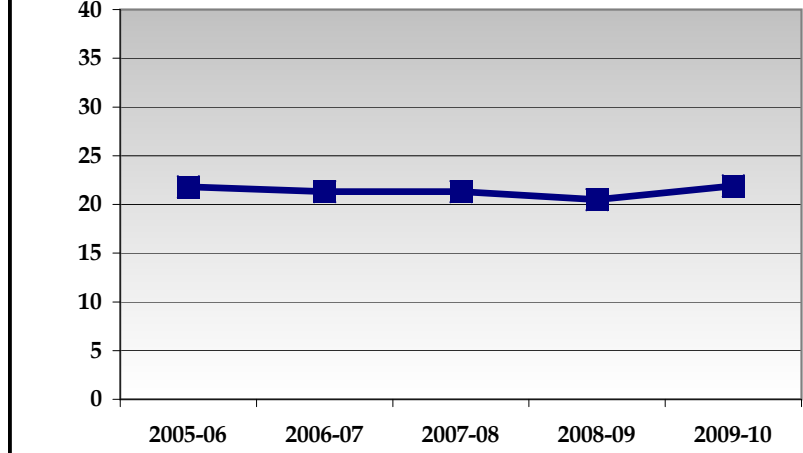
Undergraduate Retention and Graduation Rates



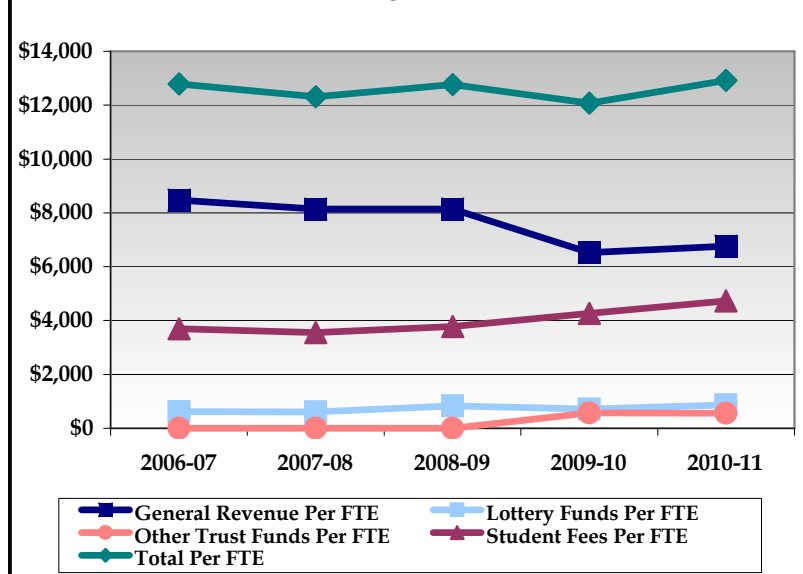
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	6,938	7,189	7,615	7,630	7,926
Master's and Specialist	1,872	2,043	2,137	2,176	2,245
Research Doctoral	325	350	368	343	340
Professional Doctoral	276	281	362	337	343
Comparison with Peers*	(See next page)				

	Baccalaureate					Master's and Specialist				
Institution Name	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
Selected Peers										
Indiana University-Bloomington	6292	6181	5779	5941	6752	1886	1899	1804	1971	2315
Michigan State University	7755	7930	7941	7793	8223	1882	1922	1829	1951	1951
University of Iowa	4105	4219	4488	4465	4487	1449	1296	1407	1303	1482
University of Kansas	3560	3927	3997	4097	4156	1301	1362	1435	1491	1490
University of Missouri-Columbia	4461	4736	4779	4855	4963	1419	1454	1524	1651	1716
Average	5235	5399	5397	5430	5716	1587	1587	1600	1673	1791
FSU : Selected Peer Average Ratio	1.325	1.332	1.411	1.405	1.387	1.179	1.288	1.336	1.300	1.254
FSU Rank Among Peers	2	2	2	2	2	3	1	1	1	2
Selected Aspirational Peers										
Ohio State University-Main Campus	8384	8643	8721	8993	9503	2720	2636	2577	2679	2696
University of Georgia	6060	6203	6414	6316	6490	1658	1627	1674	1781	1697
University of Maryland-College Park	6301	6107	6307	6704	6569	2013	1973	2061	2163	2309
Average	6915	6984	7147	7338	7521	2130	2079	2104	2208	2234
FSU : Selected Aspirational Peer Average Ratio	1.003	1.029	1.065	1.040	1.054	0.879	0.983	1.016	0.986	1.005
FSU Rank Among Asp. Peers	2	2	2	2	2	3	2	2	2	3
	Research Doctoral					Professional Doctoral				
Institution Name	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
Selected Peers										
Indiana University-Bloomington	389	370	414	441	443	278	281	281	288	275
Michigan State University	463	493	446	489	505	305	362	324	387	416
University of Iowa	364	376	413	404	397	523	550	513	533	523
University of Kansas	271	327	308	263	298	314	462	473	503	521
University of Missouri-Columbia	277	293	326	306	322	292	289	303	307	304
Average	353	372	381	381	393	342	389	379	404	408
FSU : Selected Peer Average Ratio	0.921	0.941	0.965	0.901	0.865	0.806	0.723	0.956	0.835	0.841
FUS Rank Among Peers	4	4	4	4	4	6	5	3	4	4
Selected Aspirational Peers										
Ohio State University-Main Campus	664	667	759	738	757	885	834	852	879	839
University of Georgia	374	388	391	459	417	454	470	441	438	437
University of Maryland-College Park	602	653	655	577	604	29	26	28	40	39
Average	547	569	602	591	593	456	443	440	452	438
FSU : Selected Aspirational Peer Average Ratio	0.595	0.615	0.612	0.580	0.574	0.605	0.634	0.822	0.745	0.783
FSU Rank Among Asp. Peers	4	4	4	4	4	3	3	3	3	3
source: IPEDS Data Center download, May 2011										

Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10																																																																																																																																																
	#	%	#	%	#	%	#	%	#	%																																																																																																																																															
Hispanic	698	10.3	733	10.5	758	10.2	766 Increase*	10.2	893	11.5																																																																																																																																															
Non-Hispanic Black	857	12.6	777	11.1	845	11.3	862 Maintain*	11.5	810	10.4																																																																																																																																															
Pell Grant Recipients	2,212	32.2	2,228	31.5	2,296	30.6	2,239 Increase*	29.7	2,409	30.7																																																																																																																																															
Comparison with Peers*	<table border="1"> <thead> <tr> <th>Institution Name</th> <th>IN U</th> <th>MI St U</th> <th>U IA</th> <th>U KS</th> <th>U MO</th> <th>Peers Avg</th> <th>FSU : Peers Avg Ratio</th> <th>OH St U</th> <th>U GA</th> <th>U MD</th> <th>Aspirational Peers Avg</th> <th>FSU : Asp. Peers Avg Ratio</th> </tr> </thead> <tbody> <tr> <td>2009-10 Baccalaureates</td> <td>6752</td> <td>8223</td> <td>4487</td> <td>4156</td> <td>4963</td> <td>5716</td> <td>1.387</td> <td>9503</td> <td>6490</td> <td>6569</td> <td>7521</td> <td>1.054</td> </tr> <tr> <td>Baccalaureates awarded to Blacks</td> <td>226</td> <td>545</td> <td>76</td> <td>137</td> <td>270</td> <td>251</td> <td>3.230</td> <td>588</td> <td>348</td> <td>751</td> <td>562</td> <td>1.440</td> </tr> <tr> <td>Percent of degrees awarded to Blacks</td> <td>3.3%</td> <td>6.6%</td> <td>1.7%</td> <td>3.3%</td> <td>5.4%</td> <td>4.4%</td> <td></td> <td>6.2%</td> <td>5.4%</td> <td>11.4%</td> <td>7.5%</td> <td></td> </tr> <tr> <td>Baccalaureates awarded to Hispanics</td> <td>153</td> <td>220</td> <td>98</td> <td>157</td> <td>86</td> <td>143</td> <td>6.254</td> <td>256</td> <td>152</td> <td>382</td> <td>263</td> <td>3.391</td> </tr> <tr> <td>Percent of degrees awarded to Hispanics</td> <td>2.3%</td> <td>2.7%</td> <td>2.2%</td> <td>3.8%</td> <td>1.7%</td> <td>2.5%</td> <td></td> <td>2.7%</td> <td>2.3%</td> <td>5.8%</td> <td>3.5%</td> <td></td> </tr> <tr> <td colspan="13">Percent of Full-Time FTICs receiving Pell grants *</td> </tr> <tr> <td>2007-08</td> <td>13</td> <td>19</td> <td>14</td> <td>13</td> <td>14</td> <td></td> <td></td> <td>17</td> <td>13</td> <td>11</td> <td></td> <td></td> </tr> <tr> <td>2008-09</td> <td>14</td> <td>19</td> <td>13</td> <td>13</td> <td>14</td> <td></td> <td></td> <td>15</td> <td>12</td> <td>11</td> <td></td> <td></td> </tr> <tr> <td colspan="13">source: IPEDS Data Center download, May 2011</td> </tr> <tr> <td colspan="13">* New IPEDS data element beginning 2007-08</td> </tr> </tbody> </table>										Institution Name	IN U	MI St U	U IA	U KS	U MO	Peers Avg	FSU : Peers Avg Ratio	OH St U	U GA	U MD	Aspirational Peers Avg	FSU : Asp. Peers Avg Ratio	2009-10 Baccalaureates	6752	8223	4487	4156	4963	5716	1.387	9503	6490	6569	7521	1.054	Baccalaureates awarded to Blacks	226	545	76	137	270	251	3.230	588	348	751	562	1.440	Percent of degrees awarded to Blacks	3.3%	6.6%	1.7%	3.3%	5.4%	4.4%		6.2%	5.4%	11.4%	7.5%		Baccalaureates awarded to Hispanics	153	220	98	157	86	143	6.254	256	152	382	263	3.391	Percent of degrees awarded to Hispanics	2.3%	2.7%	2.2%	3.8%	1.7%	2.5%		2.7%	2.3%	5.8%	3.5%		Percent of Full-Time FTICs receiving Pell grants *													2007-08	13	19	14	13	14			17	13	11			2008-09	14	19	13	13	14			15	12	11			source: IPEDS Data Center download, May 2011													* New IPEDS data element beginning 2007-08												
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Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10											
STEM (Baccalaureate)	904	844	1,052	1,109	1,154											
STEM (Graduate)	345	338	343	358	357											
Health Professions (Baccalaureate)	222	222	263	272	305											
Health Professions (Graduate)	112	116	137	152	191											
Education–Critical Shortage (Bacc.)	86	103	102	116	119											
Education–Critical Shortage (Grad.)	113	136	127	159	138											
Comparison with Peers*	Strict Comparisons are not possible to dashboard table above due to IPEDS reporting of first majors only.															
				Peer Institution						Aspirational Peer Institution						
	Year	Level	Area of Strategic Emphasis	FSU	IN U	MI St U	U IA	U KS	U MO	OH St U	U GA	U MD	Peer Avg	Asp. Peer Avg	FSU: Peer Avg Ratio	FSU: Asp. Peer Avg Ratio
	2009-10	Baccalaureate	STEM	1116	646	1082	493	523	775	1401	612	1516	704	1176	1.586	0.949
	2009-10	Graduate	STEM	352	198	409	276	130	174	479	171	432	237	361	1.483	0.976
	2009-10	Baccalaureate	Health	305	62	243	307	169	217	250	0	0	200	83	1.528	3.660
	2009-10	Graduate	Health	191	71	205	208	201	202	392	35	18	177	148	1.077	1.288
	2009-10	Baccalaureate	Education	119	103	0	12	72	79	42	122	28	53	64	2.237	1.859
	2009-10	Graduate	Education	138	30	41	13	72	29	0	144	68	37	71	3.730	1.953
	source: IPEDS Data Center download, May 2011															
	All degree counts are for first majors															

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	68.3%	2.5%	68.7%	2.4%	69.5%	2.3%	71.4%	2.4%	73.6%	2.4%
SUS Def.: 6-Yr Rates - FTICS	67.2%	2.5%	67.8%	2.4%	68.4%	2.3%	70.8%	2.4%	73.0%	2.4%
SUS Def.: 4-Yr Rates - AA Transfers	73.5%	5.1%	74.5%	4.5%	73.9%	5.7%	73.9%	5%	76.4%	3.9%
SUS Def.: 5-Yr Rates - Others	73.3%	2.5%	75.1%	2.6%	75.1%	1.0%	75.3%	2.3%	77%	1.9%

Comparison with Peers*

FTIC Six-year Graduation Rates										
	1999 Cohort		2000 Cohort		2001 Cohort		2002 Cohort		2003 Cohort	
Institution Name	Adjusted Cohort	6-Yr Grad Rate	Adjusted Cohort	6-Yr Grad Rate	Adjusted Cohort	6-Yr Grad Rate	Adjusted Cohort	6-Yr Grad Rate	Adjusted Cohort	6-Yr Grad Rate
Florida State University	5078	66.4%	5557	68.3%	5681	68.7%	6258	69.5%	6059	71.4%
Selected Peers										
Indiana University-Bloomington	6503	71.4%	6862	71.3%	6728	71.6%	6987	72.6%	6739	73.5%
Michigan State University	6499	73.7%	6790	73.9%	6755	74.2%	6829	75.2%	6938	77.0%
University of Iowa	3748	66.1%	3649	65.5%	3930	65.9%	4097	66.0%	4014	68.5%
University of Kansas	3784	59.3%	4119	59.0%	4024	59.7%	4013	59.7%	3971	60.8%
University of Missouri-Columbia	3871	66.0%	4170	68.9%	4112	67.2%	4379	69.0%	4605	67.9%
Average	4881	68.5%	5118	68.8%	5110	68.8%	5261	69.7%	5253	70.8%
FSU Rank Among Peers	3	3	3	4	3	3	3	3	3	3
Selected Aspirational Peers										
Ohio State University-Main Campus	6067	68.2%	5831	71.2%	5955	71.4%	5936	72.7%	6347	74.9%
University of Georgia	4375	73.2%	4207	75.3%	4459	77.0%	4282	78.9%	5157	79.8%
University of Maryland-College Park	3871	76.5%	3929	79.1%	4341	79.9%	3886	81.8%	4045	81.7%
Average	4771	72.0%	4656	74.6%	4918	75.6%	4701	77.1%	5183	78.3%
FSU Rank Among Asp. Peers	2	4	2	4	2	4	1	4	2	4
FTIC One-year Retention Rates										
	2005	2006	2007	2008	2009					
Institution Name										
Florida State University	89	88	89	89	91					
Selected Peers										
Indiana University-Bloomington	87	88	89	90	89					
Michigan State University	90	90	91	91	91					
University of Iowa	84	84	83	83	83					
University of Kansas	82	80	79	80	78					
University of Missouri-Columbia	84	84	85	85	85					
FSU rank among Peers	2	2 (tie)	2 (tie)	3	1 (tie)					
Selected Aspirational Peers										
Ohio State University-Main Campus	90	92	92	93	92					
University of Georgia	93	93	93	93	94					
University of Maryland-College Park	93	92	93	94	93					
FSU rank among Asp. Peers	4	4	4	4	4					
source: IPEDS Data Center download, May 2011										
Adjusted cohort is initial cohort adjusted for FTICs on military or mission service, permanent disability, or death										

Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5
Nursing (2005-06 Through 2009-10)	87.3%	96.2%	93.0%	92.3%	93.1%
Law (2006 - 2010)	88.6%	88.9%	86.9%	86.5%	86%
Medicine - Step 1 (2006 - 2010)	95%	100%	92%	96%	91%
Medicine - Step 2 Clinical Knowledge (2005-06 Through 2009-10)	93%	95%	100%	99%	100%
Medicine - Step 2 Clinical Skills (2005-06 Through 2009-10)	100%	97%	98%	100%	100%
Comparison with Peers*					

Nursing					
Selected Peers	2006	2007	2008	2009	2010
Indiana University-Bloomington	Not available				
Michigan State University	Not available				
University of Iowa	NA	86.0%	91.0%	92.0%	90.0%
University of Kansas	91.0%	94.1%	92.9%	91.0%	91.8%
University of Missouri-Columbia	94.4%	95.6%	91.6%	94.6%	92.3%
FSU Rank Among Peers	3	1	1	2	1
Selected Aspirational Peers					
Ohio State University-Main Campus	Not available				94.7%
University of Georgia	No nursing program				
University of Maryland-College Park	No nursing program				
FSU Rank Among Asp. Peers					
Medicine					
Unable to get data from selected peer institutions. The only data available are from the 2010 BOG Annual Workplan.					
Selected Peers	Step 1	Step 2 Clinical Knowledge	Step 2 Clinical Skills		
Florida State University	91.0%	100.0%	100.0%		
University of Florida	98.0%	99.0%	99.0%		
University of South Florida	95.0%	100.0%	95.0%		
Law					
It is our understanding that the Law School Licensure Exam Pass Rates data are confidential; therefore, specific data by insitution are not provided. However, the following information is provided making comparisons to our peers.					
	2006	2007	2008	2009	2010
Current Peers	2% below peers	1.6% below peers	4.08% below peers	n/a	n/a
Aspirational Peers	.7% below peers	.1% below peers	4.6% below peers	n/a	n/a

Technology Transfer⁽³⁾	2005	2006	2007	2008	2009		
Licenses & Options Executed	11	2	13	12	10		
Licensing Income	\$ 2,546,440	\$ 1,139,604	\$ 1,813,580	\$ 1,257,266	\$ 1,192,448		
Normalized ⁽²⁾ FSU Licenses & Options Executed	6	1	7	5	5		
Normalized FSU Licensing Income	\$1,333,215	\$602,965	\$911,347	\$607,375	\$599,220		
PEER DATA⁽¹⁾ Indiana University – Bloomington, University of Iowa, University of Missouri – Columbia, University of Kansas, Michigan State University, University of Maryland – College Park, Ohio State University, and University of Georgia	PEER MEDIAN DATA⁽¹⁾		2005	2006	2007	2008	2009
	Licenses & Options Executed		19	28	28	23	30
	Licensing Income		\$5,181,192	\$2,371,287	\$4,635,631	\$4,768,590	\$4,449,445
	Normalized Licenses & Options Executed		8	7	8	7	7
	Normalized Licensing Income		n/a	\$714,243	\$1,136,184	\$1,224,828	\$1,192,881
⁽¹⁾ PEER MEDIAN is defined in this table as the median data points reported by FSU and 8 other institutions identified above. ⁽²⁾ Normalizing the data to (results/\$100M research expenditure) permits comparison of BOG Peer institutions to the median and to one another ⁽³⁾ The process of comparison: rather than provide the raw data for each year for each peer, we used normalized comparisons per \$100M/research expenditures and compared MEDIAN. We believe this simplifies and clarifies the comparisons.							

NORMALIZED EFFORT				NORMALIZED INCOME				Return on Investment (ROI)		
	PEER MEDIAN	FSU	FSU v/s MEDIAN		PEER MEDIAN	FSU	FSU v/s MEDIAN		PEER MEDIAN	FSU
2005	\$ 1,156,918	\$ 313,614	-73%	2005	n/a	n/a		2005	n/a	n/a
2006	\$ 1,317,674	\$ 648,956	-51%	2006	\$ 714,243	\$ 931,773	30%	2006	61%	134%
2007	\$ 1,246,135	\$ 671,848	-46%	2007	\$ 1,162,410	\$ 999,012	-14%	2007	107%	149%
2008	\$ 1,088,387	\$ 663,310	-39%	2008	\$ 1,224,828	\$ 777,785	-36%	2008	146%	117%
2009	\$ 1,317,674	\$ 648,956	-51%	2009	\$ 1,272,119	\$ 733,357	-42%	2009	196%	196%

Assumptions/Definitions

Effort = Cost of FTE + Legal Expenses

The cost of an FTE is assumed to be \$125K/year

Return = License Income + Grants Related to License and Options

The comparisons are for normalized data relative to \$100M/per research expenditures

We are comparing the reported values obtained from the Association of University Technology Managers (AUTM) Statistics Access for Tech Transfer (STATT) database. The reality is there are other elements of cost and revenue that should be considered in preparing this sort of report.

These are reasonable comparisons at steady state, but the real relationship between Effort and Return is offset by several years.

Conclusions:

(1) Normalizing the data (results/\$100M research expenditure) permits comparison of Peer institutions to the median and to one another

(2) FSU's investment is consistently below the Peer median.

Royalties:

- Year 2005 is the last year with significant Taxol royalties (\$1.5million)
- FSU's royalties are relatively modest for several reasons:
 - The largest source of royalties for most universities is in the area of healthcare. FSU's College of Medicine is new and does not have a research hospital. From FY 2003 through 2011 we have received 21 invention disclosures and 4 work disclosures. We anticipate that the pace will increase modestly.
 - The second leading source of royalties for most schools is their Engineering school. Ours is not a major contributor.
 - Royalties are a function of the success of the licensee, over which we have no control. fairly standard deal terms.
 - FSU income from copyrighted works is a much larger fraction of the total than most universities.

OTHER TECHNOLOGY TRANSFER KEY OUTPUT OR OUTCOME METRICS	2005	2006	2007	2008	2009	
FSU US Patent Applications Filed	50	55	61	60	72	
FSU US Patents Issued	19	12	19	11	10	
FSU Normalized US Patent Applications Filed	26	9	31	29	36	
FSU Normalized US Patents Issued	10	6	10	5	5	
Comparison with Peers	PEER MEDIAN DATA⁽¹⁾					
	2005	2006	2007	2008	2009	
	US Patent Applications Filed	57	80	78	95	118
	US Patents Issued	20	15	22	20	20
	Normalized US Patent Applications Filed	17	12	25	26	29
Normalized US Patents Issued	7	5	6	6	5	
<p>⁽¹⁾PEER MEDIAN is defined in this table as the median data points reported by FSU and 8 other institutions identified above.</p> <p>⁽²⁾ Normalizing the data to (results/\$100M research expenditure) permits comparison of BOG Peer institutions to the median and to one another</p> <p>⁽³⁾The process of comparison: rather than provide the raw data for each year for each peer, we used normalized comparisons per \$100M/research expenditures and compared MEDIAN. We believe this simplifies and clarifies the comparisons.</p>						

OTHER KEY OUTPUT OR OUTCOME METRICS	2006	2007	2008	2009	2010					
Average Faculty Salaries										
Professor	\$99,038	\$99,850	\$103,441	\$104,423	\$103,642					
Associate Professor	\$69,289	\$70,517	\$72,684	\$73,011	\$73,726					
Assistant Professor	\$65,362	\$66,929	\$69,396	\$70,754	\$72,296					
Total	\$79,757	\$81,055	\$83,823	\$85,314	\$86,388					
Comparison with Peers*			Fall 2010							
			Professor		Associate Professor		Assistant Professor		Total	
	Institution	Faculty	Avg Salary	Faculty	Avg Salary	Faculty	Avg Salary	Faculty	Avg Salary	
	Florida State University	447	\$103,642	342	\$ 73,726	240	\$ 72,296	1029	\$ 86,388	
	Selected Peers									
	Indiana University-Bloomington	668	\$120,903	450	\$ 82,241	350	\$ 72,815	1468	\$ 97,586	
	Michigan State University	911	\$125,218	567	\$ 87,010	625	\$ 69,103	2103	\$ 98,239	
	University of Iowa	518	\$126,254	370	\$ 84,103	292	\$ 72,491	1180	\$ 99,733	
	University of Kansas	405	\$116,753	404	\$ 78,719	254	\$ 65,318	1063	\$ 90,008	
	University of Missouri-Columbia	358	\$111,280	398	\$ 73,497	377	\$ 61,138	1133	\$ 81,323	
	Average	572	\$121,454	438	\$ 81,551	380	\$ 68,220	1389	\$ 94,337	
	FSU: Selected Peer Avg Ratio	0.781	0.853	0.781	0.904	0.632	1.060	0.741	0.916	
	FSU Rank Among Peers	4	6	6	5	6	3	6	5	
	Selected Aspirational Peers									
	Ohio State University-Main Campus	899	\$127,815	728	\$ 85,969	502	\$ 77,407	2129	\$101,620	
	University of Georgia	684	\$107,054	489	\$ 78,133	418	\$ 74,347	1591	\$ 89,572	
	University of Maryland-College Park	653	\$134,424	404	\$ 94,547	300	\$ 82,450	1357	\$111,062	
	Average	745	\$123,394	540	\$ 85,743	407	\$ 77,599	1692	\$100,368	
	FSU: Selected Asp. Peer Avg Ratio	0.600	0.840	0.633	0.860	0.590	0.932	0.608	0.861	
	FSU Rank Among Asp. Peers	4	4	4	4	4	4	4	4	
	source: IPEDS Data Center download, May 2011									
	Salaries exclude Medicine									

**Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report,
Three (3) Areas of Concern/Areas Needing Improvement**

- (1) **The Student to Faculty Ratio** continues to be a concern. The number of filled tenure earning faculty has continued to decline since 2006-07. Since 2007-08, the number of professor, associate and assistant professors has declined by 9.7%.
- (2) **The Average Faculty Salaries for Ranked Faculty** are below our peers and in many cases below institutions far below us in the national rankings. We have an unprecedented situation occurring where many of our faculty are being recruited with salaries 70 percent or more higher than we currently pay. As we continue to ask faculty to teach more, advise more, serve on more committees, do more research, apply for more grants, and publish more papers, we realize that we are driving our best faculty to pursue opportunities mostly in other states. We are reducing faculty benefits such as retirement and health insurance and we have not been able to provide annual pay increases.
- (3) **Baccalaureate Degrees Awarded to Underrepresented Minorities - Non-Hispanic Black** - There has been a decrease in the representation of Blacks in the five year comparison of baccalaureate degrees awarded. Blacks continue to be a targeted area of focus and will be until the population representation surpasses the 2005 levels. Nationally the hardest populations to enroll in higher education are African Americans and American Indians. We continually monitor the recruiting practices of peer institutions and constantly update and revise our recruiting efforts for both of these groups. We are somewhat handicapped in this effort compared to private and out-of-state schools by our State's race-blind mandate. While we outperform our peers in this metric, it is our goal to provide information on the benefits of a Florida State University degree to every college-eligible African American and American Indian in the state of Florida with our recruiting efforts.

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

Due to changes in the dashboard portion of the Workplan and the requirement to make peer comparisons on each metric; it is necessary to reduce the number of institutions selected as our peers. The new peers were selected based on data from the most recent US News and World Report and Integrated Postsecondary Education Data System (IPEDS). Size of institution, discipline mix, graduation rate and size of the faculty were among the many factors used to make the selection. Indiana University – Bloomington, University of Iowa, University of Missouri, University of Kansas, and Michigan State University were identified as current peers and University of Maryland – College Park, Ohio State University-Columbus and the University of Georgia were selected as aspirational peers.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
n/a	n/a	None identified	n/a	n/a

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
2011	M	52.1701	Risk Management /Insurance	2011
2010	RD	40.1001	Materials Science	2011 STEM
2011	M	11.0103	Information Technology	2011 STEM
2011	M	13.0301	Curriculum and Instruction	2011 TEACH PREP Consolidating several existing programs
2012	RD	13.0301	Curriculum and Instruction	2012 TEACH PREP Consolidating several existing programs

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

The enrollment policy adopted by the university Board of Trustees is to increase the undergraduate enrollment by 1% per year and graduate enrollment by 2% per year. This policy is contingent upon the Legislature funding enrollment growth. Without additional state funding, our goal is to be very close to the legislatively mandated funded enrollment plan and to err on being slightly over-enrolled providing the maximum access while maintaining quality.

In order to meet enrollment demand and stay within the funded enrollment plan and ensure access, non-fundable distance learning course sections are being added. Stimulus funds met some of this demand.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

**Enrollment Plan Proposal - All State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	9,327	9,840	9,327	9,516	9,611	9,804	10,001	1.02%
FL Resident Upper	10,713	11,685	10,713	11,681	11,798	12,035	12,277	1.02%
FL Resident Grad I	2,536	2,332	2,482	2,349	2,396	2,493	2,593	2.08%
FL Resident Grad II	1,743	1,983	1,797	1,995	2,035	2,117	2,203	2.08%
Total FL Resident	24,319	25,840	24,319	25,541	25,840	26,449	27,074	1.20%
Non-Res. Lower		497		559	565	576	588	1.02%
Non-Res. Upper		468		512	517	527	538	1.00%
Non-Res. Grad I		481		483	493	513	533	2.08%
Non-Res. Grad II		693		697	711	740	770	2.08%
Total Non-Res.	2,483	2,139	2,483	2,251	2,286	2,356	2,429	1.58%
Total Lower		10,337		10,075	10,176	10,380	10,589	1.02%
Total Upper		12,153		12,193	12,315	12,562	12,815	1.02%
Total Grad I		2,813		2,832	2,889	3,006	3,126	2.08%
Total Grad II		2,676		2,692	2,746	2,857	2,973	2.09%
Total FTE	26,802	27,979	26,802	27,792	28,126	28,805	29,503	1.23%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	480	472	480	479	479	480	480	0.04%
Non-Res. Medical Headcount		3		1	1	0	0	
Total Medical Headcount	480	475	480	480	480	480	480	0.00%

Note: This medical headcount is MD-only, not all HSC enrollments.

<i>For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE State-fundable enrollments</i>							
SITE: Main Campus							
	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17		
Lower	10,107	9,840	9,928	10,072	10,178		0.69%
Upper	10,603	10,625	10,722	10,918	11,117		0.93%
Grad I	1,779	1,775	1,796	1,835	1,874		1.12%
Grad II	2,580	2,595	2,646	2,752	2,861		2.05%
Total	25,069	24,835	25,092	25,577	26,030		0.96%
SITE: Panama City							
	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17		
Lower	0	0	0	0	0		0.00%
Upper	528	530	535	546	557		1.02%
Grad I	48	48	49	51	53		2.08%
Grad II	0	0	0	0	0		0.0%
Total	576	578	584	597	610		1.11%

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Off-campus

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	39	38	38	39	40	
Upper	567	569	575	586	598	1.02%
Grad I	250	251	256	267	277	2.07%
Grad II	61	61	63	65	68	2.08%
Total	917	919	932	957	983	

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	191	197	210	269	371	17.66%
Upper	455	469	483	512	543	3.16%
Grad I	736	758	788	853	922	4.33%
Grad II	35	36	37	40	44	4.44%
Total	1,417	1,460	1,518	1,674	1,880	5.75%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
<p>#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION - (Continuing)</p>	<ol style="list-style-type: none"> 1. Lower the student to faculty ratio by increasing the number of tenure track faculty by allocating differential tuition funds and requesting new funds to save faculty lines and to hire more faculty, thereby improving student faculty interactions shown to be the most important predictor of persistence in our analysis of the 2008 National Survey of Student Engagement (NSSE) campus survey. 2. Engage scholars through the Garnet and Gold Scholar Society. The program recognizes students who excel within and beyond the classroom in the areas of Leadership, Internship, Service, International, and Research. The program creates a positive environment for successful retention and graduation. 3. Strengthen the Center for Academic Retention and Enhancement (CARE) students support and use of coaches 4. Tutors in Gateway STEM courses 	<p>Add professional academic advisors in an effort to bring the main campus student/advisor ratio below 500:1 within next 2 years.</p> <p>Coaching efforts will improve retention by 3% compared to students in otherwise similar settings in 3 years.</p> <p>Graduate 200 Scholar Society members each year starting in 2011-12.</p> <p>Lower Student to Faculty Ratio from approximately 35 to approximately 32 students per regular track faculty</p> <p>Average loss of headcount faculty slows from approximately 28 per year in 2011 to a gain of 145 per year in 2013</p> <p>Increase student satisfaction on 2014 Cooperative Institutional Research Program (CIRP) and NSSE by 5% over 2008 effect.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
(14,070,000)		\$7,213,932	(\$6,856,068)	\$8,100,000	\$5,000,000	\$7,300,000		\$20,400,000	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2 (Required) - IMPROVE GRADUATE AND PROFESSIONAL EDUCATION BY ATTRACTING AND RETAINING OUTSTANDING FACULTY AND STUDENTS(Continuing)			Compensate faculty through nationally competitive salaries thereby improving the recruitment and retention of outstanding faculty who have been shown to be the key factor in graduate and professional education.			Average FSU faculty salary (excludes Medicine) as a percent of OSU faculty salary across all ranks will move from 89.3% (\$84,805 in 2009-2010) to 94.7% (\$92,662) in first year if US average moves by 3 percent.			
			Address key motivational factors affecting recruitment and retention such as salary and support of high quality graduate students			Increase articles (ISI) per ranked FSU Faculty increases from 1.35 (2008) available in 2010 to 1.45 (2011) available in 2013			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$4,200,000			\$4,200,000		\$7,917,090	1,600,000		\$9,517,090	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies				Expected Outcomes/Metric(s)/Timeline				
#3 (Required) - ENHANCE RESEARCH AND CREATIVE ENDEAVORS (Continuing)	<p>Reinforce and expand key STEM investments. Provide additional capacity to provide match for new grants or start-up funds to attract new professorial talent, regardless of the degree to which they would address critical needs at the National High Magnetic Field Laboratory (NHMFL). Fill critical gaps in science, engineering and support staff at the NHMFL. In order to fulfill its critical mission, the NHMFL requires three key technical hires- NMR Condensed Matter Physicist, Optics Condensed Matter Physicist and Magnet Instrumentation Engineer, all with instrumentation and recurring operating funds. In addition, key administrative support staff are required to maintain increasing levels of research activity by visiting researchers at the facility.</p> <p>Support of mission-wide infrastructure at the NHMFL including cryogenics and helium recovery infrastructure, replacement of obsolete power supply instrumentation, replacement of obsolete NMR consoles, upgrades to 28 MW magnets, replacement of inner superconducting coils for the 45T hybrid and high field insert for new series connected hybrid.</p> <p>Provide the foundation for the development of “Big Light”, a world-unique terahertz-to-infrared (THIR) free electron laser facility located adjacent to the NHMFL. FSU is well positioned to win a National Science Foundation proposal competition to build a world-unique terahertz-to-infrared (THIR) light source. The award for construction of “Big Light” is anticipated to be in the \$80M-\$100M range. Funding will be required for staffing for operations and operating expenses, including electricity. Because the NSF historically has difficulty providing ongoing operating funds for new facilities, State funding for operation is required.</p>				<p>Metric/Timeline/Expected Outcomes-</p> <ul style="list-style-type: none"> • Increase number of external users of NHMFL by 5% per year • Increase scholarly publications of NHMFL by 5% per year • Increase number of students trained by NHMFL 7% per year • Increase C&G and staff working associated with NHMFL by \$125M within 5 years of operational start of “Big Light”. • Successfully retain the NHMFL in Florida. 				
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					\$8,300,000			\$8,300,000	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#4 (Optional) ENSURE OPERATIONAL EXCELLENCE WHILE MAINTAINING FINANCIAL INTEGRITY (Continuing)			1. Create a Fraud Prevention and Detection unit to identify areas with highest fraud potential; Provide timely monitoring of departments' compliance with University policies and procedures; provide reauthorization of cash collection sites every 3 years; provide better monitoring of uncollected debts; Provide monitoring and handling of copyright infringement complaints. 2. Improve campus sustainability			50% increase in purchasing card transaction reviews within 6 months; increase cash handling site reauthorizations within 12 months; centralize, where possible, accounts receivable billing and reporting within 12 months; reduce student write-offs 25% within 12 months; reduce copyright infringement complaints by 20% within 2 years; reduce operational costs through better measurement and assessment of utility usage; increase recycling paper, metal, and plastic results by 10% in 3 years; improve quality of campus and community life over 3 years.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					\$598,790			\$598,790	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#5 (Optional) STRENGTHEN THE PUBLIC SERVICE MISSION OF THE UNIVERSITY BY ADDRESSING THE PROBLEMS OF THE AGING AND JOB CREATION (Continuing)			Bring together FSU's critical mass of faculty who focus on age related cognition to solve issues related to maintaining and improving the quality of life as people age. Create a Center for Successful Longevity to house clinical research and education that not only improves the quality of life for individuals and families but also focuses attention on the larger issues of public policy that flow from the challenges to health and the proven interventions that answer those challenges. Support and reinforce entrepreneurial training, collaboration and projects.			Increase the number of state-funded projects related to aging issues from 2 to 11 within 2 years based on full faculty in Goal 1 and Foundation funding. Increase the amount of space devoted to hatcheries, incubators, residential entrepreneurial learning communities and entrepreneurial outreach activities from 2,500 sq ft to 10,000 sq ft within 2 years based on full Foundation funding. Increase the number of training sessions in entrepreneurial topics from 13 to 27			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					Funding for 6 faculty included in Goal 1		\$320,000	\$320,000	

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS										
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	(14,070,000)		\$7,213,932	(\$6,856,068)	\$8,100,000	\$5,000,000	\$7,300,000		\$20,400,000	
2	\$4,200,000			\$4,200,000		\$7,917,090	\$1,600,000		\$9,517,090	
3						\$8,300,000			\$8,300,000	
4 optional						\$598,790			\$598,790	
5 optional						See goal 1		\$320,000	\$320,000	
Total	(9,870,000)		\$7,213,932	(\$2,656,068)	\$8,100,000	\$21,815,880	\$8,900,000	\$320,000	\$39,135,880	

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
To improve the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need.	
8 faculty for College of Education	Faculty positions were allocated in March 2011.
2 faculty for the College of Business	Recruitment is currently underway and new hires will
2 faculty for the College of Visual Arts, Theatre and Dance	not begin teaching before the 2011-12 academic year.
2 faculty for the College of Social Sciences	
3 faculty for the College of Communication & Information	
2 faculty for College of Music	
2 faculty for the College of Engineering	
2 faculty for the Panama City Campus	
2 faculty for Academic and Professional Programs	
2 faculty for the Learning Systems Institute	
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	27
Total Number of Advisors Hired or Retained (funded by tuition differential):	0
Total Number of Course Sections Added or Saved (funded by tuition differential):	104
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Financial Aid for undergraduate students who exhibit need	\$3,560,608 was disbursed to students with need for 2010-11
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	2,196
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,625
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$110
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,780

Fall 2011 Request for an Increased Tuition Differential Fee

University: Florida State University

Effective Date	
University Board of Trustees Approval Date:	June 2, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	The maximum tuition differential of 15% will be assessed and will apply to all university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 22.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
\$ Increase in tuition differential per credit hour:	\$ 10
\$ Increase in tuition differential for 30 credit hours:	\$ 300
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$7,213,932
Total differential fee revenue generated in 2011-12 (projected):	\$17,786,636

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University: Florida State University
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	<u>Estimated Actual*</u> <u>2010-11</u>	<u>Estimated</u> <u>2011-12</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 2,494,936	\$ 5,228,645
Less: Prior-Year Encumbrances	34,574	60,000
Beginning Balance Available:	\$ 2,460,362	\$ 5,168,645
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 11,156,236	17,786,636
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	90,570	30,000
Total Receipts / Revenues:	\$ 11,246,806	\$ 17,816,636
<u>Expenditures</u>		
Salaries & Benefits	\$ 2,468,509	\$ 13,164,180
Other Personal Services	92,218	150,000
Expenses	345,623	500,000
Operating Capital Outlay	-	-
Student Financial Assistance	3,171,811 ***	3,171,811
Expended From Carryforward Balance	2,460,362	5,168,645
**Other Category Expenditures	-	-
Total Expenditures:	\$ 8,538,523	\$ 22,154,636
Ending Balance Available:	\$ 5,168,645 ****	\$ 830,645

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

***Pursuant to s. 1009.24(16)(a), non-recurring funds are being used to offset the 30% need-based requirement while the recurring funds are directed to hire new faculty.

****See expenditure page for commitments against ending balance.

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

Florida State University

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	\$6.96	\$13.74	\$22.00	\$32.00	\$52.29	\$75.63	\$102.47
Total Base Tuition and Differential	\$88.99	\$102.33	\$117.67	\$135.32	\$155.61	\$178.95	\$205.79
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$9.48	\$9.96	\$11.69	\$11.69	\$12.27	\$12.88	\$13.52
Health	\$8.38	\$8.81	\$12.44	\$12.96	\$13.71	\$14.39	\$15.11
Athletic	\$6.47	\$6.77	\$7.24	\$7.39	\$7.98	\$8.38	\$8.80
Transportation Access	\$7.40	\$7.40	\$7.90	\$8.40	\$8.90	\$8.90	\$8.90
Technology ¹	\$0.00	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Student Affairs Facility Use	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
Total Tuition and Fees per credit hour	\$131.58	\$150.87	\$173.26	\$192.84	\$215.55	\$240.58	\$269.20
% Change		14.7%	14.8%	11.3%	11.8%	11.6%	11.9%
<u>Fees (block per term):</u>							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
Total Block Fees per term	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 credit hours	\$3,987.40	\$4,566.10	\$5,237.80	\$5,825.20	\$6,506.50	\$7,257.40	\$8,116.00
\$ Change		\$578.70	\$671.70	\$587.40	\$681.30	\$750.90	\$858.60
% Change		14.5%	14.7%	11.2%	11.7%	11.5%	11.8%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$458.56	\$458.56	\$458.56	\$481.48	\$481.48	\$481.48	\$481.48
Out-of-State Undergraduate Student Financial Aid ³	\$22.92	\$22.92	\$22.92	\$24.07	\$24.07	\$24.07	\$24.07
Total per credit hour	\$481.48	\$481.48	\$481.48	\$505.55	\$505.55	\$505.55	\$505.55
% Change		0.0%	0.0%	5.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 Credit Hours	\$18,431.80	\$19,010.50	\$19,682.20	\$20,991.70	\$21,673.00	\$22,423.90	\$23,282.50
\$ Change		\$578.70	\$671.70	\$1,309.50	\$681.30	\$750.90	\$858.60
% Change		3.1%	3.5%	6.7%	3.2%	3.5%	3.8%
<u>Housing/Dining</u>							
	\$2,949.00	\$3,429.00	\$3,650.00	\$3,780.00	\$3,914.00	\$4,054.00	\$4,198.00
\$ Change		\$480.00	\$221.00	\$130.00	\$134.00	\$140.00	\$144.00
% Change		16.3%	6.4%	3.6%	3.5%	3.6%	3.6%

¹ can be no more than 5% of tuition.

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

² capped in statute.

University: FSU
2012-13 Legislative Budget Request

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Provide Access to High Quality Academic Programs that Improve Baccalaureate Retention and Graduation	\$5,000,000		\$5,000,000
2	Improve Graduate and Professional Education by Attracting and Retaining Outstanding Faculty and Students	\$7,917,090		\$7,917,090
3	National High Magnetic Field Laboratory Infrastructure	\$3,300,000		\$3,300,000
4	Build Foundation for Break-Through Instrument for "Big Light Project" Free-Electron Laser	\$5,000,000		\$5,000,000
5	Ensure a Fiscally Compliant and Sustainability Focused University	\$598,790		\$598,790
	Total	\$21,815,880	\$0	\$21,815,880

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida State University
Work Plan Issue Title:	Provide Access to High Quality Academic Programs that Improve Baccalaureate Retention and Graduation
Priority Number	1
Recurring Funds Requested:	\$5,000,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$5,000,000

I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

Florida State University has seen a significant decrease in assistant professors. As noted in the chart below, we have slightly fewer faculty than we did in 2001-02 and since 2006-07 we have 32% fewer assistant professors. These assistant professors are the young talent that help build the quality and reputation of the university and provide a cadre of highly energetic, effective undergraduate educators. The continued reliance on adjuncts and graduate assistants will ultimately threaten our Research I status and undermine our objectives for undergraduate education. This will undermine our ability to attract grants and attract top scholars.

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-00</u>	<u>2010-11</u>
Professor	499.92	499.64	506.97	460.67	454.52	445.52	454.99	455.52	435.02	446.52	456.37
Associate Professor	311.99	317.49	320.00	309.00	327.00	326.00	338.35	375.00	371.73	362.73	351.41
Assistant Professor	243.99	266.82	280.00	316.00	329.50	327.00	347.00	327.00	288.00	267.00	238.67
Instructor	12.25	14.00	14.50	11.85	8.00	11.00	12.00	14.00	9.00	7.00	2.00
Other	81.83	85.25	91.25	101.70	116.50	115.79	130.25	134.78	135.70	127.20	133.27
All Rank	1,149.98	1,183.20	1,212.72	1,199.22	1,235.52	1,225.31	1,282.59	1,306.30	1,239.45	1,210.45	1,181.72

We are requesting funds to replace our lost faculty positions with a combination of funds generated through Tuition Differential, an investment of \$5,640,743, and a request for new state resources of \$5,000,000.

The majority of the new faculty will be used to meet student demand. There also are two specific areas that are targeted in Goal 5. One will provide three faculty

to teach entrepreneurial courses. The goal is to instill a spirit of entrepreneurial leadership and foster entrepreneurship across campus. FSU will create a culture that embraces creativity and innovation, and builds an appreciation for the idea that those that take risks gain the greatest benefit. The second specified target is to hire three additional STEM faculty to support a new interdisciplinary initiative of the Institute of Health and Wellness. The initiative will be the home for clinical research and education that not only improves the quality of life for individuals and families but also focuses attention on the larger issues of public policy. The initiative will focus on how individuals can maintain their cognitive abilities well into old age and sustain their ability to have a high quality, independent lifestyle.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

Lower Students to faculty ratio from approximately 35 to approximately 32 students per regular track faculty.

Since ranked faculty typically compete successfully for over \$100,000 per year in Contracts and Grants funds, an increase of more than 100 faculty can also be expected to return over \$10,000,000 while also improving student retention and graduation.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	n/a			
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida State University
Work Plan Issue Title:	Improve Graduate and Professional Education by Attracting and Retaining Outstanding Faculty and Students
Priority Number	2
Recurring Funds Requested:	\$7,917,090
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$7,917,090

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Public universities are economic engines that drive state economies. Study after study demonstrates that strong universities generate economic growth by delivering an educated workforce while fostering innovation and creativity. In turn, innovation attracts federal and private dollars to the state and its communities.

Florida State University is a top research institution that partners in economic development through new business-generating discoveries and technologies and externally funded research achievements. Florida State creates a resource-rich academic environment that draws the finest minds and a promising student body - preparing leaders and employees for the state's enterprises. The university works also to provide an environment that attracts venture capital and high-tech business to the state and region. In these days when Florida is energetically seeking to improve its business climate, it is clear that top-ranked universities like Florida State University have a major role to play.

Florida State University has taken more than \$100 million in general revenue budget cuts since 2007. Despite these cuts, the university has strived to continue to provide high-quality public education. Florida State University alone produces more than 1 million student credit hours per year. This can occur only because the university's efficiency - the ratio of output to resources - is exceptionally high. Consequently, Florida State is ranked among the most efficient universities in the country -- fourth among the nation's public universities for offering an affordable, high-quality education according to *US*

News and World Report. At the same time, continuing cuts place us at a competitive disadvantage to other states in our region and the nation.

To date, Florida State has been able to keep many of the best and brightest students in the state and attract excellent faculty. None the less, faculty “brain drain” is a reality. Other universities attempt to “raid” our top faculty, and the most productive faculty are in demand elsewhere too.

Florida State’s salaries are 17% below our Carnegie classification average. The impact is substantial. The College of Business (Insurance, Risk Management, Real Estate) faculty have had 12 offers from other institutions since 2010. Nine with offer letters totaling \$627,000 above what we pay. This averages \$70,000 above what we paid these faculty. Many were from institutions of lower rank. A similar case can be made regarding graduate students. Research assistants and teaching assistants are compensated far below their peers, especially in technical areas. Our ability to attract those students is declining. Without grad students the university cannot be competitive in attracting grant funds and will not spin off innovations.

We are requesting \$7,917,090 in new resources to invest in and retain our faculty and attract top quality graduate students who are integral to the research and teaching mission of the university.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

The average faculty (excludes Medicine) salary across all ranks will move from 89.3% to 94.7%.

The number of articles (ISI) per ranked faculty will increase from 1.35 to 1.45 by 2013.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	n/a			
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida State University
Work Plan Issue Title:	National High Magnetic Field Lab Infrastructure
Priority Number	3
Recurring Funds Requested:	\$3,300,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$3,300,000

I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

The National High Magnetic Field Lab is the largest, most interdisciplinary and scientifically productive magnet lab in the world. It is the only National Laboratory in the State. The yearly evaluations of the operation and research of the NHMFL have been outstanding since its relocation in the early 90's from MIT to Florida State University, with branches at the University of Florida and the Los Alamos National Laboratory. The current renewal grant presently provides \$32 million annually to the NHMFL for research and operation and is the basis for leveraging ~\$5 million annually in additional grants for design and construction of high-field magnets. The size of the NSF core grant has grown with each five year renewal, most recently increasing by 28% at the start of the present 2008-2012 grant period. Recurring funds from the State of Florida to the NHMFL have decreased over the past twenty years, most dramatically in recent years. Evidence of State commitment is key to continued renewal of the NSF funding.

State funds have now been completely leveraged as matching funds for external grants, to the extent that the NHMFL no longer has any capacity to provide matching for new grants or start-up funds to attract new professorial talent, regardless of the degree to which they would address critical needs at the lab or at our host institutions.

This request addresses some of the NHMFL's most critical needs associated with its continued world leadership in the science carried out at the highest magnetic fields. A need for \$3.3M is necessary to address these needs and to ensure the State's only national laboratory remains in Florida.

Gaps in Science, Engineering and Support Staff - \$2.3M

The activities of the NHMFL in attracting increased NSF and “work-for-others” funding has created strains on existing faculty and staff that directly support and/or complement the deliverables to our funding agencies. Critical areas of basic research, engineering development and administrative support are stretched across a growing base of grants. Approval of this request would reinstate the ratio of direct/indirect faculty and staff when compared to similar research facilities in the U.S. and the initial level of state funds.

Recurring expenses, primarily to offset increased electrical power usage and costs- \$0.5M.

Critical (Mission-wide) Infrastructure that requires ongoing (recurring) support \$0.5M. Examples of these recurring facility and infrastructure needs include cryogenics and helium recovery infrastructure, replacement of obsolete power supply instrumentation and upgrades to magnets for more efficient use of power and to increase magnetic fields available to user program

\$3.30M Total State Funds requested in this LBR

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

The national laboratory has brought in \$210M in the past 5 years and is expected to return \$290M in the next five years. It currently has 420 staff and 1,200 scientific visitors in addition to another 13,500 visitors from the general public each year. The national laboratory is expected to return at least \$33M on the additional investments in the short run growing to over \$45M per year by 2020. With the investment and anticipated federal funding staffing of the laboratory is expected to reach 500.

According to a 2009 report by the FSU Center for Economic Forecasting and Analysis, for every dollar invested by the State between 2006 and 2016, the Magnet Lab is expected to attract \$4.13 in Federal and other sources of money.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	n/a			
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida State University
Work Plan Issue Title:	Build Foundation for Break-Through Instrument for "Big Light" Free-Electron Laser
Priority Number	4
Recurring Funds Requested:	\$5,000,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$5,000,000

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

FSU has an opportunity to win a proposal competition to build a one of a kind terahertz-to-infrared (THIR) light source. The award for construction of "Big Light" is anticipated to be in the \$80M-\$100M range. As with the original award of the NHMFL to the FSU/UF/LANL consortium, supporting funds from the State of Florida would greatly increase the likelihood of success with the "Big Light" proposal.

"Big Light" will be unique, providing multiple, tunable lasers to cover the 'blind spot' in the terahertz to infrared region of the spectrum creating an unprecedented facility for measuring and depicting chemical and biological reactions. It is important to note that the THIR 'blind spot' is the only regime in the electromagnetic spectrum from radio waves to X-rays for which no bright, rapid and tunable source is available to science. The instrument will permit experiments that can be aimed at events taking only picoseconds. Locating "Big Light" alongside the world-unique NHMFL magnets will attract the best scientific talent to FSU to address now-unanswered questions in physics, energy, biochemistry and health and help put Florida in the forefront of investigating areas of science key to technical advances over the next 20 years.

We have a reasonable expectation of success with our "Big Light" proposal:

- The scientific case for "Big Light" has been established by leading scientists across the country through a series of workshops convened since 2004, including an NSF-sponsored workshop on future light sources. It has been a focus of activity at NHMFL for several years.
- The NSF recently provided \$2M to fund a now-completed design for "Big Light" and is expecting an unsolicited proposal to construct "Big Light".

- A recent workshop in April 2011 at the NSF refined and finalized the case for “Big Light”.

The proposal is expected to be submitted to the NSF in late 2011, with its review in 2012 and funding of the successful proposal during 2012-13 fiscal year.

Recurring funds for staffing, operating expenses and equipment acquisition for “Big Light” is expected to require \$5M annually. Because the NSF historically has difficulty providing ongoing operating funds for new facilities, State funding for operation is required.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

Based on the projected rate of return of investment for the National High Magnetic Field Laboratory, we project that the State funding will produce \$20.65M in Federal and other sources of funding.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	A building to house “Big Light” has been designed and placed on the fixed capital outlay list. Funds for construction of this facility will be derived from bonds backed by the FSU Research Foundation.	2012-13	\$30M	
2.				

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida State University
Work Plan Issue Title:	Ensure a Fiscally Compliant and Sustainability Focused University
Priority Number	5
Recurring Funds Requested:	\$598,790
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$598,790

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The Association of Certified Fraud Examiners estimates that a typical organization loses 5% of its annual revenues to fraud. Fraud generally involves a willful or deliberate act or omission with the intention of obtaining an unauthorized benefit, service, property or something of value by deception, misrepresentation or other unethical or unlawful means. Fraud can be committed through many methods, including mail, wire, telephone and the Internet. Florida State University has a “zero tolerance” for fraudulent, unethical and other dishonest activities. Although the University currently has internal audit and compliance controls in place, the following requests would allow expansion and greatly enhance the program, further protecting the University and saving valuable resources.

Fraudulent Activity Detection and Prevention

- A Fiscal and Administrative Compliance Unit, with initial staffing of two Certified Fraud Examiners, would be responsible for fraud prevention and detection, as well as financial policy compliance oversight with University departments. Implementation of a Third-Party Hotline would provide a mechanism for employees to anonymously report possible misdeeds or suspicious activity. Functions of the Unit would include development of a Fraud Prevention Education Program for employees. (\$187,000)
- Increased and more timely monitoring of departments’ compliance with University policies and procedures would help alleviate the inherent risk of fraud and recurring audit findings in areas such as Purchasing Card

usage. An additional staff position is required to perform the necessary monitoring. (\$45,000)

- There are currently more than 100 identified Cash Collection sites at the University. Requiring and providing reauthorization of cash collection sites every three years is needed to allow compliance monitoring and internal control training on a full-time basis. An additional staff position is required to complete authorizations. (\$70,000)
- Better monitoring of uncollected debts, both internal and external, would reduce the number of accounts receivables placed with outside collection agencies, decrease write-off totals and increase collections – all saving resources and improving institutional financial control. Two additional positions are required to increase collection efforts. (\$65,000)

Disposition of Copyright Infringement Complaints/Violations

Under federal law the University must uphold and promote legitimate use of copyrighted material. Downloading and distribution of copyrighted music, movie and other entertainment files from online distribution sites that offer these items free of charge is illegal, in direct violation of the federal Digital Millennium Copyright Act (DMCA), the Florida State University Student Conduct Code and University policy. The DMCA also criminalizes the act of circumventing an access control, whether or not there is actual infringement of copyright itself. The Online Copyright Infringement Liability Limitation Act created a safe harbor for online service providers against copyright liability if they adhere to and qualify for certain prescribed safe harbor guidelines and promptly block access to allegedly infringing material when they receive notification claiming infringement from a copyright holder or the copyright holder's agent.

FSU is considered an Online Service Provider for its students, faculty and staff. The DMCA requires the University to expeditiously respond to complaints it receives of copyright infringements. These complaints typically come from the motion picture, gaming, recording and software industries with justifiable objections to the unauthorized copying and distribution of copyrighted materials in electronic form. Making unauthorized copies of these materials is a copyright infringement. When notified by a copyright owner of infringing materials on a computer attached to the University network, the University must take immediate action to block network access to the computer and notify the owner of the computer determined to contain infringing materials.

Over the last several years, the University has received and closed increasing numbers of complaints. There has been a threefold increase in the number of complaints received since 2008-2009.

History of Copyright Complaints

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Complaints Received	69	41	73	130	279	495	949
Complaints Closed	63	48	70	131	276	465	881

Recently, Recording Industry Association of America and Motion Picture Association of America copyright holders have changed tactics. At first, they used in-house IT services attached to their legal department; but now they out-source their reporting efforts to professional bounty hunters. These bounty hunters leave FSU to sort out a wide variety of erroneous infringement. The number of watchdog agencies joining the hunt has increased from a relatively few to a wide variety of companies that never worked the problem before.

Illegal downloading and file sharing activities maliciously expose the University's network, computing systems and personal computers to destructive computer malware, and denial of service attacks. Illegal downloading activity significantly increases the risk of exposure to personal identity theft and irreparable or costly damage to both University and personally owned computing devices. The potential consequences of illegal downloading and file sharing are extremely serious, with both civil and criminal penalties.

- While the number of complaints has risen over time, the University has deployed a number of countermeasures that have limited violations in the last six months. Still, the workload exceeds those experienced only a few years ago and existing central IT staff resources were never intended to perform the duties, responsibilities and functions required for the University to be in compliance with federal mandates. An additional position is required to monitor, handle and respond to external copyright infringement complaints and conduct annual compliance reviews. (\$52,000)

Campus Sustainability

"Meeting the needs of the present generation without compromising the ability of future generations to meet their own needs" describes sustainability. The FSU Sustainable Campus Initiative (SCI) has taken many forms over the years, beginning in 2004 with the Collection and Recycling Program. Today, the SCI is steered by the Strategic Planning Group. The Group has developed a mission statement and set of goals that reflect educating the campus community about sustainability and continues looking for opportunities to make sustainability more mainstream at FSU. Recognizing their broad impact spectrum, universities

have unique institutional responsibilities with their communities. Resources and actions dedicated to transitioning our campus to a more sustainable future are considered an investment, not only for the campus, but reaching out into the future lives of our students in their individual communities.

- The growing availability of energy data has lent itself nicely to dashboards that let viewers keep track of what type, how much, where and when energy is used. Utility Usage per Square Foot (electricity, steam, chilled water & domestic water) and Building Energy Intensity (total concentration of energy used over a one-year period) are both measured. The University's energy conservation initiative would be greatly enhanced through the implementation of an "Energy Usage Visualization System", a dashboard program and supporting infrastructure. (\$60,000)
- Although our campus will likely never achieve a "zero waste" status, there is considerable room for improvement in that area. Further development and expansion of our campus recycling efforts can be accomplished through the addition of two staff positions, more varied collection bins to be distributed throughout campus and initiation of increased student involvement through our Office of Sustainability student internships. (\$119,790)

We are requesting a total of \$598,790 in new resources to invest in maintaining our University's financial integrity and sustainability commitment.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

Unfortunately, it is difficult to quantify protection or that which is prevented from happening. The items presented here are investments to prevent and detect occurrences where the benefits will intuitively be recouped and represent good faith efforts to promote "doing the right thing". There is no doubt that resources providing these measures will help ensure the operational excellence, financial integrity and environmental consciousness of Florida State University. In particular, if this request is funded:

- Number of Purchasing Card transactions reviewed for compliance will increase by 50% within 6 months.
- All cash handling sites will be certified and reviewed every 3 years, ensuring sites are compliant and staff training is current pertaining to

policies and procedures. Increased authorizations will be developed over a 12 month period.

- Accounts receivable billing and reporting, where possible, will be centralized within 12 months, improving internal controls.
- Student write-offs will be reduced by 25% within 12 months.
- Evasive Peer-to-Peer traffic and copyright infringement on campus will be reduced through greater awareness, responsiveness and enforcement.
- Compliance with federal mandates pertaining to copyrights will be facilitated and the University institutional image will be protected.
- Usage and conservation of not just electricity, but all types of resources running the physical campus, will be better measured and assessed.
- Achieved results of recycling program will increase from the currently estimated 40% to more than 50%.

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

**University: Florida State University
Five-Year Capital Improvement Plan (CIP)**

**University:
Five-Year Capital Improvement Plan (CIP)**

PECO Projects

Priority No.	Project Name	Actual Appropriation 2011-2012	Code	2012-2013	Code	2013-2014	Code	Priority No.	2014-2015	Code	2015-2016	Code	2016-17	Code	Total
1	Utilities/Infrastructure/Capital Renewal/Roofs	1,827,644	PCE	10,000,000	PCE	15,000,000	PCE	1	15,000,000	PCE	15,000,000	PCE	15,000,000	PCE	70,000,000
2	Applied Sciences Building			10,000,000	CE			2							10,000,000
3	FAMU-FSU College of Engineering III - Joint Use			4,000,000	CE	11,034,335	CE	3							15,034,335
4	Earth, Ocean and Atmospheric Sciences Building (EOAS)			3,850,000	P			4	30,000,000	C	26,100,000	CE	5,000,000	E	64,950,000
5	Eppes Building Remodeling			12,000,000	PC	2,500,000	CE	5							14,500,000
6	Teaching Classroom Building			2,250,000	P	27,750,000	CE	6	4,000,000	CE					34,000,000
7	Firestone/Warren Building Renovations			1,600,000	P	17,400,000	CE	7	2,900,000	E	600,000	P	6,600,000	CE	29,100,000
8	Library Information Commons			2,250,000	P	18,000,000	C	8	37,000,000	CE	5,000,000	CE			62,250,000
9	Land Acquisition			5,000,000	LA			9	5,000,000	LA			5,000,000	LA	15,000,000
10	Academic Support Building			2,000,000	P	33,000,000	C	10	4,000,000	E					39,000,000
11	Dittmer Building Remodeling			3,000,000	P	22,500,000	C	11	16,000,000	CE	5,000,000	CE			46,500,000
12	Physics Building					3,800,000	P	12	50,000,000	CE	5,000,000	E			58,800,000
13	Clinical Training Center (Non-Medical)					2,000,000	P	13	20,000,000	C	3,000,000	E			25,000,000
14	Academic Community Complex							15	7,000,000	P	103,000,000	CE	8,000,000	E	118,000,000
15	Kellogg Research Building							17			1,500,000	P	15,000,000	C	16,500,000
16	Biology Unit I Building							18			2,400,000	P	26,000,000	C	28,400,000
TOTAL		\$1,827,644		\$55,950,000		\$152,984,335			\$190,900,000		\$166,600,000		\$80,600,000		\$647,034,335

Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
Yes	Campus	N/A
No	Engineering	75,940
Yes	Engineering	78,100
No	Geo/Meteor/Ocean	150,000
Yes	Criminology	29,982
Yes	Academics	72,750
No	Academics	165,259
Yes	Library/Information	168,250
Yes	Campus	N/A
Yes	Facilities	83,185
Yes	Chemistry	146,487
No	Physics	117,400
Yes	Academics	45,950
Yes	Academics	371,400
Yes	Academics	46,255
Yes	Biology	80,609

Challenge Grant Projects

17	College of Music Teaching Improvements (State Share)			\$1,793,597	PCE			19							1,793,597
18	Ringling Circus Museum (State Share)			\$694,763	PCE			20							694,763
19	Center for Asian Art (State Share)			\$4,100,000	PCE			21							4,100,000
20	Student Success Center Improvements (State Share)			\$494,349	PCE			22							494,349
21	College of Medicine Clinic Improvements (State Share)			\$2,000,000	PCE			23							2,000,000
22	College of Education Multipurpose Teaching Facility (State Share)			\$1,000,000	PCE			24							1,000,000
23	Panama City Academic Center (State Share)			\$453,150	PCE			25							453,150
24	Ringling Museum Library Improvements (State Share)			\$7,645	PCE			26							7,645
TOTAL				\$10,543,504		\$0			\$0		\$0		\$0		\$10,543,504

N/A	Music	76,338
N/A	Academics	20,100
N/A	Art/Education	42,000
N/A	Academics	46,913
N/A	Medicine	13,500
N/A	Education	18,480
N/A	Academics	105,364
N/A	Academics	N/A

GRAND TOTAL	\$1,827,644	\$66,493,504	\$152,984,335		\$190,900,000	\$166,600,000	\$80,600,000	\$657,577,839
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P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

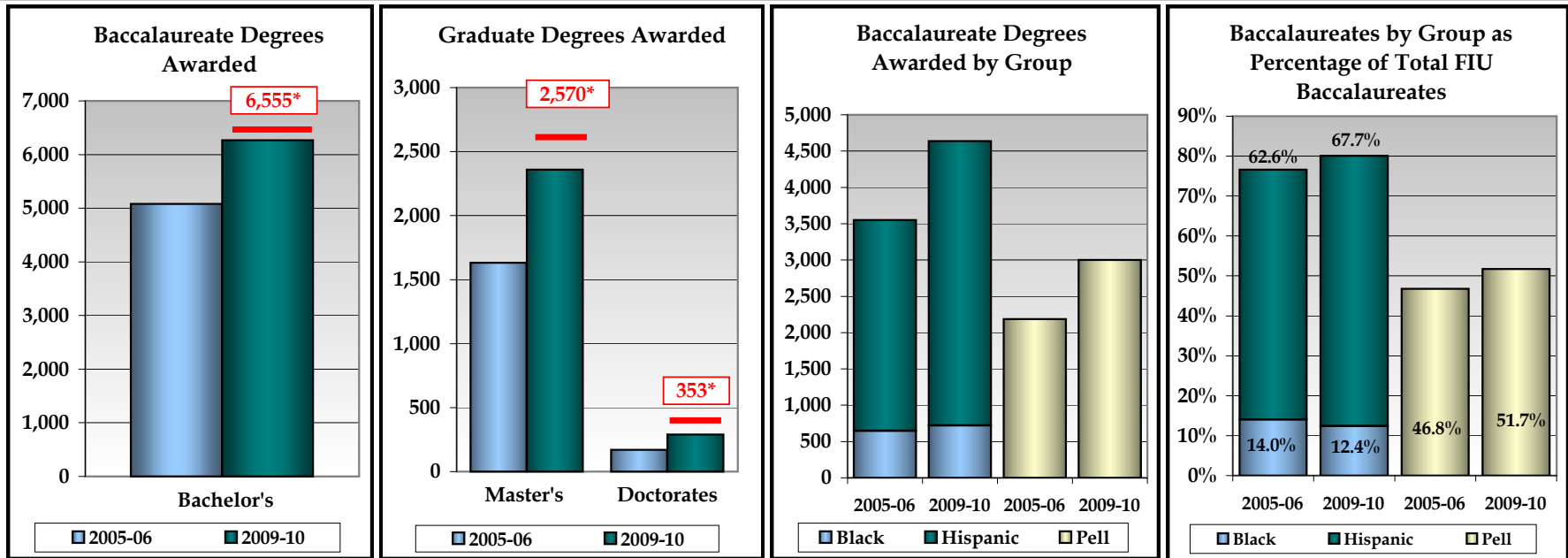
**2011 Update to the
Florida International University
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

Florida International University 2010 Annual Report

Sites and Campuses			University Park Campus, Biscayne Bay Campus, Pines Center Site			
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification	
TOTAL (Fall 2009)	40,455	100%	TOTAL	174	Undergraduate Instructional Program: Professions plus arts & sciences, high graduate coexistence	
Black	4,910	12%	Baccalaureate	65	Graduate Instructional Program: Comprehensive doctoral (no medical/veterinary)	
Hispanic	24,094	60%	Master's & Specialist's	78		
White	6,299	16%	Research Doctorate	28	Enrollment Profile: High undergraduate	
Other	5,152	13%	Professional Doctorate	3	Undergraduate Profile: Medium full-time four-year, selective, lower transfer-in	
Full-Time	24,074	60%	Faculty (Fall 2009)	Full-Time	Part-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	16,381	40%		Full-Time		Part-Time
Undergraduate	30,927	76%	TOTAL	871	683	Elective Classification: N/A
Graduate	7,299	18%	Tenure/T. Track	633	18	
Unclassified	2,229	6%	Other Faculty/Instr.	238	665	

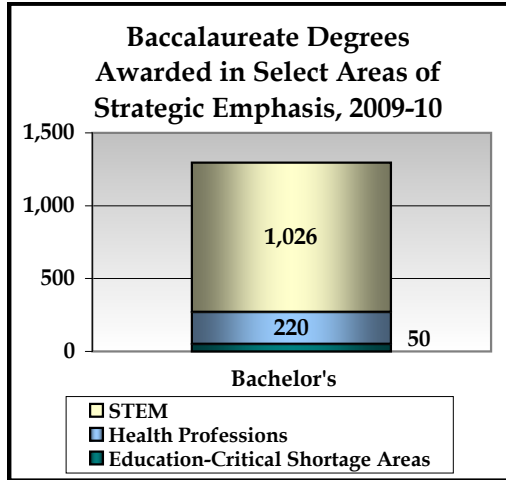
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



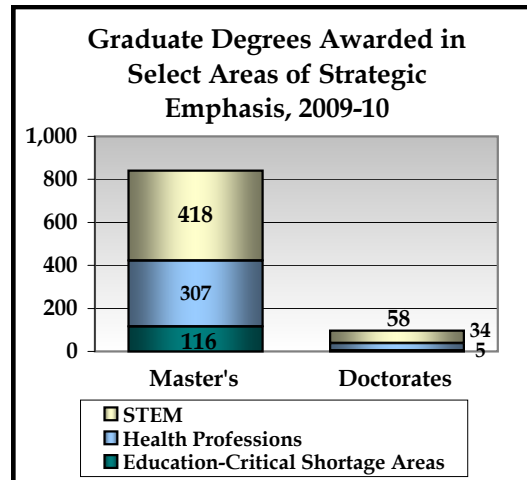
***2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.**

**[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I].**

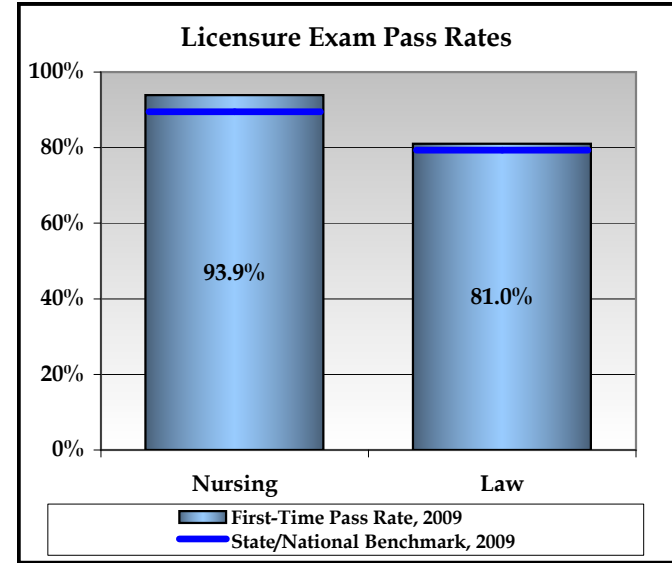
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



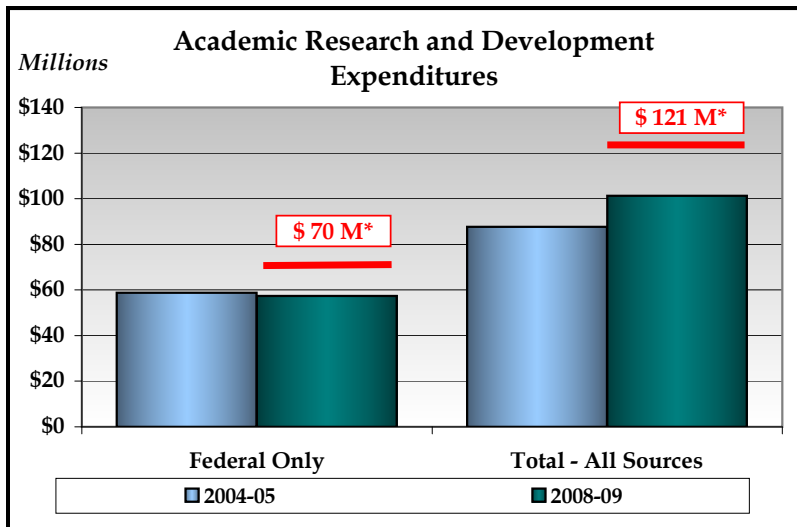
2012-13 Target: Increase
(2008-09 Baseline: 1,186 Total)



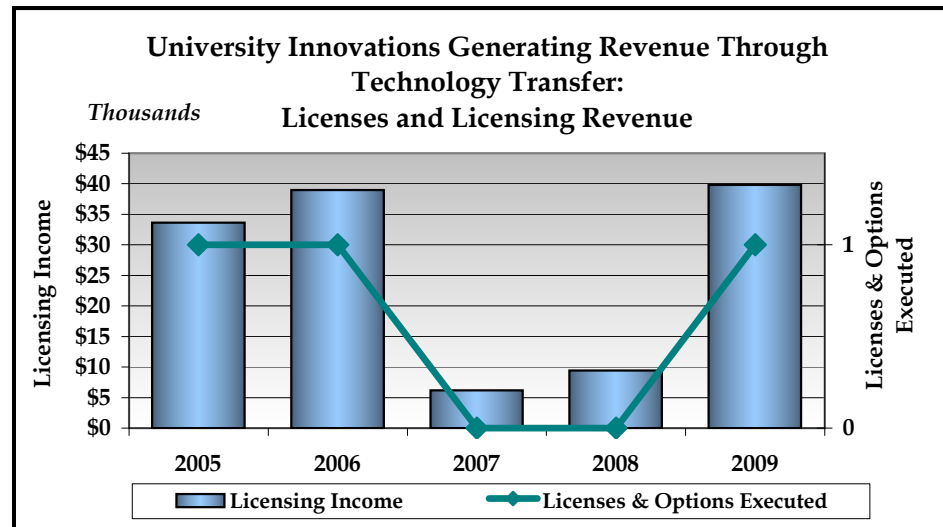
2012-13 Target: Increase
(2008-09 Baseline: 985 Total)



**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



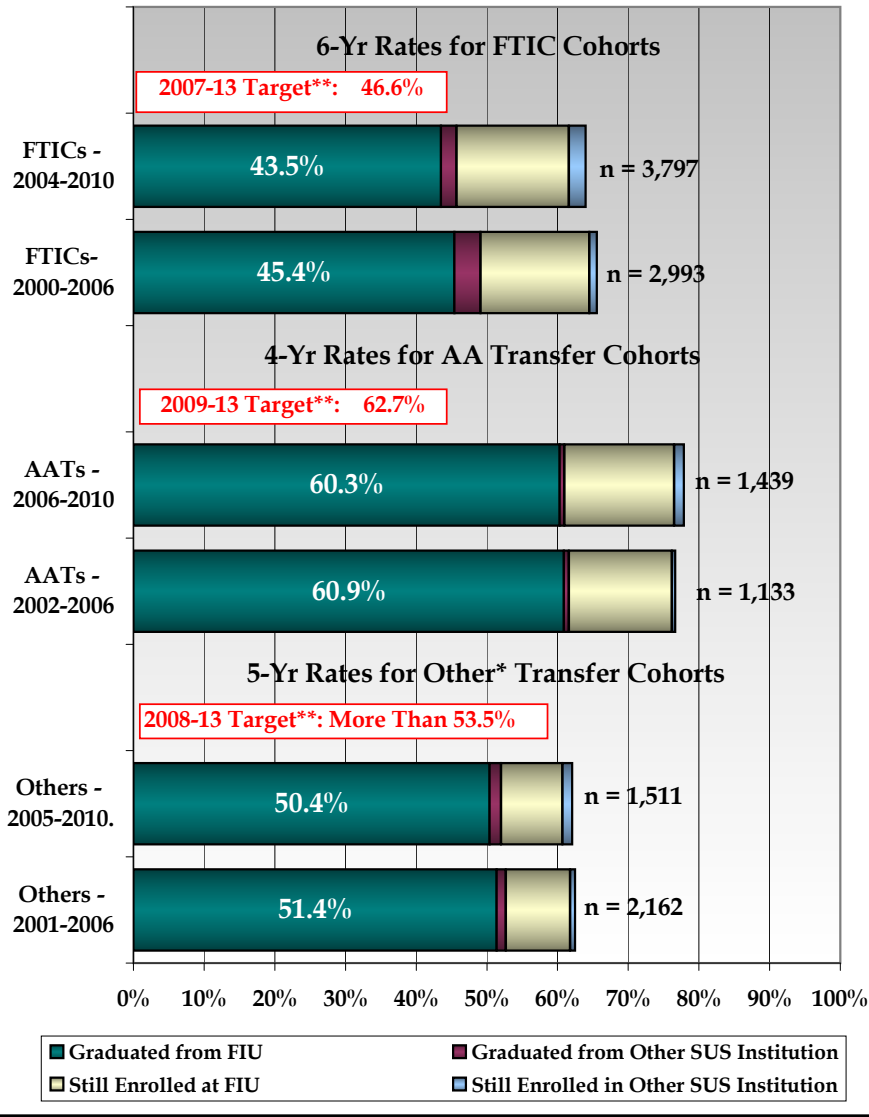
***2011-12 Targets for Research & Development Expenditures.**



2011-12 Targets: Licenses - Increase (2008 Baseline = 0)
Licensing Revenue - Increase (2008 Baseline = \$9,423)

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

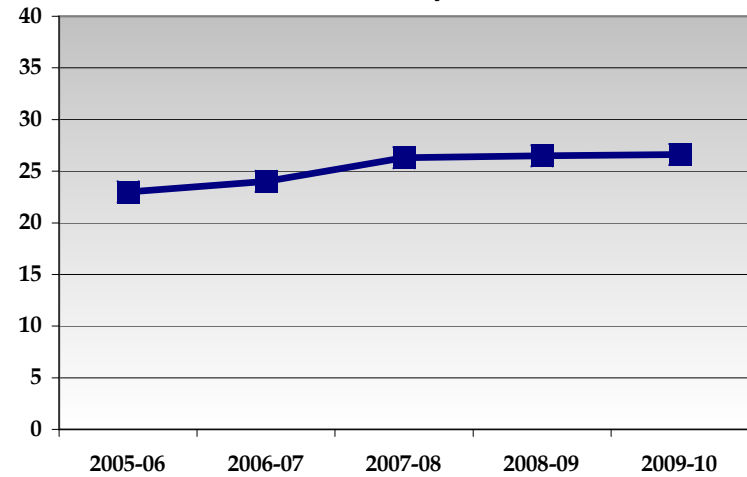
Undergraduate Retention and Graduation Rates



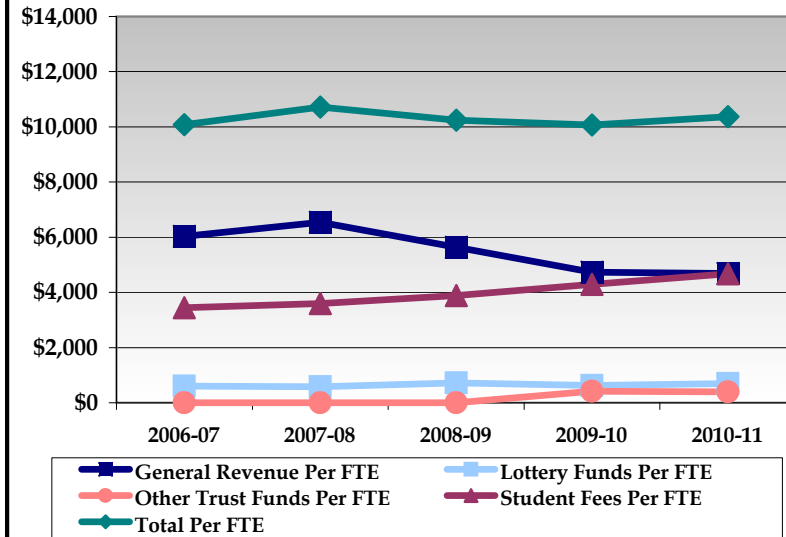
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Select Data Tables from the 2009-2010 Annual Report

* Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.

Degrees Awarded	2005-06	2006-07	2007-08	2008-09	2009-10	
Baccalaureate	5,080	5,324	5,497	5,663	6,267	
Master's and Specialist	1,632	1,933	2,172	2,255	2,359	
Research Doctoral	88	100	122	127	114	
Professional Doctoral	82	86	90	123	176	
Comparison with Peers*	Baccalaureate	2005-06	2006-07	2007-08	2008-09	2009-10
	Georgia State University	3,557	3,793	3,360	3,842	3,890
	University of Louisville	2,253	2,328	2,298	2,482	2,550
	University of Houston	4,632	4,810	4,759	4,874	4,764
	George Mason University	3,655	3,726	3,809	4,009	4,202
	Master's and Specialist	2005-06	2006-07	2007-08	2008-09	2009-10
	Georgia State University	1,911	1,751	1,752	1,834	2,078
	University of Louisville	1,255	1,280	1,261	1,281	1,245
	University of Houston	1,325	1,373	1,448	1,521	1,709
	George Mason University	2,942	2,547	2,557	2,507	2,863
	Research Doctoral	2005-06	2006-07	2007-08	2008-09	2009-10
	Georgia State University	149	170	200	213	225
	University of Louisville	144	135	151	142	161
	University of Houston	236	239	259	231	231
	George Mason University	163	181	189	202	158
	Professional Doctoral	2005-06	2006-07	2007-08	2008-09	2009-10
	Georgia State University	181	208	185	182	199
	University of Louisville	327	346	343	332	347
	University of Houston	536	539	550	555	526
	George Mason University	207	206	216	228	224

Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10		
	#	%	#	%	#	%	#	%	#	%	
Hispanic	2,903	62.6	3,169	63.8	3,369	64.6	3,555 Increase*	66.5	3,919	67.7	
Non-Hispanic Black	648	14	650	13.1	711	13.6	682 Increase*	12.8	720	12.4	
Pell Grant Recipients	2,186	46.8	2,276	45.7	2,546	48.6	2,606 Increase*	48.4	3,002	51.7	
Comparison with Peers*	Baccalaureate Degrees Awarded to:										
	Hispanic		2005-06	2006-07	2007-08	2008-09	2009-10				
	Georgia State University		140	130	133	147	251				
	University of Louisville		24	38	39	40	56				
	University of Houston		911	1,003	1,043	1,071	1,076				
	George Mason University		277	296	274	316	340				
	Non-Hispanic Black		2005-06	2006-07	2007-08	2008-09	2009-10				
	Georgia State University		1,119	1,164	1,032	1,112	1,078				
	University of Louisville		301	270	254	258	291				
	University of Houston		568	548	510	567	569				
George Mason University		287	300	281	291	300					
Pell Grant Recipients data, as defined by the BOG in this metric, are not available for Peers.											
Degrees Awarded in Select Areas of Strategic Emphasis	2005-06		2006-07		2007-08		2008-09		2009-10		
STEM (Baccalaureate)	968		987		987		934		1,026		
STEM (Graduate)	402		479		501		587		476		
Health Professions (Baccalaureate)	278		207		205		211		220		
Health Professions (Graduate)	199		223		284		285		341		
Education–Critical Shortage (Bacc.)	71		53		56		41		50		
Education–Critical Shortage (Grad.)	79		140		76		113		121		
Comparison with Peers*	Degrees Awarded in Disciplines defined by the BOG as STEM Strategic Areas for FIU.										
	Baccalaureate		2005-06	2006-07	2007-08	2008-09	2009-10				
	Georgia State University		278	354	303	351	379				
	University of Louisville		347	359	343	401	434				
	University of Houston		817	882	837	820	881				
	George Mason University		427	400	439	415	484				
	Graduate		2005-06	2006-07	2007-08	2008-09	2009-10				
	Georgia State University		134	154	168	151	184				
	University of Louisville		231	215	216	230	223				
	University of Houston		347	316	311	327	385				
George Mason University		273	313	311	327	385					

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010			
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr		
Fed.Def.: 6-Yr Rates Full-Time FTICs	48.2%	14.9%	49.2%	13.8%	48.7%	14.5%	46.4%	14.9%	45.8%	15.7%		
SUS Def.: 6-Yr Rates - FTICS	45.4%	15.4%	47.2%	14.1%	46%	14.8%	44.8%	15.6%	43.5%	15.9%		
SUS Def.: 4-Yr Rates - AA Transfers	60.9%	14.6%	62.5%	13.0%	60.7%	15.1%	60.7%	13.3%	60.3%	15.5%		
SUS Def.: 5-Yr Rates - Others	51.4%	9.1%	53.1%	9.5%	50.3%	10.0%	53.5%	9.1%	50.4%	8.7%		
Comparison with Peers*	Federal Definition: 6-Year Graduation Rate Full-Time FTICs											
					By 2006	By 2007	By 2008	By 2009				
	Georgia State University				41%	47%	44%	50%				
	University of Louisville				41%	44%	46%	48%				
	University of Houston				42%	43%	42%	41%				
George Mason University				56%	58%	61%	64%					
Licensure Exam Pass Rates	Year 1		Year 2		Year 3		Year 4		Year 5			
Nursing (2005-06 Through 2009-10)	95.5%		90.3%		84.7%		89.0%		93.9%			
Law (2006 - 2010)	81%		87.8%		88%		81%		80.9%			
Comparison with Peers*	Nursing: National Benchmark:											
	86.7%	88.3%		86.4%		87.5%		89.5%				
Comparison with Peers*	Law: Florida Benchmark:											
	77.1%	81.3%		84.2%		79.3%		79.3%				
Academic Research and Development Expenditures	2004-05		2005-06		2006-07		2007-08		2008-09			
Federal Only (Thousand \$)	\$ 58,718		\$ 58,158		\$ 62,366		\$ 60,045		\$ 57,371			
Total - All Sources (Thousand \$)	\$ 87,720		\$ 84,697		\$ 108,015		\$ 107,025		\$ 101,322			
Comparison with Peers*	Federal Only											
		2004-05		2005-06		2006-07		2007-08		2008-09		
	Georgia State University	\$28,870		\$28,542		\$28,205		\$30,248		\$28,364		
	University of Louisville	\$68,213		\$71,920		\$78,070		\$74,851		\$78,614		
	University of Houston	\$41,413		\$42,613		\$42,644		\$43,845		\$42,450		
	George Mason University	\$47,904		\$45,126		\$48,452		\$52,908		\$60,094		
		Total - All Sources		2004-05		2005-06		2006-07		2007-08		2008-09
Georgia State University	\$61,651		\$64,624		\$65,900		\$94,429		\$78,920			
University of Louisville	\$139,942		\$148,246		\$163,434		\$164,123		\$167,178			
University of Houston	\$87,936		\$80,934		\$78,381		\$87,691		\$102,917			
George Mason University	\$57,373		\$60,168		\$61,068		\$76,838		\$85,306			

Technology Transfer	2005	2006	2007	2008	2009	
Licenses & Options Executed	1	1	0	0	1	
Licensing Income	\$ 33,640	\$ 38,992	\$ 6,166	\$ 9,423	\$ 39,819	
Comparison with Peers*	Licenses & Options Executed*	2005	2006	2007	2008	2009
	Georgia State University	N/A	N/A	N/A	N/A	N/A
	University of Louisville	8	8	7	11	12
	University of Houston	14	N/A	1	1	6
	George Mason University	4	8	2	13	4
	Licensing Income*	2005	2006	2007	2008	2009
	Georgia State University	N/A	N/A	N/A	N/A	N/A
	University of Louisville	\$80,924	\$50,652	\$87,629	\$142,321	\$437,410
	University of Houston	\$543,664	N/A	\$1,224,826	\$1,127,214	\$1,952,557
	George Mason University	\$47,527	\$143,269	\$69,542	\$104,007	\$163,444
*As reported in the AUTM Licensing Activity Survey.						
OTHER KEY OUTPUT OR OUTCOME METRICS						
Comparison with Peers*						

**Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report,
Three (3) Areas of Concern/Areas Needing Improvement**

(1) **6-Year Graduation and Retention Rates:** FIU has made great efforts to improve the 6-year graduation and retention rates for our first-time-in-college students. We are very proud to have the highest 6-year graduation rate for Hispanic Full-Time FTICs in the nation, 49% (Fall 2003 cohort), when compared to comparable large Hispanic-Serving Institutions.* As shown below, FIU has had the highest Hispanic graduation rate for the last three years among 4-year public institutions with the largest percentage of Hispanic enrollment. When compared with our peers, FIU's Hispanic graduation rate ranks second.

6-Year Graduation Rate Hispanics, Full-Time FTICs (for Hispanic serving Institutions)

	By 2006	By 2007	By 2008	By 2009
Florida International University	51%	50%	51%	49%
California State University - Fullerton	46%	44%	45%	46%
California State University - Northridge	37%	38%	35%	41%
California State University - Long Beach	42%	40%	47%	47%
The University of Texas at San Antonio	28%	31%	29%	29%
University of New Mexico - Main Campus	41%	41%	42%	38%

*The institutions selected for comparison of Hispanics graduation rate meet the following criteria: 1) 4-year, public institutions, 2) undergraduate enrollment over 20,000 students, and 3) at least 25% of their undergraduate enrollment is Hispanic.

6-Year Graduation Rate Hispanics, Full-Time FTICs (for Peer Institutions)

	By 2006	By 2007	By 2008	By 2009
Georgia State University	39%	52%	47%	46%
University of Louisville	28%	30%	52%	35%
University of Houston	41%	39%	41%	36%
George Mason University	51%	64%	61%	62%

FIU is committed to increase the six-year graduation and retention rates for not only of our Hispanic students but for all our undergraduate population. By 2013, we plan to increase the six-year graduation rate of full-time FTICs to 46.6% and the retention rate to 62.6%. To reach this goal, the University has developed a new strategy that places special emphasis on sustained enrollment and early identification of an appropriate major.

Effective Fall 2012, all undergraduate applicants will be required to declare a major as part of the admission process. During the process, the applicants would have access to an online, interactive advising program that will help them match their strengths, interests, and goals with an "appropriate major". The University will also develop "exploratory majors" for freshmen who may not be able to select an "appropriate major". Students in an "exploratory major" will be guided during their first-year experience course to identify their correct major. In addition, undergraduate advisors would be assigned or clustered to advise students according to their majors. Each major would have a "curricular map" with key milestones. If a student does not satisfy a particular milestone, an automatic alert will be sent to the student and the advisor. If a student is not satisfying critical markers, such as gate keeper courses, an advising session is required and the student may be directed to change major. Undergraduate advisors as well as an interactive online advising system would assist students who need redirection to an appropriate major. We believe that asking students to focus on a major from the beginning of their studies, providing them the advising tools they need, and requiring them to meet critical degree milestones will improve the institution graduation and retention rates.

**Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report,
Three (3) Areas of Concern/Areas Needing Improvement**

(2) Baccalaureate Degrees Awarded to Black, Non-Hispanics:

In its 2010 Work Plan, FIU stated its commitment to increase the number of baccalaureate degrees awarded to Black students while maintaining the percentage of total bachelor's awarded to this group. In 2009-2010, FIU awarded 720 bachelor's degrees to Black, Non-Hispanics students. This is a 5.6% increase when compared with the 2008-09 academic year and 12.4% of the total baccalaureate degrees awarded, excluding degrees awarded to non-resident aliens and students who did not report ethnicity.

As part of our continued efforts to increase the number of bachelor's degrees awarded to Black students, the University established a "Task Force on Recruitment of Students of African Descent". The Task Force met during the 2010-2011 academic year and made several recommendations on creating a more intensive recruitment plan that goes beyond traditional college fairs and high school visits. Among other ideas, the plan calls for an expansion of early outreach and pre-collegiate activities designed to increase college awareness in students in elementary and middle schools- focus on talented students in fields such as math and science. The Task Force also made recommendations on ways to improve our retention and graduation rate of Black students. These include: 1) creating mentoring programs where student leaders at FIU are assigned an incoming freshman and serve as their mentor during their first year at FIU, 2) encouraging students to participate in service learning initiatives, and 3) creating an intensive advisement strategy that involves monitoring high risk students and providing them supplemental instruction alternatives. The University is currently developing plans that implement some of the Task Force's recommendations.

(3) Production of STEM graduate degrees:

FIU is committed to increase production of STEM degrees and to improve recruitment efforts to attract those students who are usually underrepresented in these fields. In the academic year 2009-10, 476 graduate STEM degrees were awarded and 43% of them were awarded to minority students. At the undergraduate level, 80% of the 1,026 bachelor's STEM degrees awarded in 2009-10 were awarded to minorities.

2009-10 STEM Degrees Awarded

Ethnicity	Undergraduate	Graduate
African American	87	33
Asian	66	18
Hispanic	670	156
Minority Subtotal	825	207
TOTAL	1,026	476

FIU continues enhancing the variety of STEM programs offered as well as its academic offerings. For example, the University is now offering the Master of Science of Engineering Management in two formats: the standard format and a cohort- professional format where students complete the courses following a lock-step plan. Additionally, the University implemented a new Master of Science in Information Technology in spring 2011. This program will allow FIU to be on the forefront of the national trend in IT education and provide a well-trained highly-skilled labor force to the national and local industries. In addition, a Doctor of Philosophy in Biochemistry will be implemented in fall 2011. This research doctorate is designed to meet the need for advanced research and training capabilities in the expanding fields of biochemistry and molecular biology.

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

2010-2015 Strategic Plan approved by Board of Trustees

FIU's Board of Trustees approved the *2010-2015 Worlds Ahead Strategic Plan* at the December 9, 2010 meeting. The *Worlds Ahead Strategic Plan* focuses the university on its mission as an urban, multi-campus, public research university serving its students and the diverse population of South Florida. FIU will provide high quality teaching, engage in state-of-the-art research and creative activity, and enhance the educational, cultural and economic vitality of our local and global community. A copy of the *Worlds Ahead Strategic Plan* can be found at <http://stratplan.fiu.edu>.

Successful SACS Reaffirmation

The Board of Trustees of the Southern Association of Colleges and Schools (SACS) – Commission on Colleges approved Florida International University's reaffirmation of accreditation at the December 6, 2010 board meeting. The reaffirmation is for a ten year period. This decision represents the culmination of several years of planning and documentation for our Compliance Certification Report, Quality Enhancement Plan (QEP), and March 2010 site visit. The reaffirmation was granted with no recommendations and no follow-up requirements. A copy of the QEP is available online at http://goglobal.fiu.edu/QEP_Report-Final.pdf.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
M	24.0101	Liberal Arts & Sciences/ Liberal Studies	Corrective Action	This degree program is not allocated any assistantships. Therefore, the number of students enrolled is quite modest. The College of Arts and Sciences plans to modify the curriculum and its delivery thoroughly and offer the program online to attract more students.
M	13.1201	Adult and Continuing Education and Teaching	Corrective Action	The Faculty has decided to merge the program with the Human Resource Development program calling it Adult Education and Human Resource Development. The merger should occur by May 2011.

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
June 2011	B	09.0101	Communication Arts	2012
Sept. 2011	RD	26.0102	Biomedical Sciences	2012
Dec. 2011	RD	03.0104	Environmental Science and Policy	2013
Dec. 2011	M	52.1401	Brand Management	2012
Dec. 2011	B	03.0201	Sustainability	2012
June 2012	B	45.0201	Anthropology	2013
Dec. 2012	B	30.0000	Interdisciplinary Studies	2013
June 2013	PD	52.2001	Pharmacy	2014

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

As stated in *Worlds Ahead Strategic Plan*, one of Florida International University's goals is to achieve enhanced student learning and academic excellence. As the only public research university in South Florida, FIU is committed to increasing access and degree production in the knowledge economy. Therefore, during the next five years, the University plans to increase enrollment by 2,000 academically qualified students per year.

The University's strategic plan calls for a gradual shift to a higher percentage of graduate and first professional students. From the current enrollment mix of 80.3% undergraduate, 18.1% graduate, and 1.6% first professional students to 78.8%, 20% and 2%, respectively. This goal is based on the University's commitment to fulfill the increasing demand for professional graduate degrees of the local community as more and more individuals return to college to pursue advanced education. Also, FIU is offering new programs -- such as the Doctor of Medicine, the Doctor of Nursing Practice and the Doctor of Physical Therapy -- as part of a strategy to meet Florida's critical needs in the health area.

Additionally, the University plans to increase by 2% the percentage of full-time students at all levels. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years.

The *Worlds Ahead Strategic Plan* also encourages interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning. Therefore, FIU plans to increase fully online instruction from the current 13.6% to 20% by year 2015. This will bring technology innovation to the classroom and provide current and prospective students additional access to higher education.

Finally, the strategic plan requires a gradual shift to more out-of-state and international students; from the current 90% Florida Residents -- 10% Non-Florida Residents mix to 88% Florida Residents and 12% Non-Florida Residents by 2015. This goal, based on FIU's founding mission to foster international understating, will increase access, diversity, and foster Florida's desire to be a global leader in economic development. In keeping with its mission, the University's focus on globalization and global awareness drove the selection of Global Learning for Global Citizenship as the topic of the University's 2010 Quality Improvement Plan (QEP).

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

Explanation of Over-Enrollment: Enrollment for 2010-11 exceeded the 5% threshold at the UPPER, GRAD I and GRAD II levels. The increase was mainly caused by the University efforts to grant greater access to higher education and increase degree production. The larger increase is found at the graduate level, which exceeded the 5% threshold by 4% in GRAD I and 10% in GRAD II. The growth is mostly driven by economic factors as more Floridians are seeking educational opportunities to either change careers or enhance their portfolio to prepare for when the economy turns around. The College of Business Administration continues to be the largest contributor to the growth in GRAD I. At the GRAD II level, significant growth continues to occur in the Health Sciences area specifically in the Doctor of Physical Therapy (DPT) program.

Another factor that contributed to the increase in GRAD II FTEs, is the recent change of the GRAD II definition. The new definition calls for all doctoral students to be considered GRAD II from their first enrollment in the program and for Law to be counted as GRAD II.

**Enrollment Plan Proposal - All State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Actual	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	7,860	7,973	7,860	8,866	9,163	9,742	10,345	4%
FL Resident Upper	11,682	12,640	11,682	12,755	13,187	14,033	14,890	3%
FL Resident Grad I	2,588	2,687	2,588	3,016	3,257	3,769	4,444	8%
FL Resident Grad II	818	976	818	1,001	1,041	1,127	1,242	4%
Total FL Resident	22,948	24,276	22,948	25,637	26,648	28,670	30,921	4%
Non-Res. Lower		548		665	703	782	794	7%
Non-Res. Upper		916		907	955	1,054	1,078	3%
Non-Res. Grad I		860		822	894	1,049	1,221	5%
Non-Res. Grad II		382		345	373	433	503	4%
Total Non-Res.	2,138	2,705	2,138	2,739	2,925	3,318	3,596	5%
Total Lower		8,521		9,531	9,866	10,524	11,140	5%
Total Upper		13,355		13,662	14,142	15,087	15,968	3%
Total Grad I		3,547		3,838	4,151	4,818	5,665	7%
Total Grad II		1,358		1,346	1,414	1,560	1,745	4%
Total FTE	25,086	26,981	25,086	28,377	29,573	31,989	34,518	4%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Actual	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	80	71		140	210	300	380	25%
Non-Res. Medical Headcount		14		20	30	60	60	23%
Total Medical Headcount	80	85		160	240	360	440	25%

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Modesto A. Maidique

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	6,245	6,890	7,005	7,262	7,464	3%
Upper	8,417	8,347	8,485	8,750	8,942	1%
Grad I	2,412	2,572	2,740	3,083	3,512	6%
Grad II	1,296	1,276	1,324	1,435	1,575	3%
Total	18,370	19,085	19,554	20,530	21,493	3%

SITE: Biscayne Bay

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	823	920	953	1,016	1,075	5%
Upper	1,799	1,813	1,877	2,002	2,119	3%
Grad I	269	291	315	365	429	7%
Grad II	16	16	17	20	24	6%
Total	2,906	3,040	3,161	3,403	3,647	4%

SITE: Broward Pines Center

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	33	37	38	41	43	5%
Upper	237	239	247	264	279	3%
Grad I	232	251	272	316	371	7%
Grad II	16	16	17	20	23	5%
Total	519	544	575	640	717	5%

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: REMAINING PHYSICAL LOCATIONS

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	430	481	498	531	562	5%
Upper	263	265	274	293	310	3%
Grad I	211	228	246	286	336	7%
Grad II	23	23	24	27	30	4%
Total	926	996	1,042	1,136	1,238	5%

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	990	1,203	1,381	1,684	2,005	12%
Upper	2,839	2,998	3,253	3,772	4,311	7%
Grad I	423	496	581	771	1,020	14%
Grad II	6	15	27	53	87	36%
Total	4,259	4,712	5,242	6,279	7,423	9%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes										
<p>#1 (Required) - Continuing</p> <p>Improve Baccalaureate retention and graduation rates.</p>	<p>FIU has implemented a new strategy to increase the six-year graduation rate of Full-Time FTICs with special emphasis on sustained enrollment, early identification of appropriate major and enhanced advising.</p> <ol style="list-style-type: none"> 1. Students will select an “appropriate major” when they apply for admission. 2. Each major will have a “curricular map” that will clearly indicate what is required to complete the degree. 3. A new Degree Audit system will keep track of the students’ progress. 4. New advisors will be hired to guide students on a path to success. 5. Twelve classrooms per year will be modernized to improve pedagogical practices, including the use of learning technologies. 	<p>Increase six-year graduation rate of Full-Time FTICs from 44.8% (2003 cohort) to 46.6% (2007 Cohort).</p> <p>Reach a 300:1 Student/ Advisor ratio by year 2015.</p> <p>New Advisors:</p> <table border="0"> <tr> <td>FY</td> <td>Positions</td> </tr> <tr> <td>FY11-12</td> <td>18</td> </tr> <tr> <td>FY12-13</td> <td>15</td> </tr> <tr> <td>FY13-14</td> <td>15</td> </tr> <tr> <td>FY14-15</td> <td>10</td> </tr> </table> <p>Modernize 12 classrooms per year from 2010 to 2013.</p>	FY	Positions	FY11-12	18	FY12-13	15	FY13-14	15	FY14-15	10
FY	Positions											
FY11-12	18											
FY12-13	15											
FY13-14	15											
FY14-15	10											

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$1.0M		\$3.8M	\$4.8M	\$3.8M	\$3.6M	\$1.0M		\$8.4M	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2 - Continuing Expand Research and Innovation in Health and Environment			Health and Environment are two of the four broad strategic themes in the FIU's strategic plan. The University plans to expand research and innovation in these areas by: 1. Implementing new Ph.D. programs in Biochemistry (2011), Biomedical Sciences (2012), Environmental Science and Policy (2013), and a B.S in Sustainability (2012). 2. Creating the Academic Health Center (AHC) which will integrate the Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work. 3. Continuing our innovative NeighborhoodHELP™ program were students and faculty in nursing, allied health, public health, and social work join students and faculty in medicine to provide the full complement of health services for individual families in South Florida.			Expected outcomes by 2015-16: 223 FTE students receiving services or participating in the programs. 31 Additional degrees: 20 bachelor's, 6 master's and 5 doctoral degrees. Estimated Headcount for FIU's College of Medicine: FY Headcount FY11-12 160 FY12-13 240 FY13-14 280 FY14-15 360 Estimated MD degrees to be produced: FY Degrees FY11-12 0 FY12-13 40 FY13-14 45 FY14-15 80			
						Proposed Funding Source: 2011-12			Proposed Funding Source: 2012-13
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$2.1M			\$2.1M		\$5.7M	\$2.1M		\$7.8M	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline																														
#3 - Continuing Improve Academic Access and Increase Degree Production	<p>During the next five years, FIU plans to increase enrollment by 2,000 academically qualified students per year.</p> <p>To maintain the quality of the instruction and the academic experience students receive while improving access and degree production, the University will:</p> <p>1. Hire new faculty members and convert several adjuncts to Instructors positions.</p> <p>New Full-time Faculty Hires:</p> <table border="0"> <tr> <td>FY</td> <td>Faculty</td> </tr> <tr> <td>2011-12</td> <td>95*</td> </tr> <tr> <td>2012-13</td> <td>47</td> </tr> <tr> <td>2013-14</td> <td>42</td> </tr> <tr> <td>2014-15</td> <td>59</td> </tr> </table> <p>*Reflects new and replacement hires</p> <p>Conversion of adjuncts to instructors:</p> <table border="0"> <tr> <td>FY</td> <td>Positions</td> </tr> <tr> <td>2011-12</td> <td>5</td> </tr> <tr> <td>2012-13</td> <td>5</td> </tr> <tr> <td>2013-14</td> <td>5</td> </tr> <tr> <td>2014-15</td> <td>5</td> </tr> </table> <p>2. Establish an Enrollment Management Office dedicated to serve students through course planning and enrollment management.</p>	FY	Faculty	2011-12	95*	2012-13	47	2013-14	42	2014-15	59	FY	Positions	2011-12	5	2012-13	5	2013-14	5	2014-15	5	<p>Maintain a 27:1 Student/Faculty ratio</p> <p>Increase total headcount by 2,000 students per year:</p> <table border="0"> <tr> <td>AY</td> <td>Headcount</td> </tr> <tr> <td>2011-12</td> <td>46,010</td> </tr> <tr> <td>2012-13</td> <td>48,010</td> </tr> <tr> <td>2013-14</td> <td>50,010</td> </tr> <tr> <td>2014-15</td> <td>52,010</td> </tr> </table> <p>Increase annual production of baccalaureate degrees from 5,663 to 7,308 by year 2015.</p>	AY	Headcount	2011-12	46,010	2012-13	48,010	2013-14	50,010	2014-15	52,010
FY	Faculty																															
2011-12	95*																															
2012-13	47																															
2013-14	42																															
2014-15	59																															
FY	Positions																															
2011-12	5																															
2012-13	5																															
2013-14	5																															
2014-15	5																															
AY	Headcount																															
2011-12	46,010																															
2012-13	48,010																															
2013-14	50,010																															
2014-15	52,010																															

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$8.5M		\$9.2M	\$17.7M	\$9.2M	\$4.6M	\$8.5M		\$22.3M	\$10.7M

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	\$1.0M		\$3.8M	\$4.8M	\$3.8M	\$3.6M	\$1.0M		\$8.4M	
2	\$2.1M			\$2.1M		\$5.7M	\$2.1M		\$7.8M	
3	\$8.5M		\$9.2M	\$17.7M	\$9.2M	\$4.6M	\$8.5M		\$22.3M	\$10.7M
4 optional										
5 optional										
Total										

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 - 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	58
Total Number of Advisors Hired or Retained (funded by tuition differential):	33
Total Number of Course Sections Added or Saved (funded by tuition differential):	573
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	5,207
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	640
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	86
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	750

Fall 2011 Request for an Increased Tuition Differential Fee

University: Florida International University

Effective Date	
University Board of Trustees Approval Date:	June 21 st , 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All Undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 22.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
\$ Increase in tuition differential per credit hour:	\$ 10.00
\$ Increase in tuition differential for 30 credit hours:	\$ 300.00
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$ 14.5M
Total differential fee revenue generated in 2011-12 (projected):	\$ 21.9M

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
Florida International University
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual*	Estimated
	2010-11	2011-12
	-----	-----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 660,548
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ 660,548
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 14,504,932	\$ 21,981,841
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 14,504,932	\$ 21,981,841
<u>Expenditures</u>		
Salaries & Benefits	\$ 7,268,369	\$ 11,420,444
Other Personal Services	\$ 918,493	\$ 2,358,594
Expenses	\$ 288,903	\$ 796,870
Operating Capital Outlay	\$ 1,015,732	\$ 1,471,929
Student Financial Assistance	\$ 4,352,888	\$ 6,594,552
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 13,844,384	\$ 22,642,389
Ending Balance Available:	\$ 660,548	\$ (0)
Percent of Current Year Revenues:	4.6%	0.0%

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

University Tuition, Fees and Housing Projections

Florida International University

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Tuition:							
Base Tuition - (8% in 2011-12 & 0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	6.96	\$13.74	\$22.00	\$32.00	\$52.29	\$75.64	\$102.48
Total Base Tuition and Differential	\$88.99	\$102.33	\$117.67	\$135.32	\$155.62	\$178.96	\$205.80
% Change		15.0%	15.0% #	15.0%	15.0%	15.0%	15.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.52	\$11.60	\$11.60	\$11.60	\$13.41	\$13.41	\$13.41
Health							
Athletic	\$14.51	\$14.51	\$14.51	\$15.56	\$15.56	\$15.56	\$17.55
Transportation Access							
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$122.88	\$142.04	\$158.10	\$177.56	\$199.67	\$223.01	\$251.84
% Change		15.6%	11.3% #	12.3%	12.5%	11.7%	12.9%
Fees (block per term):							
Activity & Service							
Health	\$67.20	\$67.20	\$83.19	\$83.19	\$83.19	\$102.93	\$102.93
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$77.00	\$77.00	\$81.00	\$81.00	\$89.00	\$98.00	\$103.00
Total Block Fees per term	\$154.20	\$154.20	\$174.19	\$174.19	\$182.19	\$210.93	\$215.93
% Change		0.0%	13.0% #	0.0%	4.6%	15.8%	2.4%
Total Tuition and Fees for 30 credit hours	\$3,994.80	\$4,569.60	\$5,091.38	\$5,675.16	\$6,354.40	\$7,112.16	\$7,987.18
% Change		14.4%	11.4% #	11.5%	12.0%	11.9%	12.3%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid ³	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0%	0%	0%	0%	0%	0%
Total Tuition and Fees for 30 Credit Hours	\$16,393.80	\$16,968.60	\$17,490.38	\$18,074.19	\$18,753.43	\$19,511.19	\$20,386.21
% Change		4%	3%	3%	4%	4%	4%
Housing/Dining							
	\$9,415.98	\$9,713.48	\$9,983.97	\$10,123.97	\$10,318.80	\$10,732.61	\$10,941.56
% Change		3.2%	2.8% #	1.4%	1.9%	4.0%	1.9%

¹ can be no more than 5% of tuition.

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

² capped in statute.

**Florida International University
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Medicine	\$946,098		\$946,098
2	Integrated Student Success Services	\$3,578,080		\$3,578,080
3	New Knowledge and Innovation in Health and Environment	\$4,750,000		\$4,750,000
4	Access to Growth	\$4,580,559		\$4,580,559
5	Community Engagement	\$951,358		\$951,358
	Total	\$14,806,095	\$0	\$14,806,095

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	College of Medicine
Priority Number	1
Recurring Funds Requested:	\$946,098
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$946,098

The requested funds align exactly with the 10-year plan for the launch of the FIU College of Medicine. Each year the BOG has recommended and the Legislature has supported funding pursuant to that original plan, and FIU remains on course without deviation.

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

There is a shortage of physicians in Florida and the shortage is expected to grow as the number of older Americans increases. In particular, the shortage is most severe for primary care in underserved areas such as South Florida, where FIU's College of Medicine (FIUCOM) is focused. FIUCOM will produce physicians who will contribute in providing the needed care in the South Florida area. This is part of the overall FIU enrollment plan as referenced in the 2010 University Work Plan.

This is the fourth year implementation stage of a recently approved new degree program and will allow for the continued support of the development of the FIUCOM and in particular the potential integration of the health professions into an Academic Health Center.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

- a) Enrollment for FIU's College of Medicine is estimated to be:

FY	Headcount
FY10-11	85
FY11-12	160
FY12-13	240

FY13-14	280
FY14-15	360

b) MD degrees produced as a result of this initiative:

FY	Degrees
FY10-11	0
FY11-12	0
FY12-13	40
FY13-14	45
FY14-15	80

Significant impact on underserved communities through the implementation of a curriculum that is neighborhood-based, called NeighborhoodHELP.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

Not Applicable.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	Integrated Student Success Services
Priority Number	2
Recurring Funds Requested:	\$3,578,080
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$3,578,080

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Under the proposed plan, FIU will use these funds to continue to expand the institutionalization of services and programs that support student success.

The University will establish an Office within Undergraduate Education and officially launch its "Graduation Success Initiative." This initiative builds on the foundation that has been established over the past few years and the most recent accomplishments which are noted further in this document.

The university plans to finalize its holistic model approach to graduation success with the addition of three pillars: institutionalization of a concept we term "the appropriate major"; data-driven advising; and student empowerment over their education.

The Appropriate Major: FIU will develop an institutional culture built upon the belief that students will do well and complete their degrees more effectively and efficiently when they identify the appropriate major early on.

The university will launch an e-advising portal so that university applicants will complete an analytical tool that will build on their self-reported strengths to generate a list of majors conducive to their interests and abilities. Additionally the program will guide them to how those majors tie to prospective careers in the field.

The University will also develop *Exploratory Majors* for freshmen students who indeed may truly not know what the appropriate major is. Students in exploratory majors will work together throughout the course of their freshman year in a specifically designed first year experience course to work on identifying the correct major and therefore career choices for them. Using a model that is considered a national best practice, the instructors for these courses will have advanced degrees in areas such Counseling Psychology.

The goal is to make sure the university directs its institutional support to helping each student get on the correct path toward their degree.

Data-Driven Advising: The University plans to build a database whose foundation is the curricular map for each academic major. In addition to the curricular map, each academic unit will identify marker courses – courses whether in the major or prior to the major that are identified (through a series of algorithms) to be milestones. The advisors and the student will be able to easily ascertain when a student is or is not doing well. This early and consistent identification will be able to provide students with the most appropriate advising from their department. For example, an Engineering student who does not do well in Calculus her first semester, will be called for advising to discuss the individual situation, and will be offered the full array of university tutorial services to help make her successful.

Student Empowerment over their Education: The University will transition the entire academic structure to enroll students directly to their majors as freshmen. For our FTICs, we will transition away from the notion of completing “core requirements’ vs. “major requirements”. This transition while wholly technical from the student information system perspective is also a cultural paradigm shift for the university and for our students. We believe that students will have a greater affinity to their academic units and we will establish a professional advising model in the academic units and colleges where students will be able to address the entirety of their academic advising needs. The more students are accurately and consistently informed, the more empowered they will be and we believe this will lead to greater graduation success.

Our expansion builds on the success of previously funded accomplishments:

Last year the university piloted the model and established our Concierge Enrollment Services Team (our “One-Stop”) of highly trained, expert personnel who integrate services for students and staff across the University including registration, financial aid/student financial services, and general academic advising.

During the last three years, the University has hired 33 new advisors housed in Undergraduate Academic Advising and built the academic advisor “bridge” model which houses advisors in several academic units, as well as one whose assignment includes spending three days/week on the Kendall Campus of Miami Dade College, which is our largest state college feeder school. FIU’s advisors presence on that campus aids students in pre-transitional questions and provides opportunities for long-term advising.

To support our enrollment growth strategy and improved pedagogical practices, including the use of learning technologies, in the last year we modernized 12 classrooms.

The establishment of the Writing Center and improvements to the Center for Academic Success focusing on key supports for students such as English language skills and mathematical skills are beginning to show early signs of improvements in initial course success for our students.

- II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

The funds would allow FIU to reach a 300:1 Student/ Advisor ratio by year 2015. To reach this ratio, the University plans to hire new advisors as follows:

FY	Positions
FY11-12	18
FY12-13	15
FY13-14	15
FY14-15	10

Additionally, we expect this investment to increase the University's FTIC six-year graduation rate from 44.8% (2003 cohort) to 46.6% (2007 Cohort). The corresponding number of additional degrees gained by reducing the attrition rate could account for 75-100 additional baccalaureate degrees per year.

- III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				

Not Applicable.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	New Knowledge and Innovation in Health and Environment
Priority Number	3
Recurring Funds Requested:	\$4,750,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$4,750,000

I. Description *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

We are requesting \$4,750,000 in research and graduate enhancement for FY 2012-13. This request will support cluster hires in health and environment and the new Ph.D. programs in Biochemistry (2011), Biomedical Sciences (2012), and Environmental Science and Policy (2013). Health and Environment are two of the four broad strategic themes in the University's strategic plan, and both areas represent historically long-term foci of FIU.

The most critical part of our health initiative is the creation of the Academic Health Center (AHC) integrating the Herbert Wertheim College of Medicine, the Robert Stempel College of Public Health and Social Work, and the College of Nursing and Health Sciences, the Department of Biomedical Engineering in the College of Engineering and Computing, and select departments in the College of Arts and Sciences. Building on current strengths, the AHC will focus faculty recruitment in areas pertaining to environment and reproductive health. This initiative will complement the broader strategic focus of the University by providing an economic anchor through production of high technology science and innovation and increased graduate enrollment in STEM, and health-related fields.

The School of Environment, Arts and Society (SEAS) continues to integrate teaching and research in environmental issues with particular relevance to South Florida, such as water, climate change, hurricanes, and coastal environment. A new undergraduate degree in Sustainability, incorporating classes from Business, Engineering, Architecture, Public Health and other fields within the College of Arts and Sciences, will be a priority. The Ph.D. in Environmental Science Policy will address an increasing demand for individuals with interdisciplinary training in sciences, policy, and management to address pressing environmental issues that must balance sustainability and conservation with economic and social benefits. FIU's environmental strengths would make it a popular destination for individuals seeking such training.

II. Return on Investment (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

These new programs will enhance PhD production, research productivity, resources for interdisciplinary training of students, and links with agencies as PhD graduates are hired.

Expected outcomes by 2015-16:

223 FTE students receiving services or participating in the programs.

31 Additional degrees: 20 bachelor's, 6 master's and 5 doctoral degrees.

A major focus of the Health and Environment initiative is the fostering of a knowledge and innovation economy in the State of Florida. As part of this initiative, the university is pursuing partnerships with private sector and other institutions of higher education to establish a high-tech corridor for life sciences.

III. **Facilities** (*If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.*):

Not applicable.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	Access through Growth
Priority Number	4
Recurring Funds Requested:	\$4,580,559
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$4,580,559

- I. **Description** (*Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?*)

As stated in the 2010-2015 *Worlds Ahead Strategic Plan*, one of Florida International University's goals is to achieve enhanced student learning and academic excellence. As the only public research university in South Florida, FIU is committed to increasing access and degree production in the knowledge economy. Therefore, during the next five years, the University plans to increase enrollment by 2,000 academically qualified students per year.

Under the proposed plan, FIU will wisely use the funds to hire 47 talented faculty members, convert 5 adjuncts to instructor positions, and establish an Enrollment Management Office dedicated to serving students through course planning and enrollment management.

It is critical to the University and the State to maintain the quality of the instruction and the academic experience students receive while improving access and degree production.

- II. **Return on Investment** (*Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.*)

The funds would allow FIU to maintain a 27:1 Student/Faculty ratio while increasing total headcount by 2,000 students per year as follows:

Year	Headcount
2011-12	46,010
2012-13	50,010
2013-14	52,010
2014-15	54,010

Additionally, we expect this investment to increase annual production of baccalaureate degrees from 5,663 to 7,308 by year 2015.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Student Academic Support Center	2013	\$10,740,450.00	2

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	Florida International University
Work Plan Issue Title:	Community Engagement
Priority Number	5
Recurring Funds Requested:	\$951,358
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$951,358

I. Description *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The university has made strides in its partnerships, internships and service-learning components across the institution and has been recently classified as a Community Engaged University by the Carnegie Foundation for the Advancement of Teaching.

Our partnerships within and across the university must build on mutuality and reciprocity and, where appropriate to our mission, provide necessary infrastructure and accountability.

The internship opportunities for our students must be centralized and optimized to maximize benefits to the students and take advantage of the learning opportunities that abound. Our service learning components, threaded across a variety of disciplines, must be enhanced to ensure that learning is occurring.

These three initiatives are all research based approaches to provide high impact educational practices that have been documented to improve the quality of education.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

The University plays a critical role in the economic development of South Florida with partnerships in the private sector and with other institutions of higher education.

These internships not only provide rich and meaningful academic experiences but also contribute to meet the needs of the community.

Currently, the University services approximately 1,470 students per year and we expect this to increase 5% per year. Through this initiative we expect the number of students receiving services or participating in the program for the next five years to be:

2012-13	1,544
2013-14	1,621
2014-15	1,702
2015-16	1,787
2016-17	1,876

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

Not applicable.

**University: Florida International University
Five-Year Capital Improvement Plan (CIP)**

**University: Florida International University
Five-Year Capital Improvement Plan (CIP)**

PECO Projects																Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
Priority No.	Project Name	Actual Appropriation 2011-2012 Code	2012-2013 Code	2013-2014 Code	Priority No.	2014-2015 Code	2015-2016 Code	2016-17 Code	Total									
1	FACILITIES INFRASTRUCTURE /CAPITAL RENEWAL - UW (P,C,E)	\$1,676,584	\$10,500,000	\$10,500,000	1	\$10,500,000	\$10,500,000	\$10,500,000	\$54,176,584	Yes	All	n/a						
2	STUDENT ACADEMIC SUPPORT CENTER - MMC, BT-882 (C,E)		\$10,740,450		2				\$10,740,450	Yes	All	69,760						
3	STRATEGIC LAND ACQUISITION - UW (A)		\$2,000,000	\$2,000,000	3	\$2,000,000	\$2,000,000	\$2,000,000	\$10,000,000	Yes	All	n/a						
4	SATELLITE CHILLER PLANT EXPANSION - MMC (P,C,E)		\$7,000,000		4				\$7,000,000	Yes	All	12,000						
5	HUMANITIES CTR., (ARTS & SCIENCES) - MMC (P,C)(P,C,E)		\$24,008,221	\$12,144,779	5				\$36,153,000	Yes	Humanities	77,600						
6	REMODEL./RENOV. OF EXIST. EDUC. SPACE - MMC (P,C,E)(P,C,E)			\$20,515,000	6	\$19,647,331			\$40,162,331	Yes	All	117,306						
7	GREEN LIBRARY EXPANSION - MMC (P,C)(C,E)(C,E)			\$13,000,000	7	\$21,000,000	\$4,800,000		\$38,800,000	Yes	All	123,200						
8	CLASSROOM/OFFICE, (ACADEMIC III) - BBC (P,C)(C,E)			\$4,038,392	8	\$20,000,000	\$7,835,608		\$31,874,000	Yes	All	64,000						
9	GRADUATE SCHOOL OF BUSINESS, Phase II - MMC (P,C)(C,E)(C,E)			\$3,298,097	9	\$21,430,730	\$10,000,000	\$6,264,319	\$40,993,146	Yes	Business	89,312						
10	SCIENCE LABORATORY COMPLEX - MMC (P,C)(C)(C,E)				10		\$29,461,453	\$32,945,115	\$62,406,568	Yes	Science	127,200						
11	REMODEL./RENOV. OF STUDENT ACADEMIC SUPPORT - BBC (P,C,E)(P,C,E)				11		\$24,565,000	\$5,009,571	\$29,574,571	Yes	All	97,000						
12	REMODEL./RENOV. OF ACADEMIC DATA CENTER - MMC (P,C,E)(P,C,E)				12		\$12,775,000	\$7,557,500	\$20,332,500	Yes	All	24,000						
13	ENGINEERING BUILDING - EC (P,C)(C,E)				13		\$1,081,164	\$13,543,227	\$14,624,391	Yes	Engineering	27,840						
14	TRAINING COMPLEX - MMC (P,C)(P,C,E)				14		\$1,513,248	\$16,968,899	\$18,482,147	Yes	All	40,432						
15	HONORS COLLEGE - MMC (P,C)(C,E)				15		\$2,018,860	\$18,583,362	\$20,602,222	Yes	Honors	39,648						
16	SOCIAL SCIENCE, Phase II - MMC (P,C)(C,E)				16		\$11,062,331	\$18,224,145	\$29,286,476	Yes	Int'l Studies	57,085						
		\$1,676,584	\$54,248,671	\$65,496,268		\$94,578,061	\$117,612,664	\$131,596,138	\$465,208,386									

Challenge Grant Projects

17	STADIUM/STUDENT ACADEMIC MEETING ROOMS, MMC (C,E)		\$1,026,240		17				\$1,026,240	No	All	21,987
18	COLLEGE OF LAW BT-832, MMC (E)		\$304,444		18				\$304,444	Yes	Law	153,768
19	IHRC- WALL OF WIND TESTING FACILITY- PH. II, MMC (E)		\$100,000		19				\$100,000	No	Engineering	1,981
20	COLLEGE OF NURSING & HEALTH SCIENCES, MMC (E)		\$163,618		20				\$163,618	Yes	Nurs./Health	n/a
21	HOSPITALITY MANAGEMENT - CARNIVAL STUDENT CENTER, BBC (P,C,E)		\$500,000		21				\$500,000	No	Hosp.Mgt.	2,550
22	ENGINEERING CENTER- LAB REMODELING AND EXPANSION, MMC (E)		\$25,000		22				\$25,000	No	Engineering	312
23	HOSPITALITY MANAGEMENT - BEVERAGE MANAGEMENT CENTER, BBC (P,C,E)		\$1,782,318		23				\$1,782,318	No	Hosp.Mgt.	9,600
24	GRADUATE SCHOOL OF BUSINESS- PHASE I, MMC (E)		\$411,406		24				\$411,406	Yes	Business	87,528
25	PATRICIA AND PHILLIP FROST ART MUSEUM, MMC, BT-839 (E)		\$97,000		25				\$97,000	Yes	Arts	46,874
26	BROAD AUDITORIUM, SOCIAL SCIENCES - Phase I - MMC (P,C,E)		\$258,601		26				\$258,601	Yes	Int'l Studies	1,520
27	STOCKER ASTROPHYSICS CENTER, MMC, BT-814 (P,C,E)		\$637,320		27				\$637,320	No	Sciences	6,866
	TOTAL	\$0	\$5,305,947	\$0		\$0	\$0		\$4,313,026			

GRAND TOTAL	\$1,676,584	\$59,554,618	\$65,496,268		\$94,578,061	\$117,612,664		\$469,521,412
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Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

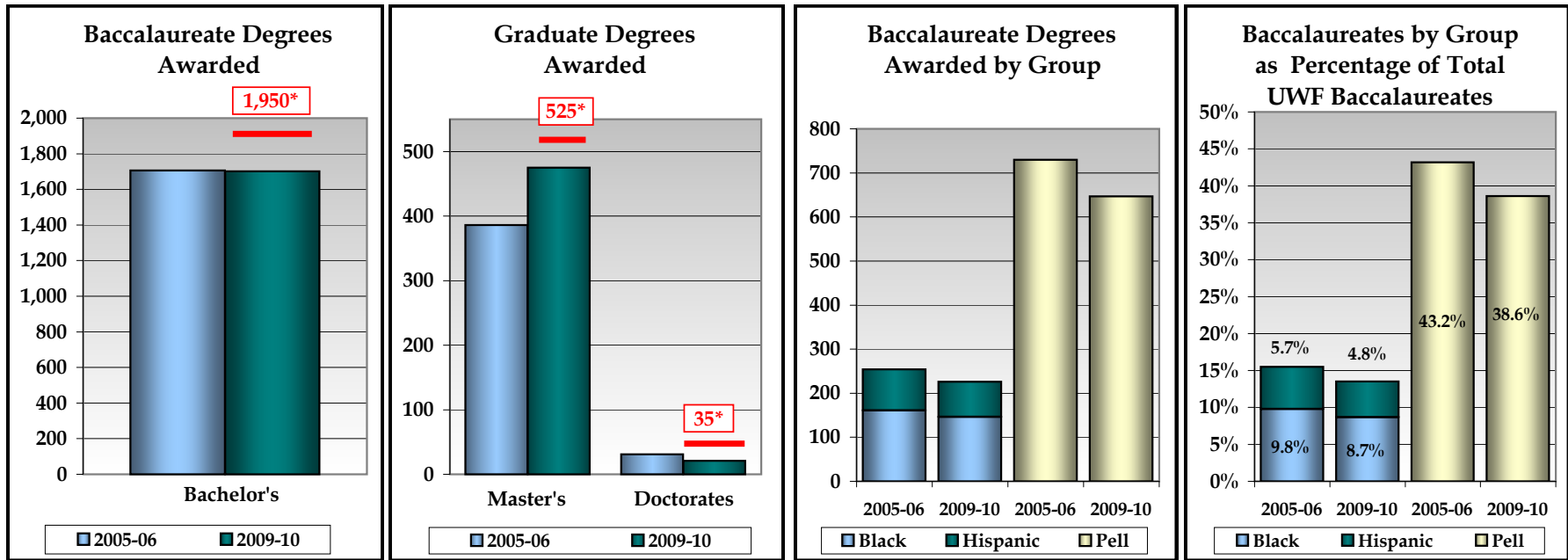
**2011 Update to the
University of West Florida
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

University of West Florida 2010 Annual Report

Sites and Campuses			Main Campus, Emerald Coast Campus			
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification	
TOTAL (Fall 2009)	11,191	100%	TOTAL	95	Undergraduate Instructional Program: Balanced arts & sciences/professions, some graduate coexistence	
Black	1,166	10%	Baccalaureate	63	Graduate Instructional Program: Single doctoral (education)	
Hispanic	654	6%	Master's & Specialist's	31		
White	8,444	75%	Research Doctorate	1	Enrollment Profile: High undergraduate	
Other	927	8%	Professional Doctorate	0	Undergraduate Profile: Medium full-time four-year, selective, higher transfer-in	
Full-Time	7,012	63%	Faculty (Fall 2009)	Full-Time	Part-Time	Size and Setting: Medium four-year, primarily nonresidential
Part-Time	4,179	37%				Basic: Doctoral/Research Universities
Undergraduate	8,707	78%	TOTAL	318	197	
Graduate	1,615	14%	Tenure/T. Track	214	2	
Unclassified	869	8%	Other Faculty/Instr.	104	195	

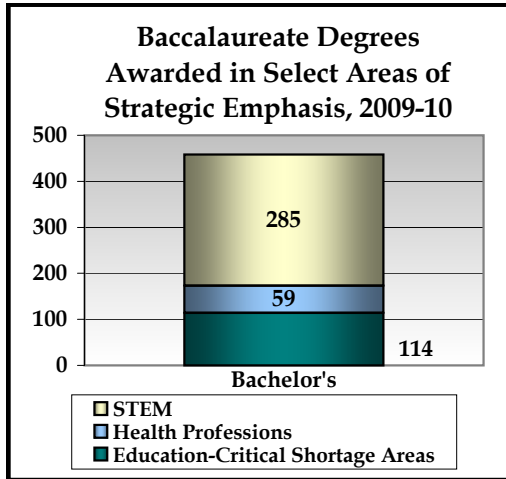
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



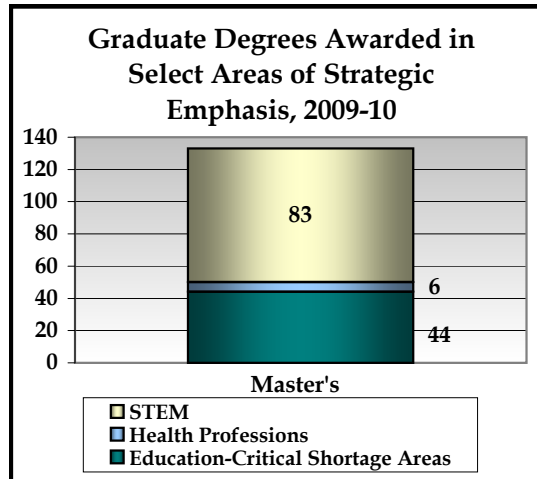
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I.].

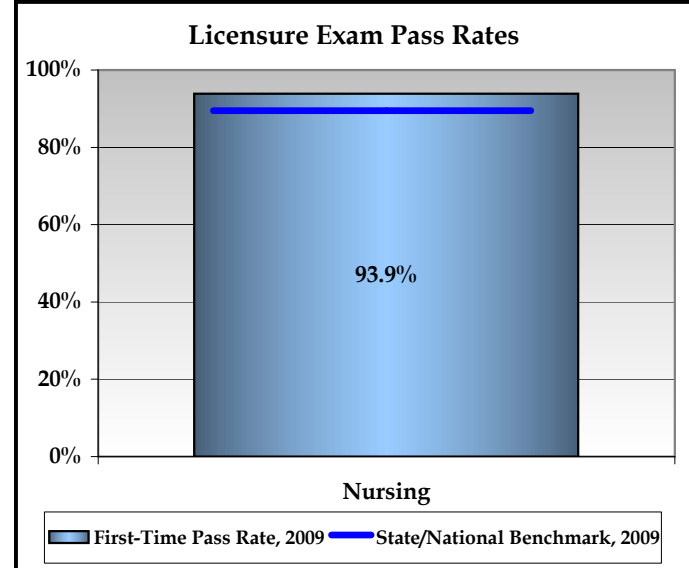
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



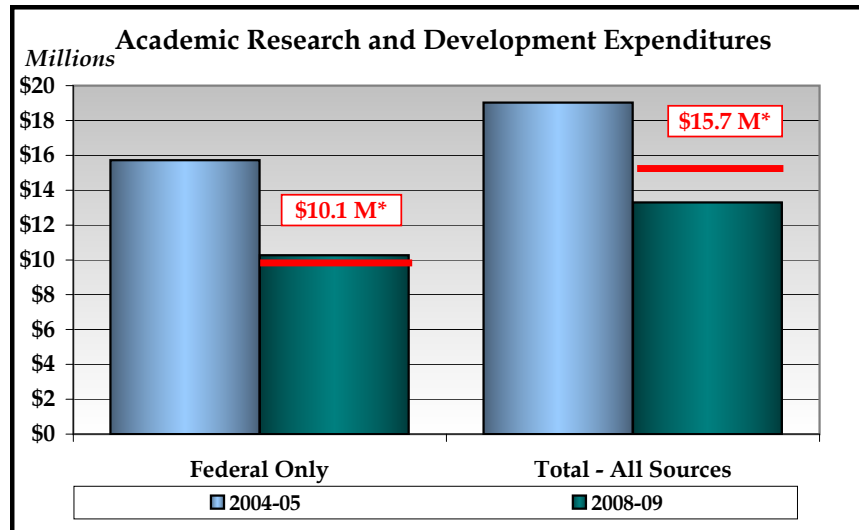
**2012-13 Target: Increase
(2008-09 Baseline: 502 Total)**



**2012-13 Target: Increase
(2008-09 Baseline: 92 Total)**



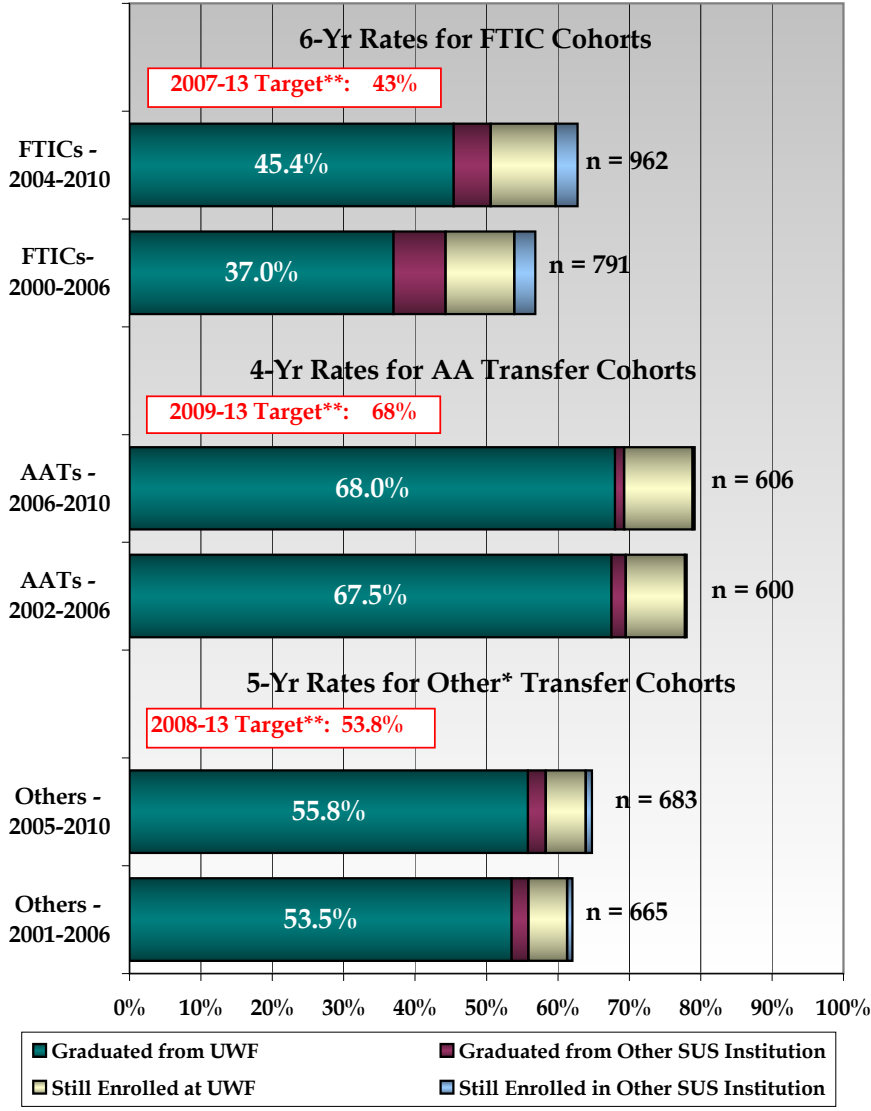
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



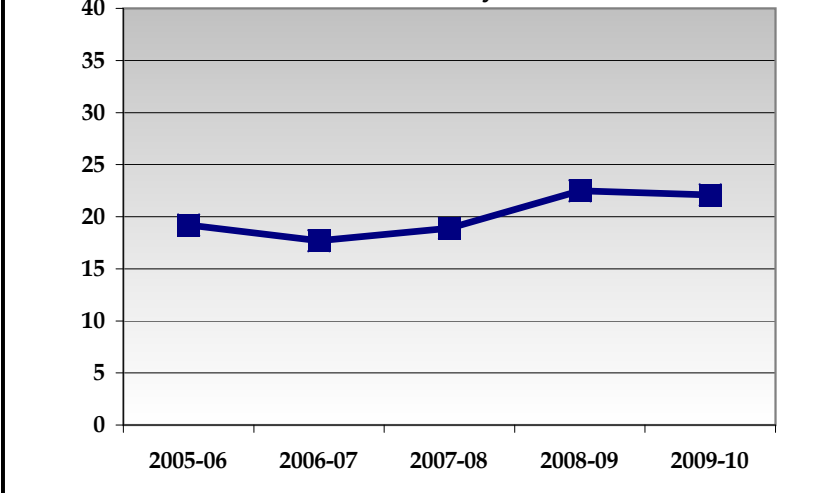
***2011-12 Targets for Research & Development Expenditures.**

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

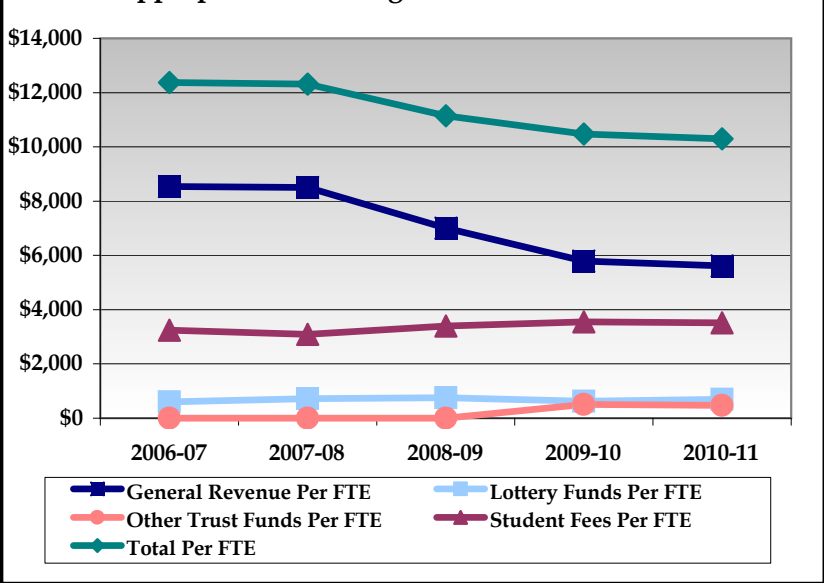
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

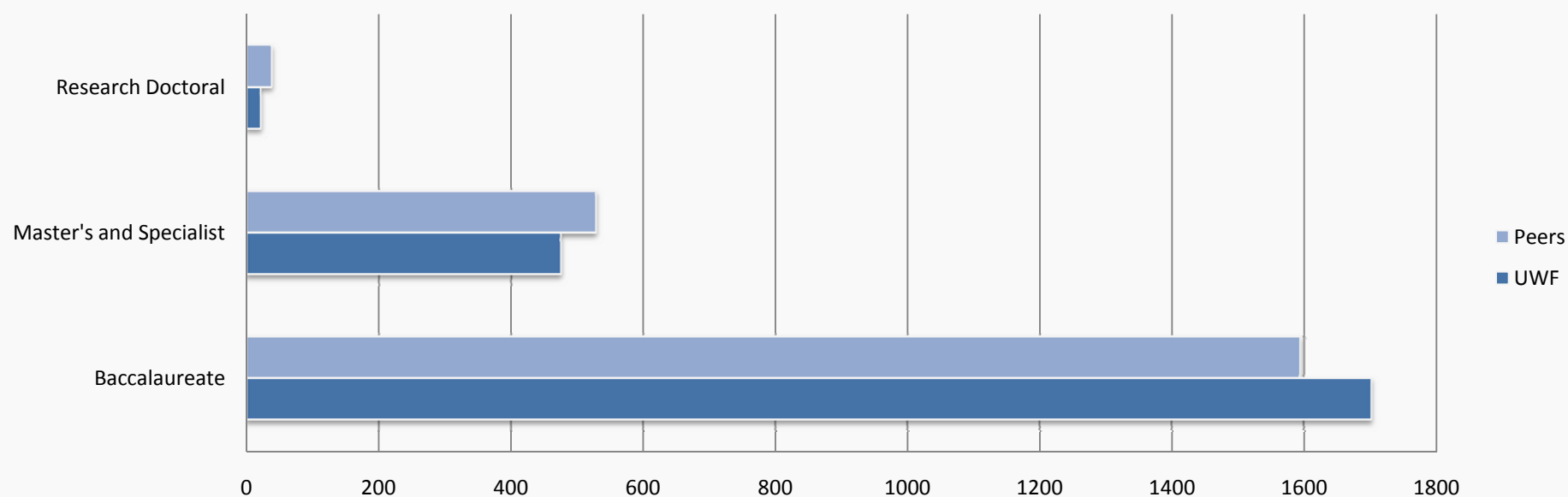
**Graduation Rate from SAME Institution.

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

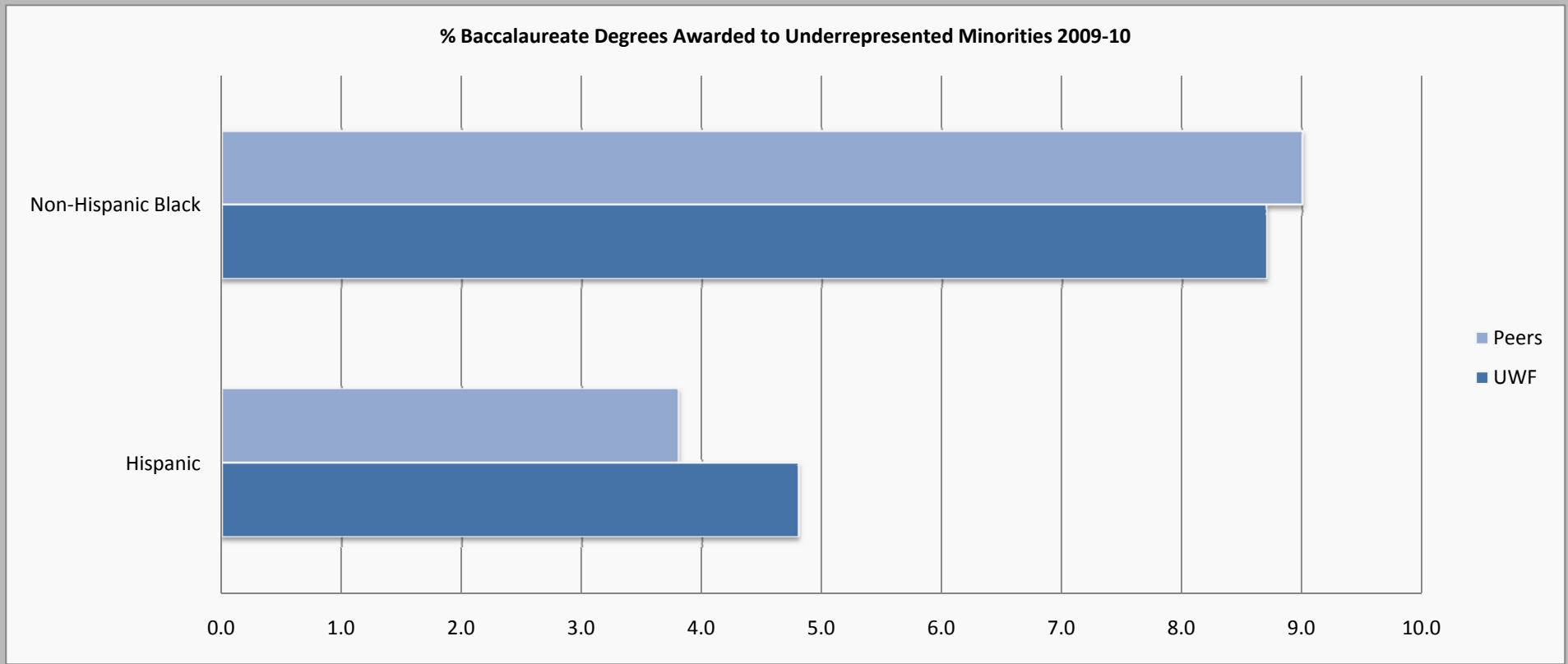
Degrees Awarded	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	1,706	1,645	1,733	1,799	1,702
Master's and Specialist	386	419	434	450	475
Research Doctoral	31	24	31	26	21
Professional Doctoral	0	0	0	0	0
Degrees Awarded - Peers	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	1366	1371	1449	1485	1594
Master's and Specialist	466	457	459	514	528
Research Doctoral	32	36	40	33	37
Professional Doctoral	0	0	0	0	0

Degrees Awarded 2009-10



Source: IPEDS Custom Data Files

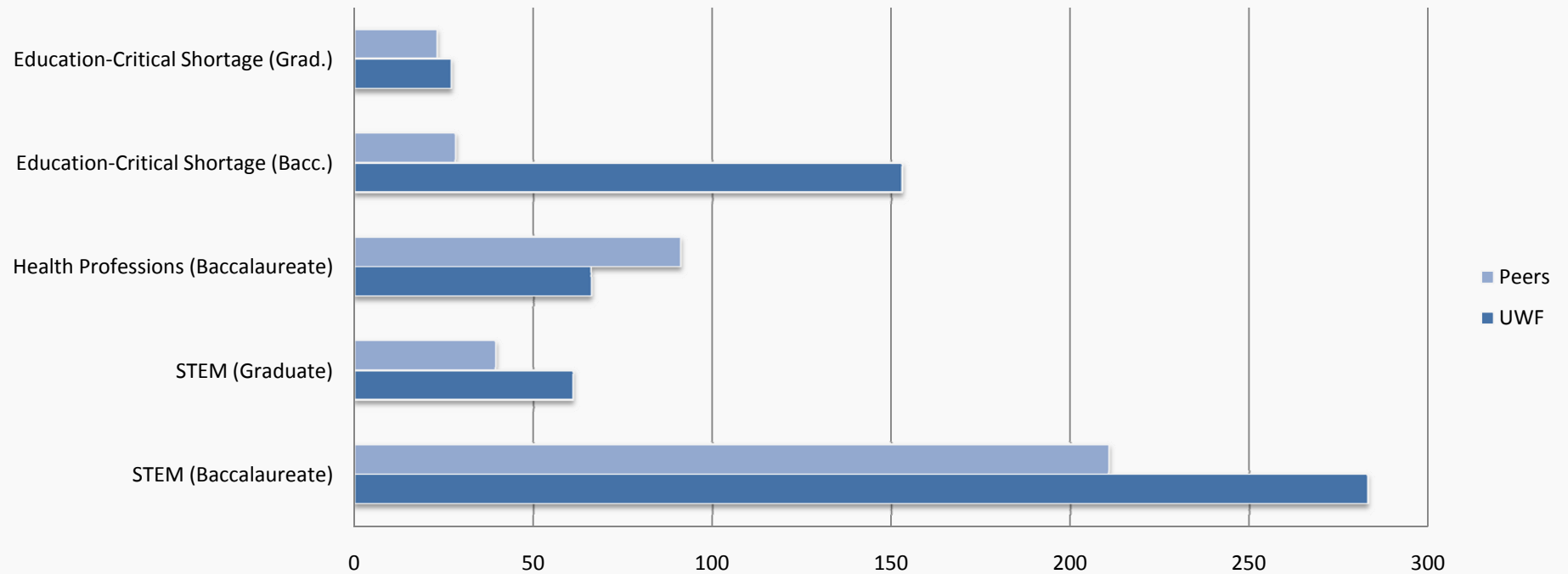
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	93	5.7	65	4.1	71	4.2	82 Increase*	4.6	80	4.8
Non-Hispanic Black	161	9.8	154	9.7	134	7.9	155 Increase*	8.8	146	8.7
Pell Grant Recipients	730	43.2	633	39	628	36.9	670 Increase*	37.8	647	38.6
Baccalaureate Degrees Awarded to Underrepresented Minorities - Peers	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	36	2.8	39	3.0	45	3.2	46	3.2	55	3.8
Non-Hispanic Black	144	11.2	146	11.1	150	10.8	151	10.6	131	9.0
Pell Grant Recipients	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA



Source: IPEDS Custom Data Files for 2005-06 thru 2008-09; Individual websites for 2009-10

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	285	250	265	283	285
STEM (Graduate)	29	31	48	61	83
Health Professions (Baccalaureate)	75	70	68	66	59
Health Professions (Graduate)	0	0	1	4	6
Education-Critical Shortage (Bacc.)	68	88	119	153	114
Education-Critical Shortage (Grad.)	34	48	52	27	44
Degrees Awarded in Select Areas of Strategic Emphasis - Peers	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	195	199	207	211	NA
STEM (Graduate)	36	37	39	39	NA
Health Professions (Baccalaureate)	61	62	77	91	NA
Health Professions (Graduate)	NA	NA	NA	NA	NA
Education-Critical Shortage (Bacc.)	45	29	40	28	NA
Education-Critical Shortage (Grad.)	25	20	20	23	NA

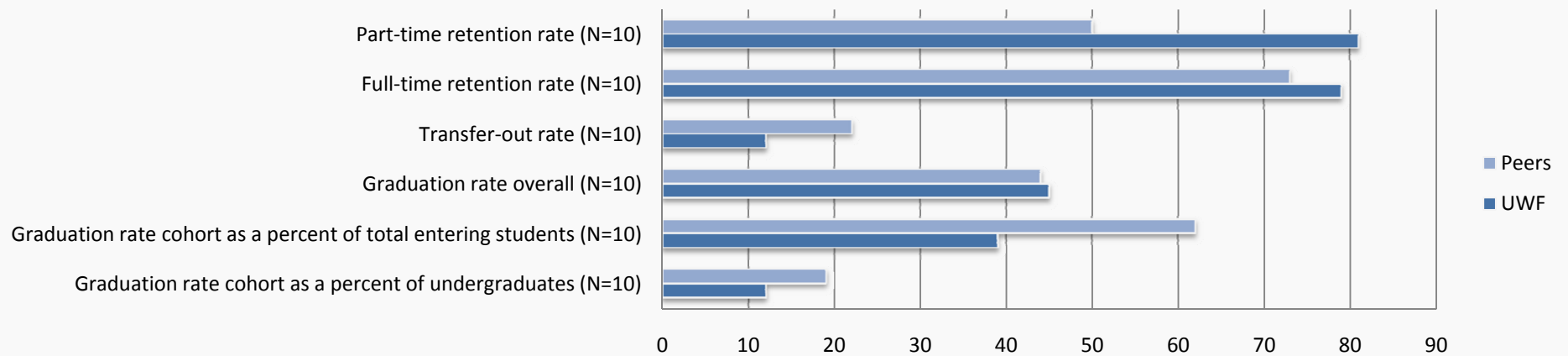
Degrees Awarded in Select Areas of Strategic Emphasis 2008-09



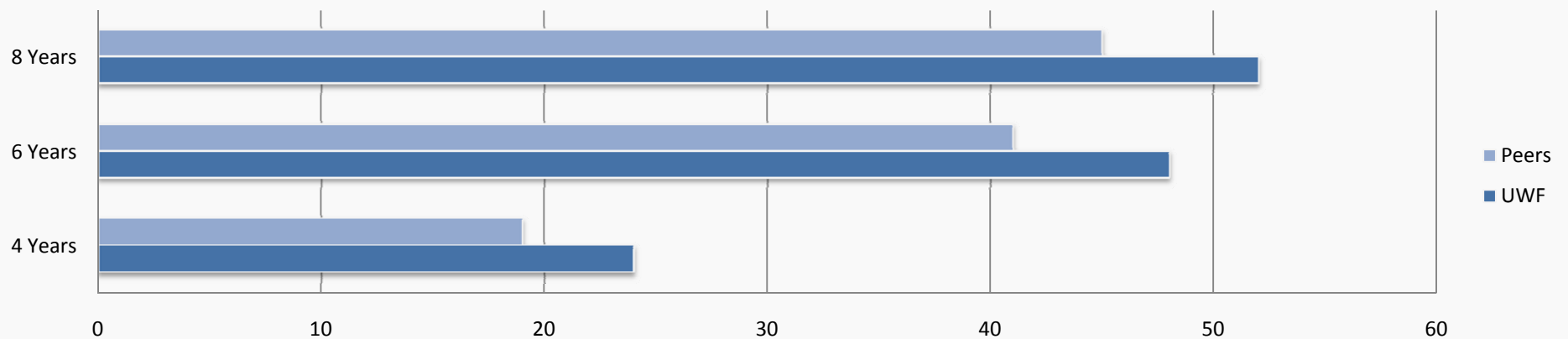
Source: IPEDS Custom Data Files

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	42.0%	9.2%	48.3%	7.8%	44.2%	10.3%	45.3%	10%	47.4%	9.1%
SUS Def.: 6-Yr Rates - FTICs	37%	9.6%	43.7%	8.3%	41%	9.8%	42.3%	10.1%	45.4%	9.1%
SUS Def.: 4-Yr Rates - AA Transfers	67.5%	8.3%	65.7%	8.2%	65.6%	9.9%	67.3%	11.5%	68%	9.6%
SUS Def.: 5-Yr Rates - Others	53.5%	5.4%	54.7%	6.7%	55.3%	5.1%	53.8%	5.5%	55.8%	5.6%

Graduation Rate Cohort as a Percent of All Undergraduates and as a Percent of Total Entering Students (Fall 2009); Graduation Rate and Transfer-Out Rate (2003 Cohort); and Retention Rates (Fall 2009)

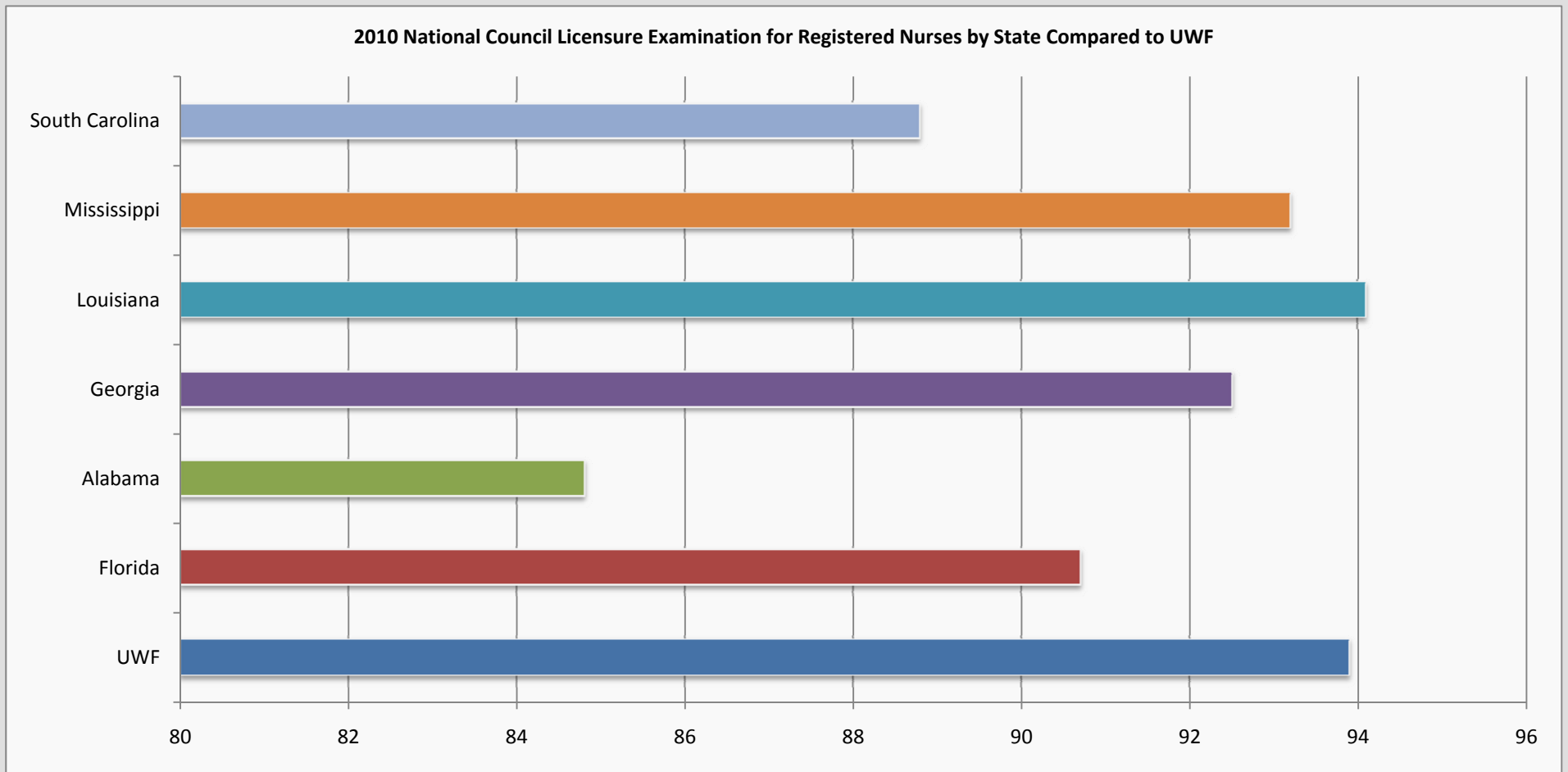


Bachelor's Degree Graduation Rates of Full-Time, First-Time, Degree/Certificate-Seeking Undergraduates Within 4 Years, 6 Years, and 8 Years: 2001 Cohort



Source: IPEDS Data Feedback Report 2010

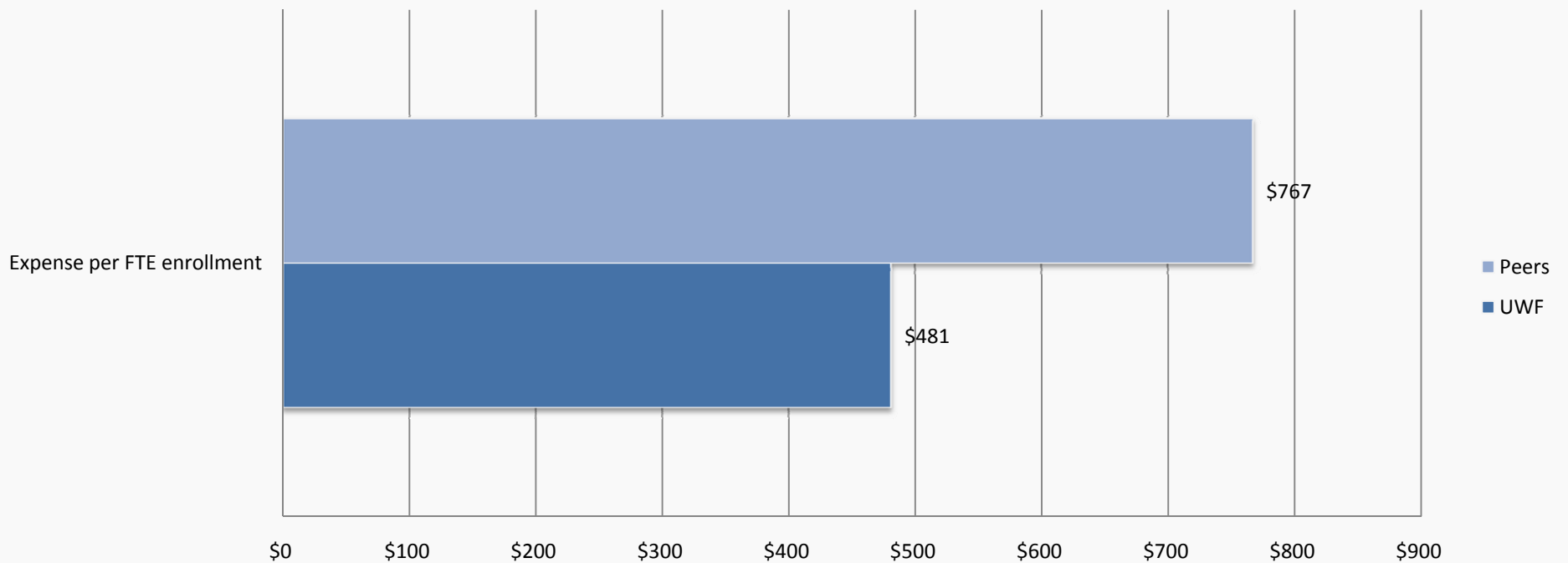
Licensure Exam Pass Rates	2005-06	2006-07	2007-08	2008-09	2009-10
Nursing	92%	91.7%	85.4%	93.5%	93.9%
2010 National Council Licensure Examination for Registered Nurses by State				Florida:	90.7%
				Alabama:	84.8%
				Georgia:	92.5%
				Louisiana:	94.1%
				Mississippi:	93.2%
				South Carolina:	88.8%



Source: National Council Licensure Examination for Registered Nurses 2010; Peer data not available/selected states for comparison

Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only (Thousand \$)	\$ 15,714	\$ 10,259	\$ 12,349	\$ 10,167	\$ 10,265
Total - All Sources (Thousand \$)	\$ 19,029	\$ 13,376	\$ 14,903	\$ 14,137	\$ 13,288

Research Expenses per FTE Enrollment: Fiscal Year 2009

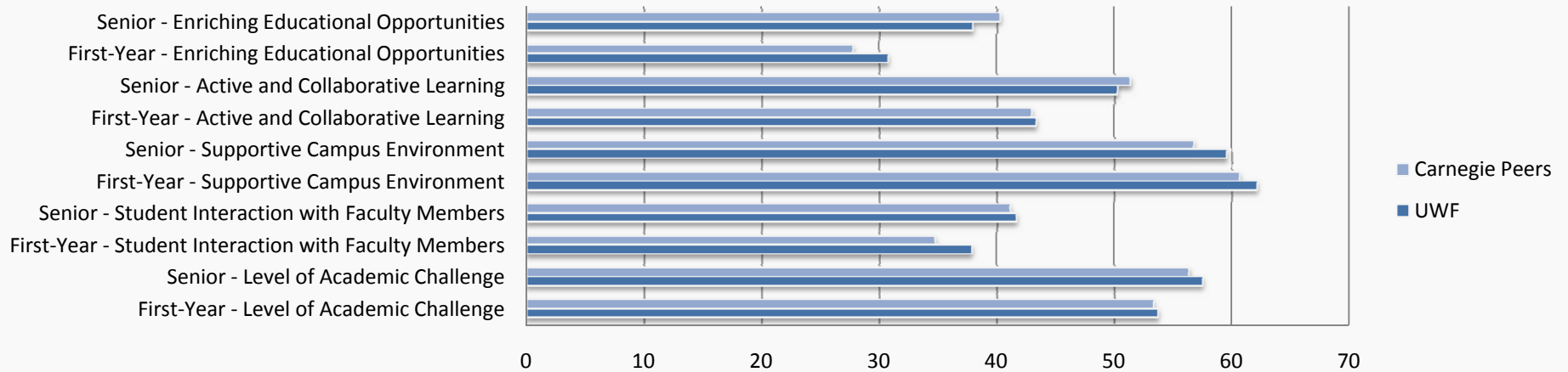


Source: IPEDS Data Feedback Report 2010; Peer data not available for specific category listed in Work Plan Update (Academic Research and Development Expenditures)

Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	0	0	0	1	0
Comparison with Peers*	NA				

OTHER KEY OUTPUT OR OUTCOME METRICS						
National Survey of Student Engagement (NSSE)	2005		2007		2009	
	UWF	Carnegie Peers	UWF	Carnegie Peers	UWF	Carnegie Peers
First-Year - Level of Academic Challenge	49.2	51.7	53.1	42	53.7	53.3
Senior - Level of Academic Challenge	54.7	56.1	55.8	50.6	57.5	56.3
First-Year - Student Interaction with Faculty Members	32.2	33.9	36.9	33.4	37.8	34.7
Senior - Student Interaction with Faculty Members	37.8	43.7	40.2	41.4	41.6	41.1
First-Year - Supportive Campus Environment	58.8	60.1	61.5	59.6	62.1	60.6
Senior - Supportive Campus Environment	56.4	58	57.9	56.8	59.5	56.7
First-Year - Active and Collaborative Learning	39	42.5	42	42.1	43.3	42.9
Senior - Active and Collaborative Learning	49.4	52.2	50.6	51.8	50.2	51.3
First-Year - Enriching Educational Opportunities	26.7	26.7	29.2	26.8	30.7	27.7
Senior - Enriching Educational Opportunities	36.2	40.4	35.1	40	37.9	40.2

National Survey of Student Engagement (NSSE) 2009



**Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report,
Three (3) Areas of Concern/Areas Needing Improvement**

(1) Enrollment, retention, and graduation rates of minority students

(2) Improved process and data for tracking job placement and graduate program placement rates

(3) Enhanced technology/software solutions for improved and more efficient data handling and reporting (e.g., Student Banner, integrated planning and resource allocation system, assessment system)

UPDATES TO 2010 UNIVERSITY WORK PLAN

I. Academic Visioning Process

The Provost has constituted an academic visioning process to be completed by October 1, 2011.

Charge to the Strategic Academic Visioning and Empowerment Committee:

By October 1, 2011, the group will develop a vision, mission, goals and strategic priorities for Academic Affairs for the next 5 to 10 years. The group will:

1. Perform an environmental scan and Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis (internal and external).
2. Identify key performance indicators/measures.
3. Facilitate a strategic planning/visioning conference.

II. Focused Review of Academic Program Marketability

The University has engaged Stamats, Inc., to provide a Comprehensive Market Review of Academic Programs during 2011 with a final report due October 2011. The Final Report will include:

1. Introduction and Project Overview
2. Academic Program Marketability Index Score™ for each program, accompanied by analyses and projections for the future;
3. List of potential new programs of interest to the marketplace;
4. Recommendations that address program growth potential based on the market, competitive landscape, and industry needs; and
5. Summary conclusions.

III. Peer/Peer Aspirant Groups Review and Development of Key Performance Indicators (KPI)

The University has engaged rpkGroup to:

1. Review UWF's current peers and peer aspirants to revise and refine as appropriate;
2. Aid in the development of Key Performance Indicators (KPIs); and
3. Benchmark the KPIs against UWF peer and peer aspirants as a component of setting institutional targets.
4. Conduct an administrative portfolio review, benchmark against peer and peer aspirants, and suggest areas for potential cost savings and resource allocation.

Current Peers and Peer Aspirants for Reference

Peer Institutions

University of Arkansas--Little Rock
University of West Georgia
Valdosta State University
East Tennessee State University
Indiana State University
Rowan University (NJ)
Stephen F. Austin University (TX)
University of Massachusetts – Lowell
University of South Dakota
Western Carolina University (NC)

Peer Aspirant Institutions

Boise State University (ID)
Georgia Southern University
James Madison University (VA)
Appalachian State University (NC)
Indiana University of Pennsylvania
Montclair State University (MD)

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
B	40.0607	Oceanography	Corrective Action	The program will undergo a program review during the 2011-12 academic year. If approved, the revised program will take effect in Fall 2013. Once approved, the information will be submitted to the Board office.
B	13.1320	Trade & Industrial Teacher Education	Corrective Action	Program refocused to support a variety of workforce development initiatives including Ford PAS. Enrollments will be closely monitored.
B	40.0801	Physics	Corrective Action	Growth expected due to new SSE Building
M	23.0101	English Language and Literature, General	Corrective Action	Explore Accelerated Bachelor's to Master's (ABM) program format

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
Fall 2012	B	52.1401	BSBA-Marketing/Logistics	Fall 2013-Economic Global
Fall 2012	M	15.0503	Energy Management Technology	Fall 2013-Specialization within existing MSA-STEM
Fall 2012	M	52.0301	M.Acc.-Accounting/Taxation	Fall 2013-Economic Local
Fall 2011	M	51.1601	RN-MSN	Fall 2012-Health-after AACN accreditation of MSN
Fall 2012	M	TBD	Professional Science Master's	Fall 2013-Preliminary/ Area not determined
Fall 2011	M	31.0504	Sport Management	Fall 2013
Fall 2013	PD	51.2308	Doctorate in Physical Therapy- Partnership with USF	Fall 2014-Health-

Enrollment Planning

There are no significant changes planned in enrollment patterns as compared to the last two to three years. As noted in the 2010 Work Plan, UWF enrollment planning will encompass these areas:

- **Build the residential student population and campus life for undergraduates.**
- **Maintain transfer population and focus on Panhandle institutional cooperative ventures such as NWF2UWF.**
- **Focus on appropriate graduate program growth, especially in areas related to professional workforce needs in the region such as Professional Master's Programs.**
- **Continue to develop mobile learning opportunities in appropriate areas of study.**

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

Enrollment Plan Proposal - All **State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	1,886	2,248	1,886	2,318	2,390	2,540	2,700	3.1%
FL Resident Upper	3,232	3,417	3,232	3,497	3,581	3,755	3,938	2.4%
FL Resident Grad I	599	827	599	838	852	879	907	1.6%
FL Resident Grad II	54	87	54	91	94	102	110	3.9%
Total FL Resident	5,771	6,579	5,771	6,744	6,917	7,276	7,655	2.6%
Non-Res. Lower		191		197	203	216	229	3.1%
Non-Res. Upper		242		250	255	268	281	2.4%
Non-Res. Grad I		142		146	149	154	158	1.6%
Non-Res. Grad II		27		28	29	31	34	3.9%
Total Non-Res.	444	602	444	621	636	668	702	2.6%
Total Lower		2,439		2,515	2,593	2,756	2,929	3.1%
Total Upper		3,659		3,747	3,837	4,023	4,219	2.4%
Total Grad I		969		984	1,000	1,033	1,065	1.6%
Total Grad II		114		118	123	133	144	3.9%
Total FTE	6,215	7,181	6,215	7,364	7,553	7,945	8,357	2.6%

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Pensacola

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	1,975	2,036	2,100	2,232	2,372	3.1%
Upper	2,471	2,530	2,591	2,717	2,849	2.4%
Grad I	408	415	422	435	449	1.6%
Grad II	48	50	52	56	61	3.9%
Total	4,902	5,031	5,165	5,440	5,731	2.6%

SITE: Emerald Coast

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	2	2	2	2	2	3.1%
Upper	123	126	129	135	142	2.4%
Grad I	18	18	18	19	19	1.6%
Grad II	2	2	2	3	3	3.9%
Total	145	148	151	159	166	2.6%

*For the sum of current or planned **State-fundable** FTE enrollments not served at a physical location.*

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	462	477	491	522	555	3.1%
Upper	1,065	1,090	1,117	1,171	1,228	2.4%
Grad I	543	552	560	579	597	1.6%
Grad II	64	66	69	74	80	3.9%
Total	2,134	2,185	2,237	2,346	2,460	2.6%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal CONTINUING GOAL	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p>#1- IMPROVE BACCALAUREATE RETENTION AND GRADUATION UWF Priority: Increase student progress toward completion of high quality degrees that meet regional and state needs</p>	<p>1.A. Strengthen retention and advising efforts 1.B. Improve the effectiveness and student satisfaction with advising 1.C. Improve student support in specific workforce-related disciplines</p>	<ul style="list-style-type: none"> • Outcome: Improved retention and graduation rates <ul style="list-style-type: none"> ○ Metrics: 1% increase in freshman to sophomore retention rate/ Annual tracking ○ Excellent Rating for advisors measured by student satisfaction survey; Early Warning System response rates of 75% for faculty and 50% for students/ Annual tracking ○ More focused academic program efforts to be determined in part by (1) supply and demand analysis of programs by Stamats, Inc., (Comprehensive Market Review of Academic Programs)/October 1, 2011, completion date; (2) Academic Visioning process/October 1, 2011, completion date

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$11,163,715	NAV	0	\$11,163,715	0	\$1,169,280	\$11,163,715	NAV	\$12,332,995	\$66,427

Institutional Goal CONTINUING GOAL			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2-UWF Priority: Improve access through articulation and other strategies with State Colleges, K-12 schools, the military, and other community partners			2.A. Update or develop discipline-specific, inter-institutional articulation plans			<ul style="list-style-type: none"> • Outcome: Improved student access to the University <ul style="list-style-type: none"> ○ Metrics: Estimated 5 year overall increase of 2.6% in FTE (see Enrollment Plan Proposal in this Work Plan Update)/ Annual tracking ○ Analyze program, course, certificate, and online program viability, especially as related to regional workforce needs in part by (1) supply and demand analysis of programs by Stamats, Inc., (Comprehensive Market Review of Academic Programs)/October 1, 2011 completion date; (2) Academic Visioning process/October 1, 2011, completion date ○ Overall fundraising goal of \$3.5 million in giving/ Annual tracking ○ Tuition differential benefitted 554 students in 2010/2011 up from 175 in 2009/2010. The number awarded to first generation students was up from 175 to 243. ○ Increased access to higher education courses in the region through NWF2UWF (direct admit-type program between Northwest Florida State College and University of West Florida) program (initial baseline to be established in 2011-2012)/ Annual tracking 			
			2.B. Streamline admissions processes						
			2.C. Refine targeted enrollment strategies for first-time-in-college, transfer, graduate, and online students						
			2.D. Evaluate status of certificate and online programs						
			2.E. Continue to implement programs for active duty military, their spouses and dependents, and veterans						
			2.F. Increase scholarship and recruitment activities						
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13				
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$5,959,966	NAV	\$1,368,578	\$7,328,544	\$2,518,184	\$424,463	\$5,959,966	NAV	\$8,902,613	\$54,074,500

Institutional Goal CONTINUING GOAL			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#3-UWF Priority: Promote economic development of the region and the state through applied research and public service			3.A. Promote faculty involvement in sponsored research proposal submission 3.B. Increase the recognition of the University as an economic driver of the region and state 3.C. Provide opportunities for faculty-student collaboration on funded research projects			<ul style="list-style-type: none"> • Outcome: Increased University applied research and public service activities leading to economic development of the region and state <ul style="list-style-type: none"> ○ Metrics: 146 faculty grant proposals/ Annual tracking ○ 115 presentations at Office of Undergraduate Research sponsored Student Scholars Symposium (includes faculty-student collaboration on research projects)/ Annual tracking ○ Updated Haas Center study on Economic Impact of the University of West Florida/Regular Updates 			
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$3,887,771	NAV	0	\$3,887,771	0	0	\$3,887,771	NAV	\$3,887,771	\$23,016,500

Institutional Goal CONTINUING GOAL		Implementation Strategies			Expected Outcomes/Metric(s)/Timeline					
#4-UWF Priority: Support high quality student experiences that emphasize engagement and flexible modes of course and program delivery		4.A.	Reinforce small class size to support personalized learning environment			<ul style="list-style-type: none"> • Outcome: Improved high quality student experiences that emphasize engagement and flexible modes of course and program delivery <ul style="list-style-type: none"> ○ Metrics: Maintenance of 23:1 student-to-faculty ratio/ Annual tracking ○ Maintenance of 80% of undergraduate course sections with fewer than 40 students/ Annual Tracking ○ Progress on College of Business Education Center; Presidents Hall residential facility; Student and Wellness Center/ Various completion dates ○ 100% compliance by departments in reporting assessment efforts using direct measures of student learning Track assessment of SLOs/ Annual tracking ○ Improvement in key areas of National Survey of Student Engagement (NSSE)/ ○ 115 presentations at Office of Undergraduate Research sponsored Student Scholars Symposium (includes faculty-student collaboration on research projects)/ Annual tracking (baseline data to be reported in 2011 Annual Report) ○ Refined delivery options at UWF Pensacola Campus, Emerald Coast campus, and Online Campus/MGT of America study of Emerald Coast Operations during 2010-2011; recommended changes currently being implemented/Stamats, Inc., Comprehensive Market Review of Academic Programs study in progress during spring and summer 2011 with completion date of October 1, 2011; Academic Visioning process to be completed by October 1, 2011 				
		4.B.	Enrich campus life							
		4.C.	Encourage the use of mature assessment strategies							
		4.D.	Examine new pathways to foster student/faculty research and other high impact educational opportunities							
		4.E.	Explore emerging technologies to enhance flexibility in program delivery							
		4.F.	Evaluate branch campus delivery effectiveness							
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13						
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request	
\$12,182,196	NAV	0	\$12,182,196	0	0	\$12,182,196	NAV	\$12,182,196	\$29,741,250	

Institutional Goal CONTINUING GOAL				Implementation Strategies		Expected Outcomes/Metric(s)/Timeline			
#5-UWF Priority: Recruit and retain talented faculty and staff				5.A. Hire new and replacement full-time faculty in targeted programs 5.B. Refine long-term fiscal strategy to strengthen the institution 5.C. Implement newly revised faculty evaluation standards and policies 5.D. Enhance recognition of faculty and staff accomplishments and contributions		<ul style="list-style-type: none"> • Outcome: Recruitment and retention of talented faculty and staff <ul style="list-style-type: none"> ○ Metrics: Number of hires dependent on tuition differential (70% of these funds are to continue to hire full-time faculty/instructors to provide classroom instruction and student advising. The remaining 30% will continue to be used for need-based financial aid; 12 faculty hires from tuition differential in 2010-2011), program needs, and other variables ○ New faculty hires will contribute to maintenance of small class sizes (Fall 2010-80% of undergraduate course sections had fewer than 40 students) and student-to-faculty ratio (Fall 2010-student-to-faculty ratio was 23:1) ○ Formal linkage between university planning and resource allocation/Report of President's Planning and Budgeting Research Team delivered in January 2011; Report of Strategic Planning and Resource Allocation Group due June 1, 2011; interim linkage developed July 1, 2011 ○ Survey of faculty satisfaction with faculty evaluation standards and policies/Baseline established in Spring 2011 ○ Continuation of faculty and staff awards 			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$4,123,272	NAV	\$3,193,350	\$7,316,622	\$5,875,864	\$2,488,080	\$4,123,272	NAV	\$12,487,116	0

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS *Methodology: The following estimates of proposed funding for the category "State/Tuition Revenue (est.)" for both 2011-12 and 2012-2013 are based primarily on planned expenditures for fiscal year 2010/11. Because of 11/12 budget reductions and continued uncertainty related to future state funding, the same level of expenditures are anticipated for the next two years with the exception of "Priorities 2 and 5" both of which will receive enhanced funding from undergraduate tuition differential. The amounts expended for these goals from other revenue sources such as the Foundation are not available at this time. Reporting this information will require changes in our accounting systems.*

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	\$11,163,715	NAV	0	\$11,163,715	0	\$1,169,280	\$11,163,715	NAV	\$12,332,995	\$66,427
2	\$5,959,966	NAV	\$1,368,578	\$7,328,544	\$2,518,184	\$424,463	\$5,959,966	NAV	\$8,902,613	\$54,074,500
3	\$3,887,771	NAV	0	\$3,887,771	0	0	\$3,887,771	NAV	\$3,887,771	\$23,016,500
4	\$12,182,196	NAV	0	\$12,182,196	0	0	\$12,182,196	NAV	\$12,182,196	\$29,741,250
5	\$4,123,272	NAV	\$3,193,350	\$7,316,622	\$5,875,764	\$2,488,080	\$4,123,272	NAV	\$12,487,116	0
Total	\$37,316,920	NAV	\$4,561,928	\$41,878,848	\$8,393,948	\$4,081,823	\$37,316,920	NAV	\$49,792,691	\$106,898,677

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Full-time faculty/instructors are being hired to provide classroom instruction and advising.	The fee was initially approved in 2009/2010 and a total of eight faculty were hired and/or retained using the fees collected in that first year. In 2010/2011, increased fees collected were used to hire an additional 12 full-time faculty/instructors.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	20
Total Number of Advisors Hired or Retained (funded by tuition differential):	NA
Total Number of Course Sections Added or Saved (funded by tuition differential):	NA
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Provide need-based financial aid for the student body who demonstrated need based on FAFSA evaluation.	A total of 554 students benefitted.
Provide need-based aid for low income, first-generation-in-college students.	Of the 554 students, 243 were first-generation-in-college students.
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	554
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,128
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	88
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	1,500

Fall 2011 Request for an Increased Tuition Differential Fee

University: UWF

Effective Date	
University Board of Trustees Approval Date:	June 7, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	All locations.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.62
\$ Increase in tuition differential for 30 credit hours:	\$ 258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$2,194,527
Total differential fee revenue generated in 2011-12 (projected):	\$4,277,198
The intended uses of 70% of these funds are to continue to hire full-time faculty/instructors to provide classroom instruction and student advising. The remaining 30% will continue to be used for need-based financial aid.	\$2,994,039 (70%) to hire full time faculty \$1,283,159 (30%) for need-based financial aid

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University of West Florida
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2010-11 -----	Estimated 2011-12 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 284,730
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ 284,730
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 2,340,128	4,277,198
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 2,340,128	\$ 4,277,198
<u>Expenditures</u>		
Salaries & Benefits	\$ 1,430,597	\$ 2,994,039
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	624,801	1,283,159
Expended From Carryforward Balance:	-	
CF Salaries and Benefits		199,311
CF Student Financial Assistance		85,419
**Other Category Expenditures	-	-
Total Expenditures:	\$ 2,055,398	\$ 4,561,928
Ending Balance Available:	\$ 284,730	\$ -

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

University Tuition, Fees and Housing Projections

University of West Florida

Undergraduate Students

	-----Actual-----			UWF Projected*			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Tuition:							
Base Tuition - (0% projected legislative increase) ¹	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%) ⁴		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.39
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$164.97	\$189.71
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.17	\$5.17	\$5.17
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service ⁵	\$10.68	\$11.20	\$12.67	\$13.30	\$13.30	\$13.30	\$13.30
Health ⁵	\$4.82	\$5.19	\$6.62	\$7.23	\$7.23	\$7.23	\$7.23
Athletic ⁵	\$13.65	\$14.22	\$15.91	\$17.49	\$17.49	\$17.49	\$17.49
Transportation Access	\$1.80	\$1.80	\$1.80	\$3.00	\$5.00	\$7.00	\$10.00
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.17	\$5.17	\$5.17
Total Tuition and Fees per credit hour	\$121.84	\$140.34	\$159.79	\$180.84	\$201.56	\$225.08	\$252.83
% Change		15.2%	13.9%	13.2%	11.5%	11.7%	12.3%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		NA	NA	NA	NA	NA	NA
Total Tuition and Fees for 30 credit hours	\$3,655.20	\$4,210.20	\$4,793.70	\$5,425.22	\$6,046.92	\$6,752.45	\$7,584.81
% Change		15.2%	13.9%	13.2%	11.5%	11.7%	12.3%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$429.39	\$450.86
Out-of-State Undergraduate Student Financial Ai	\$20.44	\$20.45	\$20.45	\$20.45	\$20.45	\$21.47	\$22.54
Total per credit hour	\$429.38	\$429.39	\$429.39	\$429.39	\$429.39	\$450.86	\$473.40
% Change		0%	0%	0%	0%	5%	5%
Total Tuition and Fees for 30 Credit Hours	\$16,536.60	\$17,091.90	\$17,675.42	\$18,307.01	\$18,928.53	\$20,278.14	\$21,786.79
% Change		3%	3%	4%	3%	7%	7%
Housing/Dining							
	\$6,900.00	\$7,576.00	\$7,856.00	\$8,006.00	\$8,508.00	\$8,982.60	\$9,482.43
% Change		9.8%	3.7%	1.9%	6.3%	5.6%	5.6%

¹ can be no more than 5% of tuition.

² capped in statute.

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

⁴ After base tuition is set by the legislature and subject to approval of the UWF Board of Trustees, the cumulative increase in base and differential tuition is capped at 15% by statute. UWF's projections are intended to preserve that statutory authority.

⁵ Any increase in the Activity and Service, Health, and Athletic Fee is capped at 5% per year in the aggregate and the overall total is capped at 40% of tuition, unless otherwise authorized in the General Appropriations Act.

⁶ UWF has authorization to charge \$50 for the Orientation Fee.

*All projections are estimates and subject to change within statutory limits.

**University of West Florida
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Recruit and Retain Talented Faculty in Targeted Fields	\$2,488,080	\$0	\$2,488,080
2	Improving Effectiveness and Student Satisfaction with Enhanced Advising	\$1,169,280	\$0	\$1,169,280
3	Improving Access through Admissions Streamlining Strategies	\$424,463	\$0	\$424,463
	Total	\$4,081,823	\$0	\$4,081,823



**State University System
Florida Board of Governors
Instructions for Completing the
Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's work plan budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	
Work Plan Issue Title:	Recruit and Retain Talented Faculty in Targeted Fields
Priority Number	1
Recurring Funds Requested:	\$2,488,080
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$2,488,080

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The funds requested to recruit and retain faculty will be utilized to maintain small class sizes to support personalized learning, increase the percentage of small-sized classes taught by faculty with highest degree in field, and to serve the students and the region through highly qualified and committed faculty.

As a result of the budget reductions that began in fiscal year 2007/2008, UWF lost 58 full- time faculty positions. This loss in faculty positions contributed in large part to an increase in the student-to-faculty ratio from 19:1 in Fall 2007 to 23:1 in Fall 2010. The resources requested as part of this funding initiative will enable the University to recruit and hire an additional 28 new faculty. Many of the new faculty hires are targeted in fields of critical importance to the region and state such as accounting, teacher education, the health professions, and STEM.

Effective Fall 2009, the University implemented tuition differential to hire new full-time faculty and these efforts are continuing next year. While tuition differential is assisting the University in adding new faculty, it has provided sufficient resources to fund only 20 new faculty lines thus far and is restricted to enhancing undergraduate education. This additional funding will enable the University to hire 28 new faculty to teach at all levels of instruction in addition to the faculty hired using tuition differential.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue*

focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)

1. The 28 new faculty hired will provide enhanced support/instruction to an average of 2,520 students or approximately 378 FTE.
2. The new faculty will help maintain small class sizes and improve the student-to-faculty ratio. In Fall 2010, 80% of undergraduate course sections had fewer than 40 students and the student-to-faculty ratio was 23:1.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):* NA

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				



**State University System
Florida Board of Governors
Instructions for Completing the
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Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	
Work Plan Issue Title:	Improving Effectiveness and Student Satisfaction with Enhanced Advising
Priority Number	2
Recurring Funds Requested:	\$1,169,280
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$1,169,280

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

Effective student advising is crucial to meeting student retention and graduation goals. The funds requested to enhance student advising will be utilized to hire more advisors, develop a systematic method for evaluating advising success, determine enhancement and evaluation strategies for online advising, and target military student advising. Funds will also be necessary to support institutional research/planning, to enhance information systems technology, build data warehouse systems, and provide university advisors at partner locations across the region.

Purposeful enrollment growth is a central component of the UWF strategic plan. UWF has initiated several programs to increase retention. Two such programs are the “Delphi” and “Oracle” programs recently deployed and located in our residence halls for students. The program intertwines learning with living environments with Delphi focused on the freshman experience and Oracle focused on the sophomore experience.

Fall to Spring Retention during Delphi’s first –year of deployment was 95%. Oracle was launched in Fall 2010 with sophomore students.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

1. An estimated 6,150 students would benefit from this initiative or approximately 4,305 FTE.

2. Improve the target ratio of students to full-time advisors based on the national standard of 300:1; current ratio for UWF is 425:1.

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				



**State University System
Florida Board of Governors
Instructions for Completing the
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The OB Form I is designed to capture the data needed to align a university's work plan budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

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Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	
Work Plan Issue Title:	Improving Access through Admissions Streamlining Strategies
Priority Number	3
Recurring Funds Requested:	\$424,463
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$424,463

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The funds requested to implement and maintain the new Direct Admit program will be utilized to provide a seamless system in which a student admitted to a regional college is immediately contacted and provided with information on academic programs and admission to UWF. Funds will be necessary to support institutional research/planning, enhance information systems technology, build data warehouse systems, maintain the academic portal and provide university admission advisors on the college campuses. While this initiative will improve retention and increase graduation rates for students, basic infrastructure for the university must be improved to allow for a successful implementation.

UWF spearheaded a coalition of the public post-secondary institutions in the panhandle in 2008. The President's Higher Education Coalition of Northwest Florida was created and meets regularly across the region. One of the initiatives and resources developed by the coalition is the "Academic Portal - Career Pathways." The portal is a kiosk used as a source of information located in high schools, workforce development offices and on college campuses to assist residents and students in determining the classes needed to successfully complete a degree with the credentials needed in a specific occupation. Combining the "Career Pathways" program and "Direct Admit" initiative will be a major improvement in the articulation and the transfer process for students throughout Northwest Florida.

- II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue*

focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)

1. An estimated 2,500 students would benefit from this initiative or approximately 1,500 FTE.
2. An estimated increase in enrollment of 105 students (unduplicated headcount) per year.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):* NA

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

University: UWF
Five-Year Capital Improvement Plan (CIP)

PECO Projects

Priority No.	Project Name	Actual Appropriation		2012-2013		2013-2014		2014-2015		2015-2016		2016-17		Total	Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
		2011-2012	Code	Code	Code	Code	Code	Code	Code	Code	Code						
1	Capital Renewal Infrastructure	\$1,771,079		\$4,000,000	P,C	\$4,000,000	P,C	\$4,000,000	P,C	\$5,500,000	P,C	\$5,600,000		\$24,871,079	No	N/A	N/A
2	College of Business Education Ctr. (Phase III of III)			\$8,410,500	P,C,E									\$8,410,500	Yes	Business School	52,463
3	School of Allied Health and Life Sciences (Phase I of III)			\$8,952,000	P,C,E									\$8,952,000	No	Hlth.Sciences	0
4	School of Allied Health and Life Sciences (Phase II of III)					\$33,250,000	P,CE							\$33,250,000	No	Hlth.Sciences	84,011
5	School of Allied Health and Life Sciences (Phase III of III)							\$21,660,000	P,C,E					\$21,660,000	No	Hlth.Sciences	52,513
6	Physical Education Renovation and Performance Center Improvements			\$2,907,750	P	\$23,740,000								\$26,647,750	Yes-Renovation	Human Perf.	106,583
7	College of Arts and Sciences Building 58 Renovation					\$2,102,500				\$19,190,500	C,E			\$21,293,000	Yes	Research/Grants	69,633
8	Campus Drive Road Extension and Modifications, Phase I of II							\$814,000	C,E	\$7,918,000	C,E			\$8,732,000	No	N/A	N/A
9	Campus Drive Road Extension and Modifications, Phase II of II									\$100,000	P,C	\$902,000	C,E	\$1,002,000	No	N/A	N/A
10	Natatorium Renovation (Phase II of II)					\$4,249,500	P,C,E							\$4,249,500	Yes	Physical Educ.	36,571
11	College of Arts and Sciences Building 37 Renovation					\$3,522,500	P,C,E							\$3,522,500	Yes	Nursing	11,844
12	Educational Development Center Renovation							\$2,068,000	P	\$9,843,000	C,E			\$11,911,000	Yes	R.O.T.C. & Legal	39,878
13	Archaeology Auditorium and Curation Facility							\$747,000	P	\$5,667,500	C,E			\$6,414,500	Yes	Archaeology	13,575
14	College of Professional Studies Education									\$1,781,000	P	\$22,074,000	C,E	\$23,855,000	No	Teacher Educ.	62,490
15	Campus Security Facility									\$897,000	P	\$6,351,000	C,E	\$7,248,000	Yes	University Police	10,015
16	Multi-Cultural Center - Maritime Park			\$4,000,000	P,C,E									\$4,000,000	No	Museum	12,805
17	University Honors/Living Complex									\$380,000	P	\$2,713,500	C,E	\$3,093,500	No	Not Determined	3,625
18	University Union (Partial Funding from PECO) TBD							TBD		TBD		TBD		\$0		Not Determined	TBD
														\$0			
	TOTAL	\$1,771,079		\$28,270,250		\$70,864,500		\$29,289,000		\$51,277,000		\$37,640,500		\$219,112,329			

Challenge Grant Projects

TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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GRAND TOTAL	\$1,771,079	\$28,270,250	\$70,864,500	\$29,289,000	\$51,277,000	\$37,640,500	\$219,112,329
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Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

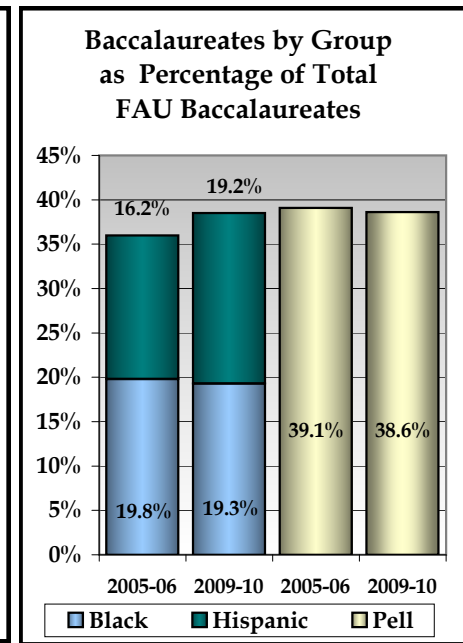
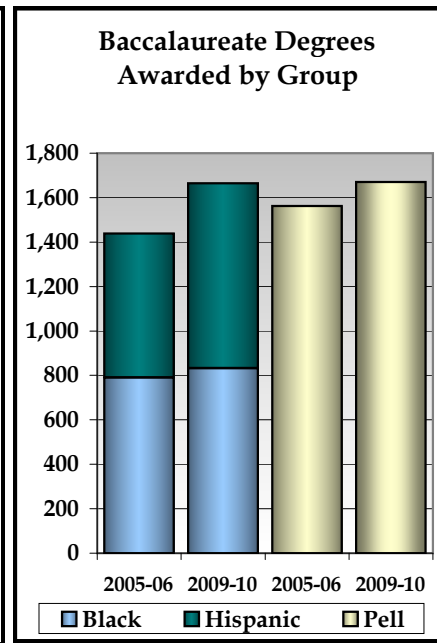
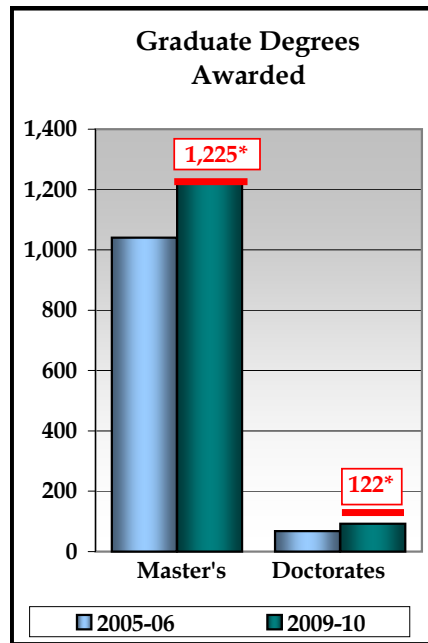
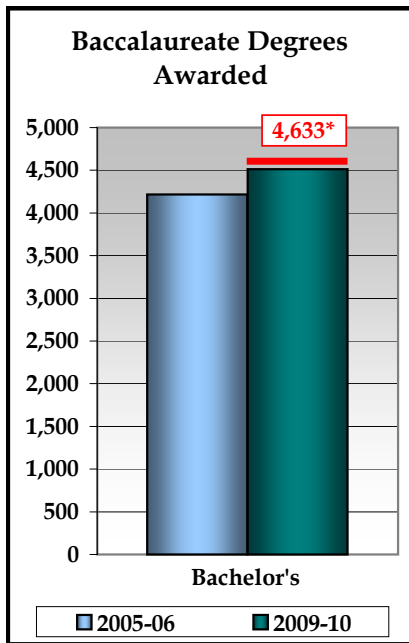
**2011 Update to the
Florida Atlantic University
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

Florida Atlantic University 2010 Annual Report

Sites and Campuses			Boca Raton Campus, Davie Campus, Ft. Lauderdale Campus, Jupiter Campus, Port St. Lucie Campus				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	27,707	100%	TOTAL		152	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	4,757	17%	Baccalaureate		64	Graduate Instructional Program:	Doctoral, professions dominant
Hispanic	5,148	19%	Master's & Specialist's		66	Enrollment Profile:	High undergraduate
White	15,243	55%	Research Doctorate		21	Undergraduate Profile:	Higher part-time four-year
Other	2,559	9%	Professional Doctorate		1	Size and Setting:	Large four-year, primarily nonresidential
Full-Time	14,911	54%	Faculty (Fall 2009)	Full-Time	Part-Time	Basic:	Research Universities (high research activity)
Part-Time	12,796	46%		TOTAL		843	585
Undergraduate	21,527	78%	Tenure/T. Track		578		
Graduate	4,146	15%	Other Faculty/Instr.		265		
Unclassified	2,034	7%			580		

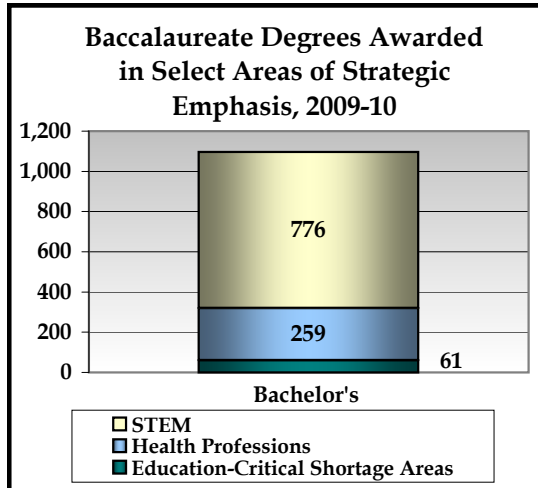
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



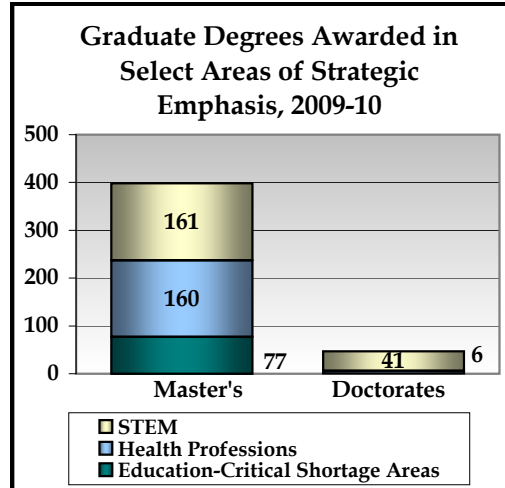
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I.].

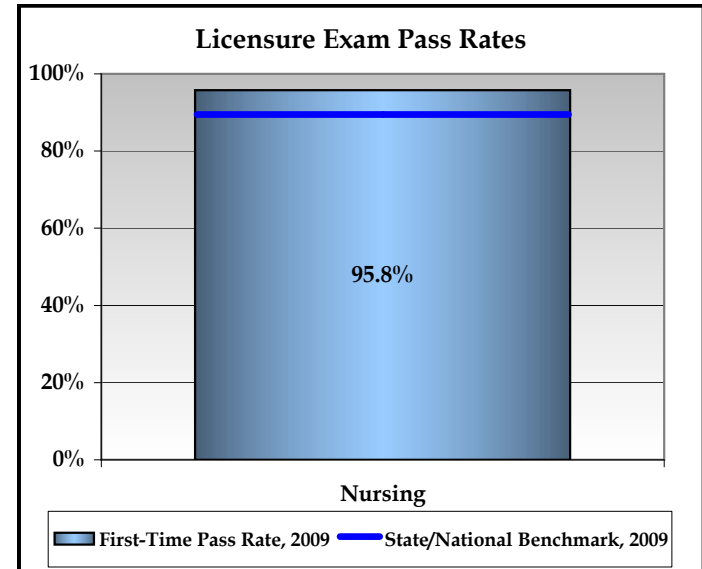
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



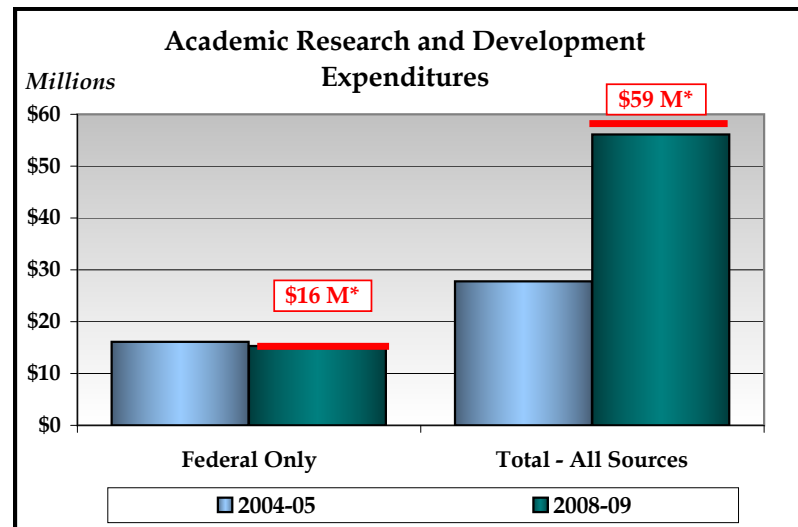
**2012-13 Target: Increase
(2008-09 Baseline: 1,080 Total)**



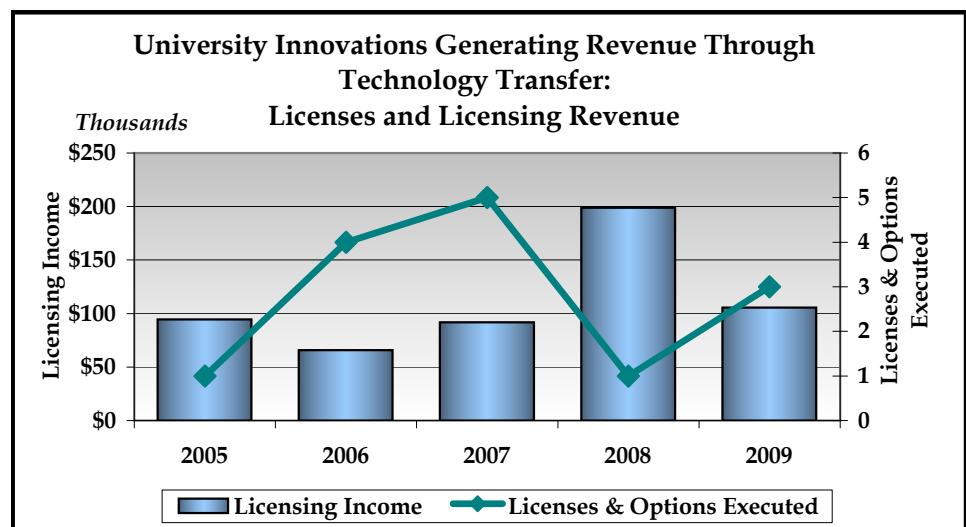
**2012-13 Target: Increase
(2008-09 Baseline: 393 Total)**



**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



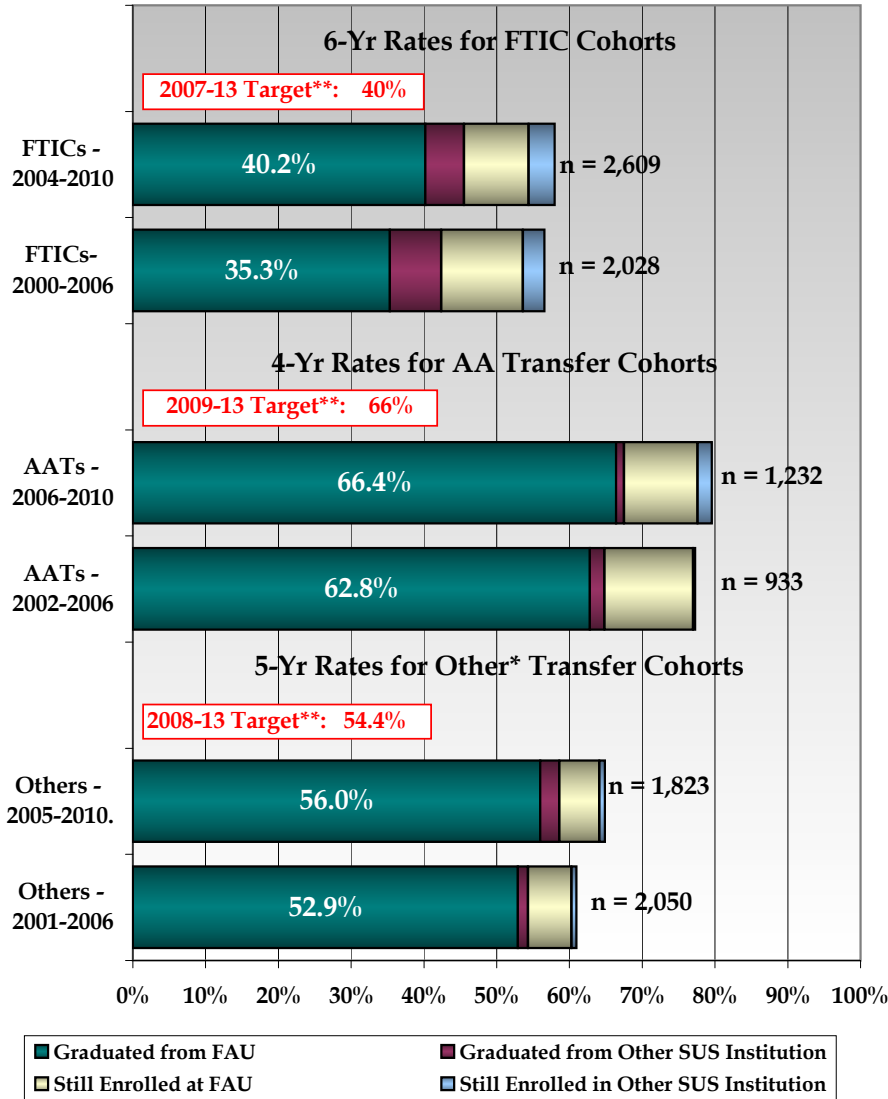
***2011-12 Targets for Research & Development Expenditures.**



**2011-12 Targets: Licenses - Increase (2008 Baseline = 1)
Licensing Revenue - Increase (2008 Baseline = \$198,880)**

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

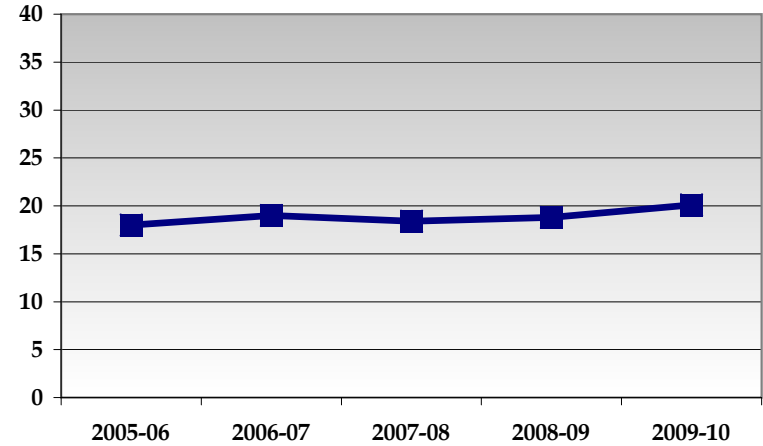
Undergraduate Retention and Graduation Rates



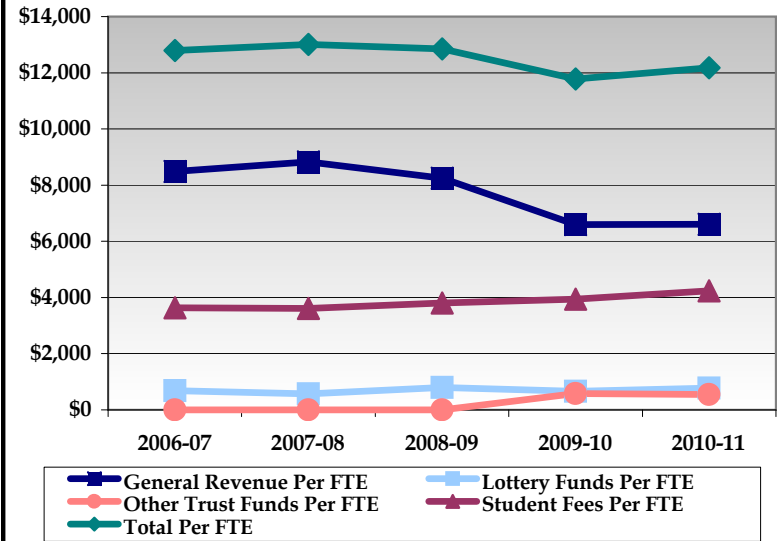
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

FAU has identified a group 13 peer institutions that are similar in mission, size, and academic preparation of entering students: George Mason University, Georgia State University., Indiana University-Purdue University-Indiana, Old Dominion University, Portland State University, University of Akron, University of Louisville, University of Memphis, University of Nevada – Las Vegas, University of Texas – Arlington, University of Toledo, University of Wisconsin – Milwaukee, Virginia Commonwealth University. These peers are used for comparison on many of the measures below. On measures for which data on these peers was not available, comparisons to the SUS institutions were made.

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10	
Baccalaureate	4,217		4,345		4,481		4,467		4,511	
Master's and Specialist	1,040		1,118		1,138		1,146		1,220	
Research Doctoral	68		74		83		84		88	
Professional Doctoral	-		-		-		6		4	
Comparison with Peers*	FAU's production of baccalaureate degrees has grown 7% during the past 5 years, which is below the average of 15% increase among its peer institutions during the same period. With a more aggressive plan in place to increase undergraduate enrollment, we anticipate that baccalaureate production will increase at a faster pace in the next 5 years. The number of master's degrees awarded grew by 17% in the past 5 years compared with an average of 10% at our peer institutions. Research doctoral degrees awarded have grown by 29% at FAU in the past 5 years, which is slightly below the 35% increase at our peer institutions. FAU only recently began to award professional doctoral degrees in nursing and we anticipate growth both in nursing and in medicine.									
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	647	16.2	738	17.8	815	19.1	816 Increase*	19.1	831	19.2
Non-Hispanic Black	791	19.8	753	18.2	802	18.8	770 Increase*	18	833	19.3
Pell Grant Recipients	1,563	39.1	1,683	40.6	1,711	39.9	1,642 Increase*	38.3	1,671	38.6
Comparison with Peers*	FAU awards 19% of baccalaureate degrees to Hispanic students and 19% to Non-Hispanic Black students, rates which reflect the diversity of our undergraduate population and which are substantially higher than at our peer institutions (5% awarded to Hispanic students and 13% to Black students). FAU awards 39% of baccalaureate degrees to Pell Grant recipients, which is slightly higher than the average rate at other SUS institutions (37%).									

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10					
STEM (Baccalaureate)	746	792	805	800	776					
STEM (Graduate)	194	218	229	209	202					
Health Professions (Baccalaureate)	250	233	225	226	259					
Health Professions (Graduate)	104	128	133	135	166					
Education–Critical Shortage (Bacc.)	29	48	53	53	61					
Education–Critical Shortage (Grad.)	37	45	67	49	77					
Comparison with Peers*	<p>FAU has shown modest growth in STEM degrees awarded in the past 5 years both at the baccalaureate (4% growth) and the graduate level (4% growth). These rates are below the SUS average (19% baccalaureate STEM growth and 31% graduate STEM growth for SUS in last 5 years). Growth in Health Professions degrees also has been modest at the baccalaureate level (4% in the past 5 years vs 19% SUS average). Graduate degrees have grown substantially in Health Professions at FAU during the past 5 years (60% vs 42% for the SUS on average). In Critical Needs Areas of Education FAU has more than doubled its degree production at both the baccalaureate and graduate levels. This is well above the growth rates of 19% and 20% among SUS institutions.</p>									
Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICS	36.9%	11.3%	37.9%	9.9%	39.4%	9.9%	38.4%	9.4%	42.2%	8.4%
SUS Def.: 6-Yr Rates - FTICS	35.3%	11.2%	35.3%	9.9%	37.3%	10.4%	35.9%	10%	40.2%	8.9%
SUS Def.: 4-Yr Rates - AA Transfers	62.8%	12.2%	62.3%	11.9%	66.9%	10.7%	64.4%	10.7%	66.4%	10.1%
SUS Def.: 5-Yr Rates - Others	52.9%	6%	54.2%	6.5%	55%	6.6%	54.4%	5.3%	56%	5.5%
Comparison with Peers*	<p>FAU's most recent 6 year Full-time FTIC graduation rate of 42% is near the average rate of its peer institutions (44%) and represents a 15% improvement compared to 5 years earlier. While our FTIC graduation rate remains below the SUS average of 64%, FAU has enacted numerous initiatives to improve the success of its first time in college students (see Institutional Goal #1). Analysis of more recent FTIC cohorts suggests that FAU's retention and graduation rates will continue to grow. Graduation rates among students who transfer in to FAU are very near the SUS average rate and have improved at a faster rate over the past 5 years than the SUS average rate.</p>									
Licensure Exam Pass Rates	2005-06	2006-07	2007-08	2008-09	2009-10					
Nursing	90.3%	94.5%	87.6%	91.7%	95.8%					
Comparison with Peers*	<p>FAU's Nursing Licensure Exam Pass Rate of 96% reflects an improvement of more than 5% in the past 5 years and places FAU in the top half of SUS institutions in pass rate.</p>									

Academic Research and Development Expenditures	FY2004_2005	FY2005_2006	FY2006_2007	FY2007_2008	FY2008_2009
Federal Only (<i>Thousand \$</i>)	\$ 16,084	\$ 20,590	\$ 18,157	\$ 17,780	\$ 15,335
Total - All Sources (<i>Thousand \$</i>)	\$ 27,797	\$ 30,393	\$ 46,055	\$ 49,410	\$ 56,127
Comparison with Peers*	Total research and development expenditures have doubled (102% increase) in the past 5 years, which is well above the growth among our peers (14% growth in the past 5 years). Federally Funded Research and Development expenditures at FAU have decreased by about 5% in the past 5 years, compared with an average increase of 14% among our peers. We anticipate that the recently approved College of Medicine will allow us to better compete for federal research funds.				
Technology Transfer	FY2004-2005	FY2005-2006	FY2006-2007	FY2007-2008	FY2008-2009
Licenses & Options Executed	1	4	5	1	3
Licensing Income	\$ 94,611	\$ 65,847	\$ 91,928	\$ 198,880	\$ 105,562
Comparison with Peers*	FAU executes a small number of licenses per year, which generates a modest but increasing income for the institution. Licensing activity in the SUS is concentrated mainly at one institution (UF), so comparison to an SUS average is not informative.				

OTHER KEY OUTPUT OR OUTCOME METRICS					
Comparison with Peers					
<p>FAU has identified a group 13 peer institutions that are similar in mission, size, and academic preparation of entering students: George Mason University, Georgia State University., Indiana University-Purdue University-Indiana, Old Dominion University, Portland State University, University of Akron, University of Louisville, University of Memphis, University of Nevada – Las Vegas, University of Texas – Arlington, University of Toledo, University of Wisconsin – Milwaukee, Virginia Commonwealth University. These peers were used for comparison on many of the measures. On measures for which data on these peers was not available, comparisons to the SUS institutions were made.</p>					
<p align="center">Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement</p>					
<p align="center">(1) Increasing FTIC retention and graduation rates</p>					
<p align="center">(2) Meeting student demand in the context of continuing growth</p>					
<p align="center">(3) Increasing Federally-funded research expenditures</p>					

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

- Florida Atlantic University's Charles E. Schmidt College of Medicine has received in excess of 1,500 applications by the Medical College Application Service® (AMCAS), a nonprofit, centralized application processing service of the Association of American Medical Colleges, for its independent medical education program, which was granted preliminary accreditation in February. This admitted class presented higher MCAT scores and undergraduate grades than the national averages for these items.
- Applications for first-time-in-college admission to FAU nearly doubled from approximately 14,000 for summer/fall 2010 to nearly 28,000 for summer/fall 2011. This growth supports the BOT approved plan for increasing access to students through enrollment growth. Preliminary analysis of the admitted students who have committed to enrolling at FAU in 2011 indicates higher levels of preparation than previous classes.
- In order to more proactively monitor degree progression, FAU is improving its degree audit functionality to include improved interactive audit capability. This new functionality will be made available to both advisors and students to provide real-time updates to assist with timely degree completion.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
M	030104	Environmental Science	Corrective Action	Revitalized leadership; new curricula
B	131312	Music Teacher Education	Collaborative Model	Discussions between Dept. of Music and Dept. of Teaching and Learning
M	270301	Applied Mathematics	Corrective Action	Possible merger with 270101 Math, General
D	141001	Electrical Engineering	Collaborative Model	Discussions in regard to one D in Engineering
D	141901	Mechanical Engineering	Collaborative Model	
D	142401	Ocean Engineering	Collaborative Model	

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
May 2011	B	04.0401	Bachelor of Urban Design	Fall 2011
May 2011	B	43.9999	Bachelor of Public Safety Administration	Fall 2011
November 2011	M	09.0499	M.S. in Science Journalism	Summer 2012
May 2012	M	11.1003	Cyber and Information Security (PSM)	Fall 2012
May 2012	M	04.0201	Architecture (MS)	Fall 2012
May 2012	M	13.0501	Instructional Technology	Fall 2012
May 2012	M	13.1205	Secondary Education	Fall 2012

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

During the five years of this plan Florida Atlantic University intends to enroll more FTICs each year as the institution continues to implement the BOT goal of providing undergraduate students a more residential experience. In addition, the university intends to enroll more out-of-state students, continue to enhance retention and graduation rates, and expand eLearning opportunities. All of these factors are anticipated to significantly affect enrollment patterns at FAU.

Enrollment growth plans are significantly affected by numerous external forces. For example, additional classroom and laboratory space to meet student enrollment demand is contingent upon the availability of adequate PECO funding. FAU enrollment is directly influenced by the capacity and enrollment policies of other institutions of higher education, especially community/state colleges and fellow state universities. It is particularly difficult to estimate growth at campuses co-located with other institutions which have their own independent plans for growth. Growth of population and economic activity in the communities served by FAU also directly affects university enrollment plans as the university has a responsibility to serve the needs of these local communities – the university grows if they grow.

With the increase in enrollment at the FTIC level, it will be necessary to have additional budget authority in 2011-12 to accommodate this growth.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

The 2010-11 funded Enrollment Plan for Florida Atlantic University lagged behind actual 2010-11 lower level enrollment by nearly 25%. The funded Enrollment Plan has not been adjusted to reflect actual enrollment since 2007 despite significant growth in student demand during this period. In accordance with university Board of Trustees' strategic direction the university is continuing to grow to meet student demand and to provide a more residential experience for undergraduate students. Applications for freshman admission nearly doubled for the entering class of 2011.

The enrollment plan assumes 6% overall growth starting in 2012-13 with growth distributed as follows: Upper Division 6%, Grad II 6%, Grad I 3%, Lower Division adjusted to insure 6% total growth. Growth distribution varies by campus within level in these ranges: Boca Raton 68-80%, Davie 5-20%, Jupiter 10-15%, Port St. Lucie 0-4%.

**Enrollment Plan Proposal - All State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	4,461	5,385	4,461	5,605	5,992	6,841	7,802	7.84%
FL Resident Upper	7,910	8,204	7,910	8,533	9,045	10,162	11,419	6.76%
FL Resident Grad I	1,764	1,696	1,764	1,629	1,677	1,780	1,888	3.19%
FL Resident Grad II	194	283	194	295	312	351	394	6.76%
Total FL Resident	14,329	15,569	14,329	16,061	17,026	19,134	21,503	6.78%
Non-Res. Lower		316		391	418	477	545	7.84%
Non-Res. Upper		338		352	373	419	470	6.76%
Non-Res. Grad I		177		169	175	185	196	3.19%
Non-Res. Grad II		115		120	127	142	160	6.76%
Total Non-Res.	910	946	910	1,032	1,092	1,224	1,371	6.58%
Total Lower		5,702		5,997	6,410	7,319	8,346	7.84%
Total Upper		8,542		8,884	9,417	10,581	11,889	6.76%
Total Grad I		1,873		1,798	1,852	1,965	2,084	3.19%
Total Grad II		398		414	439	493	554	6.76%
Total FTE	15,239	16,515	15,239	17,093	18,118	20,358	22,874	6.76%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount			51	51	102	153	204	60%
Non-Res. Medical Headcount				13	26	39	52	60%
Total Medical Headcount			64	64	128	192	256	60%

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Boca Raton

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	5561	5786	6117	6844	7666	6.50%
Upper	5930	6168	6530	7322	8211	6.63%
Grad I	1469	1410	1452	1538	1631	3.13%
Grad II	316	329	348	390	437	6.56%
Total	13277	13693	14447	16094	17945	6.21%

SITE: Davie

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	6	16	36	82	133	150.64%
Upper	1674	1741	1848	2080	2342	6.90%
Grad I	124	119	123	131	139	3.36%
Grad II	36	38	40	45	50	6.68%
Total	1840	1914	2047	2338	2665	7.85%

SITE: Fort Lauderdale

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	1	1	1	1	1	0.00%
Upper	253	263	263	263	263	0.00%
Grad I	100	96	96	96	96	0.00%
Grad II	10	10	10	10	10	0.00%
Total	364	370	370	370	370	0.00%

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: Jupiter

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	106	166	228	364	518	42.57%
Upper	484	503	557	673	804	11.94%
Grad I	68	65	72	85	99	10.56%
Grad II	16	17	20	26	33	20.33%
Total	673	751	875	1148	1455	18.76%

SITE: Port St. Lucie

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	1	1	1	1	1	0.00%
Upper	146	152	163	186	212	7.90%
Grad I	80	77	79	83	88	2.99%
Grad II	9	9	10	11	12	5.99%
Total	236	239	253	282	314	6.21%

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: REMAINING PHYSICAL LOCATIONS

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	27	27	27	27	27	0.00%
Upper	54	57	57	57	57	0.00%
Grad I	32	31	31	31	31	0.00%
Grad II	11	11	11	11	11	0.00%
Total	125	126	126	126	126	0.00%

NOTE: FAU's Total State-fundable FTE is accounted for at one of the physical locations reported above. Virtual Instruction/Distance Learning FTE listed reflects the portion of our total FTE generated in courses taught completely through distance learning.

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	149	164	188	249	330	20.23%
Upper	621	683	786	1039	1374	20.23%
Grad I	369	406	467	617	816	20.23%
Grad II	30	33	38	50	66	20.23%
Total	1169	1286	1479	1956	2586	20.23%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
<p>#1 (Required) -</p> <p>IMPROVE BACCALAUREATE RETENTION AND GRADUATION</p> <p>CONTINUING GOAL</p>	<ul style="list-style-type: none"> • A new Center for Teaching and Learning, to open by Fall 2011, will house all student academic support services in a “one stop shop,” affording the student body far better access to tutoring and other forms of assistance necessary for students to succeed. • FAU was the recipient of a \$1.63 million Title III grant from the U.S. Dept. of Education to assist students in their second year who are at risk of attrition. • FAU’s individual colleges are crafting plans aimed at student success, including increased emphasis on faculty mentoring and advising, and the creation of new majors for students unable to get into their major of choice, such as nursing. • A new degree audit system will provide advisors, faculty and students with enhanced capabilities for effective and efficient advising. 	<p>Baccalaureate retention and graduation will be measured by changes in the first- to second-year retention rate and in the six-year graduation rate for FTICs.</p> <p>The first- to second-year retention rate will increase from 80 percent in fall 2010 to 83 percent by fall 2013.</p> <p>The six-year graduation rate for FTICs will increase from 42 percent in summer 2010 to 45 percent by summer 2014 and to 50 percent by summer 2017.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
	\$838,330 (Clearwire and Title III)	0	\$838,330	0	\$1,000,000		\$797,950 (Clearwire and Title III)	\$1,797,950	0

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2 (Required) - MEET STUDENT DEMAND IN FACE OF CONTINUING GROWTH CONTINUING GOAL			<ul style="list-style-type: none"> • Adequate provision of quality instruction (faculty hiring) • Adequate provision of quality academic advising (advisor hiring) • Expanded and enhanced eLearning opportunities for current and new students • Utilize all available university infrastructure on all campuses to maximize resources to meet demand. • Construction of new classrooms and laboratories within available PECO resources to meet demand. • Increase residential student housing on Boca Raton campus to meet demand. 			<ul style="list-style-type: none"> • Increase or maintain the percent of students who report satisfied or very satisfied with the registration process, the availability of classes, and the availability and quality of academic advising • Increase enrollments in eLearning courses by 15% per year over the next 5 years • Achievement of this goal also supports enhanced baccalaureate retention and graduation (Goal #1) • These metrics have a continuing timeline 			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
		\$750,000	\$750,000	\$750,000	\$2,000,000			\$2,750,000	\$19.5M

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#3 (Required) - EXPAND RESEARCH OPPORTUNITIES CONTINUING GOAL			<ul style="list-style-type: none"> * Research Priority Program * Mentor - Mentee Program * Hire Grant Facilitators in the Colleges * Sponsor Monthly Research Workshops * Interdisciplinary Research Networking * Sponsor Visits to Funding Agencies * Vivarium Renovations 			<ul style="list-style-type: none"> * \$1 million in new external funding in each of the three priority areas by June 2012/ \$2 million in each area by June 2013 * 15 new proposals submitted by mentees/new external funding of \$1 million by June 2012 * Up to six new facilitators hired by June 2012/ increase in submissions and funding rates from Colleges with facilitators/F&A recovery 3x facilitator salary and benefits by June 2013 * Average of 40 faculty participants at each workshop/50% increase in proposal submissions by participants by June 2012 * Sponsor at least two trips to federal funding agencies/ up to 10 faculty participants each trip/ 50% increase in funding rates of participants by June 2013 			
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
	F&A \$1M		\$1M		\$6,000,000		F&A \$1M	\$7,000,000	\$8,892,000

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1		\$838,330		\$838,330		\$1,000,000		\$797,950	\$1,797,950	
2			\$750,000	\$750,000	\$750,000	\$2,000,000			\$2,750,000	\$19.5M
3		\$1,000,000		\$1,000,000		\$6,000,000		\$1,000,000	\$7,000,000	\$8,892,000
4 optional						\$985,981			\$985,981	
5 optional						\$5,000,000			\$5,000,000	
Total		\$1,838,330	\$750,000	\$2,588,330		\$14,985,981		\$1,797,950	\$17,533,931	\$28,392,000

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 - 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)		University Update on Each Initiative
To ensure that enough sections /seats are offered in required courses to meet student needs.		Net increase of 100 sections and 15,000+ course enrollments over previous year
To offer courses the ensure student access , time degree completions and maintain FTE production		FTE production increased by 6.5% despite budget cutbacks.
Will add sections of courses with the highest student demand		Additional advisors and faculty were added in 2010-11
Additional Detail, Where Applicable:		
Total Number of Faculty Hired or Retained (funded by tuition differential):		75
Total Number of Advisors Hired or Retained (funded by tuition differential):		9
Total Number of Course Sections Added or Saved (funded by tuition differential):		500
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)		University Update on Each Initiative
To augment existing need-based funds, which still fall far short of demonstrated student need.		\$ 1,652,000 is estimated to be added in need based aid
Ensures that fewer students not be required to work in order to afford their education.		Fewer freshman were working off campus in fall 2010
Additional Information (estimates as of April 30, 2011):		
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:		826
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:		\$1,000
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:		\$1,000
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:		\$1,000

Fall 2011 Request for an Increased Tuition Differential Fee

University: FLORIDA ATLANTIC UNIVERSITY

Effective Date	
University Board of Trustees Approval Date:	June 15, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university - all locations, where applicable.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$12.80 (2010-11) and \$21.42 (2011-12)
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$ 8.62
\$ Increase in tuition differential for 30 credit hours:	\$258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$4,879,541
Total differential fee revenue generated in 2011-12 (projected):	\$9,617,256

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University: FLORIDA ATLANTIC UNIVERSITY
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	\$ -	\$ -
Beginning Balance Available:	\$ -	\$ -
Receipts / Revenues		
Tuition Differential Collections	\$ 5,399,901	\$ 9,428,682
Interest Revenue - Current Year	107,998	188,574
Interest Revenue - From		
Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 5,507,899	\$ 9,617,256
Expenditures		
Salaries & Benefits	\$ 3,855,529	\$ 6,732,079
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	1,652,370	2,885,177
Expended From Carryforward		
Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 5,507,899	\$ 9,617,256
Ending Balance Available:	\$ -	\$ -

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

Florida Atlantic University							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Tuition:							
Base Tuition - (0% inc. for 2012-13 to 2014-15)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.39
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.45	\$164.97	\$189.71
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.00	\$10.40	\$11.96	\$11.96	\$11.96	\$11.96	\$11.96
Health	\$7.50	\$7.80	\$8.97	\$9.42	\$9.70	\$9.99	\$10.29
Athletic	\$13.75	\$14.30	\$16.45	\$16.45	\$16.94	\$17.45	\$17.98
Transportation Access							
Technology ¹		\$3.54	\$4.42	\$5.16	\$5.16	\$5.16	\$5.16
Total Tuition and Fees per credit hour	\$122.14	\$139.55	\$159.81	\$177.65	\$197.14	\$219.45	\$245.02
% Change		14.3%	14.5%	11.2%	11.0%	11.3%	11.7%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access	\$60.00	\$62.40	\$64.90	\$76.90	\$79.21	\$81.58	\$84.03
Total Block Fees per term	\$60.00	\$62.40	\$64.90	\$76.90	\$79.21	\$81.58	\$84.03
% Change		NA	NA	18.5%	3.0%	3.0%	3.0%
Total Tuition and Fees for 30 credit hours							
	\$3,784.25	\$4,311.30	\$4,924.10	\$5,483.32	\$6,072.54	\$6,746.81	\$7,518.77
\$ Change		\$527.06	\$612.80	\$559.21	\$589.23	\$674.27	\$771.96
% Change		13.9%	14.2%	11.4%	10.7%	11.1%	11.4%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$435.71	\$429.15	\$423.41	\$457.28	\$471.00	\$485.13	\$499.68
Out-of-State Undergraduate Student Financial Aid ³	\$21.79	\$21.46	\$21.17	\$22.86	\$23.55	\$24.26	\$24.98
Total per credit hour	\$457.50	\$450.61	\$444.58	\$480.14	\$494.55	\$509.38	\$524.67
% Change		-1.5%	-1.3%	8.0%	3.0%	3.0%	3.0%
Total Tuition and Fees for 30 Credit Hours							
	\$17,509.11	\$17,829.53	\$18,261.52	\$19,887.64	\$20,908.99	\$22,028.35	\$23,258.76
\$ Change		\$320.41	\$431.99	\$1,626.12	\$1,021.36	\$1,119.36	\$1,230.40
% Change		1.8%	2.4%	8.9%	5.1%	5.4%	5.6%
Housing/Dining							
	\$8,550.00	\$8,728.00	\$8,894.00	\$9,071.88	\$9,344.04	\$9,624.36	\$9,913.09
\$ Change		\$178.00	\$166.00	\$177.88	\$272.16	\$280.32	\$288.73
% Change		2.1%	1.9%	2.0%	3.0%	3.0%	3.0%
¹ can be no more than 5% of tuition.							
³ can be no more than 5% of tuition and the out-of-state fee.							
² capped in statute.							

**Florida Atlantic University
2012-13 Legislative Budget Request**

Priority Number	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Improve Baccalaureate Retention and Graduation	\$1,000,000		\$1,000,000
2	Meet Student Demand in Face of Continuing Growth	\$2,000,000		\$2,000,000
3	Expand Research Opportunities	\$6,000,000		\$6,000,000
4	Quality Enhancement Plan - SAC	\$750,000	\$235,981	\$985,981
5	Faculty Salary Retention Program	\$5,000,000		\$5,000,000
	Total	\$14,750,000	\$235,981	\$14,985,981



**State University System
Florida Board of Governors
Instructions for Completing the
Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's work plan budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

State University System
Education and General
2012-2013 Legislative Operating Budget Issue

Form I

University:	FLORIDA ATLANTIC UNIVERSITY
Work Plan Issue Title:	Improve Baccalaureate Retention and Graduation
Priority Number	1
Recurring Funds Requested:	\$1,000,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$1,000,000

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

- A new Center for Teaching and Learning, to open by Fall 2011, will house all student academic support services in a “one stop shop,” affording the student body far better access to tutoring and other forms of assistance necessary for students to succeed.
- FAU was the recipient of a \$1.63 million Title III grant from the U.S. Dept. of Education to assist students in their second year who are at risk of attrition.
- FAU’s individual colleges are crafting plans aimed at student success, including increased emphasis on faculty mentoring and the creation of new majors for students unable to get into their major of choice, such as nursing.

II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

- Baccalaureate retention and graduation will be measured by changes in the first- to second-year retention rate and in the six-year graduation rate for FTICs.
- The first- to second-year retention rate will increase from 80 percent in fall 2010 to 83 percent by fall 2013.
- The six-year graduation rate for FTICs will increase from 42 percent in summer 2010 to 45 percent by summer 2014 and to 50 percent by summer 2017.

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None Required			
2.				

State University System
Education and General
2012-2013 Legislative Operating Budget Issue

Form I

University:	FLORIDA ATLANTIC UNIVERSITY
Work Plan Issue Title:	Meet Student Demand in Face of Continuing Growth
Priority Number	2
Recurring Funds Requested:	\$2,000,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$2,000,000

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

- Adequate provision of quality instruction (faculty hiring)
- Adequate provision of quality academic advising (advisor hiring)
- Expanded and enhanced eLearning opportunities for current and new students

II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

- Increase or maintain the percent of students who report satisfied or very satisfied with the registration process, the availability of classes, and the availability and quality of academic advising.
- Increase enrollments in eLearning courses by 15% per year over the next 5 years.
- Achievement of this goal also supports enhanced baccalaureate retention and graduation (Goal #1).
- These metrics have a continuing timeline.

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	General Classroom Phase 2	2011-14	\$19,500,000	4

State University System
Education and General
2012-2013 Legislative Operating Budget Issue

Form I

University:	FLORIDA ATLANTIC UNIVERSITY
Work Plan Issue Title:	Expand Research Opportunities
Priority Number	3
Recurring Funds Requested:	\$6,000,000
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$6,000,000

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

- Research Priority Program
- Mentor – Mentee Program
- Hire Grant Facilitators in the Colleges
- Sponsor Monthly Research Workshops
- Interdisciplinary Research Networking
- Sponsor Visits to Funding Agencies
- Vivarium Renovations

II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

- \$1 million in new external funding in each of the three priority areas by June 2012/ \$2 million in each area by June 2013
- 15 new proposals submitted by mentees/new external funding of \$1 million by June 2012
- Up to six new facilitators hired by June 2012/ increase in submissions and funding rates from Colleges with facilitators/F&A recovery 3x facilitator salary and benefits by June 2013
- Average of 40 faculty participants at each workshop/50% increase in proposal submissions by participants by June 2012
- Sponsor at least two trips to federal funding agencies/ up to 10 faculty participants each trip/ 50% increase in funding rates of participants by June 2013
- Support partnerships at Scripps and Max Plank to maximize FAU’s research potential.

III. **Facilities** (If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	Vivarium	2013-14	\$8,892,000	10

State University System
Education and General
2012-2013 Legislative Operating Budget Issue

Form I

University:	FLORIDA ATLANTIC UNIVERSITY
Work Plan Issue Title:	Quality Enhancement Plan (QEP)
Priority Number	4
Recurring Funds Requested:	\$ 750,000
Non-Recurring Funds Requested:	\$ 235,981
Total Funds Requested:	\$ 985,981

I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

- The most critical part of Florida Atlantic University’s reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS) is the development of a QEP that identifies key issues emerging from institutional assessment, focuses on learning outcomes, and furthers the mission of the university.
- FAU will be embarking on a multi-year Quality Enhancement Plan QEP effort aimed at fostering the highest levels of educational attainment possible through the development of extensive honors education programs at all levels and across all disciplines.
- These efforts will eventually encompass half of all undergraduate students and departments and will also reach into graduate programs, and, especially, research efforts across the disciplines.

II. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

- The QEP envisions the major curricular changes and enhancements to include honors seminars, extensive mentoring programs, adoption of “best practices” for honors education, and extensive continuous improvement of honors education through evaluation, assessment and program redevelopment. These efforts will require \$1.2m in recurring funds beginning with the 2012-13 fiscal year.
- Funding will support course development, hiring additional faculty, student and faculty stipends for program development, and staff support for assessment and evaluation

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None Required			

State University System
Education and General
2012-2013 Legislative Operating Budget Issue

Form I

University:	FLORIDA ATLANTIC UNIVERSITY
Work Plan Issue Title:	Faculty Salary/Retention Program - 5%
Priority Number	5
Recurring Funds Requested:	\$5,000,000
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$5,000,000

- I. **Description** *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*
- Faculty salaries at Florida Atlantic University continue to lag far behind salaries at peer institutions within the SUS and among FAU's approved set of peer institutions nationwide.
 - Faculty salaries at FAU also fall well below the average salaries at each rank for all institutions within the State University System.
 - Average salaries for Professors at FAU are nearly \$20,000 less than the average salary for professors at FIU, UCF, and USF. Salaries at the ranks of Associate and Assistant Professor lag by as much as \$9,000 and \$7,000 at those respective ranks.
 - Similar differences exist at these ranks between FAU and peer institutions outside the SUS.
 - Since its inception, the FAU Board of Trustees has placed a high priority on raising faculty salaries but has been unable to sustain that effort in light of severe economic constraints on the University, which have led to cuts of over \$60m in state general revenue operating support.
 - According to salary figures compiled by the American Association of University Professors, faculty salaries at all ranks at FAU fall below the 20th percentile nationally for doctoral-level public universities. This means that at least 80% of all public, doctoral degree-granting universities offer higher salaries than FAU. This fact makes it exceedingly difficult for FAU to attract and retain the most promising faculty in their respective disciplines.
 - Coupled with the challenge of responding to continued reductions in state financial support, FAU is determined to address the need to attract and retain the best faculty talent in order to provide our students with quality, cutting-edge instruction and to contribute to FAU's research partnerships and economic development efforts that serve the region and the state.

III. **Return on Investment** *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

- To get to the 80th percentile of peer group
- Retain existing faculty and attract top quality new faculty

III. **Facilities** *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	None Required			

**University: Florida Atlantic University
Five-Year Capital Improvement Plan (CIP)**

PECO Projects

Priority No.	Project Name	Actual							Educational Plant Survey Recommended * (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-17	Total			
1	FACILITIES INFRASTRUCTURE /CAPITAL RENEWAL - UW (P,C,E)		\$3,965,000	\$3,965,000	\$3,965,000	\$3,965,000	\$3,965,000	\$19,825,000	Yes	All	-
2	FAU/SCRIPPS JOINT USE FACILITY EXPANSION - JUPITER (P,C,E)		\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000		\$8,000,000	Yes	Research	33,000
3	BOCA LIBRARY RENOVATION (P) (C) (C,E)		\$3,920,000	\$18,000,000	\$14,480,000			\$36,400,000	Yes	All	160,000
4	GENERAL CLASSROOM FACILITY - PHASE II (P) (C) (E)		\$1,900,000	\$14,600,000	\$3,000,000			\$19,500,000	Yes	All	54,049
5	GENERAL CLASSROOM SOUTH BUILDING 2 REMODEL (P,C,E)		\$5,000,000					\$5,000,000	Yes	All	32,436
6	SCIENCE AND ENGINEERING BLDG. 43 RENOVATION (P,C,E)		\$10,000,000					\$10,000,000	Yes	Science	80,000
7	SOCIAL SCIENCE BUILDING 44 RENOVATION (P)(C) (E)		\$2,718,000	\$18,682,000	\$3,840,000			\$25,240,000	Yes	All	96,154
8	STUDENT LIFE EXTERIOR RENOVATION (P,C)		\$4,800,000					\$4,800,000	Yes	N/A	N/A
9	CENTRAL SATELLITE UTILITY PLANT (P) (C) (E)			\$391,200	\$5,496,000	\$312,000		\$6,199,200	Yes	All	7,890
10	VIVARIUM (P,C,E)				\$8,892,000			\$8,892,000	Yes	Research/ Science	15,000
11	INSTRUCTIONAL SERVICES BLDG. 44 RENOV. (P,C) (C,E)				\$732,000	\$6,995,000	\$888,000	\$8,615,000	Yes	All	33,469
12	KENNETH R. WILLIAMS ADMINISTRATION BUILDING RENOV. (P,C) (C,E)				\$12,389,000	\$12,389,000		\$24,778,000	Yes	All	95,299
13	DAVIE GENERAL CLASSROOM BUILDING (P) (C,E)				\$3,402,000	\$24,300,000	\$3,888,000	\$31,590,000	Yes	All	75,000
14	JUPITER RESEARCH BUILDING RENOVATION (P,C,E)					\$5,210,000		\$5,210,000	Yes	Research/ Science	30,000
15	T-BUILDING RENOVATIONS (P) (C,E)					\$444,000	\$3,683,000	\$4,127,000	Yes	Administrative	11,890
16	ARTS & LETTERS BUILDING 5 RENOVATION & ADDITION (P,C,E)						\$6,500,000	\$6,500,000	Yes	All	18,000
		\$0	\$34,303,000	\$57,638,200	\$58,196,000	\$55,615,000	\$18,924,000	\$224,676,200			

Challenge Grant Projects

	TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
	GRAND TOTAL	\$0	\$34,303,000	\$57,638,200	\$58,196,000	\$55,615,000		\$224,676,200			

Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

* FAU is currently undergoing its Educational Plant Survey Process. All projects identified on the list were recommended by the survey team on April 6, 2011

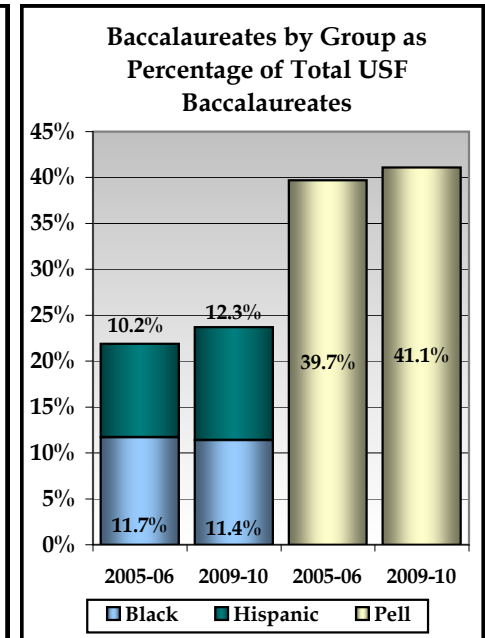
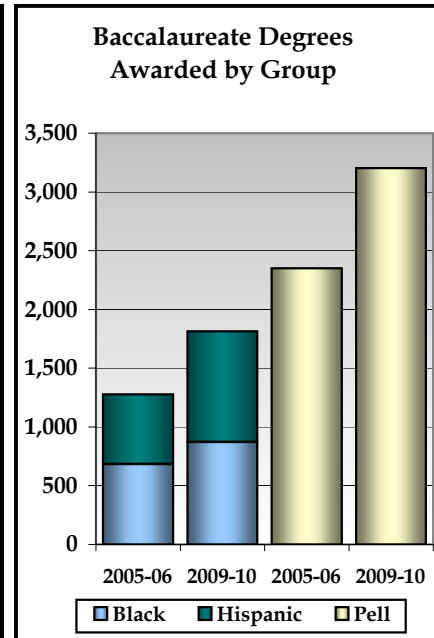
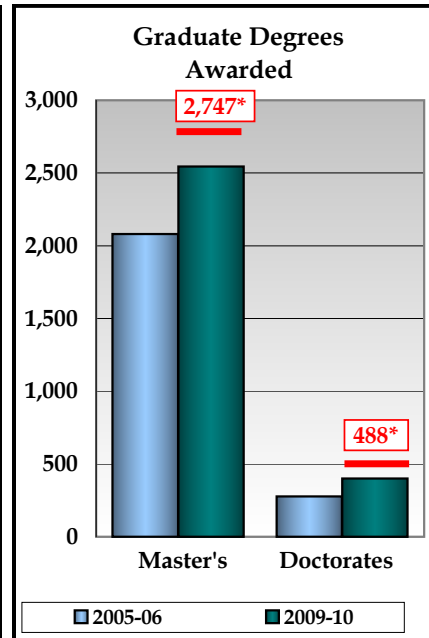
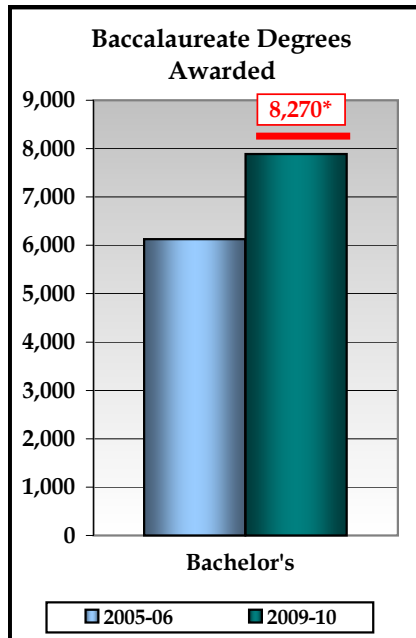
**2011 Update to the
University of South Florida System
Work Plan
Pending BOT Approval**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

University of South Florida 2010 Annual Report

Sites and Campuses			USF Tampa Campus, USF St. Petersburg Campus, USF Sarasota-Manatee Campus, USF Polytechnic Campus				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	47,306	100%	TOTAL		233	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	5,284	11%	Baccalaureate		92	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	6,242	13%	Master's & Specialist's		100	Enrollment Profile:	High undergraduate
White	30,520	65%	Research Doctorate		38	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in
Other	5,260	11%	Professional Doctorate		3	Size and Setting:	Large four-year, primarily nonresidential
Full-Time	30,875	65%	Faculty (Fall 2009)	Full-Time	Part-Time	Basic:	Research Universities (very high research activity)
Part-Time	16,431	35%		TOTAL		1,618	320
Undergraduate	35,834	76%	Tenure/T. Track		1,115		
Graduate	9,273	20%	Other Faculty/Instr.		503		
Unclassified	2,199	5%			241		

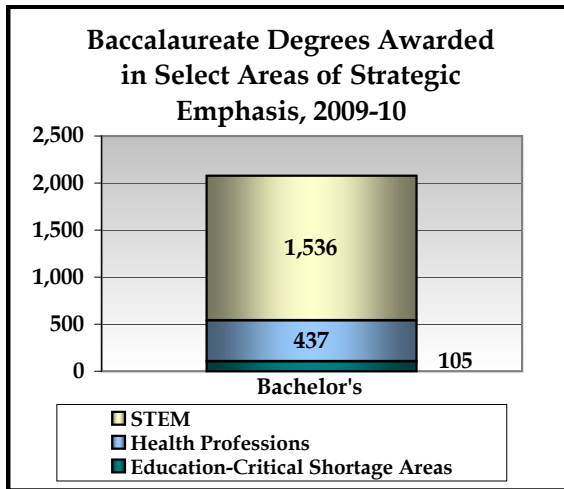
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



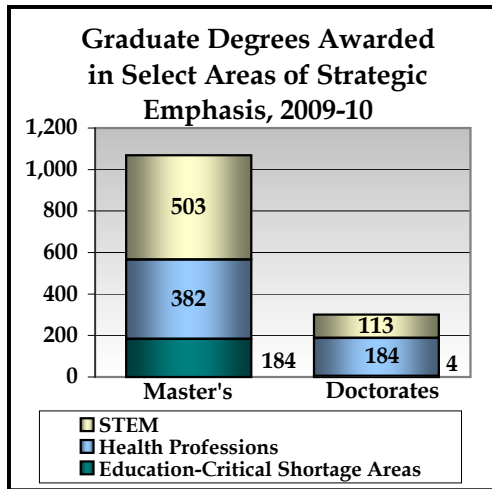
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group
Reported in Volume II - Table 4I.]

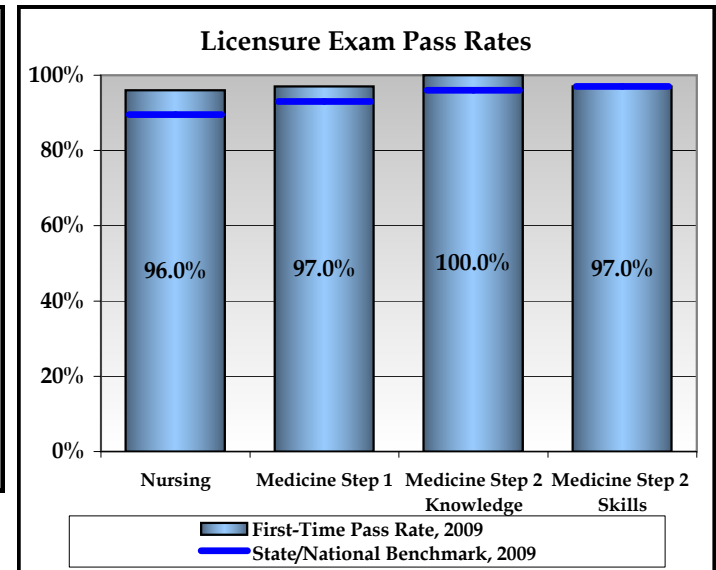
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



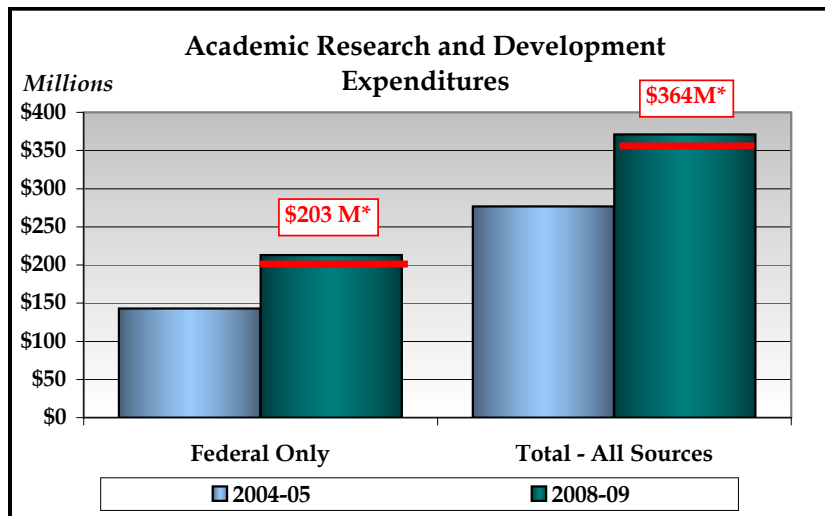
**2012-13 Target: Increase
(2008-09 Baseline: 1,942 Total)**



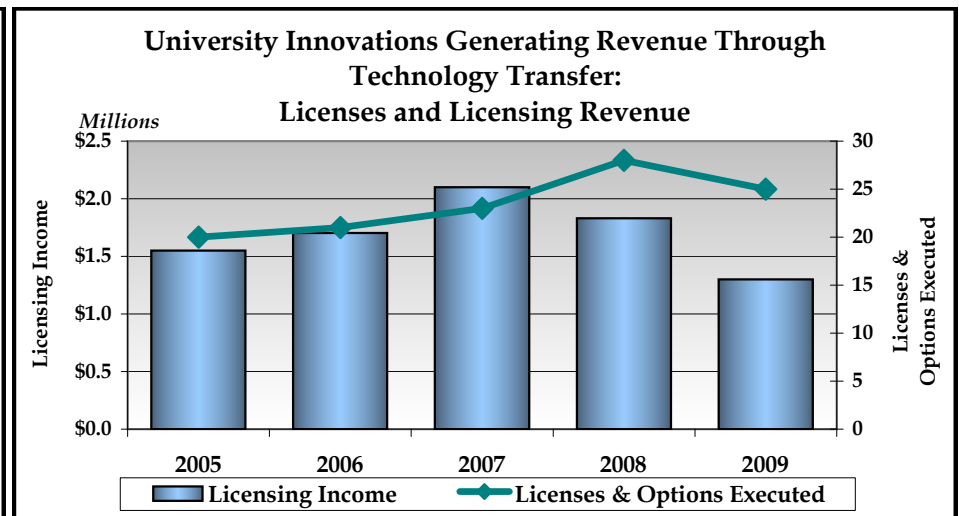
**2012-13 Target: Increase
(2008-09 Baseline: 1,258 Total)**



**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



***2011-12 Targets for Research & Development Expenditures.**



**2011-12 Targets: Licenses - Increase (2008 Baseline = 23)
Licensing Revenue - Increase (2008 Baseline = \$2,099,712)**

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded	2005-06	2006-07	2007-08	2008-09	2009-10																																					
Baccalaureate	6,129	6,736	7,086	7,479	7,891																																					
Master's and Specialist	2,081	2,113	2,314	2,482	2,544																																					
Research Doctoral	184	223	229	248	244																																					
Professional Doctoral	93	122	143	154	156																																					
Comparison with Peers*	<p>Peer Institutions: The Ohio State University, Rutgers University, University of Pittsburgh and Arizona State University serve as peers to the USF System. The Ohio State University, Rutgers University and the University of Pittsburgh are members of the Association of American Universities (Arizona State University is not an AAU institution). The data used for comparison of metrics include each system, except when these data are not readily available. In these cases the main campus is used for comparisons. Only the University of Pittsburgh and Rutgers include regional campuses with significantly more than 3,000 students. See http://www.ods.usf.edu/Plans/Strategic/docs/2010-10-07-Performance-Update-AAU.pdf for comparisons with AAU public institutions, Florida research universities, and AAU prospects.</p> <p>The USF System has gradually increased the number of degrees awarded in all categories over the last five years. In comparison with its peers, the data in the table below show that in 2009-10, the USF System awarded more baccalaureate, master's and specialist degrees than Rutgers and Pittsburgh, but fewer than Ohio State and Arizona State. In other categories, the USF System awarded fewer degrees than its peers. However, all have larger enrollments than the USF System except the University of Pittsburgh.</p>																																									
	<table border="1"> <thead> <tr> <th>Degrees Awarded (2009-10)</th> <th>USF System</th> <th>Arizona State University</th> <th>Rutgers University</th> <th>Ohio State</th> <th>Univ. of Pittsburgh</th> </tr> </thead> <tbody> <tr> <td>System Enrollment Headcount</td> <td>47,024</td> <td>68,064</td> <td>54,648</td> <td>62,512</td> <td>35,395</td> </tr> <tr> <td>System Enrollment FTE</td> <td>37,115</td> <td>59,850</td> <td>47,929</td> <td>56,758</td> <td>32,405</td> </tr> <tr> <td>BA/BS</td> <td>7,891 (73%)</td> <td>11,810 (72%)</td> <td>8,170 (66%)</td> <td>9,880 (70%)</td> <td>4,957 (61%)</td> </tr> <tr> <td>MA/MS/Sp.</td> <td>2,544 (23%)</td> <td>3,914 (24%)</td> <td>2,877 (23%)</td> <td>2,695 (19%)</td> <td>2,240 (28%)</td> </tr> <tr> <td>Res. Doc.</td> <td>244 (2%)</td> <td>490 (3%)</td> <td>484 (5%)</td> <td>757 (5%)</td> <td>400 (5%)</td> </tr> <tr> <td>Prof. Doc.</td> <td>156 (1%)</td> <td>166 (1%)</td> <td>783 (6%)</td> <td>839 (6%)</td> <td>544 (6%)</td> </tr> </tbody> </table>	Degrees Awarded (2009-10)	USF System	Arizona State University	Rutgers University	Ohio State	Univ. of Pittsburgh	System Enrollment Headcount	47,024	68,064	54,648	62,512	35,395	System Enrollment FTE	37,115	59,850	47,929	56,758	32,405	BA/BS	7,891 (73%)	11,810 (72%)	8,170 (66%)	9,880 (70%)	4,957 (61%)	MA/MS/Sp.	2,544 (23%)	3,914 (24%)	2,877 (23%)	2,695 (19%)	2,240 (28%)	Res. Doc.	244 (2%)	490 (3%)	484 (5%)	757 (5%)	400 (5%)	Prof. Doc.	156 (1%)	166 (1%)	783 (6%)	839 (6%)
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The numbers in parentheses in the table show an approximation of the number of degrees awarded at each system as a percentage of total degrees. This provides an indication of the numbers of students in each category of degree moving through each system. In this regard the USF System is serving a large number of undergraduates and is similar to Arizona State and Ohio State.

Overall performance in comparison with peers – improving but working to increase research doctoral.

Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	595	10.2	685	10.7	764	11.3	875	12.1	941	12.3
Non-Hispanic Black	683	11.7	774	12.1	811	12	899	12.4	872	11.4
Pell Grant Recipients	2,350	39.7	2,633	40.2	2,662	38.4	2,853	38.8	3,202	41.1

Comparison with Peers*

In 2009-10, USF System far exceeded its peers in number of baccalaureate degrees awarded to Hispanic and Non-Hispanic Black students except for Arizona State (Hispanic degrees awarded). The number and percentage of Pell Grant recipients at USF System exceeds that at most of its peers. While data are not readily available for peer institutions, it should be noted that over 41% of all degrees awarded by the USF System were to Pell grant recipients.

Degrees Awarded 2009-10	USF System	Arizona State University	Rutgers University	Ohio State	Univ. of Pittsburgh
Hispanic	941	1651	478	256	56
Non-Hispanic Black	872	406	466	588	297

Overall performance in comparison with peers – outstanding.

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	1,127	1,255	1,299	1,395	1,536
STEM (Graduate)	429	454	544	530	616
Health Professions (Baccalaureate)	339	443	420	435	437
Health Professions (Graduate)	387	428	429	506	566
Education–Critical Shortage (Bacc.)	97	94	105	112	105
Education–Critical Shortage (Grad.)	170	193	194	234	188

Comparison with Peers*

In 2009-10, USF System awarded more STEM baccalaureate degrees and health graduate degrees than all its peer institutions. Ohio State University exceeded USF System in number of baccalaureate health professional degrees while Arizona State was comparable. In health graduate degrees USF exceeded four of its peers. The number of graduate health degrees awarded ranged from 89 to 1,102. Comparable data are not available for STEM graduate and education.

Degrees Awarded	USF System	Arizona State University	Rutgers University	Ohio State	Univ. of Pittsburgh
STEM BA/BS	1,536	1,185	1,047	1,410	784
Health BA/BS	437	448	-	505	217
Health Grad	566	495	-	553	293

Overall performance in comparison with peers - outstanding.

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	48.7%	10.4%	49.3%	10.1%	48.1%	10.5%	48.2%	10.8%	51.4%	9.1%
SUS Def.: 6-Yr Rates - FTICS	46.3%	10.9%	46.3%	11.1%	46.4%	10.7%	46.9%	11%	50.7%	9.4%
SUS Def.: 4-Yr Rates - AA Transfers	60.5%	11.1%	62.1%	12.6%	64.6%	10.9%	62.8%	12.7%	63.7%	12.4%
SUS Def.: 5-Yr Rates - Others	54.2%	6.9%	52.1%	7.8%	55.5%	7.1%	55.6%	6.7%	53.4%	6.5%

This remains an issue of great concern for the USF System. The six year graduation rate at the four peer institutions ranged from 56% (Arizona State University) to 78% (Pittsburgh). Benchmarking is not applicable for the other graduation and retention metrics because the SUS methodology differs from that used at the federal level. The USF System graduation rates and retention rates, have for the most part improved over the last three years.

Comparison with Peers*

Undergrad Ret/ Grad Rates 2010	USF System	Arizona State University	Rutgers University	Ohio State	Univ. of Pittsburgh
Fed Def: 6 Yr FTIC	51.6%	56.0%	77.0%	75.0%	78.0%
SUS Def Rates		USF System: retention/grad rates using SUS methodology n/a at member institution-level, as reported in 2010 Annual Report			

Overall performance in comparison with peers - improving, but still work to be done.

Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5
Nursing (2005-06 Through 2009-10)	95.9%	82.1%	92.1%	98.1%	96%
Medicine - Step 1 (2006 - 2010)	94%	95%	97%	97%	95%
Medicine - Step 2 Clinical Knowledge (2005-06 Through 2009-10)	95%	100%	100%	100%	100%
Medicine - Step 2 Clinical Skills (2005-06 Through 2009-10)	95%	95%	97%	97%	95%

<p>Comparison with Peers*</p>	<p>Peer data are not readily available for these metrics; data are generally available only at state level averages. However, the high pass rates suggest that USF System compares favorably with its peers.</p> <p>Overall performance in comparison with peers - excellent.</p>																						
<p>Academic Research and Development Expenditures</p>	<p>2004-05</p>	<p>2005-06</p>	<p>2006-07</p>	<p>2007-08</p>	<p>2008-09</p>																		
<p>Federal Only (<i>Thousand \$</i>)</p>	<p>\$ 143,051</p>	<p>\$ 157,324</p>	<p>\$ 171,272</p>	<p>\$ 189,282</p>	<p>\$ 213,163</p>																		
<p>Total – All Sources (<i>Thousand \$</i>)</p>	<p>\$ 276,609</p>	<p>\$ 304,804</p>	<p>\$ 337,169</p>	<p>\$ 342,665</p>	<p>\$ 371,037</p>																		
<p>Comparison with Peers*</p>	<p>In both categories, USF System exceeds two of its peers (Arizona State and Rutgers). USF System has shown consistent improvement in generating external research funding over the last five years. It is ranked 34th in federal research expenditures (FY 2009) and 43rd in total research expenditures (FY 2008) for public universities.</p> <table border="1" data-bbox="751 581 1829 751"> <thead> <tr> <th>Res/Dev Expenditure</th> <th>USF</th> <th>Arizona State University</th> <th>Rutgers University</th> <th>Ohio State</th> <th>Univ. of Pittsburgh</th> </tr> </thead> <tbody> <tr> <td>Federal (\$M)</td> <td>213.1</td> <td>134.5</td> <td>161.9</td> <td>339.8</td> <td>463.2</td> </tr> <tr> <td>Total (\$M)</td> <td>371.0</td> <td>281.6</td> <td>351.6</td> <td>716.5</td> <td>623.3</td> </tr> </tbody> </table> <p>Overall performance in comparison with peers - outstanding.</p>					Res/Dev Expenditure	USF	Arizona State University	Rutgers University	Ohio State	Univ. of Pittsburgh	Federal (\$M)	213.1	134.5	161.9	339.8	463.2	Total (\$M)	371.0	281.6	351.6	716.5	623.3
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Federal (\$M)	213.1	134.5	161.9	339.8	463.2																		
Total (\$M)	371.0	281.6	351.6	716.5	623.3																		
<p>Technology Transfer</p>	<p>2005</p>	<p>2006</p>	<p>2007</p>	<p>2008</p>	<p>2009</p>																		
<p>Licenses & Options Executed</p>	<p>20</p>	<p>21</p>	<p>23</p>	<p>28</p>	<p>25</p>																		
<p>Licensing Income</p>	<p>\$ 1,548,818</p>	<p>\$ 1,704,025</p>	<p>\$ 2,099,712</p>	<p>\$ 1,831,000</p>	<p>\$ 1,300,000</p>																		
<p>Comparison with Peers*</p>	<p>USF System exceeds two of its peers in licenses and options executed (Arizona State and Ohio State) and brings in more licensing income than Arizona State. These data for all institutions tend to vary from year to year.</p> <table border="1" data-bbox="751 1089 1829 1320"> <thead> <tr> <th>Technology Transfer (FY 2009)</th> <th>USF</th> <th>Arizona State University</th> <th>Rutgers University</th> <th>Ohio State</th> <th>Univ. of Pittsburgh</th> </tr> </thead> <tbody> <tr> <td>(Licenses/Options)</td> <td>25</td> <td>0</td> <td>97</td> <td>23</td> <td>58</td> </tr> <tr> <td>Licensing Income (\$000)</td> <td>1,300</td> <td>1,212</td> <td>7,979</td> <td>2,095</td> <td>6,667</td> </tr> </tbody> </table> <p>Overall performance in comparison with peers - strong.</p>					Technology Transfer (FY 2009)	USF	Arizona State University	Rutgers University	Ohio State	Univ. of Pittsburgh	(Licenses/Options)	25	0	97	23	58	Licensing Income (\$000)	1,300	1,212	7,979	2,095	6,667
Technology Transfer (FY 2009)	USF	Arizona State University	Rutgers University	Ohio State	Univ. of Pittsburgh																		
(Licenses/Options)	25	0	97	23	58																		
Licensing Income (\$000)	1,300	1,212	7,979	2,095	6,667																		

OTHER KEY OUTPUT OR OUTCOME METRICS	2005	2006	2007	2008	Latest data Available
Freshman Retention Rate	82	81	85	85	86
Student to Faculty Ratio	24.7	25.8	26.8	27.1	27.3
Post-Doctoral Members	105	179	183	211	231
Total Research Expenditures/Faculty	\$179K	\$185K	\$205K	\$201K	\$217K
Endowment	\$298M	\$330M	\$389M	\$360M	\$275M
Annual Giving (2008 data)	\$23M	\$46M	\$57M	\$45M	n/a

Other Metrics	USF System	Arizona State University	Rutgers University	Ohio State	Univ. of Pittsburgh
Freshman Retention Rates	86	81	92	91	93
Student Faculty Ratio (2009)	27.3	23	14	15	15
Post-Docs. (2008)	231	5.72	258	546	830
Res Exp/Fac. Member (2008) (\$K)	\$217	\$141	\$210	\$247	\$366
Endowment (millions)	\$275	\$408	\$1,652	\$545	\$1,837
Annual Giving (millions)	\$45	\$121	\$237	\$84	\$127

Comparison with Peers*

- Freshman retention rates have been improving over the last few years and are now comparable with our peer institutions.
- The ratio of students to faculty members at our national peers ranged from 14 to 1 at Rutgers to 23 to 1 at Arizona State. The USF System lags far behind in this measure.
- The number of postdoctoral scholars was similar at Arizona State (210) and Rutgers (258) but higher at Ohio State (546) and Pittsburgh (830).
- In research expenditures per faculty member, USF System is comparable with Rutgers, and higher than Arizona State, but is behind Ohio State and Pittsburgh.
- Endowment is much lower at the USF System than at the peer institutions, but for the most part USF System is a younger institution.
- Annual giving is lower at USF System than at the peer institutions.

Overall performance in comparison with peers – strong.

**Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report,
Three (3) Areas of Concern/Areas Needing Improvement**

- (1) **Graduation Rates:** While the six-year graduation rate for FTIC students has steadily improved since 2008 at USF System, from 48.1% to 51.6%, it still remains relatively low in comparison with three of our peers. However, the strategic initiative highlighting student success and the investment of tuition dollars is now paying benefits with higher retention rates and more students graduating in a timely manner. This initiative continues to be a very high priority for the USF System.
- (2) **Infrastructure:** An important challenge to USF System is its maintaining and developing its overall infrastructure. This entails not only its physical plant but also its academic support structures. There is, for example, a need for buildings and increased space at the three regional institutions as they develop their undergraduate programs. There is a shortage of residence halls, laboratories, and classrooms that limit access to the university. Similarly, academic infrastructure is under pressure. The libraries, as they move towards being a member of the Association of Research Libraries, need special attention, as too does the enhancement of the technological resources that lead to greater innovation.
- (3) **USF System Changes:** As the USF System evolves and the four member institutions are separately accredited, issues of shared services and independent responsibilities come to the fore. These issues are being actively addressed to ensure that the USF System attains all the advantages of being a system while fostering the independent missions of each institution. At the USF System, this means focusing on student success at all academic levels while vigorously promoting research commensurate with our AAU goals at USF and differential missions at USF St. Petersburg, USF Sarasota-Manatee and USF Polytechnic as detailed in the four attached annual work plans.

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

Goal 1: Academic Excellence, Student Access, and Student Success

The USF System remains committed to academic excellence, student access and student success. The USF System continues to develop a rich array of academic programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The USF System has increased access to these programs to qualified and diverse students and promotes student learning and success by supporting activities that are improving retention and graduation rates, employment and admission to graduate or professional schools. The USF System is seeking to lower average student debt loads, and raise student satisfaction in comparison with peer institutions.

Goal 2: Impactful Research, Economic Leadership and Community Engagement

The USF System continues to coordinate and promote: (i) research and innovation by providing information and services creating synergies among faculty across the System and fostering external partnerships; (ii) synergies among its institutions to become a major economic engine for the region and the state; (iii) increased production of graduates in high demand fields; (iv) increased applied research supported by the private sector; and (v) incubation of new companies, agencies, and occupations.

The USF System continues to challenge its institutions to increase community engagement by sharing best practices; USF and USF St. Petersburg have been designated Carnegie "Community Engaged" institutions.

Goal 3: Increased Academic and Administrative Collaborations

The USF System continues to provide leadership to increase academic and administrative collaborations among its institutions by establishing opportunities for students to enter graduate and professional programs across the USF System; by creating joint degree programs and innovative cross-institution curricula; by promoting joint research activities and other faculty development opportunities; by improving the efficiency, effectiveness, and functionality of System-wide administrative processes, systems, and technologies; and by the continuous improvement of those services, including increased user satisfaction.

Goal 4: Open Communication and Effective Branding

The USF System continues to develop a shared understanding of the USF System's common identity and brand promise and its relationship to the unique missions and distinctive identities of its member institutions for both internal and external audiences.

Goal 5: Expanded and Diversified Resources

The USF System continues to expand and diversify its resource base to maintain financial sustainability of its member institutions and to assist them in meeting their distinctive missions. The USF System continues to focus on its endowment, its annual giving levels, its research grants and contracts, its revenues from auxiliaries and Direct Service Organizations, and its overall efficiency. In partnership with the leadership of its institutions, it continues to work with Florida's legislature to increase investment in higher education and to expand the fiscal flexibility of the USF System and its member institutions.

The USF System: The USF System coordinates activities of its four member institutions and as a unified entity provides:

- Enhanced access for students
- Distinctiveness while optimizing potential
- Greater choice to meet student and academic needs

- Broader advocacy
- Efficiencies, both academic and economic
- Commitment to meeting local needs
- Leveraging our combined strength through collaboration
- A unified brand yielding identity and impact.

The USF System works to enhance and facilitate the individual missions of all four member institutions. Two member institutions currently have separate IPEDS reporting, USF (in Tampa) and USF St. Petersburg, and are accredited by SACS. USF Sarasota-Manatee should be SACS accredited in June 2011 and USF Polytechnic in 2012. Under the Carnegie Foundation for the Advancement of Teaching classification: USF is a doctoral university with very high research activity; USF ST. Petersburg, USF Sarasota-Manatee and USF Polytechnic are each classified as masters, medium level. USF and USF St. Petersburg are also Carnegie Community Engaged institutions.

With the development of the USF System new peers have been established for USF St. Petersburg, USF Sarasota-Manatee and USF Polytechnic (see individual work plans). In addition, new peers have been identified to reflect components of USF System. Within this framework, USF remains firmly committed to its research goals, AAU aspirations and regularly compares itself with major research institutions (<http://www.ods.usf.edu/Plans/Strategic/docs/2010-10-07-Performance-Update-AAU.pdf>).

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
D	14.0501	Biomedical Engineering	This program is in a unit that is highly productive; Chemical Engineering. The department awards degrees for BS, MS and Ph.D. in Chemical Engineering.	This program started in 2005 with no new resources and has produced 1.6 degrees per year, on average. Since 2009 the college has hired four new faculty in this program. With increased involvement of the Medical School we expect the number of graduates to increase beyond the threshold.
D	14.1901	Mechanical Engineering	The program is in a unit that awards a high number of degrees at the BS and MS level. The program also delivers a high number of student credit hours and currently it has a high number of enrolled Ph.D. students.	There is a corrective action plan in place to improve graduation rates. Twenty-one new Ph.D. students were admitted to the department during AY 2010-2011. Current Ph.D. enrollment is close to 40; going forward, this will result in significant increase in Ph.D. degrees awarded.
D	45.0401	Criminology	The program is in a unit that serves a large number of undergraduate students (1200) and graduate students (99) with only 12 faculty. Faculty scholarly productivity is ranked in top ten for the discipline.	Curricular revisions are underway to: implement a 3-member faculty committee to promote timely degree completion; reviewing departmental policies regarding timeline for degree completion. A plan is in place to increase faculty hiring. In addition, a three-year plan will be developed to increase graduate stipends
D	50.0901	Music, General	This is the Ph.D. program in Music Education.	The program has increased the number of enrolled students and additional recruitment positions the program to meet and exceed the minimum requirement for average graduation rate.
EdS	13.0401	Education Administration/Ldrshp, Gnrl	There is no additional pecuniary or non-pecuniary cost to the department as these students enroll in the same courses as those pursuing a doctorate; in cases where doctoral students fail to make satisfactory progress in	We are in the process of submitting a new folio to the Florida Department of Education that will add principal certification track to our Educational Specialist degree. This will replace our current principal certificate modified program which is a non-degree program. We anticipate an increase in enrollment with this change.

			<p>their program, the specialist degree provides an alternative to non-degree completion; the educational specialists degree prepares students to teach at the community college level without attaining the doctorate; and, the educational specialist degree provides an avenue for students who already have a master's degree, but do not want to pursue a doctorate.</p>	
M	05.0102	American Studies	<p>The department is in the midst of executing a plan to grow this program beyond critical levels as part of their efforts to "re-invent" American Studies. This also provides excellent support for the university's newly articulated global strategy.</p>	<p>We expect enrollment to exceed required levels within two years. This program also provides significant support for the university's general education program in the areas of Humanities and Fine Arts.</p>
M	05.0207	Women Studies	<p>The Department of Women's Studies at USF has undergone a radical transformation in the past year with the renaming of the department (now the more inclusive Women's and Gender Studies) and all new faculty.</p>	<p>In years past it had a large and successful Master's Program and within a year or two it will have one once again. The department is currently aggressively recruiting affiliate faculty and new students.</p>

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
USF				
Dec 2011	B	51.000	Health Science	2012 Health
Dec 2011	B	51.1599	Behavioral Healthcare	2012 Health
Dec 2011	M	09.0903	Advertising	2012
Dec 2011	M	30.2001	Diplomacy and Strategic Studies	2012 Global
Spring 2012	M	31.0504	Sport Management	2012
Dec 2011	M	51.2707	Health Informatics	2012 Health
Dec 2011	M	26.0907	Diabetes and AutoImmune Diseases	2012 Health
Dec 2011	RD	14.1407	Environmental Engineering	2012 STEM
Dec 2011	RD	42.2814	Applied Behavioral Analysis	2012 Health
Dec 2011	RD	51.2314	Rehabilitation Sciences	2013 Health
USF St. Petersburg				
Dec 2011	M	13.1203	Middle Grades STEM Education	2012 Education
Spring 2012	M	42.0101	Psychology	2012 Health
USF Sarasota-Manatee				
Dec 2011	M	13.1305	Secondary English Education	2012 Education
Spring 2012	M	13.1201	Adult Education	2012 Education
USF Polytechnic				
Spring 2012	B	14.2701	Systems Engineering	Upon SACs Approval STEM
Spring 2012	B	52.0304	Accounting and Financial Management	Upon SACs Approval STEM
Spring 2012	B	51.2706	Health Information Management	Upon SACs Approval Health

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

The USF System is committed to academic excellence, student access and student success. The USF System continues to develop a rich array of academic programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations. The USF System has increased access to these programs to qualified and diverse students and promotes student learning and success by supporting activities that are improving retention and graduation rates, employment and admission to graduate or professional schools. The USF System is seeking to lower average student debt loads, and raise student satisfaction in comparison with peer institutions.

USF's undergraduate enrollment will be held relatively stable as undergraduate education is aligned more with USF St. Petersburg, USF Sarasota-Manatee and USF Polytechnic reflecting the distinctive missions of each institution. USF St. Petersburg is the only regional institution that currently admits freshmen, although USF Sarasota-Manatee and USF Polytechnic are pursuing four-year programs to include freshmen and women, and sophomores in the next two years. This will increase undergraduate teaching and learning opportunities across the system, through expanded integrated, interdisciplinary initiatives and global activities. Data on undergraduate enrollment and retention are regularly collected (e.g., specific cohort retention and graduation rates, admit yield rates, enrollment rates).

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

With the absence of increased state appropriations for growth, the funded plan has not grown at the same pace as actual enrollment. Additional reasons for the enrollment growth are various, and include the following:

- USF's enrollment response reflects significant progress in addressing SUS priorities, including: providing increased access and production of degrees which is reflected in increases at all levels, increasing world-class research efforts (which partially explains the large increase in Grad II numbers), and meeting targeted program and critical statewide work force needs, such as health care (including nursing and pharmacy), engineering and technology, and education (all of which have increased enrollment at USF).
- A permanent revenue neutral shift would reduce magnitude of variance. And obviously, the lack of distribution of funded FTE by the Legislature for three years is a major factor.

Enrollment Plan Proposal – All **State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	9,275	8,997	9,275	8,962	9,175	9,433	9,792	1.8%
FL Resident Upper	12,777	13,600	12,777	13,863	14,208	14,949	15,876	2.7%
FL Resident Grad I	3,185	2,815	3,185	3,014	3,146	3,381	3,678	4.1%
FL Resident Grad II	622	788	622	800	832	899	970	3.9%
Total FL Resident	25,859	26,200	25,859	26,639	27,361	28,661	30,316	2.6%
Non-Res. Lower		395		452	521	597	695	9.0%
Non-Res. Upper		426		431	449	470	512	3.5%
Non-Res. Grad I		340		352	370	390	419	3.5%
Non-Res. Grad II		427		430	440	450	460	1.4%
Total Non-Res.	1,302	1,588	1,302	1,470	1,665	1,903	2,085	7.2%
Total Lower								
Total Upper		9,392		9,414	9,696	10,030	10,487	2.2%
Total Grad I		14,026		14,294	14,657	15,419	16,388	2.8%
Total Grad II		3,155		3,366	3,516	3,771	4,096	4.0%
Total FTE		1,215		1,230	1,272	1,349	1,430	3.1%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	480.0	458.0	480.0	460.0	460.0	460.0	460.0	0.2%
Non-Res. Medical Headcount		17.0		20.0	20.0	20.0	20.0	0.2%
Total Medical Headcount	480.0	475.0	480.0	480.0	480.0	480.0	480.0	0.2%
FL Resident Dentistry Headcount								
Non-Res. Dentistry Headcount								
Total Dentistry Headcount								
FL Resident Veterinary Headcount								
Non-Res. Veterinary Headcount								
Total Veterinary Headcount								
FL Resident Pharmacy Headcount	0	0		50.0	225.0	375.0	400.0	140.0%
Non-Res. Pharmacy Headcount		0		-	-	-	-	0.0%
Total Pharmacy Headcount	0	0		50.0	225.0	375.0	400.0	140.0%

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: USF Health Science Center

<i>USF-HSC</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	103	376	103	357	368	370	372	0.8%
FL Resident Upper	584	928	584	940	946	962	977	0.8%
FL Resident Grad I	495	847	495	916	889	891	893	-0.5%
FL Resident Grad II	232	247	232	246	258	266	267	1.6%
Total FL Resident	1,414	2,398	1,414	2,459	2,461	2,489	2,509	0.4%
Non-res Lower		11		11	12	12	12	0.3%
Non-res Upper		24		23	23	24	24	0.5%
Non-res Grad I		127		100	97	96	95	-1.1%
Non-res Grad II		48		27	28	27	27	0.3%
Total Non-res	98	210	98	162	160	159	158	-0.5%
Total Lower		386		368	380	382	384	0.8%
Total Upper		953		964	969	986	1,001	0.8%
Total Grad I		975		1,016	986	987	988	-0.6%
Total Grad II		295		273	286	293	294	1.5%
Total FTE	1,512	2,609	1,512	2,621	2,621	2,648	2,667	0.3%

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: REMAINING PHYSICAL LOCATIONS See Appendices: USF; USF St. Petersburg; USF Sarasota-Manatee; USF Polytechnic

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	1,099	1,132	1,167	1,237	1,313	3%
Upper	2,047	2,039	2,059	2,214	2,339	3%
Grad I	516	531	547	580	616	3%
Grad II	191	197	203	215	228	3%
Total	3,790	3,899	4,042	4,246	4,495	3%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
<p>#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION (Continuing)</p> <p>The USF System is taking a comprehensive approach to enhancing undergraduate education to improve retention and graduation rates.</p>	<ul style="list-style-type: none"> • Implement state-of-the-art degree audit system (DegreeWorks) to promote timely progression. • Increase undergraduate enrollment at the regional institutions, • Significant investments in programs and services to help students meet their fullest potential. • Increase number of academic advisors, • Expand tutoring services, • Encourage undergraduate research, • Improve new student orientation, remodel residence halls, and update policies. • Continue to improve on-campus experience for students. 	<p>Metrics: The USF System continues to monitor its retention and graduation rate (http://www.ods.usf.edu/Plans/PPA/matrix.htm).</p> <ul style="list-style-type: none"> • Monitor its investments in programs and services to help students meet their fullest potential. • Monitor number of undergraduates at each institution. • Maintain number of academic advisors. • Monitor tutoring services. • Document undergraduate research. • review student orientation practices. <p>Timeline: This is an ongoing initiative, but improvements in graduation rates are expected each year.</p> <p>Expected outcomes: Six year FTIC graduation rate of 55% in three years. Three, four and five year graduation rates for transfer students of 55% to 60% in three years. Higher retention rates at all member institutions.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
0.143M	-	5.50M	5.65M	10.78M	8.20M	0.143M	-	19.12M	-

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p>#2 (Required) - Academic Excellence, Student Access, and Student Success (Continuing/New Elements):</p> <p>The USF System is committed to academic excellence, student access and student success</p>	<p>The USF System will:</p> <ul style="list-style-type: none"> • develop an array of academic programs that are recognized regionally and nationally for their rigor, intellectual challenge, and high expectations; • increase access to programs to qualified and diverse students; • promote student learning and success • support activities that improve retention and graduation rates, employment and admission to graduate or professional schools. <p>The USF System is seeking to lower average student debt loads, and raise student satisfaction in comparison with peer institutions.</p>	<p>Expected outcomes:</p> <p>The USF System will continue to increase access to programs to qualified and diverse students and promote student learning and success by supporting activities that improve retention and graduation rates, and support employment and admission to graduate or professional schools. The USF System will raise academic standards across its member institutions with greater opportunities and additional access for students, and increased institutional efficiencies.</p> <p>Metrics:</p> <p>The USF System will monitor:</p> <ul style="list-style-type: none"> • Academic programs. • Student access. • Improvements in students' performances. • Graduation rates. • Employment opportunities. • Graduate and professional school access. <p>Timeline:</p> <p>This is an ongoing initiative with continuous quality improvement expectations.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
0.01M	0.12M	-	0.12M	0.02M	7.41M	0.33M	0.12M	7.88M	-

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p>#3 (Required) - Impactful Research, Economic Leadership and Community Engagement (Continuing/New Elements):</p> <p>The USF System will continue to challenge its institutions to increase their levels of community engagement by sharing best practices; two members (USF and USF St. Petersburg) have been designated Carnegie “Community Engaged” institutions.</p>	<p>The USF System will continue to coordinate and promote:</p> <ul style="list-style-type: none"> • Research and innovation by providing information and services creating synergies among faculty across the System and fostering external partnerships. • Synergies among its institutions to become a major economic engine for the region and the state. • Increased production of graduates in high demand fields. • Increased applied research supported by the private sector; and • Incubation of new companies, work with agencies, and develop occupation opportunities. 	<p>Expected outcomes: The USF System will make a significant impact on the economic opportunities for students and for the west-central Florida region through its educational and intellectual capacity.</p> <p>Metrics: USF System will monitor:</p> <ul style="list-style-type: none"> • Synergies among its institutions. • Number of graduate students. • Applied research endeavors. • Private-public partnerships. • New start-up companies. • Community engagement activities. <p>Timeline: This is an ongoing initiative with continuous quality improvement expected. The USF System will cultivate research/development that strengthens Florida’s economy, provides new employment opportunities, and contributes to global solutions.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
2.96M	1.70M	-	4.66M	-	2.23M	2.00M	1.45M	5.68M	-

OPTIONAL: Universities may add one or two additional goals.

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
<p>#4 (Optional) - Increased Academic and Administrative Collaborations (Continuing/New Elements):</p> <p>The USF System will continue to provide leadership to increase academic and administrative collaborations among its institutions.</p>			<ul style="list-style-type: none"> Establishing opportunities for students to enter graduate and professional programs across the USF System. Creating joint degree programs and innovative cross-institution curricula. Promoting joint research activities and other faculty development opportunities. Improving the efficiency, effectiveness, and functionality of System-wide administrative processes, systems, and technologies. Continuously improving USF System services, to increase user satisfaction. 			<p>Expected outcomes: USF System will create new and innovative academic programs, joint academic ventures and even greater efficiencies amongst its member institutions.</p> <p>Monitor: The USF System will continue to monitor:</p> <ul style="list-style-type: none"> Graduate and professional programs. Number of joint degree programs. Diversity of undergraduate programs. Research activity among member institutions. Student satisfaction. <p>Timeline: This is an ongoing initiative with continuous quality improvement expected.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
4.13M	-	1.88M	6.01M	1.98M	2.70M	4.41M	-	9.08M	-

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
<p>#5 (Optional) - Expanded and Diversified Resources (Continuing/New Elements):</p> <p>The USF System continues to expand and diversify its resource base to maintain financial sustainability of its member institutions and to assist them in meeting their distinctive missions.</p>			<p>The USF System, in partnership with its member institutions, continues to focus on its:</p> <ul style="list-style-type: none"> • Endowment. • Annual giving. • Research grants and contracts. • Revenues from auxiliaries and Direct Service Organizations. • Overall efficiency. <p>The USF System, in partnership with the leadership of all its institutions, continues to work closely with the Board of Governors to support the State University System.</p>			<p>Expected outcomes: Higher levels of external funding, private giving, and more public-private partnerships, licenses and patents that will foster greater employment opportunities directed at New Florida initiatives.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • External funding. • Endowment levels. • Annual giving. • Research expenditures (Federal and total) • Grants and contracts. • Licenses, patents, start-ups. <p>Timeline: This is an ongoing initiative with continuous quality improvement expected. However, within the next three years, the USF System will have moved forward significantly in these areas.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
0.07M	-	-	0.07M	-	2.00M	0.06M	-	2.06M	-

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016 -17 PECO/ Courtelis Request
1	142,750	-	5,502,981	5,645,731	10,778,621	8,210,956	142,750	-	19,132,327	-
2	10,000	122,500	-	123,500	24,000	7,407,567	330,000	122,500	7,875,067	-
3	2,963,299	1,700,000	-	4,663,299	-	2,225,000	2,000,000	1,450,000	5,675,000	-
4 optional	4,125,000	-	1,881,304	6,006,304	1,975,369	2,700,000	4,405,000	-	9,080,369	-
5 optional	70,000	-	-	70,000	-	2,000,000	60,000	-	2,060,000	-
Total	7,311,049	1,822,500	7,384,285	16,508,834	12,777,990	22,993,750	6,937,750	1,572,500	43,822,763	-

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

Note: For details see individual campus data in appendices

2010-2011 - 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Increase course offerings	Fall 2010 there were 263 additional sections taught compared to Fall 2009 which has increased accessibility.
Improve graduation rates	There has been a notable change graduation rates; they were 48.1% in 2009 and have risen three points to 51.6% in 2010.
Increase the percentage of undergraduate students who are taught by faculty	There has been an increase in the percentage of undergraduates taught by faculty, in accessibility, and in the number of degrees awarded.
Decrease student-faculty ratios	The student population increased over the last five years, even though resources were invested in faculty so the student to faculty ratio has remained relatively stable at 27:1.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	88
Total Number of Advisors Hired or Retained (funded by tuition differential):	21
Total Number of Course Sections Added or Saved (funded by tuition differential):	343
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
We will continue to target our need based grant awards to students who are paying the differential charges.	Update to total expenditures: \$3,203,325
Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students.	Update to total expenditures: \$1,165,221
We will continue to target our need based grant awards to students who are paying the differential charges.	Update to total expenditures: \$3,203,325
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3696
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	Varies by member institution (\$757 to \$1187)
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	Varies by member institution (\$160 to \$255)
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	Varies by member institution (\$1,000 to \$2,882)

Fall 2011 Request for an Increased Tuition Differential Fee

University: USF System *Note: For details see individual campus data in appendices*

Effective Date	
University Board of Trustees Approval Date:	June 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	USF System
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	USF System
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	Varies by member institution (\$12.8 to \$39.65)
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	Varies by member institution (\$16.27 to \$17.65)
\$ Increase in tuition differential for 30 credit hours:	Varies by Campus (\$488.1 to \$529.5)
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	Varies by member institution
Total differential fee revenue generated in 2011-12 (projected):	Varies by member institution

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University of South Florida - System
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual*	Estimated
	2010-11	2011-12
	-----	-----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 396,824	\$ 1,198,446
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 396,824	\$ 1,198,446
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 14,536,658	\$ 22,924,331
Interest Revenue - Current Year	22,985	36,287
Interest Revenue - From Carryforward Balance	537	2,128
Total Receipts / Revenues:	\$ 14,560,180	\$ 22,962,746
<u>Expenditures</u>		
Salaries & Benefits	\$ 9,003,003	\$ 15,042,441
Other Personal Services	248,457	959,917
Expenses	16,400	-
Operating Capital Outlay	-	-
Student Financial Assistance	4,378,459	6,887,140
Expended From Carryforward Balance	112,239	1,022,359
**Other Category Expenditures	-	-
Total Expenditures:	\$ 13,758,558	\$ 23,911,857
Ending Balance Available:	\$ 1,198,446	\$ 249,335

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

University Tuition, Fees and Housing Projections

University of South Florida - Main Campus

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

¹ can be no more than 5% of tuition.

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

² capped in statute.

University of South Florida - St. Petersburg

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (0% projected legislative increase)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.40
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.46	\$164.97	\$189.72
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$9.76	\$10.40	\$24.80	\$24.80	\$24.80	\$24.80	\$24.80
Health	\$0.60	\$0.60	\$1.20	\$2.64	\$2.77	\$2.91	\$3.06
Athletic	\$2.25	\$2.25	\$2.45	\$2.45	\$2.45	\$2.45	\$2.45
Transportation Access	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25	\$2.25
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Student Green Energy (New authority - campus optional)				\$1.00	\$1.00	\$1.00	\$1.00
Total Tuition and Fees per credit hour	\$105.75	\$123.43	\$153.49	\$172.96	\$191.81	\$213.46	\$238.36
% Change		16.7%	24.4%	12.7%	10.9%	11.3%	11.7%
<u>Fees (block per term):</u>							
Activity & Service							
Health							
Athletic	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Transportation Access							
Total Block Fees per term	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 credit hours	\$3,182.50	\$3,712.90	\$4,614.70	\$5,198.91	\$5,764.21	\$6,413.92	\$7,160.67
% Change		16.7%	24.3%	12.7%	10.9%	11.3%	11.6%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$403.72	\$343.16	\$343.16	\$291.68	\$291.68	\$291.68	\$291.68
Out-of-State Undergraduate Student Financial Aid ³	\$20.18	\$17.15	\$17.15	\$14.58	\$14.58	\$14.58	\$14.58
Total per credit hour	\$423.90	\$360.31	\$360.31	\$306.26	\$306.26	\$306.26	\$306.26
% Change		-15%	0%	-15%	0%	0%	0%
Total Tuition and Fees for 30 Credit Hours	\$15,899.50	\$14,522.20	\$15,424.00	\$14,386.71	\$14,952.01	\$15,601.72	\$16,348.47
% Change		-9%	6%	-7%	4%	4%	5%
<u>Housing/Dining</u>							
	\$6,132.00	\$6,746.00	\$7,420.00	\$7,570.00	\$9,831.00	\$10,304.00	\$10,799.00
% Change		10.0%	10.0%	2.0%	29.9%	4.8%	4.8%

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² capped in statute.

University of South Florida - Sarasota/Manatee

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (projected legislative increase)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.40
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.46	\$164.97	\$189.72
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$9.82	\$9.82	\$20.19	\$21.00	\$21.84	\$22.71	\$23.62
Health	\$2.00	\$2.00	\$4.03	\$4.19	\$4.36	\$4.53	\$4.71
Athletic	\$2.10	\$2.10	\$4.23	\$4.40	\$4.58	\$4.76	\$4.95
Transportation Access							
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Student Green Energy (New authority - campus optional)					\$1.00	\$1.00	\$1.00
Total Tuition and Fees per credit hour	\$104.81	\$121.85	\$151.24	\$169.41	\$190.31	\$213.06	\$239.08
% Change		16.3%	24.1%	12.0%	12.3%	12.0%	12.2%
<u>Fees (block per term):</u>							
Activity & Service							
Health							
Athletic	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Transportation Access							
Total Block Fees per term	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 credit hours	\$3,154.30	\$3,665.50	\$4,547.20	\$5,092.35	\$5,719.20	\$6,401.67	\$7,182.46
% Change		16.2%	24.1%	12.0%	12.3%	11.9%	12.2%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$403.72	\$343.16	\$343.16	\$291.68	\$291.68	\$291.68	\$291.68
Out-of-State Undergraduate Student Financial Aid ³	\$20.18	\$17.15	\$17.15	\$14.58	\$14.58	\$14.58	\$14.58
Total per credit hour	\$423.90	\$360.31	\$360.31	\$306.26	\$306.26	\$306.26	\$306.26
% Change		-15%	0%	-15%	0%	0%	0%
Total Tuition and Fees for 30 Credit Hours	\$15,871.30	\$14,474.80	\$15,356.50	\$14,280.15	\$14,907.00	\$15,589.47	\$16,370.26
% Change		-9%	6%	-7%	4%	5%	5%
<u>Housing/Dining</u>							
	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Change							

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

² capped in statute.

University of South Florida - Polytechnic

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>Tuition:</u>							
Base Tuition - (projected legislative increase)	\$82.03	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		\$5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.40
Total Base Tuition and Differential	\$82.03	\$94.33	\$108.47	\$124.74	\$143.46	\$164.97	\$189.72
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.10	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$5.76	\$6.17	\$24.35	\$24.35	\$24.35	\$24.35	\$24.35
Health				\$1.44	\$1.44	\$1.44	\$1.44
Athletic	\$2.10	\$2.10	\$2.10	\$2.10	\$2.10	\$2.10	\$2.10
Transportation Access							
Technology ¹		\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16
Student Green Energy (New authority - campus optional)					\$1.00	\$1.00	\$1.00
Total Tuition and Fees per credit hour	\$98.75	\$116.20	\$149.24	\$167.71	\$187.43	\$208.94	\$233.69
% Change		17.7%	28.4%	12.4%	11.8%	11.5%	11.8%
<u>Fees (block per term):</u>							
Activity & Service							
Health							
Athletic	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
Transportation Access							
Total Block Fees per term	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00	\$5.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition and Fees for 30 credit hours	\$2,972.50	\$3,496.00	\$4,487.20	\$5,041.41	\$5,632.75	\$6,278.30	\$7,020.68
% Change		17.6%	28.4%	12.4%	11.7%	11.5%	11.8%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$403.72	\$343.16	\$343.16	\$291.68	\$291.68	\$291.68	\$291.68
Out-of-State Undergraduate Student Financial Aid ³	\$20.18	\$17.15	\$17.15	\$14.58	\$14.58	\$14.58	\$14.58
Total per credit hour	\$423.90	\$360.31	\$360.31	\$306.26	\$306.26	\$306.26	\$306.26
% Change		-15%	0%	-15%	0%	0%	0%
Total Tuition and Fees for 30 Credit Hours	\$15,689.50	\$14,305.30	\$15,296.50	\$14,229.21	\$14,820.55	\$15,466.10	\$16,208.48
% Change		-9%	7%	-7%	4%	4%	5%
<u>Housing/Dining</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Change							

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

² capped in statute.

**University of South Florida
2012-13 Legislative Budget Request**

Priority Number	Campus	Work Plan Issue Title / Other Issue	Recurring Funds	Non-recurring Funds	Total Funds
1	Tampa	Program Access and Degree Production in STEM Fields	\$8,217,981	\$0	\$8,217,981
2	Tampa	Competitive PhD Student Recruitment in STEM Fields	\$3,047,806	\$0	\$3,047,806
3	Tampa	Clinical Translational Sciences Institute	\$1,061,000	\$0	\$1,061,000
4	Tampa	Increase Federal Research Expenditures and Economic Impact	\$4,872,788	\$0	\$4,872,788
5	Tampa	USF/UWF/Andrews Institute Partnership Program in Physical Therapy Education, Research & Clinical Care	\$600,000	\$0	\$600,000
6	Tampa	USF Health Neurosciences and Alzheimer's Disease Initiative	\$684,000	\$0	\$684,000
7	Tampa	Cardiovascular Sciences Initiative	\$412,000	\$0	\$412,000
1	St. Pete	Support for Programs in Biology and Middle Grades STEM Teaching	\$549,900	\$0	\$549,900
1	St. Pete	Faculty for Programs in Biology and Middle Grades STEM Teaching	\$699,802	\$0	\$699,802
1	St. Pete	Staff for Programs in Biology and Middle Grades STEM Teaching	\$359,450	\$0	\$359,450
1	Sar-Man	Lower-Level Curriculum	\$856,412	\$0	\$856,412
1	Poly.	STEM education and engineering; interdisciplinary with business and innovation management, and applied research in Alternative Energy and Biofuels Technologies	\$1,632,567	\$0	\$1,632,567
Total			\$22,993,706	\$0	\$22,993,706

**University: University of South Florida System
Five-Year Capital Improvement Plan (CIP)**

PECO Projects

Priority No.	Project Name	Actual Appropriation		2012-2013		2013-2014		2014-2015		2015-2016		2016-17		Total	Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
		2011-2012	Code	Code	Code	Code	Code	Code	Code	Code	Code						
1	TPA-Utilities/Infrastructure/Capital Renewal/Roofs			\$10,000,000	P,C,E	\$10,000,000	P,C,E	\$10,000,000	P,C,E	\$10,500,000	P,C,E	\$10,500,000	P,C,E	\$51,000,000	Yes	All	
2	SM-Utilities/Infrastructure/Capital Renewal/Roofs			\$1,000,000	P,C,E	\$1,500,000	P,C,E	\$1,500,000	P,C,E	\$1,500,000	P,C,E	\$1,500,000	P,C,E	\$7,000,000	Yes	All	
3	STP-Utilities/Infrastructure/Capital Renewal/Roofs			\$1,500,000	P,C,E	\$2,500,000	P,C,E	\$3,000,000	P,C,E	\$3,500,000	P,C,E	\$3,500,000	P,C,E	\$14,000,000	Yes	All	
4	TPA-Interdisciplinary Science Teaching & Research Facility			\$9,531,204	CE	\$3,000,000	E							\$12,531,204	Yes	Sciences	234,549
5	PLY-USF Polytechnic I-4 Campus Phase I	\$35,000,000	CE											\$35,000,000	Yes	Multiple	117,743
6	TPA-The Learning Center: Undergraduate Classroom and Support Building Phase I			\$4,523,847	P	\$26,508,304	C	\$18,162,417	CE					\$49,194,568	Yes	Multiple	152,250
7	TPA-USF Institute for Heart Health			\$6,893,118	P	\$42,235,000	C	\$1,020,000	E					\$50,148,118	Yes	Health	100,000
8	TPA-USF Health Major Renovation/Remodeling/ Addition Research Space			\$3,776,297	P	\$7,001,887	C	\$27,289,786	CE					\$38,067,970	Yes	Health	75,998
9	STP-College of Business			\$2,500,000	P	\$25,500,000	C	\$1,800,000	E					\$29,800,000	Pending	Business	64,000
10	SAR-Renovations to Viking Complex			\$3,269,750	P,C									\$3,269,750	Yes	Multiple	29,347
11	TPA-PHY Remodeling			\$2,000,000	P	\$13,000,000	C	\$1,000,000	E					\$16,000,000	Yes	Multiple	81,765
12	TPA-Florida Institute for Oceanography Building									\$5,000,000	P,C	\$5,000,000	CE	\$10,000,000	Pending	Marine Science	22,883
13	TPA-FAH Renovation									\$1,562,919	P	\$15,439,871	C	\$17,002,790	Pending	Fine Arts	188,452
14	TPA-BOG Medical Expansion/USF Teaching Facility Phase I									\$5,848,359	P	\$36,372,065	C	\$42,220,424	Yes	Health	119,100
15	TPA-Marine Research Building									\$2,336,999	P	\$17,254,061	C	\$19,591,060	Pending	Marine Science	49,409
16	TPA-Public Safety Building Phase I									\$3,106,237	P	\$20,580,299	C	\$23,686,536	Yes	All	72,000
17	TPA-Medical Research Bldg Renovation/Expansion Phase I									\$7,570,477	P	\$36,516,777	C	\$44,087,254	Yes	Health	95,349
18	TPA-STEM (Engineering) Expansion									\$7,162,401	P	\$62,527,033	C	\$69,689,434	Yes	Multiple	189,729
19	TPA-Classroom And Faculty Office Building									\$4,854,391	P	\$41,058,632	C	\$45,913,023	Yes	Multiple	180,000
20	TPA-Graduate Social Sciences Research and Education Building Phase I									\$5,000,000	P	\$40,000,000	C	\$45,000,000	Yes	Social Sciences	142,000
21	TPA-Cooper Hall Renovation									\$2,363,276	P	\$18,994,744	C	\$21,358,020	Yes	Multiple	129,896
22	TPA-Learning Information Center - Library											\$7,026,000	P	\$7,026,000	Pending	All	103,000
23	TPA-Undergraduate Classroom and Support Building PHASE II											\$7,500,000	P	\$7,500,000	Yes	Multiple	208,625
24	TPA-Interdisciplinary Sciences Teaching and Research Facility II											\$8,100,000	P	\$8,100,000	Yes	Sciences	179,999
25	TPA-Graduate Social Sciences Research and Education Building Phase II											\$5,327,000	P	\$5,327,000	Yes	Social Sciences	142,000
26	TPA-Medical Research Bldg Renovation/Expansion Phase II											\$7,797,591	P	\$7,797,591	Yes	Health	88,400
27	TPA-Public Safety Building Phase II											\$1,200,000	P	\$1,200,000	Yes	All	10,500
28	PLY-Utilities/Infrastructure									\$1,000,000	P,C,E	\$1,500,000	P,C,E	\$2,500,000	Yes	All	
29	TPA-BOG Medical Expansion/USF Teaching Facility Phase II											\$6,023,810	P	\$6,023,810	Yes	Health	150,000
30	PLY-USF Health School of Pharmacy @ Polytechnic Partnership Facility (vetoed)			\$10,000,000	P,C	\$7,000,000	C	\$7,000,000	CE					\$24,000,000	Yes	Pharmacy	64,500
31	PLY-USF Polytechnic I-4 Campus Phase IIA Interdisciplinary Center for Excellence and Wellness Research (Vetoed)			\$1,000,000	P	\$5,638,720	P,C	\$10,361,280	CE					\$17,000,000	Yes	Multiple	37,500
		\$35,000,000		\$55,994,216		\$143,883,911		\$81,133,483		\$61,305,059		\$353,717,882		\$731,034,551			

Challenge Grant Projects

TOTAL	\$0	\$22,410,060	\$0	\$0	\$0	\$0	\$22,410,060
GRAND TOTAL	\$35,000,000	\$78,404,276	\$143,883,911	\$81,133,483	\$61,305,059	\$353,717,882	\$753,444,611

Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

**University: University of South Florida System
Five-Year Capital Improvement Plan (CIP)**

Priority No.	Project Name	Actual Appropriation							Total	Educational Plant Survey Recommended (Yes or No)	Academic Program to Benefit from Project (e.g., Biology)	Gross Square Feet
		2011-2012	2012-2013	Code	2013-2014	2014-2015	2015-2016	2016-17				
Challenge Grant Projects												
32	USF Health Major Renovation/Remodeling/ Addition Research Space		\$2,192,163	P,C,E					\$2,192,163	N/A	Health	37,000
33	USF Health - North Clinic		\$2,972,060	P,C,E					\$2,972,060	N/A	Health	32,400
34	USF Health - Byrd Suncoast 5th Floor Build-out		\$1,447,873	P,C,E					\$1,447,873	N/A	Health	11,900
35	USF Health Nursing Expansion		\$63,000	E					\$63,000	N/A	Health	
36	Joint Military Leadership Center		\$67,084	E					\$67,084	N/A	Military	
37	USF Polytechnic I-4 Campus Phase I-B		\$10,634,108	P,C,E					\$10,634,108	N/A	Multiple	25,690
38	USF Polytechnic I-4 Campus Phase IIA Interdisciplinary Center for Excellence and Wellness Research		\$3,500,000	C					\$3,500,000	N/A	Multiple	4,150
39	USF Polytechnic I-4 Campus Phase IIA-ii High Tech Business Incubator		\$700,000	P,C					\$700,000	N/A	Multiple	1,300
40	School of Music Building at the College of The Arts		\$833,772	E					\$833,772	N/A	Fine Arts	
TOTAL		\$0	\$22,410,060		\$0	\$0	\$0	\$0	\$22,410,060			
GRAND TOTAL		\$35,000,000	\$78,404,276		\$143,883,911	\$81,133,483	\$61,305,059	\$353,717,882	\$753,444,611			

Codes: P = Planning C = Construction CE = Construction / Equipment LA = Land Acquisition

2.002 University Work Plans and Annual Reports

- (1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.
- (2) Each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.
- (3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.
- (4) Each university's work plan shall include a copy of the following:
 - (a) The university's mission statement and vision for the next five to ten years;
 - (b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;
 - (c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);
 - (d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;
 - (e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;
 - (f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and
 - (g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.
- (5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.

- (6) Each university's annual report shall include, at a minimum, the following:
 - (a) An executive summary that captures key performance data required by the Board of Governors;
 - (b) The university's mission and vision;
 - (c) Summary information on budgets, enrollments, and other core resources;
 - (d) Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the Board of Governors; and
 - (e) Any other specific performance information requested by the Board of Governors in advance of the submission deadline.

(7) The Chancellor shall provide universities with submission deadlines, as well as with content and format specifications, for work plans and annual reports.

(8) The Board of Governors shall submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing information on the State University System's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009

**2011 Update to the
University of South Florida - Tampa
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

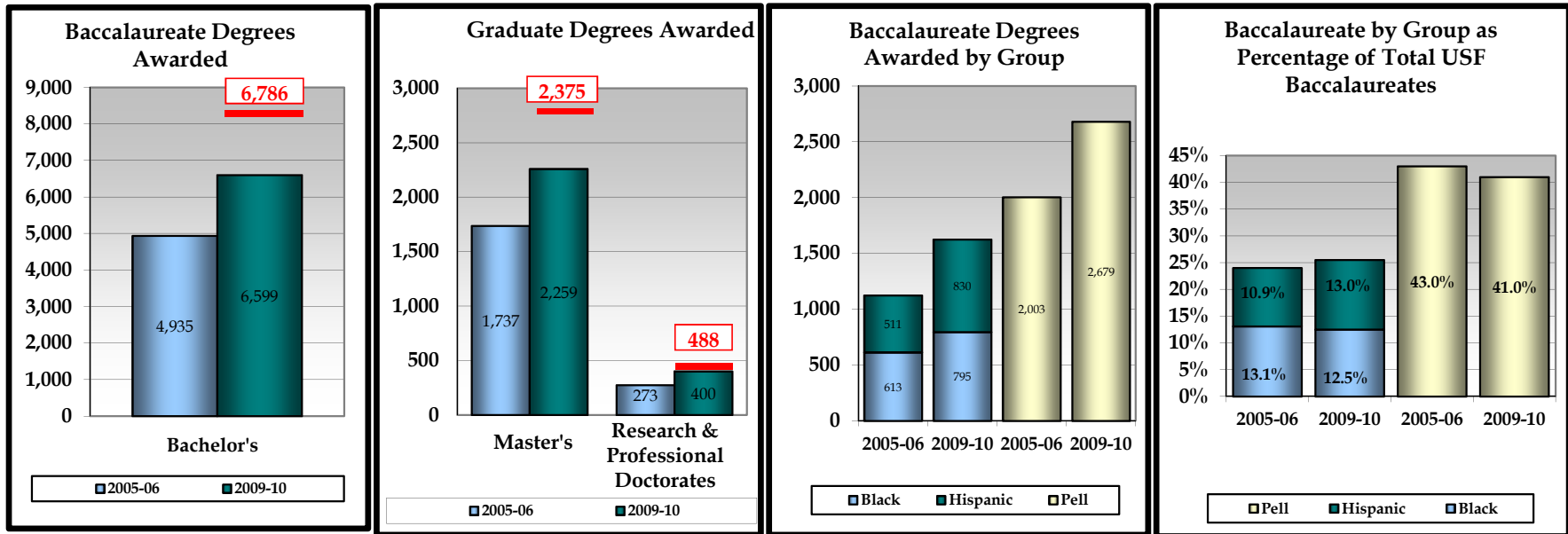
University of South Florida 2010 Annual Report

USF Tampa

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	40,267	100%	TOTAL	233	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence	
Black	4,776	12%	Baccalaureate	92	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary	
Hispanic	5,613	14%	Master's & Specialist's	100	Enrollment Profile:	High undergraduate	
White	25,064	62%	Research Doctorate	38	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer in	
Other	4,814	12%	Professional Doctorate	3	Size and Setting:	Large four-year, primarily nonresidential	
Full-Time	26,918	67%	Faculty (Fall 2009)	Full-Time	Basic:	Research Universities (very high research activity)	
Part-Time	13,349	33%	TOTAL	1,424			
Undergraduate	30,007	75%	Tenure/T. Track	980	78	Elective Classification:	Community Engagement: Outreach & Partnerships
Graduate	8,514	21%	Other Faculty/Instr.	444	132		
Unclassified	1,746	4%					

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1:

ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)



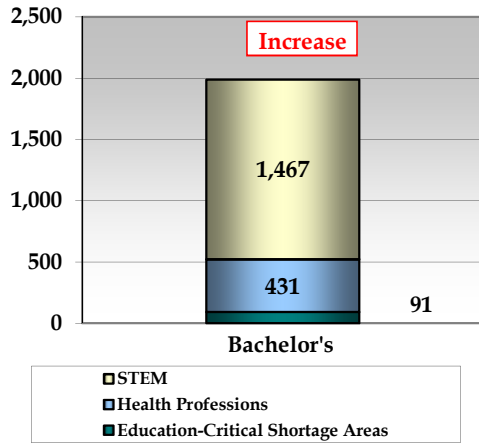
2012 - 2013 Projected Institutional Contributions in RED PRINT.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:

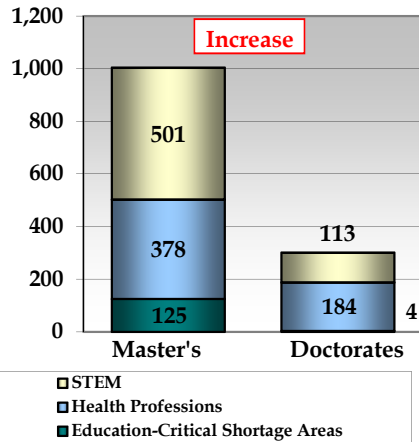
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)

USF Tampa

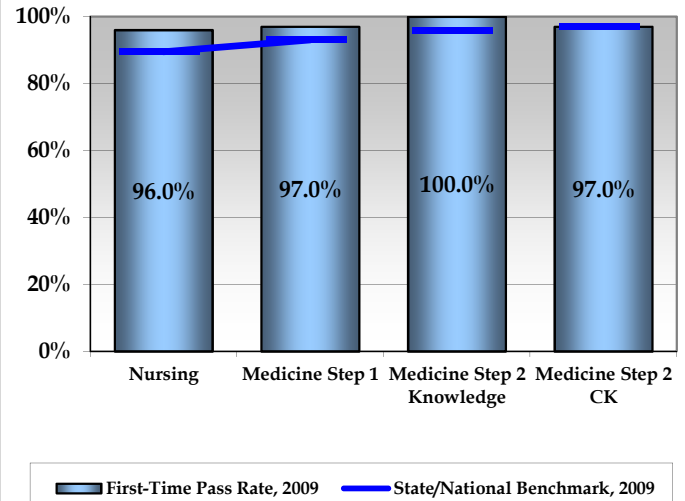
Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10



Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10



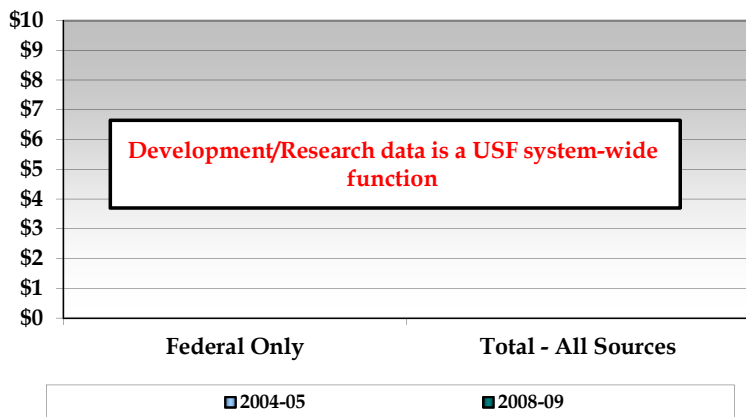
Licensure Pass Rates



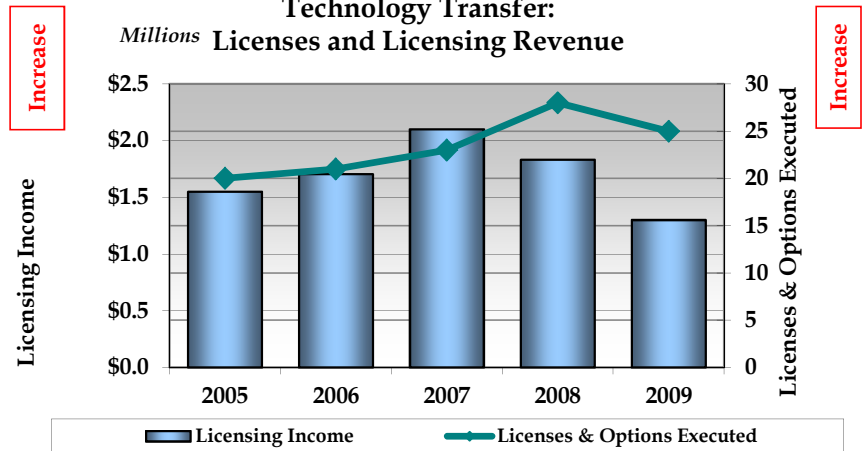
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY (2010 University Work Plan "Targets" in Red)

Academic Research and Development Expenditures



University Innovations Generating Revenue Through Technology Transfer: Licenses and Licensing Revenue

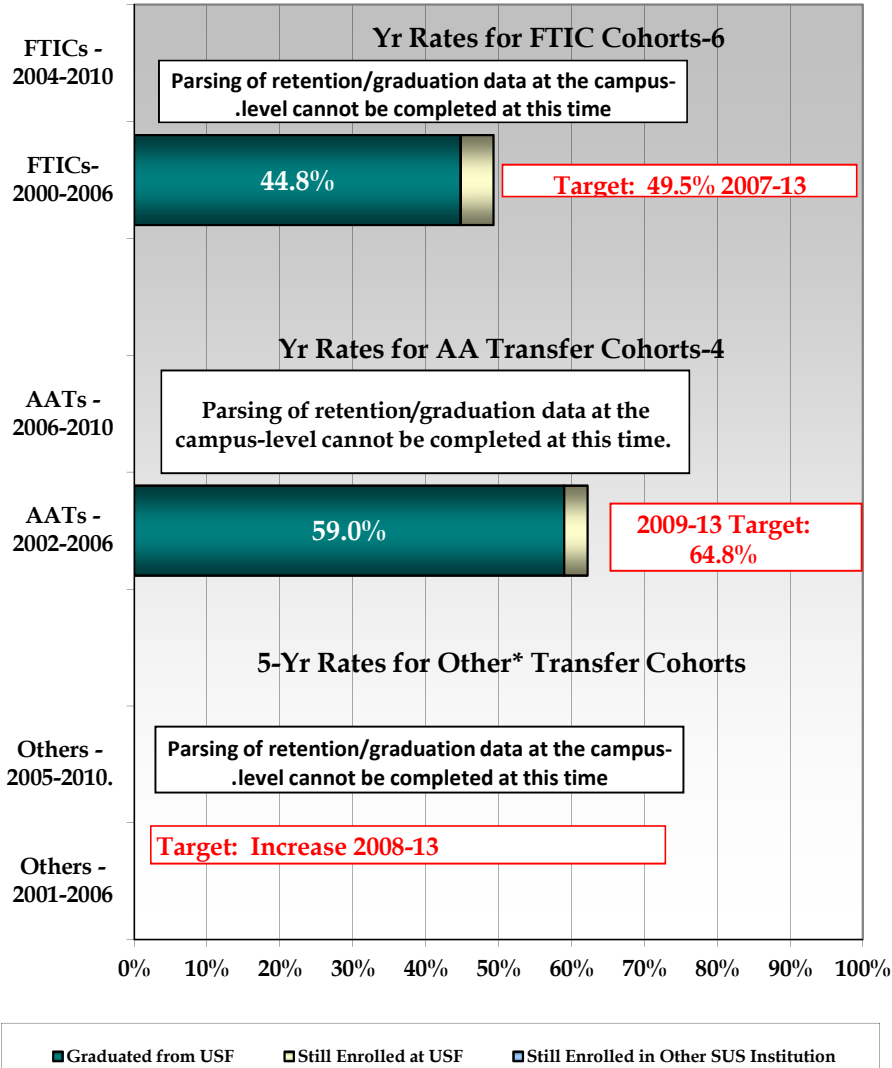


Projected Institutional Contributions in RED PRINT

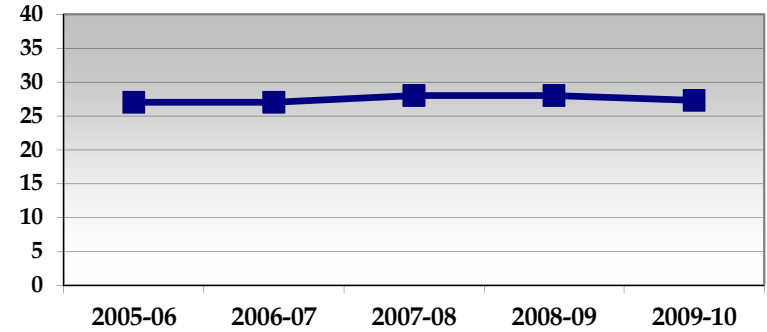
(2012 - 2013 for Degrees in Areas of Strategic Emphasis; 2011 -2012 for R&D, Licenses, and Licensing Revenue).

USF Tampa

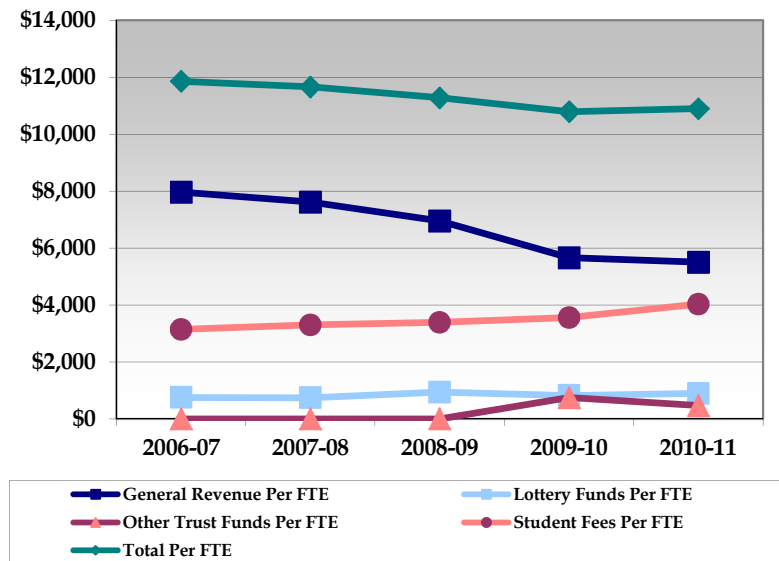
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Funding Per Student FTE**



* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

Select Data Tables from the 2009-2010 Annual Report [USF Tampa]

* Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10		
Baccalaureate	4,935		5,479		5,758		6,073		6,599		
Master's and Specialist	1,737		1,803		2,014		2,096		2,259		
Research Doctoral	180		223		229		248		244		
Professional Doctoral	93		122		143		154		156		
Comparison with Peers*	<p>Peers: North Carolina State University, Rutgers University, Stony Brook University, University at Buffalo, University of Alabama Birmingham, University of California Irvine, University of Cincinnati, University of Illinois, Chicago. See http://www.ods.usf.edu/Plans/Strategic/docs/2010-10-07-Performance-Update-AAU.pdf for more comparisons.</p> <p>In 2009-10, USF awarded more baccalaureate, master's and specialist degrees than all its peers, and awarded more professional doctoral degrees than all but two peers. In research doctoral degrees USF compared favorably with two peers, exceeded two others, but trailed the other four. By percentage, (see parentheses) USF is similar to N.C. State and Rutgers, and lower than California Irvine for baccalaureate and master's degrees, but are a little lower in doctoral degrees.</p>										
	Degrees Awarded	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago	
	BA/BS	6599 (71%)	4790 (68%)	5905 (72%)	3525 (61%)	4111 (58%)	1921 (52%)	5962 (79%)	3796 (59%)	3345 (53%)	
	MA/MS/Sp	2259 (24%)	1795 (25%)	1690 (21%)	1710 (30%)	2043 (29%)	1297 (35%)	1136 (15%)	1991 (31%)	2010 (32%)	
	Res. Doc.	244 (3%)	422 (6%)	424 (4%)	283 (5%)	279 (4%)	129 (3%)	365 (5%)	219 (3%)	316 (5%)	
	Prof. Doc.	156 (2%)	79 (1%)	218 (3%)	242 (4%)	640 (9%)	358 (10%)	103 (1%)	443 (7%)	649 (10%)	
Overall performance in comparison with peers - strong.											
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10		
	#	%	#	%	#	%	#	%	#	%	
	Hispanic	511	10.9	620	11.8	657	12.0	759	13.0	830	13.0
	Non-Hispanic Black	613	13.1	686	13.1	723	13.2	786	13.5	795	12.5
	Pell Grant Recipients	2,003	43.0	2,083	40.0	2,193	40.0	2,260	38.8	2,679	41.0
Comparison with Peers*	<p>In 2009-10, USF far exceeded its peers in number of degrees awarded to Hispanic and Non-Hispanic Black students. Baccalaureate degrees awarded at peer institutions ranged from 27 to 468 for Hispanic students and 148 to 466 for Non-Hispanic Black students. Specific data on the number and percentage of Pell Grant recipients on peers are not readily available). However, it is important to note that forty-one percent of degrees awarded at USF went to Pell grant recipients.</p>										

BA/BS Awarded	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
Hispanic	830	136	478	278	140	27	677	64	478
Non-Hisp. Black	795	342	466	280	243	440	148	314	202

Overall performance in comparison with peers - outstanding.

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	1,049	1,199	1,231	1,324	1,472
STEM (Graduate)	426	453	543	529	616
Health Professions (Baccalaureate)	338	435	401	414	432
Health Professions (Graduate)	384	426	420	497	562
Education-Critical Shortage (Bacc.)	78	74	83	86	91
Education-Critical Shortage (Grad.)	88	116	112	140	129

In 2009-10, USF awarded more STEM baccalaureate and health baccalaureate degrees than all but two of its peer institutions. In health graduate degrees awarded, USF exceeded four of its peers; the number of graduate health degrees awarded by its peers ranged from 89 to 1,102. Comparable data on STEM graduate and educational degrees awarded are not readily available.

Comparison with Peers*

Degrees Awarded	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
STEM BA/BS	1,472	1,894	1,340	832	959	295	1,687	638	812
Health BA/BS	432	n/a	82	658	263	430	235	646	205
Health Grad	562	89	251	519	598	949	109	691	1,102

Overall performance in comparison with peers - outstanding.

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	48.1%	n/a	48.8%	n/a	47.5%	n/a	48.1%	n/a	51.0%	n/a
SUS Def.: 6-Yr Rates - FTICs	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus-level; as reported in 2010 Annual Report									
SUS Def.: 4-Yr Rates - AA Transfers	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus-level; as reported in 2010 Annual Report									
SUS Def.: 5-Yr Rates - Others	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus-level; as reported in 2010 Annual Report									

Comparison with Peers*	This is an issue of great concern to USF. The six year graduation rate (2009 data) at the eight peer institutions ranged from 39% (University of Alabama Birmingham) to 82% (California Irvine). The University of Cincinnati and the University of Illinois at Chicago were just ahead of USF Tampa at 55% and 54% respectively. The rate at USF is rising from 47.5 in 2008 to 51% in 2010.									
	Undergrad Ret/ Grad Rates 2009	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
	Fed Def: 6 Yr FTIC	48%	73%	77%	67%	63%	39%	82%	55%	54%
	SUS Def Rates		See USF System annual work plan – data using SUS methodology							
Overall performance in comparison with peers – improving, but there is work to be done.										
Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5					
Nursing (2005-06 Through 2009-10)	95.9%	82.1%	92.1%	98.1%	96%					
Medicine – Step 1 (2006 – 2010)	94%	95%	97%	97%	95%					
Medicine – Step 2 Clinical Knowledge (2005-06 Through 2009-10)	95%	100%	100%	100%	100%					
Medicine – Step 2 Clinical Skills (2005-06 Through 2009-10)	95%	95%	97%	97%	95%					
Comparison with Peers*	Peer data are not readily available for these metrics; data are generally available only at state level averages. However, the high pass rates suggest that USF Tampa compares favorably with its peers. Overall performance in comparison with peers – excellent.									
Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09					
Federal Only (Thousand \$)	\$ 143,051	\$ 157,324	\$ 171,272	\$ 189,282	\$ 213,163					
Total – All Sources (Thousand \$)	\$ 276,609	\$ 304,804	\$ 337,169	\$ 342,665	\$ 371,037					
Comparison with Peers*	Note, these are USF System data; data will be separated by USF campus starting next year. These data are included here since over 98% of the research funding is generated by USF. In both categories, USF System exceeds all but two of its peers. USF System has shown consistent improvement in bringing in external research funding over the last five years. It is ranked 34 th in federal research expenditures (FY 2009) and 43 rd in total research expenditures (FY 2008) for all public universities.									

	Res/Dev Expenditure	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
	Federal (\$M)	213.1	135.3	161.9	107.4	152.1	300.1	177.1	229.3	196.7
	Total (\$M)	371.0	380.6	351.6	258.1	338.3	431.7	325.5	356.8	341.7
Overall performance in comparison with peers - outstanding.										

Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	20	21	23	28	25
Licensing Income	\$ 1,548,818	\$ 1,704,025	\$ 2,099,712	\$ 1,831,000	\$ 1,300,000

Comparison with Peers* Data and peer comparisons are available in the USF System work plan.

OTHER KEY OUTPUT OR OUTCOME METRICS	2005	2006	2007	2008	2009
Freshman Retention Rates	82	81	81	88	86
Student to Faculty Ratio	27	27	28	28	27
Post-Doctoral Members	105	179	183	211	231
Total Research Expenditures/Faculty	\$179K	\$185K	\$205K	\$201K	\$217K
Average Faculty Salary - Professor	\$94,397	\$99,475	\$101,808	\$101,912	\$107,000
Average Faculty Salary - Associate	\$69,588	\$71,481	\$73,409	\$74,003	\$77,000
Average Faculty Salary - Assistant	\$58,801	\$61,554	\$61,823	\$62,764	\$65,600
Patents (#)	23	29	31	31	36

Comparison with Peers*

- Freshman retention rates have risen since 2006 and now compare favorably with the peer institutions.
- Ratio of students to faculty members at our national peers ranged from 14 to 1 at Rutgers to 19 to 1 at Stony Brook and California Irvine. This is one of the major areas of concern for USF (see below).
- The number of postdoctoral scholars at USF (231) was similar to its peers, except for Buffalo which had 325 and Stony Brook with 161. USF has made remarkable progress in this category over the last five years. (105 to 231).
- In research expenditures per faculty member, USF Tampa is comparable with its peers, although Alabama and Cincinnati are somewhat higher (around \$300K). USF has made great progress over the last five years.
- Average faculty salaries lag behind most peer institutions except for Cincinnati.
- The number of patents is on a par with the peer institutions.

Other Metrics (2009)	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
Freshman Retent. Rate	86	91	91	89	89	82	94	85	81
Student Faculty Ratio	27	17	14	19	16	17	19	16	18
Post-Docs.	231	253	258	161	325	220	293	277	226
Res Exp/Fac Member (\$K)	217	241	210	274	289	318	299	295	228
Prof (\$K)	107	115	140	132	129	111	133	102	121
Assoc (\$K)	77	84	95	95	90	77	86	74	85
Assist (\$K)	66	70	77	75	74	64	76	61	74
Patents	36	37	36	System	System	10	System	8	---

Overall performance in comparison with peers – strong to outstanding.

Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement

- (1) **Graduation Rates:** While the six-year graduation rate for FTIC students has steadily improved since 2008 at USF, from 47.5% to 51.6% in 2010, it still remains relatively low in comparison with some of our peers. The strategic initiative highlighting student success is now paying benefits with higher retention rates at each year and with more students graduating in a timely manner. This initiative continues to be a very high priority for USF.
- (2) **Student to Faculty Ratio:** The student to faculty ratio is low (27 to 1) in comparison with our peers, public AAU institutions, and AAU prospects (<http://www.ods.usf.edu/Plans/Strategic/docs/2010-10-07-Performance-Update-AAU.pdf>). The mean for public AAU institutions and AAU prospects is around 16 to 1. While USF has made remarkable progress and compares favorably with its peers and with many AAU institutions in most of its achievements, student success is somewhat stymied by lack of faculty members.
- (3) **Academic Goals and University Infrastructure:** An important challenge to USF is maintaining and developing its infrastructure to ensure high quality academic performance. This entails not only maintenance of its physical plant but also its academic support structures. The library, as it moves towards being a member of the Association of Research Libraries needs special attention, as too does the enhancement of the technological resources that lead to greater innovation. The support for students also creates challenges at USF. USF lags its peer institutions and many other Florida universities in dollars per student FTE. While institutional efficiencies are already very high, additional resources would greatly enhance student success, further employment opportunities and contribute to new Florida initiatives.

UPDATES TO 2010 UNIVERSITY WORK PLAN [USF]

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

Developments consistent with the 2010 goals:

Moving Towards AAU Eligibility: Reflecting the institution's goals of becoming eligible for membership in the Association of American Universities, USF continues to make considerable progress. The strategic plan documents the metrics used to measure success, for which the institution is held accountable by Trustees.

<http://www.ods.usf.edu/Plans/Strategic/docs/2010-10-07-Performance-Update-AAU.pdf>
(<http://www.ods.usf.edu/Plans/PPA/matrix.htm>).

Revenue Enhancement -- Public-Private Partnerships: USF continues to enhance its revenue through development of external funding, private giving, technology transfer and public-private partnerships. USF monitors public-private partnerships for increases in external funding, patents and licenses.

Global Initiatives: USF has seen considerable increases in its global activities, international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy and employment opportunities. Its partnership with INTO has internationalized the campus. School for Global Sustainability has been established and will be developed further. USF World will be further enhanced.

New Opportunities:

Technological and Innovative Advances - Marine and Coastal Environments - Health: An identified area of strategic focus, Marine Science and Coastal Technologies represents a key area, as demonstrated by the rapid response to the Gulf Oil spill of 2010. Technological advances have been further enhanced through the innovative USF Health initiatives such as the Center for Advanced Medical Learning and Simulation.

Community Engagement: Establish a unified institutional structure to facilitate community engagement, social enterprise, and global collaborations in education, research and service learning, including managing fiscal and human resources for student exchange, study abroad and international field placement programs, and faculty research, teaching, outreach and professional development opportunities.

USF and the USF System: USF is an integral part of the evolving USF System. It works closely with the other campuses to enhance the mission of the USF System and helps facilitate the distinctive missions of all four campuses. All four institutions have separate IPEDS; USF (in Tampa) and USF St. Petersburg are accredited by SACS; USF Sarasota-Manatee should be SACS accredited in June 2011 and USF Polytechnic in 2012. In the Carnegie Foundation for the Advancement of Teaching classification: USF is a doctoral university with very high research activity; USF ST. Petersburg, USF Sarasota-Manatee and USF Polytechnic are each classified as masters, medium level. USF and USF St. Petersburg are also Carnegie Community Engaged institutions. The members of the USF System together provide:

- Enhanced access for students
- Distinctiveness while optimizing potential
- Greater choice to meet student and academic needs
- Broader advocacy
- Efficiencies, both academic and economic
- Commitment to meeting local needs
- Leveraging our combined strength through collaboration
- A unified brand yielding identity and impact.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
D	14.0501	Biomedical Engineering	This program is in a unit that is highly productive; Chemical Engineering. The department awards degrees for BS, MS and Ph.D. in Chemical Engineering.	This program started in 2005 with no new resources and has produced 1.6 degrees per year, on average. Since 2009 the college has hired four new faculty in this program. With increased involvement of the Medical School we expect the number of graduates to increase beyond the threshold.
D	14.1901	Mechanical Engineering	The program is in a unit that awards a high number of degrees at the BS and MS level. The program also delivers a high number of student credit hours and currently it has a high number of enrolled Ph.D. students.	There is a corrective action plan in place to improve graduation rates. Twenty-one new Ph.D. students were admitted to the department during AY 2010-2011. Current Ph.D. enrollment is close to 40; going forward, this will result in significant increase in Ph.D. degrees awarded.
D	45.0401	Criminology	The program is in a unit that serves a large number of undergraduate students (1200) and graduate students (99) with only 12 faculty. Faculty scholarly productivity is ranked in top ten for the discipline.	Curricular revisions are underway to: implement a 3-member faculty committee to promote timely degree completion; reviewing departmental policies regarding timeline for degree completion. A plan is in place to increase faculty hiring. In addition, a three-year plan will be developed to increase graduate stipends
D	50.0901	Music, General	This is the Ph.D. program in Music Education.	The program has increased the number of enrolled students and additional recruitment positions the program to meet and exceed the minimum requirement for average graduation rate.
EdS	13.0401	Education Administration/Ldrshp, Gnrl	There is no additional pecuniary or non-pecuniary cost to the department as these students enroll in the same courses as those pursuing a doctorate; in cases where doctoral students fail to make satisfactory progress in	We are in the process of submitting a new folio to the Florida Department of Education that will add principal certification track to our Educational Specialist degree. This will replace our current principal certificate modified program which is a non-degree program. We anticipate an increase in enrollment with this change.

			<p>their program, the specialist degree provides an alternative to non-degree completion; the educational specialists degree prepares students to teach at the community college level without attaining the doctorate; and, the educational specialist degree provides an avenue for students who already have a master's degree, but do not want to pursue a doctorate.</p>	
M	05.0102	American Studies	<p>The department is in the midst of executing a plan to grow this program beyond critical levels as part of their efforts to "re-invent" American Studies. This also provides excellent support for the university's newly articulated global strategy.</p>	<p>We expect enrollment to exceed required levels within two years. This program also provides significant support for the university's general education program in the areas of Humanities and Fine Arts.</p>
M	05.0207	Women Studies	<p>The Department of Women's Studies at USF has undergone a radical transformation in the past year with the renaming of the department (now the more inclusive Women's and Gender Studies) and all new faculty.</p>	<p>In years past it had a large and successful Master's Program and within a year or two it will have one once again. The department is currently aggressively recruiting affiliate faculty and new students.</p>

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
Dec 2011	B	51.000	Health Science	2012 Health
Dec 2011	B	51.1599	Behavioral Healthcare	2012 Health
Dec 2011	M	09.0903	Advertising	2012
Dec 2011	M	30.2001	Diplomacy and Strategic Studies	2012 Global
Spring 2012	M	31.0504	Sport Management	2012
Dec 2011	M	51.2707	Health Informatics	2012 Health
Dec 2011	M	26.0907	Diabetes and AutoImmune Diseases	2012 Health
Dec 2011	RD	14.1407	Environmental Engineering	2012 STEM
Dec 2011	RD	42.2814	Applied Behavioral Analysis	2012 Health
Dec 2011	RD	51.2314	Rehabilitation Sciences	2013 Health

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

USF has an unduplicated head count enrollment for Fall 2010 of 40,429, of which 9,466 (23.4%) is at the graduate level. The over-riding, long-term goal of the institution is to maintain current enrollment levels by increasing graduate enrollment to 25% and slightly reducing undergraduate headcount enrollment. The other institutions within the USF System will then meet the needs of undergraduates in the west-central Florida region. The estimated student FTE at USF for 2010-11 is 25,542 of which graduates account for 5,154 (20%); the plan is to increase institutional efficiency by reducing the ratio of FTE to headcount for all academic levels, which current stands at 1 to 1.58.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

With the absence of increased state appropriations for growth, the funded plan has not grown at the same pace as actual enrollment. Additional reasons for the enrollment growth are various, and include the following:

- USF's enrollment response reflects significant progress in addressing SUS priorities, including: providing increased access and production of degrees which is reflected in increases at all levels, increasing world-class research efforts (which partially explains the large increase in Grad II numbers), and meeting targeted program and critical statewide work force needs, such as health care (including nursing and pharmacy), engineering and technology, and education (all of which have increased enrollment at USF).
- A permanent revenue neutral shift would reduce magnitude of variance. And obviously, the lack of distribution of funded FTE by the Legislature for three years is a major factor.

Enrollment Plan Proposal – All **State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	8,617	8,052	8,617	8,000	8,000	8,000	8,000	0.0%
FL Resident Upper	9,999	10,264	9,999	10,400	10,556	10,873	11,199	1.5%
FL Resident Grad I	2,672	2,341	2,672	2,500	2,600	2,808	3,033	3.9%
FL Resident Grad II	623	786	623	800	832	899	970	3.9%
Total FL Resident	21,911	21,443	21,911	21,700	21,988	22,579	23,202	1.3%
Non-Res. Lower		372		428	492	566	651	8.7%
Non-Res. Upper		361		370	385	400	416	2.4%
Non-Res. Grad I		330		340	357	375	394	3.0%
Non-Res. Grad II		427		430	440	450	460	1.4%
Total Non-Res.	1,302	1,490	1,302	1,373	1,559	1,787	1,920	6.9%
Total Lower								
Total Upper		8,424		8,428	8,492	8,566	8,651	0.5%
Total Grad I		10,625		10,770	10,941	11,273	11,615	1.5%
Total Grad II		2,671		2,840	2,957	3,183	3,426	3.8%
Total FTE		1,213		1,230	1,272	1,349	1,430	3.1%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	480.0	458.0	480.0	460.0	460.0	460.0	460.0	0.2%
Non-Res. Medical Headcount		17.0		20.0	20.0	20.0	20.0	0.2%
Total Medical Headcount	480.0	475.0	480.0	480.0	480.0	480.0	480.0	0.2%
FL Resident Dentistry Headcount								
Non-Res. Dentistry Headcount								
Total Dentistry Headcount								
FL Resident Veterinary Headcount								
Non-Res. Veterinary Headcount								
Total Veterinary Headcount								
FL Resident Pharmacy Headcount	0	0		50.0	225.0	375.0	400.0	140.0%
Non-Res. Pharmacy Headcount		0		-	-	-	-	0.0%
Total Pharmacy Headcount	0	0		50.0	225.0	375.0	400.0	140.0%

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: USF Health Science Center

<i>USF-HSC</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	103	376	103	357	368	370	372	0.8%
FL Resident Upper	584	928	584	940	946	962	977	0.8%
FL Resident Grad I	495	847	495	916	889	891	893	-0.5%
FL Resident Grad II	232	247	232	246	258	266	267	1.6%
Total FL Resident	1,414	2,398	1,414	2,459	2,461	2,489	2,509	0.4%
Non-res Lower		11		11	12	12	12	0.3%
Non-res Upper		24		23	23	24	24	0.5%
Non-res Grad I		127		100	97	96	95	-1.1%
Non-res Grad II		48		27	28	27	27	0.3%
Total Non-res	98	210	98	162	160	159	158	-0.5%
Total Lower		386		368	380	382	384	0.8%
Total Upper		953		964	969	986	1,001	0.8%
Total Grad I		975		1,016	986	987	988	-0.6%
Total Grad II		295		273	286	293	294	1.5%
Total FTE	1,512	2,609	1,512	2,621	2,621	2,648	2,667	0.3%

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: REMAINING PHYSICAL LOCATIONS

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	938	966	995	1056	1120	3%
Upper	1,529	1575	1622	1721	1826	3%
Grad I	479	493	508	539	572	3%
Grad II	191	197	203	215	228	3%
Total	3,137	3,231	3,328	3,531	3,746	3%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
<p>#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION (Continuing)</p> <p>USF has adopted a comprehensive approach to promoting student success, focusing on preparedness, affordability, and student support services.</p>	<ul style="list-style-type: none"> • Raise academic standards for admission to improve readiness. • Develop financial aid leveraging model to support enrollment objectives and maintain access and affordability. • Improve teaching and learning outcomes through course redesign in high enrollment classes with low passing rates. • Develop new student evaluation of teaching. • Develop new programs to increase access and student choice. • Increase number of faculty. • Increase academic advisors. • Expand tutoring services. • Promote undergraduate research. • Improve new student orientation. • Expand Career Center services. • Implement state-of-the-art degree audit system (DegreeWorks) to promote timely progression. 	<p>Metrics: USF will monitor</p> <ul style="list-style-type: none"> • Academic credentials of incoming students (High School GPA; SAT/ACT; Academic Success Factors). • Access and Affordability metrics - Pell Grant and Bright Futures recipients (number and percentage); Total Cost of Attendance). • Student Progression rates. • 6-year graduation rates. • Student: Advisor ratio. • Student utilization of tutoring and career services. • Student credit hours per semester. • Document undergraduate research. • Student evaluations of teaching. • Document number of new faculty. • Document number of new advisors. <p>Timeline: USF continues to monitor its retention and graduation rate (http://www.ods.usf.edu/Plans/PPA/matrix.htm).</p> <p>Expected Outcomes: Six year FTIC graduation rate of 55% in three years. Gradual rise in retention rates between all years.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
		\$4.8M	\$4.8M	\$10.0M	\$8.2M			\$18.2M	
Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
<p>#2 Revenue Enhancement -- Public-Private Partnerships (Continuing)</p> <p>USF continues to expand and diversify its resource base to maintain financial sustainability to meet its distinctive mission. These partnerships include close ties with Draper Laboratory, SRI International, and the Mote Marine Research Institute. USF is host to the Florida Institute of Oceanography, houses the Florida Center of Excellence for Biomolecular Identification and Targeted Therapeutics (FCoEBITT/ CDDI), and is an active partner in the Florida Energy Systems Consortium (FESC).</p>			<ul style="list-style-type: none"> Develop external funding, private giving, technology transfer and public-private partnerships, patents, licenses. Sponsor research to support external funding, patents, technology transfer, licensing revenues, and start-ups. Champion endowment support and foster partnerships with research and industry. Cultivate research/development that strengthens Florida's economy and contributes to global solutions. 			<p>Expected Outcomes: Increased revenue and improved public-private partnerships that enhance education and contribute to employment opportunities to the state.</p> <p>Metrics:</p> <ul style="list-style-type: none"> Monitor external funding, private giving, technology transfer and public-private partnerships, patents, licenses. Document research to support external funding, patents, technology transfer, licensing revenues, and start-ups. Measure endowment support and partnerships with research and industry. <p>Timeline: These are on-going activities of USF, but over the next three years, it is expected that significant research/development will be undertaken that strengthens Florida's economy, creates jobs, and contributes to global solutions.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					\$4.0M			\$4.0M	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
<p>#3 Global Initiatives (Continuing)</p> <p>USF has seen considerable increases in its global activities, international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy and employment opportunities. Its partnership with INTO has internationalized the campus. School for Global Sustainability has been established and will be developed further. USF World will be further enhanced.</p>			<ul style="list-style-type: none"> • Brand and highlight USF World as an integral part of the curriculum and research endeavors at USF. • Foster international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy. • Promote USF:INTO program. • Continue to increase the number of international students on campus. • Develop School for Global Sustainability and facilitate international programs. • Advance Global Academic Partners program. 			<p>Expected outcomes: Increased international involvement across the campus with greater exchange of students with other countries. The goal is to make Florida students more competitive at the global level for employment opportunities.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Monitor global activities, international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy. • Document progress with USF:INTO partnership program. • Monitor number of international students on campus. • Establish meaningful international academic partners. <p>Timeline: This is an ongoing initiative, but gains are expected over the next two years.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					\$2.0M			\$2.0M	

OPTIONAL: Universities may add one or two additional goals.

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p>#4 Technological and Innovative Advances – Marine and Coastal Environments – Health (Continuing/New Elements):</p> <p>An identified area of strategic focus, Marine Science and Coastal Technologies represents a key area, as demonstrated by the rapid response to the Gulf Oil spill of 2010. Technological advances have been further enhanced through the innovative USF Health initiatives such as the Center for Advanced Medical Learning and Simulation.</p>	<p>To enhance these initiatives, USF will:</p> <ul style="list-style-type: none"> • Develop initiatives in the health sciences such as the technology-based Center for Advanced Medical Learning and Simulation (CAMLS). • Encourage research activities in coastal marine programs, and foster external research projects (Tampa Bay region is the largest marine research community in the southeast); • Promote student recruitment, involvement, graduation, and placement in coastal employment. <p>USF is uniquely positioned to serve as the intellectual hub for technological advances and workforce development within the health and coastal industries.</p>	<p>Expected outcomes: Increased involvement in technological developments and innovations within the health and coastal industries. CAMLS will attract industry leaders and medical experts from around the world creating a national center for transforming medical education and a hub for biomedical research in the downtown area with more job opportunities.</p> <p>Metrics: Marine environments – USF will monitor:</p> <ul style="list-style-type: none"> • Student recruitment. • Student engagement. • Student graduation. • Student placement. • External research funding. <p>Health - USF will monitors CAMLS:</p> <ul style="list-style-type: none"> • Health partnerships. • Doctors trained. <p>Timeline: While some immediate outcomes are expected from the recent research activities associated with the Gulf oil spill, this is a long-term USF goal to develop a high quality coastal research and education initiative. Training of doctors from across the nation will begin and continue.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (□st.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					\$2.7M			\$2.7M	

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
<p>#5 Community Engagement (Continuing/New Elements):</p> <p>USF is committed to furthering community engagement and scholarship, fostering social enterprise and global collaborations in education, research and service learning.</p>			<p>Establish a unified institutional structure to facilitate and promote community engagement, social enterprise, and global collaborations in education, research and service learning, including mechanisms for managing fiscal and human resources for student exchange, study abroad and international field placement programs, and faculty research, teaching, outreach and professional development opportunities. This will include:</p> <ul style="list-style-type: none"> • Development of an up-to-date clearinghouse of information about all engagement activities. • Development of system to measure community engagement. • Encourage faculty participation in community engagement –and include community engagement in USF’s promotion and tenure guidelines. • Encourage and reward student community engagement and explore feasibility of acknowledging community engagement in official transcripts. 			<p>Expected outcomes: Greater involvement in community initiatives by faculty and students. Increased institutional efficiencies and job related activities.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • Document levels of community engagement of faculty • Document levels of community engagement of students • Change promotion and tenure policy on community engaged scholarship. • Recognize community engaged scholarship on student transcripts. <p>Timeline: This initiative is ongoing with elements accomplished over a three period. WE expect community engagement by students and faculty to increase in this time frame. However, to change promotion and tenure policy will require different levels of discussion and approval.</p>			
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13				
State/ Tuition Revenue (□st.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					\$2.0M			\$2.0M	

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS										
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1			\$4.8M	\$4.8M	\$10.0M	\$8.2M			\$18.2M	
2						\$4.0M			\$4.0M	
3						\$2.0M			\$2.0M	
4 optional						\$2.7M			\$2.7M	
5 optional						\$2.0M			\$2.0M	
Total			\$4.8M	\$4.8M	\$10.0M	\$18.9M			\$28.9M	

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Increase course offerings (\$884,480)	Fall 2010 there were 263 additional sections taught compared to Fall 2009 which has increased accessibility.
Improve graduation rates (\$686,966)	There has been a notable change graduation rates; they were 48% in 2009 and have risen three points to 51% in 2010.
Increase the percentage of undergraduate students who are taught by faculty (\$3,481,076)	There has been an increase in the percentage of undergraduates taught by faculty, in accessibility, and in the number of degrees awarded.
Decrease student-faculty ratios (\$3,900,193)	The student population increased over the last five years, even though resources were invested in faculty so the student to faculty ratio has remained relatively stable at 27:1.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	Over 40 new faculty and instructors have been hired.
Total Number of Advisors Hired or Retained (funded by tuition differential):	18 new advisors hired
Total Number of Course Sections Added or Saved (funded by tuition differential):	263
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
The 30% portion is managed at the USF System level.	
1. We will continue to target our need based grant awards to students who are paying the differential charges. Total expenditures: \$3,096,920	
2. Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students. Total expenditures: \$1,032,307	
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,256
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,187
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$160
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,882

Fall 2011 Request for an Increased Tuition Differential Fee

University: University of South Florida

Effective Date	
University Board of Trustees Approval Date:	June 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	University of South Florida
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	Undergraduate courses offered by USF
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 22.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$ 10
\$ Increase in tuition differential for 30 credit hours:	\$ 300.00
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$ 6,889,051
Total differential fee revenue generated in 2011-12 (projected):	\$ 22,212,909

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University of South Florida - Tampa
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	<u>Estimated Actual*</u> <u>2010-11</u>	<u>Estimated</u> <u>2011-12</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 306,082	\$ 528,751
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ 306,082</u>	<u>\$ 528,751</u>
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 12,584,925	19,497,249
Interest Revenue - Current Year	22,099	34,237
Interest Revenue - From Carryforward Balance	537	928
Total Receipts / Revenues:	<u>\$ 12,607,561</u>	<u>\$ 19,532,414</u>
<u>Expenditures</u>		
Salaries & Benefits	\$ 8,497,897	\$ 13,491,646
Other Personal Services	80,500	100,000
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	3,784,293	5,858,803
Expended From Carryforward Balance	22,202	526,776
**Other Category Expenditures	-	-
Total Expenditures:	<u>\$ 12,384,892</u>	<u>\$ 19,977,225</u>
Ending Balance Available:	<u><u>\$ 528,751</u></u>	<u><u>\$ 83,940</u></u>

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of South Florida
Work Plan Issue Title:	Program Access and Degree Production in STEM Fields
Priority Number	1
Recurring Funds Requested:	\$8,217,981
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$8,217,981

I. Description:

USF continues to prepare the nation’s next generation of leaders, thinkers, and scientists by replenishing the ranks of the professoriate for American higher education and placing its graduates in competitive professional programs.

Faculties are the core of the instructional mission. The key performance indicator (KPI) of students to faculty serves as a nationally accepted benchmark for the adequacy of faculty resources. The SUS data indicate that USF has the second highest student-to-faculty ratio among the 11 institutions and the highest ratio of the three public Florida institutions classified as Research Universities, Very High Research Activity (RU/VH) by the Carnegie Foundation for the Advancement of Teaching. An extraction from the IPEDS database of public RU/VH institutions demonstrates that USF has the highest student-to-faculty ratio nationally.

These faculties will contribute to enhanced numbers of graduates in the high impact STEM disciplines. In addition, these faculties are among the highest producers of grants and contracts, contributing to not only increased research funding but also providing stimulus for high-technology, high-wage jobs.

Aligned with the vision of the *New Florida* initiative for the state of Florida to create a new state economy based on knowledge and innovation, USF stimulates innovation and the knowledge-based economy in Florida through (i) recruitment, development and retention of highly talented faculty and students; (ii) development of externally funded, basic and applied research leading to economic growth and new job creation; and (iii) public-private partnerships that attract new companies and venture capital.

USF continues to be among the leaders of STEM field graduates in Florida. During the period 2004-05 to 2008-09, STEM programs (degree production) increased close to 40%. The array of programs, especially the interdisciplinary nature of faculty and program collaboration, is a very positive environment. The recent “Industry Cluster Analysis of the Tampa Bay Region” published by Scripps Research Institute (SRI) identified five high-potential clusters for investment and growth: life sciences and medical services; research and engineering services; financial services; information technology services (with electronics); and aerospace, defense, and national security. The economy of the region is poised to make dramatic impacts in these areas. Likewise, these industry clusters reflect the strengths of USF. The state’s investment in faculty coupled with the business conditions and climate make for a particularly strong synergy toward accomplishing the goals of *New Florida*.

While there will be some expansion of program depth and the provision for service and outreach, this is fundamentally an expansion of existing programs and services.

STEM disciplines are a strength of the university. Faculties are generally under resourced and must be augmented. Departments are established and highly productive. Administrative and support services are adequate and are in place. The university will provide start-up funding as appropriate. Student demand is high. Therefore an investment will make direct impacts.

II. Return on Investment:

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

	Year 1	Year 2	Year 3	Year 4	Year 5
	280	560	875	875	875

2. Number of FTE Students receiving services or participating in the program by year for the next five years:

	Year 1	Year 2	Year 3	Year 4	Year 5
	200	400	650	650	650

3. Additional degrees, if any, produced as a result of this initiative:
 (Indicate the additional number of Bachelor's, Master's, Doctoral, & Professional degrees to be produced by school year.)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
B				100	200	350	525
M				35	35	40	40
D						6	10

III. Facilities:

- A. Does this issue require an expansion or construction of a facility?
 NO
- B. If yes, is the project identified on the Capital Improvement List? If so, identify the project, fiscal amount, year requested, and priority number.

	Facility Project Title	Fiscal Year	Amount Requested
1.			
2.			

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of South Florida
Work Plan Issue Title:	Competitive PhD Student Recruitment in STEM Fields
Priority Number	2
Recurring Funds Requested:	\$3,047,806
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$3,047,806

I. Description:

USF provides access to an array of university experiences. As a RU/VH campus in Tampa, the University offers a range of experiences through cooperative programs, innovative courses, interdisciplinary initiatives and research opportunities. At the graduate level, impressive trends can be seen with regard to the number of doctoral degrees awarded, a measure of USF's growing commitment to graduate education and the creation of new knowledge through research, scholarship, and creative activity.

Doctoral students contribute directly to the research and instructional productivity of the university. The recruitment of highly qualified doctoral students is essential to the fabric and culture of a research university. To attract the best graduate students, the university must be able to offer viable support packages in this highly competitive environment.

As a catalyst for change, *New Florida* recognizes the basic requirement of attracting the best of brightest of the knowledge workers to Florida's universities.

During the period of academic year 2004-05 to academic year 2008-09, USF has experienced a 49% expansion in its Ph.D. graduates, growing from a base of 194 research and professional doctoral degrees awarded to 400.

The university has found resources to support doctoral programming growth by building on the overhead return from grants and contracts and by diverting funds from other priorities. USF graduate programming, especially for doctoral programs, should approximate the same level as other SUS RU/VH universities.

II. Return on Investment

Number of Headcount Students receiving services or participating in the program by year, for the next five years:

Year 1	Year 2	Year 3	Year 4	Year 5
110	110	110	110	110

Additional degrees, Doctoral

Year 5	Year 6	Year 7	Year 8	Year 9
30	40	40	40	40

Other outcomes:

The university will also realize increased SCH by those doctoral students with instructional responsibilities.

III. Facilities:

B. Does this issue require an expansion or construction of a facility?

No

	Facility Project Title	Fiscal Year	Amount Requested
1.			
2.			

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of South Florida
Work Plan Issue Title:	Clinical Translational Sciences Institute
Priority Number	3
Recurring Funds Requested:	\$ 1,061,000
Non-Recurring Funds Requested:	\$ 0
Total Funds Requested:	\$ 1,061,000
	(Note: Priority 1 contains \$1,041,366 for this issue – for a total of \$2,102,366 to complete this issue as described)

I. Description:

This request for the USF Clinical Translational Sciences Institute (CTSI) is driven by Goal 3, (Building World-Class Academic Programs and Research Capacity) of USF’s Strategic Plan. This initiative complements the research in USF Health’s public health, nursing, physical therapy and pharmacy programs. It also supports the Clinical and Translational Science Award application USF Health submitted in Fall 2010 to NIH, which will advance interdisciplinary research across disciplines and hasten the translation of laboratory findings to clinical practice.

The requested funding for the CTSI will enable USF to create and support a seamless process for interdisciplinary clinical and translational research across a regional research network that will lead to increased research funding from the National Institutes of Health and industry sponsors. These efforts will enhance USF’s institutional profile in the area of clinical and translational research, will provide a platform for innovative, collaborative educational programs in health fields and will support community participation in research.

Performing interdisciplinary research needed to address complex health issues of our population has become increasingly complicated. New technological tools outpace the ability to integrate and interpret their findings and the translation of new findings to human trials is challenging. The NIH has developed a national network of funded institutions to address this issue. The competitive grant application requires demonstrated institutional support and infrastructure. Institutions that cannot show this capacity will be at a competitive

disadvantage. This is an instance where federal funding agencies goals align with USF's strategic goals.

This budget issue will allow us to further the Goal of Building Research capacity at USF. It is expected that the investment of \$1M in this activity will directly lead to a minimum return on investment of 200% per year. Funding this budget issue will increase both internal research capacity and the volume of externally funded research at USF.

The objectives of the New Florida initiative are to create a new economy based on knowledge and innovation. Investing in the CTSI will lead to faster implementation of medical breakthroughs, improvements in medical care and the overall health of the population of the state. Industry partners will be attracted to collaborate with USF due to the infrastructure and facilitation of research. These funds will also be leveraged as cost sharing against federal awards in accordance with the goals of the New Florida initiative.

The mission of the USF CTSI is to facilitate and accelerate innovative clinical and translational research with the goal of improving health outcomes and making life better for our community. The CTSI strives to be an efficient, coordinated resource that provides educational, technical and administrative support to strengthen the connection and create new ideas between scholars, clinical and translational investigators, industry and the community with the ultimate goal of translating research discoveries into practice. The institute is composed of faculty and investigators from across diverse academic disciplines with access to resources and tools needed to catalyze research.

The CTSI is an existing program providing education of junior faculty in clinical and translational research, investigator services such as biostatistical and study design support and some administrative support. CTSI faculty are in the process of submitting a request for funding from the National Institutes of Health that will further increase the capacity of the Center and make it a key stakeholder in the federal government's Research Roadmap Initiative. In the last year, the CTSI has undergone a planning process and is reengineering how clinical research is conducted at USF. Additional funding will allow the CTSI to expand services and develop linkages with other Florida SUS partners conducting clinical and translational research. In addition, this funding will create processes and capacity that will further enhance our funding applications to NIH and other clinical and translational research funders.

This budget request will allow for further development of a webportal that will serve researchers, patients and the community and connect collaborative groups. It will provide informatics support for meaningful interface between medical records and a research data warehouse and the development of a tissue and clinical sample repository core for the CTSI.

USF and USF Health leadership have identified the CTSI as a strategic initiative that will further enhance the University’s reputation in the research community and increase institutional capacity in clinical and translational research.

Current initiatives to improve graduate education and post-doctoral training in the clinical disciplines will generate more users of CTSI services and lead to better trained investigators.

II. Return on Investment:

We anticipate that this additional funding will positively impact the Federal R&D expenditure Dashboard Indicator, generating more competitive proposals which will lead to more funded grant projects. This funding will be leveraged to submit a competitive Clinical Translation Sciences Award application to the National Institutes of Health for \$20M over five years. The additional research funding that USF will receive as a result of this investment will allow USF to support and train additional graduate students and junior faculty.

Projections include:

Additional Federal Academic Research and Development Expenditures

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
\$100,000	\$500,000	\$3,000,000	\$7,000,000	\$12,000,000

Additional Total Academic Research and Development Expenditures

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
\$200,000	\$1,000,000	\$5,000,000	\$10,000,000	\$15,000,000

Licenses and Options Executed

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	1	3	10	12

Additional Doctoral Degrees Produced

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	2	4	7	10

A strong Clinical and Translational Science Institute will attract competitive graduate students, faculty and industry partners. New partnerships will be developed with resultant workforce and economic enhancement. This national network will provide for increased collaboration and unique grant opportunities. Community based research will be enhanced through a pilot program and the community engagement core of the CTSI. The number of collaborative grants with other institutions and community partners will increase.

III. Facilities:

Does this issue require an expansion or construction of a facility? **No**

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of South Florida
Work Plan Issue Title:	Increase Federal Research Expenditures and Economic Impact
Priority Number	4
Recurring Funds Requested:	\$4,872,788
Non-Recurring Funds Requested:	\$
Total Funds Requested:	\$4,872,788

I. Description:

As one of the leading research universities in the state of Florida, USF contributes significantly to the state’s economy, evident by its \$3.2 billion economic impact on the region. USF maintains research as the centerpiece of the university’s strategic plan; it is fundamental to the recruitment and retention of talented faculty and students, and gives the university distinction. The System is focused on five main strategic priorities: student success, research and innovation, community engagement, global literacy and impact, and integrated, interdisciplinary inquiry. USF has four internationally recognized research themes: sustainable healthy communities, integrated neurosciences, diabetes and autoimmune disorders, and drug design, development and delivery. Home to Florida’s second public medical school, USF’s focus on health education and research is a hallmark of USF’s unique contributions to improving health care in Florida and across the nation .

The SUS Strategic Plan emphasizes the establishment of distinctive institutional missions, critical to the identity of the university. USF has focused on research as a pervasive driver to distinction. With a 213% increase between 2000-2007, no other American university grew its federal research enterprise at a faster rate than USF, according to the *Chronicle of Higher Education*. The latest data (2008) from the National Science Foundation (NSF) show USF ranked 43rd for total research expenditures and 34th for federal expenditures compared with all public higher education institutions in the country.

Aligned with the vision of the *New Florida* initiative of creating a new state economy based on knowledge and innovation, USF stimulates innovation and the knowledge-based economy through (i) recruitment, development

and retention of highly talented faculty and students; (ii) development of externally funded, basic and applied research leading to economic growth and new job creation; and (iii) public-private partnerships that attract new companies and venture capital.

Partnerships include close ties with Draper Laboratory, SRI International, and Mote Marine Research Institute. USF is the host of the Florida Institute of Oceanography, houses the Florida Center of Excellence for Biomedical Identification and Targeted Therapeutics (FCoE-BITT), and is an active partner in the Florida Energy System Consortium (FESC).

These resources will be applied to recurring funding for approximately 33 faculty who will have a research agenda.

In addition to its research enterprise, USF research and innovation infrastructure is becoming increasingly robust as evidenced by the growing number of postdoctoral fellows (120% increase between 2004-05 and 2008-09) and non-faculty researchers with doctorates (762% increase between 2004-05 and 2008-09).

II. Return on Investment

In the first two to four years, the university expects to maintain the current level of research funding. An increase in research expenditures is anticipated for subsequent years.

III. Facilities:

- C. Does this issue require an expansion or construction of a facility?
NO

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of South Florida
Work Plan Issue Title:	USF/UWF/Andrews Institute Partnership Program in Physical Therapy Education, Research & Clinical Care
Priority Number	5
Recurring Funds Requested:	\$ 600,000
Non-Recurring Funds Requested:	\$ 0
Total Funds Requested:	\$ 600,000

I. Description:

The proposed expansion of the USF Health Doctor of Physical Therapy (DPT) Degree Program through a collaborative arrangement with the University of West Florida and the Andrews Institute is addressed in several of the 2010 University Work Plan strategies including the overview of core institutional strengths, special assets, and niche contributions that most appropriately address “access to and production of degrees – enhanced opportunities”. Further, Goal 3 addressing Academic and Administrative Collaborations is a goal of this initiative. The focused direction of this plan also addresses “providing access to an array of high quality, globally competitive degree programs” and “meeting distinctive needs” of the region and state. The expansion of the DPT Degree Program will serve to meet the needs presented by Florida’s increasing population of retirees, including Wounded Warriors, especially in the panhandle region of the State of Florida. There is a continual and growing student demand for this type of health professions education. Lastly, this proposal is part of the new academic degree program goals which are needed to align with the institutional strategic plan and system priorities.

The USF/UWF/ Andrews Institute Partnership Program in Physical Therapy Education, Research & Clinical Care is to **Meet Statewide Professional and Workforce Needs.**

The expansion of USF’s the Doctor of Physical Therapy Degree Program will support the SUS Strategic Plan by educating additional physical therapists that will enter high skill/high-wage jobs deemed *a critical*

workforce shortage by the Secretary of Health. Physical Therapists are projected to experience a 3.3% annual growth rate over the next decade in the state. In June, 2010, Physical Therapists were reported by the AWI as the 2nd highest (only to Nursing) advertised occupation available in the state of Florida.

Selected Geography: Florida
Standard Occupational (SOC) Code: 291123
Standard Occupational (SOC) Title: Physical Therapists

Wages for Year 2010

Entry	Average	Experienced
\$58,250.40	\$80,382.61	\$91,448.72

Occupational Projections

2017 Projected Employment	Annual Growth Rate	Annual Total Openings
15,064	3.30%	528

Source: Agency for Workforce Innovation - Labor Market Statistics

This LBR request specifically addresses the objectives of the **New Florida initiative**. The expansion of Florida’s economy is to be structured around high-technology, high-wage jobs involving the fields of science, technology, engineering and mathematics (or “STEM”); this specifically includes the fields of medicine, health care and education which are tremendously vital to Florida’s future economy. This LBR request is to enhance and build upon the academic strengths of the USF Health School of Physical Therapy and Rehabilitation Sciences.

The University of South Florida College of Medicine School of Physical Therapy & Rehabilitation Sciences proposes to partner with the University of West Florida to provide qualified UWF graduates with **guaranteed pathway/admissions** into the USF SPTRS Doctor of Physical Therapy degree Program on the USF Tampa campus. This partnership program will allow the USF DPT degree program to expand to reserve up to twelve (12) future places in each first-year DPT class for UWF students who satisfy USF SPTRS requirements for admissions to the study of physical therapy.

The University of South Florida College of Medicine School of Physical Therapy & Rehabilitation Sciences proposes to partner with the University of West Florida and the Andrews Institute/ APREI in **complementary and collaborative research** projects utilizing the combined human resources of UWF, AI/ APREI and USF SPTRS faculty.

The University of South Florida College of Medicine School of Physical Therapy & Rehabilitation Sciences proposes to partner with the University of West Florida and the Andrews Institute/ APREI in **clinical care and education** acknowledging the expertise resident in the surgeons, physicians, therapists, certified athletic trainers and strength & conditioning specialists at the institute.

UWF School of Allied Health and Life Sciences (SAHLS) has a solid track record in the allied health arena, offering the following list of programs: Master of Public Health degree (IVIPH); a BS in Health Sciences with 8 specializations covering Allied Health, Health Care Professional, Aging Studies, Health Care Administration, Health Communications, Health Care Ethics, Psychology of Health and Medical Information Technology; a RN to BSN; a four-year generic BSN; a Master of Science in Administration (MSA)-Nursing Administration specialization; a BOT-approved and soon to be implemented Master of Science in Nursing; and a BS in Clinical Laboratory Sciences. A set of graduate courses in health care ethics and in medical informatics support certificates in both these areas as well as providing elective credit toward the MPH and a MSA - Biomedical/Pharmaceutical specialization.

Another set of graduate and undergraduate courses serve as electives in the MPH or BSHS and underwrite certificates in Emergency Management, Environmental Health, Infection Control and Occupational Safety and Health at the graduate level, and Occupational Safety and Health, and in Readiness and Response at the undergraduate level. In addition, SAHLS offers a mosaic of workshops on topics dictated by the education departments of regional hospitals and public health departments. All of these degrees, certificates and workshops enjoy strong support from the regional health care and public health communities in the form of funding, in-kind and direct involvement in the design and conduct of all offerings.

SAHLS has worked closely with high schools throughout the region to create "teflon" pathways for the best students from high school health academies into the full range of allied health programs offered by UWF. This design represents a pipeline for excellent students for ally professional school in the area. UWF also brings to the table over 300

highly qualified undergraduate students in the UWF pre-professional program which is designed to prepare students for admission into professional schools and doctoral programs, and the BSHS which technology related to rehabilitation would be at their fingertips in one central location within AI's 12,000 sf outpatient rehabilitation facility.

The USF Health School of Physical Therapy & Rehabilitation Sciences was established in 1998 by the Florida Board of Regents as a component of the USF College of Medicine and graduated its first class of MSPT students in 2001. As the first SUS physical therapist educational program to receive BOG authorization to implement the first-professional Doctor of Physical Therapy degree in late 2004, USF did so and graduated it's charter DPT class in 2008. Subsequent classes have graduated in 2009 and 2010 with graduates achieving NPTE Board examination scores well above the US average. The School received a reaffirmation of its CAPTE accreditation *with commendation* in 2008 through 2016. The School receives in excess of 250 applications for the current 36 seats available in each class cohort and has joined the Physical Therapy Centralized Application Service (PTCAS) for AY '10-'11. The School is supported by a core academic and clinical faculty of twenty (20) and an administrative staff of eight (8). The USF DPT curriculum is unique in its innovative, integrated, interprofessional blending of MD and DPT students in the first year foundational science and doctoring courses. Students complete their DPT degrees in 37 months and eight semesters of study, including 36 weeks of full-time clinical education. The School's total physical footprint is approximately 30,000 square feet, with 6,000 square feet dedicated to the Human Functional Performance Laboratory and 4,000 square feet dedicated to the USF Physical Therapy Center. All classrooms are wireless to support laptop computer use and fully media equipped. Classrooms are scalable to support as many as 48 students per class. As part of its Strategic Plan, the School will be implementing an ABPTS accredited clinical residency in the PT Center, partnering with Rehab Essentials, Inc to offer an on-line transitional DPT degree program for practicing physical therapists in Florida and continuing the planning for the future offering of a PhD degree in Rehabilitation Sciences. The School aspires to gain College status within the next five years.

II. Return on Investment

This LBR initiative will assist in meeting the following dashboard metrics and will help advance the research and academic reputation of the University:

- Research and Professional Doctorates Awarded, and

- Degrees Awarded in Specified Health Profession Critical Need Areas.

4. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

<u>Fiscal</u> <u>Year</u>	<u>Headcount</u>
2012-13	12
2013-14	24
2014-15	36
2015-16	36
2016-17	36

5. Number of FTE Students receiving services or participating in the program by year for the next five years:

<u>Fiscal</u> <u>Year</u>	<u>FTE</u>
2012-13	15
2013-14	30
2014-15	45
2015-16	45
2016-17	45

6. Additional degrees, if any, produced as a result of this initiative:
(Indicate the additional number of Bachelor's, Master's, Doctoral, & Professional degrees to be produced by school year.)

<u>Fiscal</u> <u>Year</u>	<u>Professional</u> <u>Degrees</u>
2012-13	0
2013-14	0
2014-15	12
2015-16	12
2016-17	12

III. Facilities:

A. Does this issue require an expansion or construction of a facility? No.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of South Florida
Work Plan Issue Title:	USF Health Neurosciences and Alzheimer's Disease Initiative
Priority Number	6
Recurring Funds Requested:	\$ 684,000
Non-Recurring Funds Requested:	\$ 0
Total Funds Requested:	\$ 684,000
	(Note: Priority 1 contains \$315,000 for this issue for a total of \$1,000,000 to complete the issue as described)

I. Description:

This Legislative Budget Request is to secure state funding for a strategically important research and education program of USF Health's related to neurosciences and specifically to Alzheimer's disease.

This request is addressed in several of the 2011 University Work Plan strategies including the overview of core institutional strengths, special assets, and niche contributions that most appropriately address developing "world class academic programs and research capacity" and "economic develop (new job creation)." The strategic directions of this plan also address "stimulating the innovation and knowledge-based economy in Florida," and "meeting distinctive needs of education and research" of Florida which are integral to USF Health.

The USF Health Neurosciences and Alzheimer's disease Initiative is to **Build World-Class Academic Programs and Research Capacity**. This effort will be accomplished through the following.

During the past several decades, researchers have made breathtaking progress in understanding the anatomy, cell biology, physiology and chemistry of the brain. Yet many basic mysteries remain, including how brain function translates into mental activity and why brain function declines with age. Recent advances in neuroimaging, genomics, computational neuroscience, engineering and other disciplines have placed scientists on the brink of continued successes in neuroscience with

the expectation to make unprecedented discoveries regarding brain function in health, aging and disease.

Neurosciences research especially at the USF Health Byrd Alzheimer's Institute is of critical importance to USF Health, USF and Florida. The Byrd Institute serves as the state-wide focus for Alzheimer's Research, yet the Institute currently has no state allocation to advance its research and education programs. This LBR is to request state support to continue to advance the mission of the USF Health Byrd Alzheimer's Institute which is dedicated to the prevention, treatment and cure of Alzheimer's disease and related disorders.

This LBR request specifically addresses the objectives of the **New Florida initiative**. The expansion of Florida's economy is to be structured around high-technology, high-wage jobs involving the fields of science, technology, engineering and mathematics (or "STEM"); this specifically includes the fields of medicine, health care and education which are tremendously vital to Florida's future economy. This LBR request is to enhance and build upon the research and education strengths of USF Health Neurosciences and Alzheimer's disease research and to facilitate building an economy that provides the kind of jobs that lead to a robust quality of life for Floridians. This initiative helps to ensure that USF Health continues to maintain a strong and vibrant research programs and facilitates the expansion of ideas and discoveries that are so important to the State's economic development. Further, this important collaboration furthers helping to establish Florida as a major player of new knowledge development and innovation on the world stage.

With a state-of-the-art research and education building and a highly qualified team of researchers, physicians, clinicians and educators, the USF Health Byrd Alzheimer's Institute is at the forefront of Alzheimer's and related neurosciences disease research and care in Florida. The core missions of the Institute include:

- To conduct laboratory research to understand the changes in the brain that cause dementia and relate disorders, and to develop approaches for the prevention and treatment of Alzheimer's disease.
- To conduct clinical trials to test treatments for individuals with all stages of memory loss.
- Provide state-of-the-art diagnostic evaluations and the highest level of patient care to individuals with Alzheimer's disease and other memory problems.

2012-2013 LBR

- Support family caregivers by providing educational programs, support groups, counseling and information.
- Provide education and training for healthcare professionals, service providers and students.

The USF Health Byrd Alzheimer's Research Institute provides an important focus for both research and education related to Alzheimer's and related neuroscience diseases. This LBR request will help the Institute recruit new faculty and provide support for additional post-doctoral and graduate student trainees. This initiative provides significant opportunities to expand our research efforts in biochemistry and cellular and molecular neuroscience, neural systems and computational neuroscience, behavioral neuroscience, developmental neuroscience, neuroimmunology, and neuropsychopharmacology, among others. This initiative compliments the research in USF Health's public health, nursing, physical therapy and pharmacy programs. It also supports the Clinical and Translational Science Award application USF Health is submitted to advance interdisciplinary research across disciplines to enhance laboratory findings to the clinical setting.

Numerous new medical discoveries and technologies are anticipated from this initiative. Thus, new start-up companies are expected and additional established pharmaceutical and medical companies are anticipated to either move or establish satellite facilities in the Tampa area as a result of this collaboration. Ultimately, the research, clinical practice, and education conducted by USF Health personnel at the Byrd Alzheimer's Institute will produce new discoveries and 21st century "health professionals" to enable the delivery of cutting edge care to the citizens of Florida.

Our strategic research directions for the University include neurosciences, diabetes and autoimmune disorders, and globalization. We have a strong focus with the Moffitt Cancer Center regarding Cancer Research. We also have a strong developing research area of focus regarding drug development and delivery with our Center for Drug Development and Innovation. The University also has a Neurosciences Collaborative that cuts across USF and USF Health. Considerable collaboration already exists in this area of research and education, and this LBR will help to further expand and enhance this area of research. This initiative is expected to be integral to advancing this important University research initiative in the future.

II. Return on Investment

is LBR initiative will assist in meeting the following dashboard metrics and will help advance the research reputation of the University:

- Research and Professional Doctorates Awarded,
- Federal Academic Research and Development Expenditures,
- Total Academic Research and Development Expenditures, and
- Licenses and Options Executed

Projections include:

Additional Federal Academic Research and Development Expenditures

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
\$100,000	\$300,000	\$750,000	\$3,000,000	\$5,000,000

Additional Total Academic Research and Development Expenditures

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
\$150,000	\$500,000	\$1,000,000	\$4,000,000	\$7,000,000

Licenses and Options Executed

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	1	2	5	7

Additional Doctoral Degrees Produced

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	2	3	5	7

III. **Facilities:**

A. Does this issue require an expansion or construction of a facility? **No**

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of South Florida
Work Plan Issue Title:	Cardiovascular Sciences Initiative
Priority Number	7
Recurring Funds Requested:	\$ 412,000
Non-Recurring Funds Requested:	\$ 0
Total Funds Requested:	\$ 412,000
	(Note: Priority 1 contains \$338,000 for this issue for a total of \$750,000 to complete this issue as described)

I. Description

Cardiovascular disease is the number one cause of death in Florida and in the country. USF Health proposes to establish a Cardiovascular Research Institute that will leverage existing resources and serve as a foundation for recruiting new physicians and researchers who will focus on identifying new methods to diagnose and treat cardiovascular disease. The USF Health Cardiovascular Research Institute will concentrate on four areas that have been demonstrated to offer the greatest return in terms of bringing research discoveries from the laboratory to the patient bedside: Regenerative Medicine, Genomics, Vascular Biology and Diabetes. Heavy emphasis will be directed towards research focused on new therapies such as the use of stem cell and gene therapy to regenerate cardiac tissue and restore cardiac function to patients with a diagnosis of heart failure. Additional emphasis will be placed on genomic research and screening including the establishment of a large biorepository to store thousands of samples from patients with various forms of cardiovascular disease to assist in identifying diagnostic markers that will lead to the identification and treatment of patients who are at high risk.

II. Return on Investment

Given the current reality of cardiovascular disease (CVD) being the leading cause of death in the world (with expected further increases due to the aging US population), the creation of a Cardiovascular Research Institute will undoubtedly draw a significant number of new students interested in the field of CVD. This will include students looking for a career in medicine or looking for graduate programs in a number of areas

such as bioengineering, public health, or molecular medicine. In addition, the Institute will enhance the current MD program by attracting medical students seeking excellent training in these areas. From a research perspective, the new therapies being developed such as the use of stem cells or gene therapy will only enhance this enthusiasm. Finally, the whole area of genomic screening leading to personalized medicine will appeal to a wide array of students and trainees that overall will enhance not only the number, but the caliber of our applicants.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):*

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	USF Health Heart Institute	2012-13	\$6,893,188	
2.	USF Health Heart Institute	2013-14	\$42,235,000	
3.	USF Health Heart Institute	2014-15	\$1,020,000	

**2011 Update to the
University of South Florida St. Petersburg
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

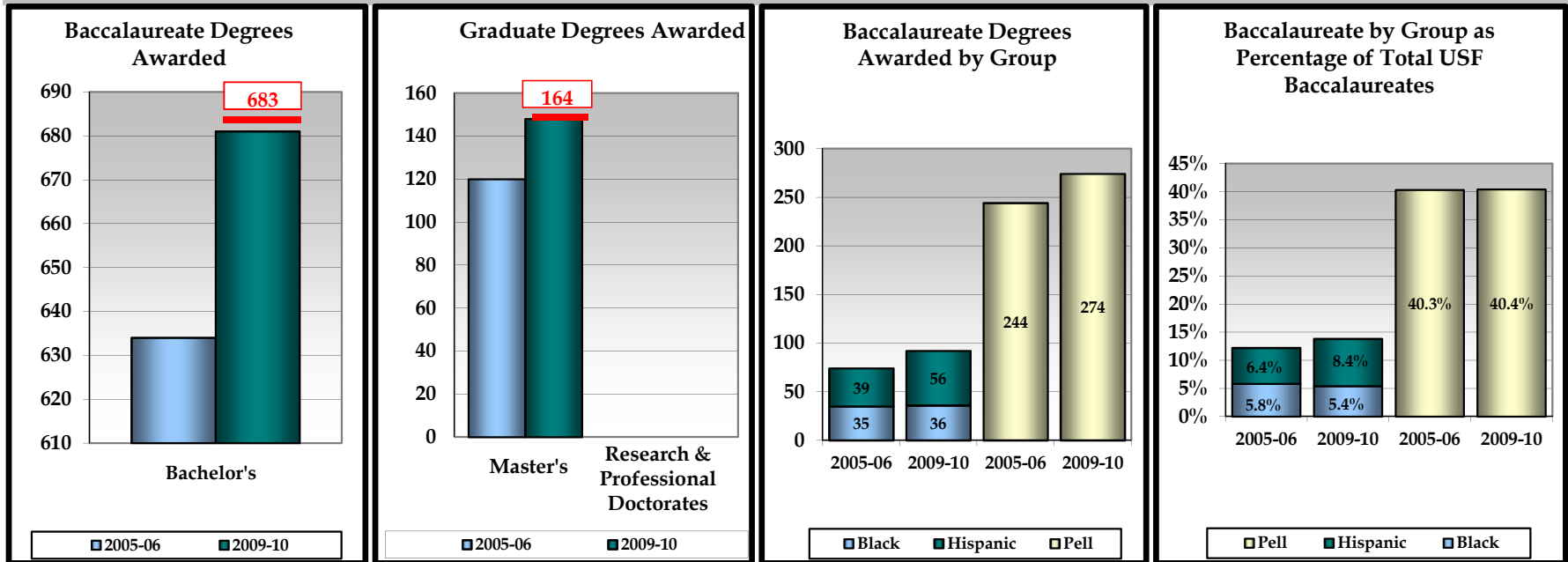
University of South Florida 2010 Annual Report

USF St. Petersburg

Enrollments			Degree Programs Offered (As of Spr. 10)			Carnegie Classification					
TOTAL (Fall 2009)	3,991	100%	TOTAL		41	SEPARATE CLASSIFICATION PENDING					
Black	271	7%	Baccalaureate		30						
Hispanic	355	9%	Master's & Specialist's		11						
White	3,099	78%	Research Doctorate		0						
Other	266	7%	Professional Doctorate		0						
Full-Time	2,229	56%	Faculty (Fall 2009)	Full-Time	Part-Time				Undergraduate Instructional Program:		
Part-Time	1,762	44%							Graduate Instructional Program:		
Undergraduate	3,358	84%	TOTAL		112				Enrollment Profile:		
Graduate	390	10%	Tenure/T. Track		85				Undergraduate Profile:		
Unclassified	243	6%	Other Faculty/Instr.		27				Size and Setting:		
						Basic:					
						Elective Classification:					

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1:

ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)



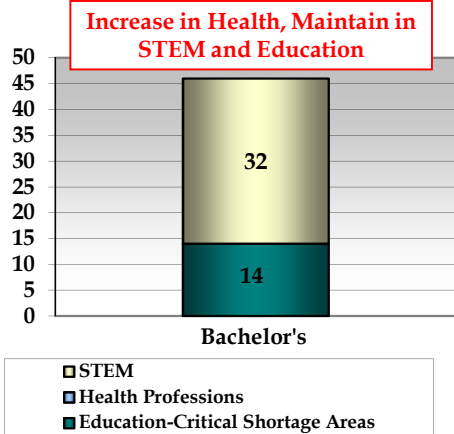
2012 - 2013 Projected Institutional Contributions in RED PRINT.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:

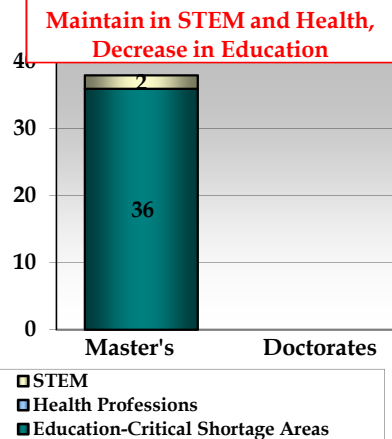
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)

USF St. Petersburg

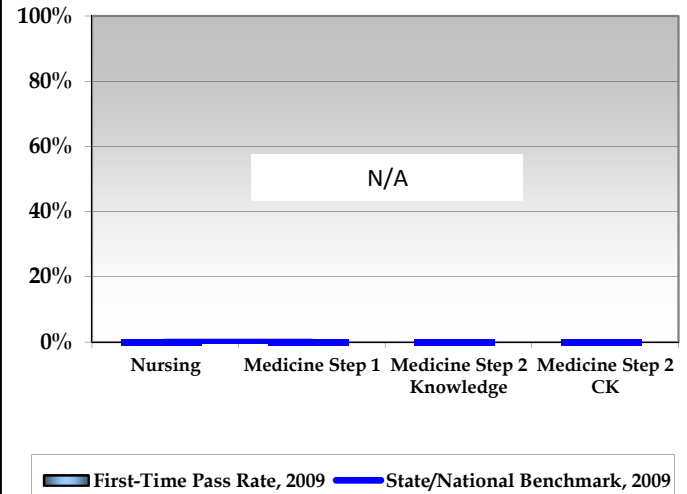
Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10



Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10



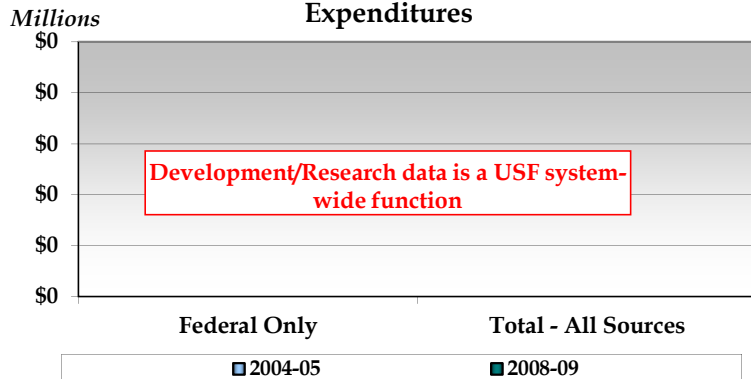
Licensure Pass Rates



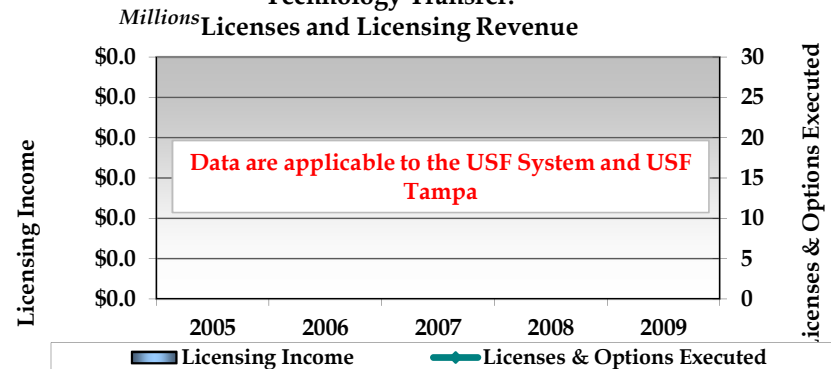
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

(2010 University Work Plan "Targets" in Red)

Academic Research and Development Expenditures



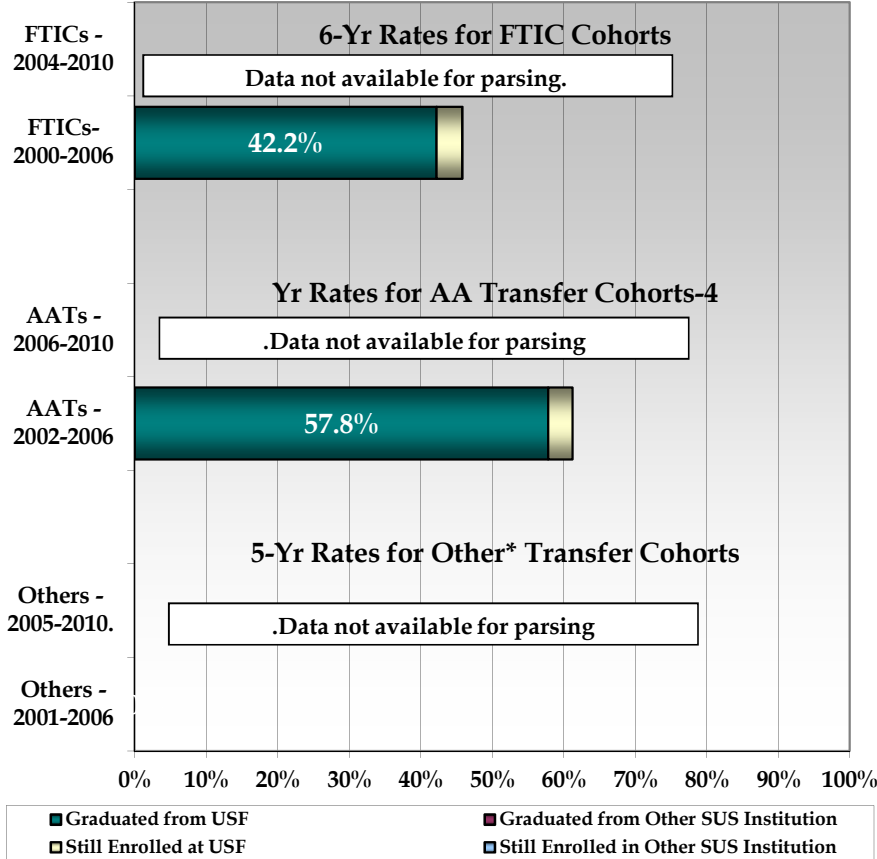
University Innovations Generating Revenue Through Technology Transfer:



Projected Institutional Contributions in RED PRINT

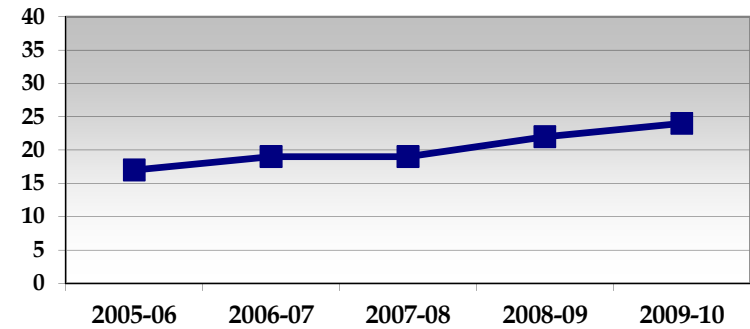
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 -2012 for R&D, Licences, and Licensing Revenue).

Undergraduate Retention and Graduation Rates

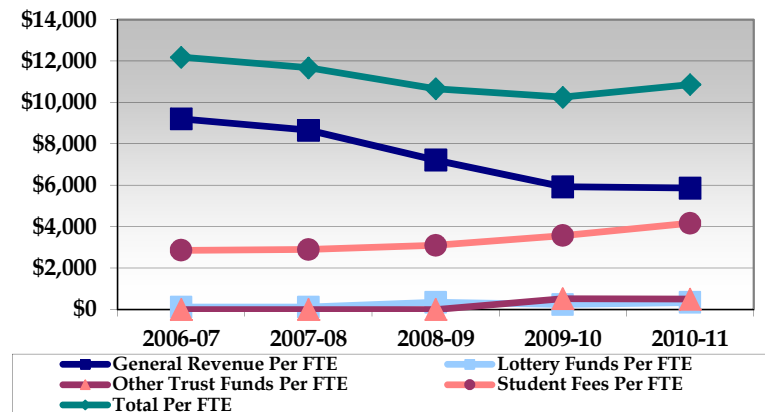


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Funding Per Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

Select Data Tables from the 2009-2010 Annual Report

* Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10		
Baccalaureate	634		647		668		657		681		
Master's and Specialist	120		144		125		158		148		
Research Doctoral	0		0		0		0		0		
Professional Doctoral	0		0		0		0		0		
Comparison with Peers*	<u>Peer Institutions</u>				<u>Bachelors</u>		<u>Masters</u>		<u>Doctoral</u>		<u>All Degrees</u>
	SUNY at Geneseo				1132		87		-		1219
	University of Tennessee-Martin				1018		115		-		1133
	University of Texas at Tyler				1187		218		-		1405
	University of N. Carolina at Asheville				604		6		-		610
	University of S. Carolina-Upstate				997		14		-		1013
	University of West Florida				1799		410		26 ¹		2397
	¹ One EdD in Curriculum and Instruction The six institutions in USFSP's current peer list have an annual average of 1,123 degrees awarded (baccalaureate) and 142 (masters).										
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10		
	#	%	#	%	#	%	#	%	#	%	
Hispanic	39	6.4	29	4.7	45	7	52	8.1	56	8.4	
Non-Hispanic Black	35	5.8	38	6.2	35	5.4	45	7.0	36	5.4	
Pell Grant Recipients	244	40.3	239	40.0	230	35.7	243	37.9	274	40.4	
Comparison with Peers*	Number and Pct. of 0910 Degrees Awarded to Hispanic and Black Students										
					Hispanic			Black			
	<u>Peer Institutions</u>				<u>No.</u>			<u>Pct. of Total</u>			
	SUNY at Geneseo				34			2.8%			
	University of Tennessee-Martin				14			1.2%			
	University of Texas at Tyler				77			6.1%			
	University of N. Carolina at Asheville				14			1.9%			
	University of S. Carolina-Upstate				24			2.6%			
University of West Florida				103			4.4%				
At the current peer institutions, the average number of baccalaureate degrees awarded to Hispanic students was 44, representing 3.5% of the total; and the average number of baccalaureate degrees awarded to Non-Hispanic Black											

	students was 114, representing 9.0% of the total. USFSP compares favorably to peers in degrees awarded to Hispanic students but lags somewhat in degrees awarded to non-Hispanic Black students. It is notable that about 40% of the total baccalaureate degrees at USFSP are awarded to Pell grant recipients.									
Degrees Awarded in Select Areas of Strategic Emphasis	2005-06		2006-07		2007-08		2008-09		2009-10	
STEM (Baccalaureate)	42		26		30		30		32	
STEM (Graduate)	0		0		0		1		2	
Health Professions (Baccalaureate)	0		0		0		0		0	
Health Professions (Graduate)	0		0		0		0		0	
Education–Critical Shortage (Bacc.)	16		18		12		15		14	
Education–Critical Shortage (Grad.)	38		33		41		54		36	
Comparison with Peers*	Number STEM and Critical Shortage Education Degrees Awarded									
		STEM				Education				
	Peer Institutions	BA		MA		BA		MA		
	SUNY at Geneseo	180		3		188		-		-
	University of Tennessee-Martin	134		-		22		-		-
	University of Texas at Tyler	91		23		-		6		-
	University of N. Carolina at Asheville	43		-		-		-		-
	University of S. Carolina-Upstate	85		-		16		-		-
University of West Florida	169		47		141		24		-	
	Using CIP codes for STEM and Education – Critical Shortage areas, USFSP generally falls below its current six peer institutions in STEM baccalaureate and STEM graduate degrees. This is due primarily to USFSP’s very limited STEM degree offerings in STEM areas. USFSP generally falls below peers in Education – Critical Shortage baccalaureate degrees but compares favorably to peers in Education – Critical Shortage graduate degrees. This is due to USFSP’s single baccalaureate degree in Education but its robust array of graduate degree offerings in critical shortage areas.									
Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	n/a	n/a	n/a	n/a	n/a	n/a	32.88	36.94	29.09	33.33
SUS Def.: 6-Yr Rates - FTICs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SUS Def.: 4-Yr Rates - AA Transfers	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SUS Def.: 5-Yr Rates - Others	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Comparison with Peers*	IPEDS Six-Year (Freshman) Graduation Rate and Overall Retention Rate									
	Peer Institutions	Graduation Rate				Retention Rate				
	SUNY at Geneseo	79%				90%				
	University of Tennessee-Martin	44%				72%				
	University of Texas at Tyler	37%				64%				
	University of N. Carolina at Asheville	54%				82%				
	University of S. Carolina-Upstate	38%				65%				
University of West Florida	48%				79%					

	<p>The 6-year graduation rate (Federal Definition) at the six peer institutions ranges from 37% to 79% and the one-year retention rate ranges from 64% to 90%. At the present time, USFSP is far below these peers. However, it is important to note that many students start at USFSP and subsequently complete their degrees at another USF location. The only cohort data available are for years prior to USFSP's separate accreditation (2006). It is expected that the cohorts for 2006 and forward will show significant improvement in FTIC completions at USFSP.</p>				
Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5
Nursing (2005-06 Through 2009-10)	n/a	n/a	n/a	n/a	n/a
Medicine - Step 1 (2006 - 2010)	n/a	n/a	n/a	n/a	n/a
Medicine - Step 2 Clinical Knowledge (2005-06 Through 2009-10)	n/a	n/a	n/a	n/a	n/a
Medicine - Step 2 Clinical Skills (2005-06 Through 2009-10)	n/a	n/a	n/a	n/a	n/a
Comparison with Peers*	There are no nursing or medicine degree programs at USF St. Petersburg				
Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only (<i>Thousand \$</i>)	n/a	n/a	n/a	n/a	n/a
Total - All Sources (<i>Thousand \$</i>)	n/a	n/a	n/a	n/a	n/a
Comparison with Peers*	Data provided only for USF System and USF Tampa				

Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	n/a	n/a	n/a	n/a	n/a
Licensing Income	n/a	n/a	n/a	n/a	n/a
Comparison with Peers*	Data provided only for USF System and USF Tampa				
OTHER KEY OUTPUT OR OUTCOME METRICS					
Comparison with Peers*					
Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement					
<p>(1) Graduate Enrollment: USFSP recruits its graduate students primarily from the local community and the nearby region. Historically, the largest programs have been in education (for in-service teachers) and business (MBA). With the continuing economic difficulties in the state, and the financial challenges facing school districts that have reduced professional development funding, graduate enrollments have weakened significantly in Education programs. Business has remained stable.</p>					
<p>(2) Increased STEM Degree Production: the "New Florida Initiative" envisions that Florida's future lies in growing a "knowledge and innovation economy" that "is sustained by high-technology, high-wage jobs in the fields of science, technology, engineering and mathematics (or "STEM")." In order for USFSP to contribute meaningfully to this statewide goal, it must expand its STEM and STEM education degree offerings. This process has begun with a new BS in Health Sciences, but will need to continue to achieve the New Florida goals both in overall graduates and in retention and graduation rates.</p>					

(3)

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

Reaffirmation: USFSP was initially separately accredited by the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) in 2006. SACS/COC requires a full reaffirmation process in the 5th year following initial accreditation. USFSP is in the final stages of this reaffirmation process. The Compliance Certification and on-site visit by the Reaffirmation Committee have been completed successfully. Action on USFSP's reaffirmation will be taken by the SACS/COC in December 2011.

Window of Opportunity:

STEM Degrees: The "New Florida Initiative" envisions a growing knowledge economy sustained by jobs in the STEM fields, medicine/healthcare, finance, insurance, education and the arts. USFSP plans to increase its degree offerings in STEM as well as STEM education to meet the challenges offered by New Florida. More access to these degrees by Florida resident students is vital and USFSP can offer this access. This increased access will increase degree production in the STEM fields bringing USFSP more in line with its peer institutions, all of which have multiple STEM degrees. For example, USFSP has proposed a BS in Biology which is moving forward to the USF Board of Trustees. In addition, the MS in Middle Grades STEM Education proposed in this Update will combine both robust STEM content with innovative pedagogies designed to retain students in the STEM "pipeline."

USFSP and the USF System: USFSP is an integral part of the evolving USF System. It works closely with the other member institutions to enhance the mission of the USF System. Two institutions currently are separately accredited by the Southern Association of Colleges and Schools (SACS) and have separate IPEDS reporting: USF (in Tampa) and USFSP. USF Sarasota-Manatee expects to receive separate accreditation from SACS in Summer 2011 and USF Polytechnic is pursuing separate accreditation (expected in 2012). All four member institutions are now separately classified by the Carnegie Foundation for the Advancement of Teaching and two, USF (Tampa) and USF St. Petersburg, have the Carnegie elective classification in Community Engagement.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
2011-2012	M	13.1203	M.S. in Middle Grades STEM Education	For Math/Science Teachers in grades 4-9 with initial certification; leverages private funding opportunity; Initial enrollment in Fall 2012 BOG Critical Needs Designation
2011-2012	M	42.0101	M.S. in Psychology	Builds on strong B.A. in Psychology; will focus on infant/family mental health and learning disorders; leverages federal funding of relevant research. Initial enrollment planned for Fall 2013. BOG Area of Strategic Emphasis

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

USFSP has projected very modest enrollment growth reflecting the following rationale and assumptions:

- Decreasing absolute numbers of high school students but projected increases in graduation rates from Florida high schools.
- Increased participation of college students in on-line education. A recent study by the SREB has revealed that all of the FTE growth at Florida SUS members in the previous year was accounted for by increased on-line participation.
- Increased FTIC enrollments as USFSP adds residential capacity in 2012-2013.
- Improved graduation rates due to investments in advising, academic support, and better degree progression (Quality Enhancement Plan)

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

USF St. Petersburg Fundable FTE 2010-2011 Funded Year

	Summer 2010	Fall 2010	Spring 2011*	Actual	Funded**	% Actual over Funded
Lower Level	140.65	418.23	357.49	916.37	657	28%
Upper Level	301.92	650.72	669.17	1621.81	1486	8%
Grad	70.6	94.71	85.34	250.65	227	9%
Grad II	N/A	N/A	N/A	N/A	N/A	N/A
Total University	513.29	1163.72	1112.56	2789.57	2370	15%

USF St. Petersburg Enrollment & Marketing Services

*Final report unavailable for Spring 2011 term, preliminary report utilized.

**Source: USF St. Petersburg SUS Workplan, 2010

24-Mar-11

USFSP exceeded its 2010 Enrollment Plan in all categories. This was due to a number of factors including a revamped admissions process and team; a change in transfer admissions requirements to be more in line with other SUS institutions; and more focus on graduate student admissions outreach services.

**Enrollment Plan Proposal – All State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	657	825	657	837	850	876	902	1.5%
FL Resident Upper	1486	1613	1486	1637	1662	1712	1764	1.5%
FL Resident Grad I	227	258	227	262	266	274	282	1.5%
FL Resident Grad II	0	0	0	0	0	0	0	N/A
Total FL Resident	2370	2696	2370	2736	2777	2861	2948	1.5%
Non-Res. Lower		20		21	21	21	22	1.5%
Non-Res. Upper		35		36	36	37	38	1.5%
Non-Res. Grad I		8		8	8	8	9	1.5%
Non-Res. Grad II		0		0	0	0	0	N/A
Total Non-Res.		63	-	64	65	67	69	1.5%
Total Lower		845		858	871	897	924	1.5%
Total Upper		1648		1673	1698	1749	1802	1.5%
Total Grad I		266		270	274	282	291	1.5%
Total Grad II		0		0	0	0	0	N/A
Total FTE		2759	-	2801	2843	2928	3017	1.5%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	0	0	0	0	0	0	0	0
Non-Res. Medical Headcount		0		0	0	0	0	0
Total Medical Headcount	0	0	0	0	0	0	0	0
FL Resident Dentistry Headcount	0	0	0	0	0	0	0	0
Non-Res. Dentistry Headcount		0		0	0	0	0	0
Total Dentistry Headcount	0	0	0	0	0	0	0	0
FL Resident Veterinary Headcount	0	0	0	0	0	0	0	0
Non-Res. Veterinary Headcount		0		0	0	0	0	0
Total Veterinary Headcount	0	0	0	0	0	0	0	0

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: USF St. Petersburg

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	845	858	871	897	924	1.5%
Upper	1648	1673	1698	1749	1802	1.5%
Grad I	266	270	274	282	291	1.5%
Grad II	0	0	0	0	0	0%
Total	2759	2801	2843	2928	3017	1.5%

SITE:

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

SITE:

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: Pasco-Hernando Community College

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0
Upper	70	71	72	73	74	1%
Grad I	1	1	1	1	1	1%
Grad II	0	0	0	0	0	0
Total	71	72	73	74	75	1%

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	161	166	172	181	193	3.0%
Upper	455	464	473	493	513	2.0%
Grad I	37	38	39	41	44	3.0%
Grad II	0	0	0	0	0	0
Total	653	668	684	715	749	2.3%

Note: Virtual Instruction/Distance Learning FTE are included in the summary data for USF St. Petersburg.

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
<p>#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION (CONTINUING).</p>	<p>Strategy: Enhance support for student learning through implementation of the institution's Quality Enhancement Plan (QEP) focused on improving student performance in gateway mathematics and statistics courses. This will include enhanced support for student achievement through increased staffing for academic success center and math courses; increase communication and planning between orientation, advising and academic programs; enhance the student experience through refinement of undergraduate and graduate program offerings. Enhance support services for TRIO/SSS students (low income/first generation) as well as for Pell Grant recipient population (about 40% of baccalaureate population).</p>	<p>Metrics: Retention rate year to year; 4/5/6 year graduation rate; ratio of academic advisors to students; number of D/F/W grades in key gateway courses (College Algebra, Finite Mathematics, Elementary Statistics); number of students accepted to/enrolled in post-baccalaureate training or employed within 1 year of graduation; increased student satisfaction with academic advising and academic success (tutoring) center.</p> <p>Timeline for Actions To Be Taken in FY2011-12: Initial implementation of USFSP's Quality Enhancement Plan focused on quantitative literacy; use of incremental Tuition Differential funding to hire one additional mathematics faculty member and additional staff/tutors for the Academic Success Center, further refinement of orientation programs for FTIC and transfer students to integrate more fully academic and social elements of college life.</p> <p>Expected Outcomes: 6-year graduation rate for FTIC increases within 4 years; 4-year graduation rate for AA transfers rises by at least 4% within 3 years; D/F/W rate falls by 20% in College Algebra within 2 years; students employed or accepted/enrolled in post-baccalaureate training increases within 4 years; student satisfaction with academic advising/tutoring serviced and overall</p>

						<p>experience as measured by the NSSE increases within 3 years.</p> <p>Assumptions: Funding will be provided for the Director and co-director of the QEP, for administrative support staff for the Academic Success Center, for one additional faculty member in mathematics, and for enhanced support for tutors including stronger academic “early intervention” programs.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
97,750	0	140,600	238,350	147,630	0	97,750	0	245,380	0
Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
<p>#2 (Required) - : Increase faculty and student research and creative activities (CONTINUING).</p>			<p>Strategy: Expand knowledge of and opportunities for research within the faculty, particularly for new and pre-tenure faculty; increase involvement of undergraduates in research and creative activity with faculty; expand research and scholarly collaborations with community partners (federal/state/local government, private sector); enhance institutional infrastructure for research and sponsored programs administration; enhance institutional support for graduate students, particularly graduate research assistants.</p>			<p>Metrics: Total amount of externally funded research annually; number of large awards (over \$100,000) annually; number of proposals written; percentage of proposals awarded; number of publications in peer-refereed journals/books/monographs; number of faculty publications with student (graduate/undergraduate) co-authors; number of student presentations at local/regional/national/international conferences; number of proposals/awards and/or publications with non-USFSP co-authors/co-investigators.</p> <p>Timeline for Actions to Be Taken in FY2011-12: Increased training in research administration for faculty and unit staff; establishment of annual calendar of research-related events and activities;</p>			

		<p>enhanced reporting to enable at least quarterly updates of research funding received; development of database for student research (graduate and undergraduate) to identify student learning gains as a result of research experiences; strengthen electronic proposal submission process.</p> <p>Expected Outcomes: Number of proposals written to external sponsors will increase by 10% over two years; total dollar value of all awards will increase by 5 percent over three years; number of peer-refereed publications (accepted or in press) will increase by 5 percent over two years; number of publications with student co-authors will increase by 10% over three years; number of student presentations at local/regional/national /international conferences will increase by 15% over 3 years; retention and graduation rates will improve as undergraduate research has been shown to increase these outcome measures.</p> <p>Assumptions: Funding for undergraduate research program with faculty including summer and academic year; development and approval of capstone or research courses for students in selected majors.</p>
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Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
10,000	122,500 Private	0	123,500	0	0	10,000	122,500 Private	123,500	0
Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			

<p>#3 (Required) - Enhance Student Success and overall campus experience by completing construction of the Multipurpose Student Center (MPSC); renovating the former Dali Museum (Harbor Hall); renovating the current Campus Activities Center (CAC) to consolidate student services into this facility and provide space for a Student Health and Wellness Clinic (NEW)</p>	<p>Strategy: Construction of the MPSC underway. The MPSC will encompass a dining facility, additional residential spaces, meeting spaces. When combined with the renovation of the existing Campus Activities Center (CAC), these two facilities will provide much needed space for student services such as the Career Center as well as additional space to accommodate the rapid growth in student organizations. A critically-needed Health and Wellness Clinic is also planned.</p> <p>Complete the infrastructure improvements needed in Harbor Hall including new roof, information technology, a fire suppression system that meets current codes, and additional renovations for environmental health and safety. Harbor Hall will house academic programs and will provide greater opportunities for academic collaboration.</p>	<p>Metrics: Enhanced student satisfaction through surveys such as the NSSE and CIRP; greater numbers of student organizations and measurement of the impact of these organizations on campus life and the community (through surveys of entities such as the St. Petersburg Downtown Partnership); enhanced revenues from residential occupancy and dining; enhanced academic collaborations.</p> <p>Timeline for Actions to be Taken in 2011-2012: Maintain construction schedule for completion of MPSC by August of 2012. Initiate CAC Renovation in October of 2011. Complete infrastructure improvements for Harbor Hall so that academic programs can be housed prior to Fall 2011 semester. Complete space renovation for a Student Health Clinic by July 1, 2012.</p> <p>Expected Outcomes: In 2011-2012 USFSP will complete these projects to house students for the 2012-2013 academic year. At completion, the campus residential population is expected to rise by 25-35%. The institution expects to experience a significant increase in auxillary revenues through expanded food service and facility rentals.</p> <p>Assumptions: Construction will proceed on schedule and on budget for the MPSC and renovation of the CAC, and the creation of the Student Health and Wellness Clinic. All required permitting for Harbor Hall will be acquired in a timely way. Cost estimates for all projects will be within budgetary limits.</p>
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Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source -	Undergrad Tuition Differential Revenue	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source -	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis

	e.g., Private)	(est.)					e.g., Private)		Request
2,963,299	1,450,000 student fees	0	4,413,299	0	0	2,000,000	1,450,000 student fees	3,450,000	0
#4 (Optional) - Support faculty and staff related to undergraduate education and enhance undergraduate degree programs through new Tuition Differential funding. (NEW)			Strategy: Tuition differential revenue will be used to support new faculty who will provide instruction in undergraduate degree programs, specifically, the BS in Health Sciences, the BS in Entrepreneurship, the BA in Psychology (most popular major), BA in History and other high productivity programs in order to maintain existing student/faculty ratio and improve graduation rates. In addition, tuition differential funding will support academic advisors and advising office staff to reduce advisor/student ratio and provide enhanced academic advising services for undergraduate students (which will improve retention and graduation rates). (This strategy is in addition to the Strategy supporting Goal 1 which also addresses enhanced student retention)			Metrics: Increase in 2/3/4/5/6-year graduation rates for FTIC and AA transfers from 2005 baseline; maintain student/faculty ratio from 2008 baseline; improve student/advisor ratio from 2008 baseline; maintain or increase undergraduate SCH production from 2009 baseline. Timeline for Actions to be Taken in 2011-2012: Continue current commitments to faculty and staff already supported on Tuition Differential funding; use increased Tuition Differential revenue to support new faculty in high productivity programs to maintain or increase access to courses necessary for timely degree progression. Expected Outcomes: Increased graduation rates; students will be able to enroll in courses on the critical path to graduation without delay; students will receive timely academic advising to support timely progress to degree. Assumptions: Tuition increase will be 7% for all undergraduate courses and will be added to existing tuition differential funding.			
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13				
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
0	0	1,881,304	1,881,304	1,975,369	0	0	0	1,975,369	0

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	97,750	0	140,600	238,350	147,630	0	97,750	0	245,380	0
2	10,000	122,500 Private	0	123,500	0	0	10,000	122,500 Private	123,500	0
3	2,963,299	1,450,000 student fees	0	4,413,299	0	0	2,000,000	1,450,000 student fees	3,450,000	0
4 optional	0	0	1,881,304	1,881,304	1,975,369	0	0	0	1,975,369	0
5 optional										
Total	3,071,049	1,572,500	2,021,904	6,656,453	2,122,999	0	2,107,750	1,462,500	5,794,249	0

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Hiring of additional advisor and staff for academic advising to enable reduction of advisor:student ratio	Hiring completed and additional staff are in place
Hiring of two new faculty members for health sciences	Hiring completed. Faculty will start July 1, 2011
Technology for Registrar’s office to enhance student success	Technology implementation underway. Completion date June 2011
Hiring of additional staff for Academic Success Center	Hiring completed; co-director and administrative staff are in place.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	7 (including commitments from previous year)
Total Number of Advisors Hired or Retained (funded by tuition differential):	3 (including commitments from previous year)
Total Number of Course Sections Added or Saved (funded by tuition differential):	16
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Managed at the USF System Level (See USF System Work Plan)	
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	231
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,055
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$250
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,000

Fall 2011 Request for an Increased Tuition Differential Fee

University: University of South Florida St. Petersburg

Effective Date	
University Board of Trustees Approval Date:	June 8, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	USF St. Petersburg
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
\$ Increase in tuition differential per credit hour:	\$8.62
\$ Increase in tuition differential for 30 credit hours:	\$ 258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$849,887
Total differential fee revenue generated in 2011-12 (projected):	\$2,021,904

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University of South Florida - St. Pete
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual*	Estimated
	2010-11	2011-12
	-----	-----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 60,926	\$ 495,583
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 60,926	\$ 495,583
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 1,171,131	2,019,504
Interest Revenue - Current Year	886	1,500
Interest Revenue - From Carryforward Balance	-	900
Total Receipts / Revenues:	\$ 1,172,017	\$ 2,021,904
<u>Expenditures</u>		
Salaries & Benefits	\$ 308,695	\$ 1,291,053
Other Personal Services	-	-
Expenses	16,400	-
Operating Capital Outlay	-	-
Student Financial Assistance	351,339	605,851
Expended From Carryforward Balance	60,926	495,583
**Other Category Expenditures	-	-
Total Expenditures:	\$ 737,360	\$ 2,392,487
Ending Balance Available:	\$ 495,583	\$ 125,000

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.



**State University System
Florida Board of Governors
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The OB Form I is designed to capture the data needed to align a university's operating budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

For each budget issue, please indicate the primary goal from the SUS Strategic Plan that the issue will address, and complete the form according to the instructions provided.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2011-2012 Legislative Operating Budget Issue
Form I**

University:	USF St. Petersburg
Work Plan Issue Title:	Support for Programs in Biology and Middle Grades STEM Teaching
Priority Number	1
Recurring Funds Requested:	\$549,900
Non-Recurring Funds Requested:	\$ 0
Total Funds Requested:	\$549,900
	(Note: Priority 1 contains \$699,802 and Priority X contains \$359,450 for this issue for a total of \$1,609,101 to complete this issue)

Although an issue might address multiple SUS Strategic Plan Goals, please check a single primary goal that this issue will address:

Access to and Production of Degrees *(Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.)*

Meeting Statewide Professional and Workforce Needs *(Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.)*

Building World-Class Academic Programs and Research Capacity *(Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.)*

Meeting Community Needs and Fulfilling Unique Institutional Responsibilities (Examples could include issues important to a region or specific to an institution's mission – e.g., extension services, service learning initiatives, lifelong learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.)

I. Need and Justification:

- A. Identify the need as addressed explicitly in the **2010 University Work Plan**, and indicate where this budget issue is referenced in the Plan.

This request addresses a vital need for graduates with STEM degrees and for qualified science and mathematics teachers, particularly in the middle grades. This need is well-documented for Pinellas County, for the broader Tampa Bay region, and for the State of Florida as a whole. The degrees proposed in Biology (BS) and in STEM teaching (MS in Middle Grades Math and Science) were referenced in the 2010 university Work Plan under **New Academic Degree Program Proposals – Next Three Years** which called for initial enrollment in Fall 2012. They were also referenced in the Work Plan section on **Windows of Opportunity/Unique Challenges**. USFSP has reviewed these degree program plans and has revised the MS in Middle Grades Math and Science to be an MS in Middle Grades STEM Education which better reflects the inclusion of technology education in the planned degree. The BS in Biology is currently in the approval process by the USF System Board of Trustees.

- B. Indicate how this budget issue aligns with the goal selected above from the **SUS Strategic Plan**.

The State of Florida has identified critical workforce shortages in the science, technology, engineering, mathematics, and medical (STEMM) fields that include Science and Math Teaching. This requested funding will help sustain and enhance USF St. Petersburg's initiative to initiate a new undergraduate degree in Biology and a new Masters degree in Middle Grades STEM Education. This proposal builds on USFSP's existing BS degrees in Environmental Science and Health Sciences and leverages the successful Middle Grades Digital Mathematics initiative (currently a graduate certificate) which has received funding from the Helios and Progress Energy Foundations. The proposal adds staff support for additional capacity in the sciences and in science and math education that will maximize the use of USFSP's Science and

Technology Building that provides needed teaching classroom and laboratory space.

C. Indicate how this budget issue aligns with the objectives of the **New Florida** initiative.

This request aligns directly with three of the objectives of the **New Florida** initiative

1. *Focus each university on fulfilling its distinctive mission (research, degree production, solving Florida's problems, or some combination).*

USF St. Petersburg is well-positioned to fulfill its distinctive mission as a student-centered, regional comprehensive university oriented to addressing the problems of the region and the state.

3. *Focus half of the new funding on targeted degrees, such as Science, Technology, Engineering, and Math programs.*
4. *Focus half of the new funding on developing a pool of graduates with degrees needed for regional and statewide development (business, nursing, computing, construction, architecture, education, etc.) and create a pool of degreed citizens with creative and analytical thinking skills.*

The request speaks directly to these two objectives through production of graduates in the STEM areas (Biology and STEM Education). USFSP has ample empirical evidence that its graduates possess highly developed creative and analytical thinking skills.

II. Description:

- A. **Description of service or program to be provided:** *(Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

USF St. Petersburg will initiate a new B.S. in Biology. USFSP already provides most of the courses for this degree but will need additional support for new, advanced courses in areas such as biochemistry, comparative physiology, limnology, and plant molecular biology. The new MS in Middle Grades STEM Education will require additional support for technology-enhanced teaching laboratories. USFSP requests funding to provide graduate student support, capital equipment, and supplies and operating expenses for both degrees, as well as support for undergraduate research.

B. Description of current university initiatives and resources that will strengthen the provision of this service or program:

USFSP created a Program of Distinction in Environmental Science, Policy, and Geography (ESPG) in 2003 to expand its science programs and leverage the expertise of its current partners on campus (USGS, FWRI, USF College of Marine Sciences, NOAA). This strategic investment allowed USFSP to hire core science faculty and purchase scientific equipment. A new Science and Technology (S&T) Building has been funded by the SUS BOG and the building is now operational. This facility provides needed teaching and research laboratory space to expand science and health programming. Moreover, USFSP has now initiated a new B.S. degree program in the Health Sciences aimed at students who will pursue careers or further study in the para-medical fields. Two new faculty have been hired to support this new degree program through differential tuition funds. In addition, the USFSP College of Education will expand its current programs by initiating a new degree, an M.S. in Middle Grades STEM Education for practicing middle grades math and science teachers. Studies have clearly shown that the middle grades (4-9) represent the greatest source of “leaks” in the STEM pipeline – that is, these grades are where most students abandon their plans to pursue careers or further study in the STEM fields. The USFSP M.S. in Middle Grades STEM will enable USFSP to offer in-depth content and innovative pedagogies in science and mathematics courses and will include technological content knowledge in the middle grades that is necessary to provide future math and science teachers with tools to enhance student performance (and thus retention) in these key grades.

C. Description of outcome(s) anticipated or dashboard indicator(s) to be improved: *(Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. In addition, identify the following, if applicable.)*

The request for the BS in Biology will address Dashboard Metric #5 (Degrees Awarded in STEM (Baccalaureate), through awarding of degrees in this area for the first time (see estimated numbers below). This new degree will enable USFSP to be more in line with its peer institutions in STEM degree production.

The request for the MS in Middle Grades STEM Education will have a salient effect on Dashboard Metric #6 (Degrees Awarded in Specified Education Critical Shortage (Graduate)) by enabling students to pursue advanced education degrees to strengthen math/science/technology teaching at a key point in the STEM pipeline.

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

<u>Biology</u>		<u>STEM Education</u>
2012	30	10
2013	35	10
2014	65	15
2015	85	15
2016	100	20

Number of FTE Students receiving services or participating in the program by year for the next five years:

<u>Biology</u>		<u>STEM Education</u>
2012	22.5	10
2013	26.25	10
2014	45	12
2015	63.75	12
2016	75	15

Additional degrees, if any, produced as a result of this initiative:
(Indicate the additional number of Bachelor's, Master's, Doctoral, & Professional degrees to be produced by school year.)

<u>BS in Biology</u>		<u>MS in STEM Education</u>
2012	0	0
2013	10	5
2014	25	10
2015	35	10
2016	50	15

Other outcomes:

III. Facilities:

- A. Does this issue require an expansion or construction of a facility?
No, a Science and Technology Building project is completed and will support this initiative.
- B. If yes, is the project identified on the Capital Improvement List? If so, identify the project, fiscal amount, year requested, and priority number.

Facility Project Title	Fiscal Year	Amount Requested
------------------------	-------------	------------------

1.			
2.			



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For each budget issue, please indicate the primary goal from the SUS Strategic Plan that the issue will address, and complete the form according to the instructions provided.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2011-2012 Legislative Operating Budget Issue
Form I**

University:	USF St. Petersburg
Work Plan Issue Title:	Faculty for Programs in Biology and Middle Grades STEM Teaching
Priority Number	1
Recurring Funds Requested:	\$699,802
Non-Recurring Funds Requested:	\$ 0
Total Funds Requested:	\$699,802

Although an issue might address multiple SUS Strategic Plan Goals, please check a single primary goal that this issue will address:

Access to and Production of Degrees *(Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.)*

Meeting Statewide Professional and Workforce Needs *(Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.)*

Building World-Class Academic Programs and Research Capacity *(Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.)*

Meeting Community Needs and Fulfilling Unique Institutional Responsibilities *(Examples could include issues important to a region or specific to an institution's mission – e.g., extension services, service learning initiatives, lifelong learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.)*

I. **Need and Justification:**

- A. Identify the need as addressed explicitly in the **2010 University Work Plan**, and indicate where this budget issue is referenced in the Plan.

This request addresses a vital need for graduates with STEM degrees and for qualified science and mathematics teachers, particularly in the middle grades. This need is well-documented for Pinellas County, for the broader Tampa Bay region, and for the State of Florida as a whole. The degrees proposed in Biology (BS) and in STEM teaching (MS in Middle Grades Math and Science) were referenced in the 2010 university Work Plan under **New Academic Degree Program Proposals - Next Three Years** which called for initial enrollment in Fall 2012. They were also referenced in the Work Plan section on **Windows of Opportunity/Unique Challenges**. USFSP has reviewed these degree program plans and has revised the MS in Middle Grades Math and Science to be an MS in Middle Grades STEM Education which better reflects the inclusion of technology education in the planned degree. The BS in Biology is currently in the approval process by the USF System Board of Trustees.

- B. Indicate how this budget issue aligns with the goal selected above from the **SUS Strategic Plan**.

The State of Florida has identified critical workforce shortages in the science, technology, engineering, mathematics, and medical (STEMM) fields that include Science and Math Teaching. This requested funding will help sustain and enhance USF St. Petersburg's initiative to initiate a new undergraduate degree in Biology and a new Masters degree in Middle Grades STEM Education. This proposal builds on USFSP's existing BS degrees in Environmental Science and Health Sciences and leverages the successful Middle Grades Digital Mathematics initiative (currently a graduate certificate) which has received funding from the Helios and Progress Energy Foundations. The proposal adds instructional capacity in the sciences and in science and math education that will maximize the use of USFSP's Science and Technology Building that provides needed teaching classroom and laboratory space.

- C. Indicate how this budget issue aligns with the objectives of the **New Florida** initiative.

This request aligns directly with three of the objectives of the **New Florida** initiative

1. *Focus each university on fulfilling its distinctive mission (research, degree production, solving Florida's problems, or some combination).*

USF St. Petersburg is well-positioned to fulfill its distinctive mission as a student-centered, regional comprehensive university oriented to addressing the problems of the region and the state.

3. *Focus half of the new funding on targeted degrees, such as Science, Technology, Engineering, and Math programs.*
4. *Focus half of the new funding on developing a pool of graduates with degrees needed for regional and statewide development (business, nursing, computing, construction, architecture, education, etc.) and create a pool of degreed citizens with creative and analytical thinking skills.*

The request speaks directly to these two objectives through production of graduates in the STEM areas (Biology and STEM Education). USFSP has ample empirical evidence that its graduates possess highly developed creative and analytical thinking skills.

II. Description:

- A. **Description of service or program to be provided:** *(Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

USF St. Petersburg will initiate a new B.S. in Biology. USFSP already provides most of the courses for this degree but will need additional faculty to support new, advanced courses in areas such as biochemistry, comparative physiology, limnology, and plant molecular biology. . USFSP requests funding to provide instructional salaries and support for approximately 20 course sections per semester in these subjects. The request includes 6 full-time faculty with teaching expertise and research interests in the above areas. For the new M.S. in Middle Grades STEM Education, the requested funding will provide three full-time faculty, one in math education, one in science education, and one in technology education.

- B. **Description of current university initiatives and resources that will strengthen the provision of this service or program:**

USFSP created a Program of Distinction in Environmental Science, Policy, and Geography (ESPG) in 2003 to expand its science programs and leverage the expertise of its current partners on campus (USGS,

FWRI, USF College of Marine Sciences, NOAA). This strategic investment allowed USFSP to hire core science faculty and purchase scientific equipment. A new Science and Technology (S&T) Building has been funded by the SUS BOG and the building is now operational. This facility provides needed teaching and research laboratory space to expand science and health programming. Moreover, USFSP has now initiated a new B.S. degree program in the Health Sciences aimed at students who will pursue careers or further e study in the para-medical fields. Two new faculty have been hired to support this new degree program through differential tuition funds. In addition, the USFSP College of Education will expand its current programs by initiating a new degree, an M.S. in Middle Grades STEM Education for practicing middle grades math and science teachers. Studies have clearly shown that the middle grades (4-9) represent the greatest source of “leaks” in the STEM pipeline – that is, these grades are where most students abandon their plans to pursue careers or further study in the STEM fields. The USFSP M.S. in Middle Grades STEM will enable USFSP to offer in-depth content and innovative pedagogies in science and mathematics courses and will include technological content knowledge in the middle grades that is necessary to provide future math and science teachers with tools to enhance student performance (and thus retention) in these key grades.

C. Description of outcome(s) anticipated or dashboard indicator(s) to be improved: *(Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. In addition, identify the following, if applicable.)*

The request for the BS in Biology will address Dashboard Metric #5 (Degrees Awarded in STEM (Baccalaureate), through awarding of degrees in this area for the first time (see estimated numbers below). This new degree will enable USFSP to be more in line with its peer institutions in STEM degree production.

The request for the MS in Middle Grades STEM Education will have a salient effect on Dashboard Metric #6 (Degrees Awarded in Specified Education Critical Shortage (Graduate)) by enabling students to pursue advanced education degrees to strengthen math/science/technology teaching at a key point in the STEM pipeline.

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

<u>Biology</u>	<u>STEM Education</u>
2012 30	10

2013	35	10
2014	65	15
2015	85	15
2016	100	20

Number of FTE Students receiving services or participating in the program by year for the next five years:

	<u>Biology</u>	<u>STEM Education</u>
2012	22.5	10
2013	26.25	10
2014	45	12
2015	63.75	12
2016	75	15

Additional degrees, if any, produced as a result of this initiative:
(Indicate the additional number of Bachelor's, Master's, Doctoral, & Professional degrees to be produced by school year.)

	<u>BS in Biology</u>	<u>MS in STEM Education</u>
2012	0	0
2013	10	5
2014	25	10
2015	35	10
2016	50	15

Other outcomes:

III. Facilities:

- A. Does this issue require an expansion or construction of a facility?
No, a Science and Technology Building project is completed and will support this initiative.

- B. If yes, is the project identified on the Capital Improvement List? If so, identify the project, fiscal amount, year requested, and priority number.

	Facility Project Title	Fiscal Year	Amount Requested
1.			
2.			



**State University System
Florida Board of Governors
Instructions for Completing the
Revised Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's operating budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

For each budget issue, please indicate the primary goal from the SUS Strategic Plan that the issue will address, and complete the form according to the instructions provided.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2011-2012 Legislative Operating Budget Issue
Form I**

University:	USF St. Petersburg
Work Plan Issue Title:	Staff for Programs in Biology and Middle Grades STEM Teaching
Priority Number	1
Recurring Funds Requested:	\$359,450
Non-Recurring Funds Requested:	\$ 0
Total Funds Requested:	\$359,450
	Note: Priority 1 contains \$699,802 for this issue for a total of \$1,609,101 to complete this issue as described

Although an issue might address multiple SUS Strategic Plan Goals, please check a single primary goal that this issue will address:

Access to and Production of Degrees *(Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.)*

Meeting Statewide Professional and Workforce Needs *(Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.)*

Building World-Class Academic Programs and Research Capacity *(Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.)*

Meeting Community Needs and Fulfilling Unique Institutional Responsibilities *(Examples could include issues important to a region or specific to an institution's mission – e.g., extension services, service learning initiatives, lifelong*

learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.)

I. Need and Justification:

A. Identify the need as addressed explicitly in the 2010 University Work Plan, and indicate where this budget issue is referenced in the Plan.

This request addresses a vital need for graduates with STEM degrees and for qualified science and mathematics teachers, particularly in the middle grades. This need is well-documented for Pinellas County, for the broader Tampa Bay region, and for the State of Florida as a whole. The degrees proposed in Biology (BS) and in STEM teaching (MS in Middle Grades Math and Science) were referenced in the 2010 university Work Plan under **New Academic Degree Program Proposals – Next Three Years** which called for initial enrollment in Fall 2012. They were also referenced in the Work Plan section on **Windows of Opportunity/Unique Challenges**. USFSP has reviewed these degree program plans and has revised the MS in Middle Grades Math and Science to be an MS in Middle Grades STEM Education which better reflects the inclusion of technology education in the planned degree. The BS in Biology is currently in the approval process by the USF System Board of Trustees.

B. Indicate how this budget issue aligns with the goal selected above from the SUS Strategic Plan.

The State of Florida has identified critical workforce shortages in the science, technology, engineering, mathematics, and medical (STEMM) fields that include Science and Math Teaching. This requested funding will help sustain and enhance USF St. Petersburg's initiative to initiate a new undergraduate degree in Biology and a new Masters degree in Middle Grades STEM Education. This proposal builds on USFSP's existing BS degrees in Environmental Science and Health Sciences and leverages the successful Middle Grades Digital Mathematics initiative (currently a graduate certificate) which has received funding from the Helios and Progress Energy Foundations. The proposal adds staff support for additional capacity in the sciences and in science and math education that will maximize the use of USFSP's Science and Technology Building that provides needed teaching classroom and laboratory space.

- C. Indicate how this budget issue aligns with the objectives of the **New Florida** initiative.

This request aligns directly with three of the objectives of the **New Florida** initiative

1. *Focus each university on fulfilling its distinctive mission (research, degree production, solving Florida's problems, or some combination).*

USF St. Petersburg is well-positioned to fulfill its distinctive mission as a student-centered, regional comprehensive university oriented to addressing the problems of the region and the state.

3. *Focus half of the new funding on targeted degrees, such as Science, Technology, Engineering, and Math programs.*
4. *Focus half of the new funding on developing a pool of graduates with degrees needed for regional and statewide development (business, nursing, computing, construction, architecture, education, etc.) and create a pool of degreed citizens with creative and analytical thinking skills.*

The request speaks directly to these two objectives through production of graduates in the STEM areas (Biology and STEM Education). USFSP has ample empirical evidence that its graduates possess highly developed creative and analytical thinking skills.

II. Description:

- A. **Description of service or program to be provided:** *(Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

USF St. Petersburg will initiate a new B.S. in Biology. USFSP already provides most of the courses for this degree but will need additional staff to support new, advanced courses in areas such as biochemistry, comparative physiology, limnology, and plant molecular biology. . USFSP requests funding to provide staff salaries and support for approximately 20 course sections per semester in these subjects. The request includes five (5) full-time staff to support courses and laboratories as well as to provide additional staff support for student research. For the new M.S. in Middle Grades STEM Education, the requested funding will provide two (2) full-time staff members with expertise in technology-based instruction in STEM fields.

- B. **Description of current university initiatives and resources that will strengthen the provision of this service or program:**

USFSP created a Program of Distinction in Environmental Science, Policy, and Geography (ESPG) in 2003 to expand its science programs and leverage the expertise of its current partners on campus (USGS, FWRI, USF College of Marine Sciences, NOAA). This strategic investment allowed USFSP to hire core science faculty and purchase scientific equipment. A new Science and Technology (S&T) Building has been funded by the SUS BOG and the building is now operational. This facility provides needed teaching and research laboratory space to expand science and health programming. Moreover, USFSP has now initiated a new B.S. degree program in the Health Sciences aimed at students who will pursue careers or further study in the para-medical fields. Two new faculty have been hired to support this new degree program through differential tuition funds. In addition, the USFSP College of Education will expand its current programs by initiating a new degree, an M.S. in Middle Grades STEM Education for practicing middle grades math and science teachers. Studies have clearly shown that the middle grades (4-9) represent the greatest source of “leaks” in the STEM pipeline – that is, these grades are where most students abandon their plans to pursue careers or further study in the STEM fields. The USFSP M.S. in Middle Grades STEM will enable USFSP to offer in-depth content and innovative pedagogies in science and mathematics courses and will include technological content knowledge in the middle grades that is necessary to provide future math and science teachers with tools to enhance student performance (and thus retention) in these key grades.

C. Description of outcome(s) anticipated or dashboard indicator(s) to be improved: *(Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. In addition, identify the following, if applicable.)*

The request for the BS in Biology will address Dashboard Metric #5 (Degrees Awarded in STEM (Baccalaureate), through awarding of degrees in this area for the first time (see estimated numbers below). This new degree will enable USFSP to be more in line with its peer institutions in STEM degree production.

The request for the MS in Middle Grades STEM Education will have a salient effect on Dashboard Metric #6 (Degrees Awarded in Specified Education Critical Shortage (Graduate)) by enabling students to pursue advanced education degrees to strengthen math/science/technology teaching at a key point in the STEM pipeline.

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

	<u>Biology</u>	<u>STEM Education</u>
2012	30	10
2013	35	10
2014	65	15
2015	85	15
2016	100	20

Number of FTE Students receiving services or participating in the program by year for the next five years:

	<u>Biology</u>	<u>STEM Education</u>
2012	22.5	10
2013	26.25	10
2014	45	12
2015	63.75	12
2016	75	15

Additional degrees, if any, produced as a result of this initiative:
(Indicate the additional number of Bachelor's, Master's, Doctoral, & Professional degrees to be produced by school year.)

	<u>BS in Biology</u>	<u>MS in STEM Education</u>
2012	0	0
2013	10	5
2014	25	10
2015	35	10
2016	50	15

Other outcomes:

III. Facilities:

- A. Does this issue require an expansion or construction of a facility?
No, a Science and Technology Building project is completed and will support this initiative.
- B. If yes, is the project identified on the Capital Improvement List? If so, identify the project, fiscal amount, year requested, and priority number.

	Facility Project Title	Fiscal Year	Amount Requested
1.			
2.			

**2011 Update to the
University of South Florida
Sarasota-Manatee
Work Plan**

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

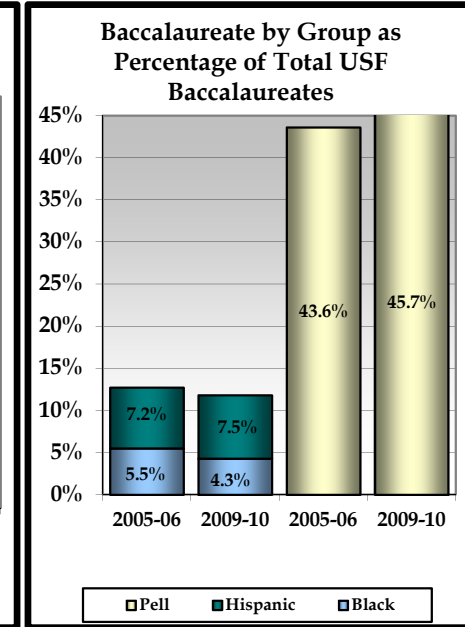
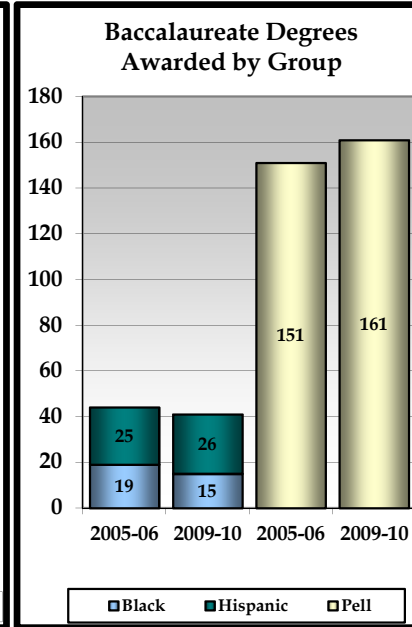
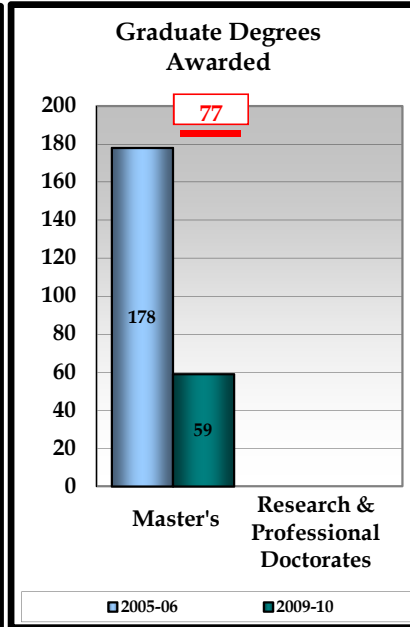
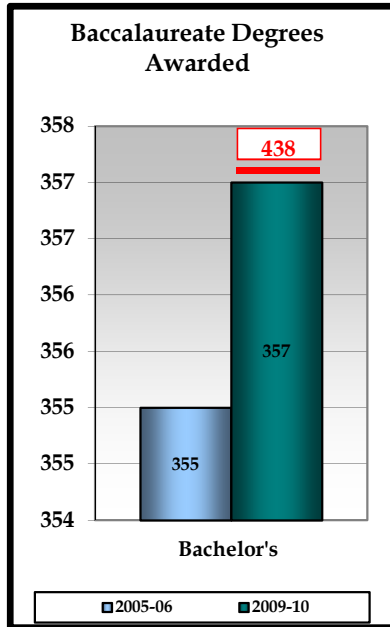
University of South Florida 2010 Annual Report

USF Sarasota-Manatee

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification			
TOTAL (Fall 2009)	1,784	100%	TOTAL		30	SEPARATE CLASSIFICATION PENDING			
Black	110	6%	Baccalaureate		23				
Hispanic	152	9%	Master's & Specialist's		7				
White	1,408	79%	Research Doctorate		0				
Other	114	6%	Professional Doctorate		0				
Full-Time	693	39%	Faculty (Fall 2009)	Full-Time	Part-Time			Undergraduate Profile:	
Part-Time	1,091	61%		52	5			Graduate Instructional Program:	
Undergraduate	1,414	79%	TOTAL		52			5	Enrollment Profile:
Graduate	203	11%	Tenure/T. Track		31			1	Undergraduate Profile:
Unclassified	167	9%	Other Faculty/Instr.		21			4	Size and Setting:
						Basic:			
						Elective Classification:			

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1:

ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)



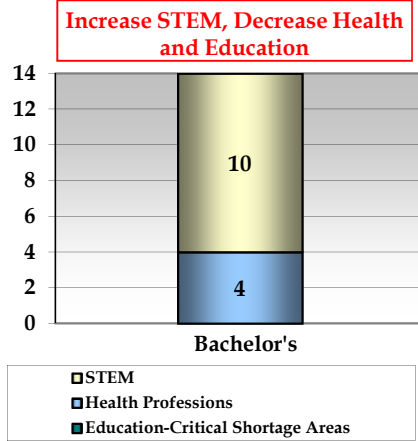
2012 - 2013 Projected Institutional Contributions in RED PRINT.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:

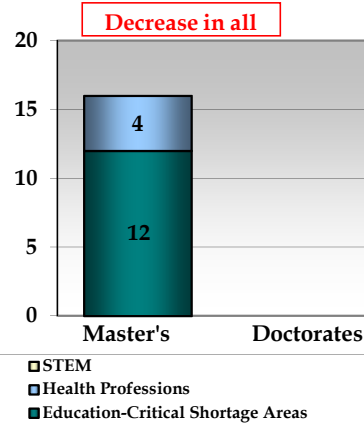
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)

USF Sarasota-Manatee

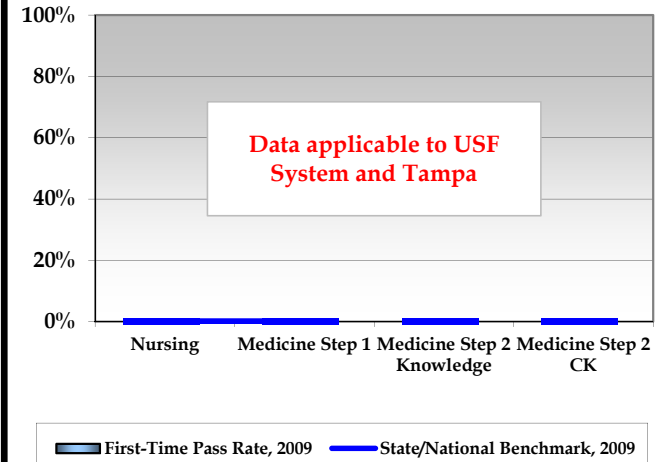
Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10



Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10



Licensure Pass Rates

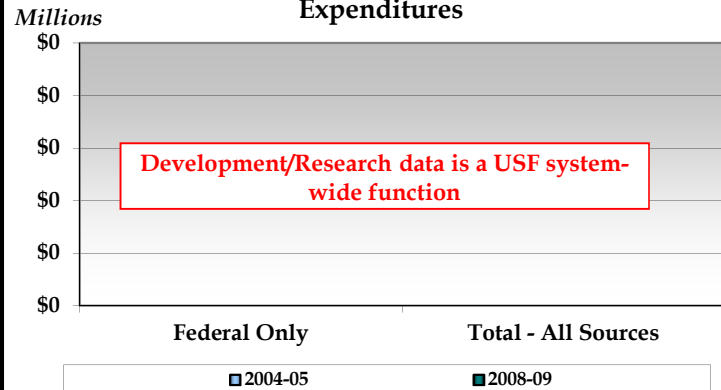


BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

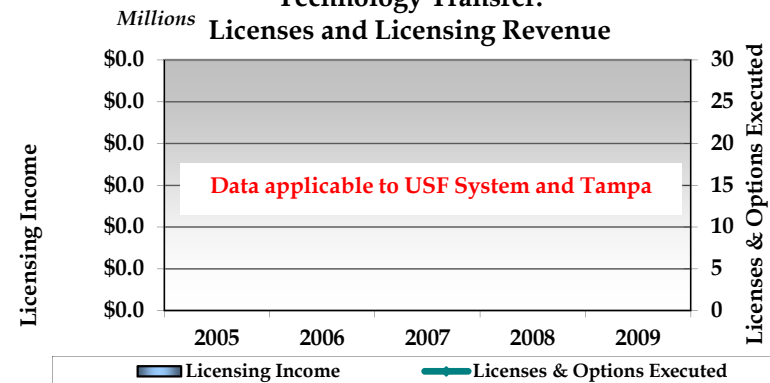
(2010 University Work Plan "Targets" in Red)

USF Sarasota-Manatee

Academic Research and Development Expenditures



University Innovations Generating Revenue Through Technology Transfer: Licenses and Licensing Revenue

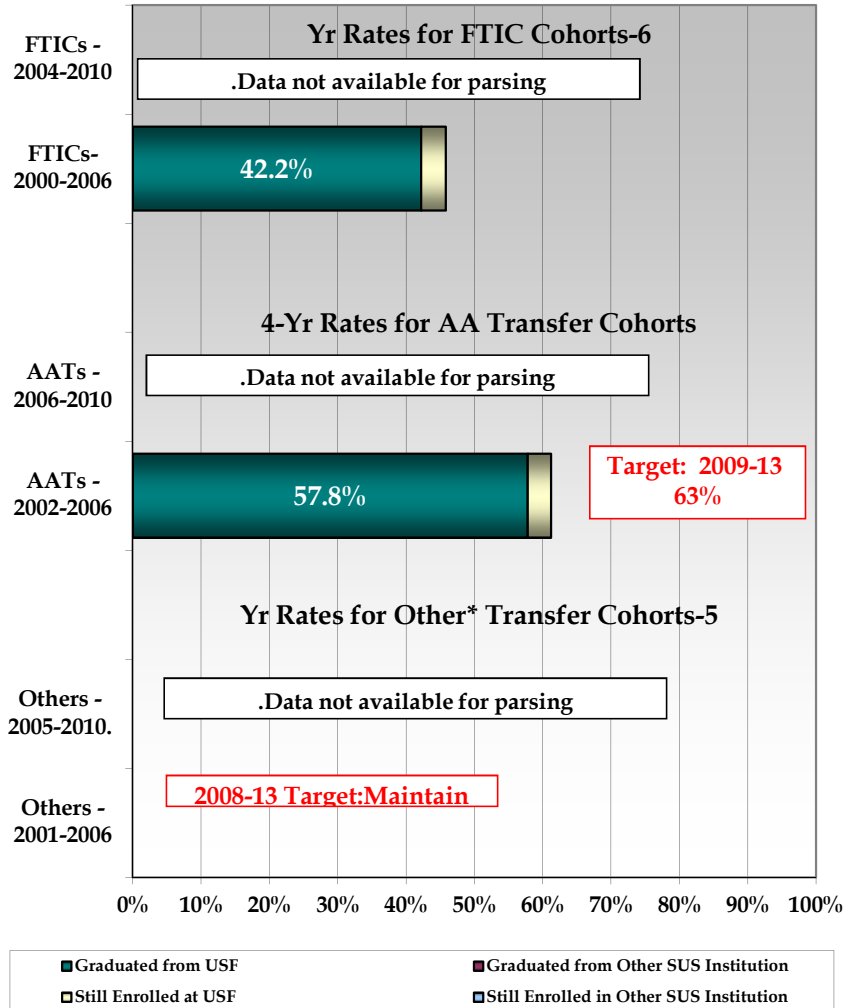


Projected Institutional Contributions in RED PRINT

(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 - 2012 for R&D, Licences, and Licensing Revenue).

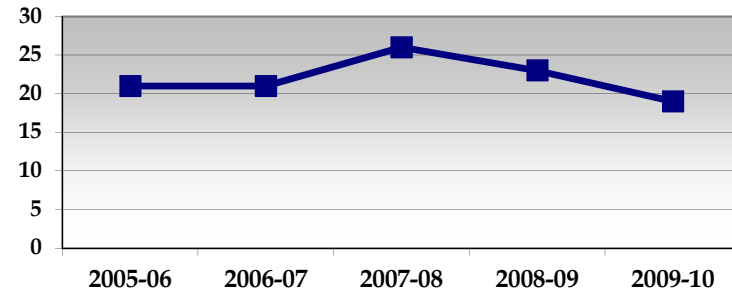
USF Sarasota-Manatee

Undergraduate Retention and Graduation Rates

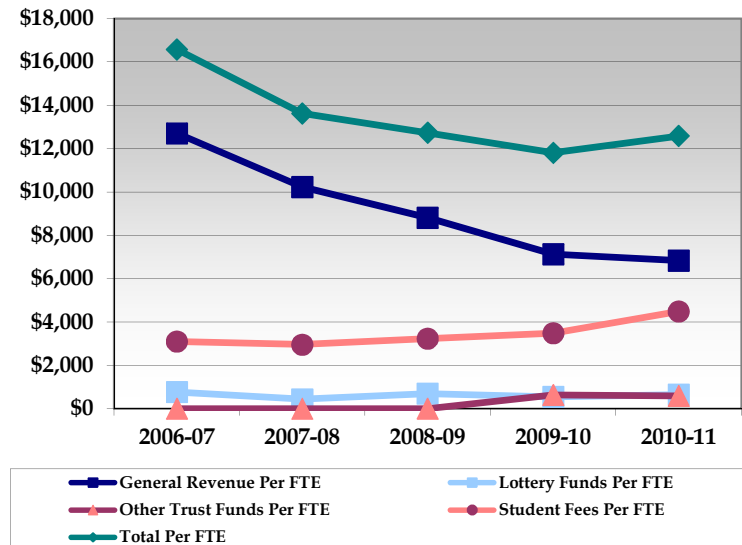


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Funding Per Student FTE**



** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

Select Data Tables from the 2009-2010 Annual Report

***Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10		
Baccalaureate	355		384		427		450		357		
Master's and Specialist	178		86		109		125		59		
Research Doctoral											
Professional Doctoral											
Comparison with Peers*			USFSM	Georgia Southwestern State University	Indiana University - Kokomo	Louisiana State University Shreveport	University of Houston - Victoria				
	Baccalaureate	357		406		322		502		555	
	Master's	59		92		34		90		336	
	USFSM shows a slightly lower production of degrees awarded when compared to its peers; however, USFSM also has a smaller home campus headcount as well. (Source: NCES COLLEGE Navigator)										
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10		
	#	%	#	%	#	%	#	%	#	%	
	Hispanic	25	7.2%	18	5.0%	37	9.3%	27	6.2%	26	7.5%
	Non-Hispanic Black	19	5.5%	32	8.8%	22	5.5%	26	5.9%	15	4.3%
Pell Grant Recipients	151	43.6%	138	37.9%	153	38.3%	158	36.3%	161	45.7%	
Comparison with Peers*			USFSM	Georgia Southwestern State University	Indiana University - Kokomo	Louisiana State University Shreveport	University of Houston - Victoria				
	Hispanic	7.2%		0%		1%		5%		22%	
	Non-Hispanic Black	5.5%		29%		3%		17%		11%	
	Pell Grant Recipients	43.6%		Not available							
USFSM's peers on average awarded a greater percentage of their degrees to Hispanics and non-Hispanic Blacks than did USFSM. A possible reason could be the racial distribution of communities surrounding the peer campuses is different from the USFSM service area. (Source: NCES COLLEGE Navigator)											

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10					
STEM (Baccalaureate)	14	13	18	23	10					
STEM (Graduate)	0	0	0	0	0					
Health Professions (Baccalaureate)	1	6	18	16	4					
Health Professions (Graduate)	3	2	9	7	4					
Education–Critical Shortage (Bacc.)	3	2	10	11	0					
Education–Critical Shortage (Grad.)	32	25	19	12	12					
Comparison with Peers*		USFSM	Georgia Southwestern State University	Indiana University – Kokomo	Louisiana State University Shreveport	University of Houston - Victoria				
	STEM	14	39	84	16	72				
	Health Professions	4	53	122	0	74				
	Education – Critical Shortage	35	9	0	5	7				
<p>USFSM matches well with its peers in areas of critical shortage in Education, but trails its peers in awarding degrees in STEM and health professions because USFSM offers only one program in the area. The history reflects nursing and engineering degrees that are now conferred instead by the Tampa campus. As USFSM’s goals reflect, over the next three years the campus hopes to start and grow programs related to these fields. (Source: NCES COLLEGE Navigator)</p>										
Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									
SUS Def.: 6-Yr Rates - FTICS	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									
SUS Def.: 4-Yr Rates - AA Transfers	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									
SUS Def.: 5-Yr Rates - Others	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									
Comparison with Peers*	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									

Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5
Nursing (2005-06 Through 2009-10)	N/A	N/A	N/A	N/A	N/A
Medicine - Step 1 (2006 - 2010)	N/A	N/A	N/A	N/A	N/A
Medicine - Step 2 Clinical Knowledge (2005-06 Through 2009-10)	N/A	N/A	N/A	N/A	N/A
Medicine - Step 2 Clinical Skills (2005-06 Through 2009-10)	N/A	N/A	N/A	N/A	N/A
Comparison with Peers*	Not applicable.				
Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only (<i>Thousand \$</i>)	N/A	N/A	N/A	N/A	N/A
Total - All Sources (<i>Thousand \$</i>)	N/A	N/A	N/A	N/A	N/A
Comparison with Peers*	Not applicable.				
Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	N/A	N/A	N/A	N/A	N/A
Licensing Income	N/A	N/A	N/A	N/A	N/A
Comparison with Peers*	Not applicable.				
OTHER KEY OUTPUT OR OUTCOME METRICS	2005-06	2006-07	2007-08	2008-09	2009-10

<p>Comparison with Peers*</p>	
<p align="center">Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement</p>	
<p>(1) Separate accreditation in June 2011 will allow USFSM to offer new degree programs and courses that meet the needs of local employers. In alignment with the New Florida Initiative and USFSM's mission, the new degrees will be related to fields needed for regional and statewide development. To this end USFSM hopes to increase its degree production by targeting areas with strategic emphasis, such as science, arts, health, and technology.</p>	
<p>(2)</p>	
<p>(3)</p>	

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

CHANGES TO INSTITUTIONAL STRATEGIC PLAN

USFSM STRATEGIC PLAN 2012-17: In June 2011, USFSM expects to be awarded separate regional accreditation from the Southern Association of Colleges and Schools. Though the campus will remain part of the USF System, the curricular autonomy will allow USF Sarasota-Manatee (USFSM) to develop new degree programs and courses, and to grow enrollment. In response to the changes occurring on the campus, Dr. Arthur Guilford, CEO of USFSM, recently charged a campus committee to develop a new strategic plan that will guide USFSM through the next five years. A new vision and mission is being developed, along with identifying the institution's specific goals and values. Initial discussions have been centered around (1) growing USFSM into a four-year degree institution and (2) developing programs based on their positive potential impact on the local community while also serving state and national educational needs, including a master's degree in Hotel and Restaurant Management, a School of Wellness and Longevity and programs in science, health, arts, and technology.

SELECTED INSTITUTIONAL PEERS & ASPIRANTS

Peers

Georgia Southwestern State University
Indiana University Kokomo
Louisiana State University Shreveport
University of Houston Victoria

Aspirant

Auburn University at Montgomery
University of Houston at Clear Lake
University Of North Carolina at Asheville
The University of Texas of the Permian Basin

WINDOWS OF OPPORTUNITY

USFSM MOTE MARINE LABORATORY PARTNERSHIP: USFSM is working in partnership with Mote Marine Laboratory to bring the natural sciences to USFSM students. Potential benefits of the partnership include classroom laboratory space on the Mote campus and attracting Mote scientists into instructional roles so that they may share their expertise with the next generation of environmental stewards.

ON-LINE PEDAGOGY: In partnership with the Manatee and Sarasota County School Districts, USFSM will be training high school teachers in on-line pedagogy to prepare them for the new Florida legislation requiring that each student take an on-line course while enrolled in high school.

SARASOTA ARTS COMMUNITY: Sarasota is one of the cultural centers of Florida and rivals some of the biggest urban centers in the country. With dozens of performing arts venues, renowned opera, an orchestra, theater and ballet companies, numerous art museums, and a developing film industry, Sarasota offers a perfect learning environment for USF Sarasota-Manatee students to enrich their university education through the arts. The faculty in both the College of Business and the College of Education are working closely with the Sarasota arts community to infuse the arts into the MBA program and the teacher education program.

USF SYSTEM: As one of the four member institutions within the USF System, USFSM benefits from the efficiency of shared resources, the collaboration with the other member institutions, and a unified brand that yields identity and impact.

UNIQUE CHALLENGES

FINANCIAL RESOURCES: USFSM complied with the Florida state law for separate regional accreditation in spite of a 46% decrease in general revenue funding per student FTE over the 2006-07 level.

STATE COLLEGE SYSTEM AND PRIVATE HIGHER EDUCATION: USFSM is experiencing increased competition and duplication of programs/services from state colleges and the for-profit private higher education market.

RECODING OF DEGREES: USF Sarasota-Manatee began the process of seeking separate accreditation in 2009. In Fall 2009, USF Tampa mandated that any USF Sarasota-Manatee student in degree programs hosted by USF Tampa or not offered completely by USF Sarasota-Manatee be removed from USF Sarasota-Manatee Home Campus enrollment numbers. As a result of this mandate, the number of degrees awarded by USF Sarasota-Manatee dropped significantly although the students still graduated from USF Tampa.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
TBD	M	13.1305	Sec. Ed English Education	Fall 2012
TBD	M	13.1201	Adult Education	Fall 2012

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

USF Sarasota-Manatee has plans to implement lower-level curriculum beginning in fall 2012. In addition, the campus has plans to add additional degree programs at both bachelor and master's levels that meet local and statewide needs. USFSM has been strategic in its selection of new programs, targeting areas that will best utilize resources while maximizing enrollment growth.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

**Enrollment Plan Proposal - All State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments)**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	0	64	0	69	97	252	472	117%
FL Resident Upper	798	983	798	1033	1080	1179	1287	5%
FL Resident Grad I	182	122	182	123	141	153	168	7.3%
FL Resident Grad II	0	2	0	0	0	0	0	0
Total FL Resident	980	1171	980	1225	1318	1584	1927	11.5%
Non-Res. Lower		2		0	0	0	0	
Non-Res. Upper		21		16	16	18	20	5%
Non-Res. Grad I		2		3	3	4	4	6.7%
Non-Res. Grad II		0		0	0	0	0	
Total Non-Res.	0	25	0	19	19	22	24	5.2%
Total Lower		66		69	97	252	472	117%
Total Upper		1004		1049	1096	1197	1307	4.9%
Total Grad I		124		126	144	157	172	7.3%
Total Grad II		2		0	0	0	0	0%
Total FTE	980	1196	980	1244	1337	1606	1951	11%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount								
Non-Res. Medical Headcount								
Total Medical Headcount								
FL Resident Dentistry Headcount								
Non-Res. Dentistry Headcount								
Total Dentistry Headcount								
FL Resident Veterinary Headcount								
Non-Res. Veterinary Headcount								
Total Veterinary Headcount								

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE: USF Sarasota-Manatee

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	66	69	97	252	472	117%
Upper	1004	1049	1096	1197	1307	4.9%
Grad I	125	126	144	157	172	7.3%
Grad II	0	0	0	0	0	0%
Total	1196	1244	1337	1606	1951	11%

SITE:

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

SITE:

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundable FTE enrollments.

SITE: REMAINING PHYSICAL LOCATIONS University of South Florida Sarasota-Manatee @ North Port

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0
Upper	76	79	83	90	99	5%
Grad I	4	5	5	6	6	4%
Grad II	0	0	0	0	0	0
Total	80	84	88	96	105	5%

For the sum of current or planned State-fundable FTE enrollments not served at a physical location.

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	25	26	26	27	28	1.5%
Upper	449	458	467	486	506	2.1%
Grad I	23	23	24	25	26	2.6%
Grad II	0	0	0	0	0	
Total	497	507	517	538	560	2.1%

Primary Institutional Goals/Metrics for the Next One to Three Years (In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]				Implementation Strategies		Metric(s)/Timeline/Expected Outcomes			
#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION - (CONTINUING)				Purchased Hobson's, a web-based early alert and student retention CRM technology solution. Campus advisors and faculty will work together using the system to pinpoint students at-risk. Also, implemented state-of-the-art degree audit system, Degree Works, to promote timely progression and to better determine course scheduling needs. Tuition differential will pay for the additional undergraduate courses.		<p>Metric: Retention Rate</p> <p>Timeline: As of March 2011, USFSM began using the retention module to manage communications and conduct pilot testing with faculty. Information collected from faculty will be tied to students within a comprehensive database.</p> <p>Expected Outcome: By 2014-15, a 2% increase in retention is expected.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$45,000	\$0	\$376,838	\$421,838	\$430,606	\$0	\$45,000	\$0	\$475,606	\$0

Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#2 (Required) - Provide freshman and sophomore classes. (NEW)			Pending BOG and SACS approval, program is slated to begin in fall 2012. Courses will be limited to simplify instruction needs and program costs.			<p>Metric: 1-year retention rate</p> <p>Timeline: Fall 2012 to Fall 2013</p> <p>Expected Outcome: 70% 1-year retention rate of initial cohort.</p> <p>Assumptions: Board of Governors and SACS approval of lower level course offerings. Approval of Legislative Budget Request (LBR).</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$0	\$0	\$0	\$0	\$24,000	\$856,412	\$320,000	\$0	\$1,200,412	\$0

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p>#3 (Required) - developing programs based on their positive potential impact on the local community while also serving state and national educational needs, including a School of Wellness and Longevity and programs in science, health, arts, and technology. (NEW)</p>	<p>(1) Start 2nd bachelor degree programs in communication sciences and nursing (in partnership with USF Health), and a master's level degree in Social Work (in partnership with USF Tampa). (2) Partner with Mote Marine Laboratory to offer course work in the natural sciences. (3) Seek national accreditation for the Colleges of Business and Education.</p>	<p><u>Metric:</u> (1) Increased degree production in state and local critical needs areas/strategic emphasis areas. (2) Successful launch of an Interdisciplinary Natural Science degree. (3) Successful accreditation of two professional colleges (Business and Education).</p> <p><u>Timeline:</u> (1) 2nd BA in nursing start Summer 2011; MSW start Fall 2011; and 2nd BA in CSD start Spring 2012. Review of degree production 3 years after start of program. (2) Interdisciplinary Natural Science start in Fall 2013. (3) Business - AACSB separate accreditation - 2013/ Education - NCATE separate accreditation - 2015.</p> <p><u>Expected Outcomes:</u> (1) Double the number of strategic emphasis degrees awarded by 2015. (2) First natural science courses offered in partnership with Mote Marine to start in Fall 2013. (3) Successful separate professional accreditation from AACSB and NCATE.</p> <p><u>Assumptions:</u> Approval of Legislative Budget Request or private funding. SACS substantive change approval for new programs.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$0	\$250,000*	\$0	\$250,000	\$0	0	\$0	\$225,000*	\$225,000	\$0

OPTIONAL: Universities may add one or two additional goals.

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS										
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	\$45,000	\$0	\$376,838	\$421,838	\$430,606	\$0	\$45,000	\$0	\$475,606	\$0
2	\$0	\$0	\$0	\$0	\$24,000	\$856,412	\$320,000	\$0	\$1,200,412	\$0
3	\$0	\$250,000*	\$0	\$250,000	\$0	\$0	\$0	\$225,000*	\$225,000	\$0
Total	\$45,000	\$250,000*	\$376,838	\$671,838	\$454,606	\$856,412	\$365,000	\$225,000*	\$1,901,018	\$0

*Private.

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)		University Update on Each Initiative
Increase undergraduate course offerings.		41 undergraduate courses were funded in fall semester 2010.
Additional Detail, Where Applicable:		
Total Number of Faculty Hired or Retained (funded by tuition differential):		39 adjunct faculty and 1 phased retirement faculty, and 1 faculty overload were funded.
Total Number of Advisors Hired or Retained (funded by tuition differential):		0
Total Number of Course Sections Added or Saved (funded by tuition differential):		41
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)		University Update on Each Initiative
Managed at USF System Level (See System Work Plan)		
Additional Information (estimates as of April 30, 2011):		
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:		137
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:		\$783
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:		\$250
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:		\$1000

Fall 2011 Request for an Increased Tuition Differential Fee

University: USF Sarasota-Manatee

Effective Date	
University Board of Trustees Approval Date:	June 8, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All university undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ 12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
\$ Increase in tuition differential per credit hour:	\$ 8.62
\$ Increase in tuition differential for 30 credit hours:	\$ 258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	\$ 207,165
Total differential fee revenue generated in 2011-12 (projected):	\$376,838

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University of South Florida - Sarasota - Manatee
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2010-11 -----		Estimated 2011-12 -----
<u>Balance Forward from Prior Periods</u>			
Balance Forward	\$0	\$	173,407
Less: Prior-Year Encumbrances	\$0		-
Beginning Balance Available:	\$0	\$	173,407
<u>Receipts / Revenues</u>			
Tuition Differential Collections	\$429,618		749,229
Interest Revenue - Current Year	-		550
Interest Revenue - From Carryforward Balance	-		300
Total Receipts / Revenues:	\$ 429,618	\$	\$ 750,079
<u>Expenditures</u>			
Salaries & Benefits	\$0	\$	-
Other Personal Services	\$127,624		658,717
Expenses	\$0		-
Operating Capital Outlay	\$0		-
Student Financial Assistance	128,587		224,769
Expended From Carryforward Balance	-		-
**Other Category Expenditures	-		-
Total Expenditures:	\$ 256,211	\$	\$ 883,486
Ending Balance Available:	\$ 173,407	\$	\$ 40,000

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.



**State University System
Florida Board of Governors
Instructions for Completing the
Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's work plan budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

Keep all responses brief. All issues must have been identified in the 2011 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2012-2013 Legislative Operating Budget Issue
Form I**

University:	University of South Florida Sarasota-Manatee
Work Plan Issue Title:	Lower-Level Curriculum
Priority Number	1
Recurring Funds Requested:	\$856,412
Non-Recurring Funds Requested:	\$0
Total Funds Requested:	\$856,412

I. Description *(Describe the service or program to be provided if this initiative is funded. Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

The University of South Florida Sarasota-Manatee proposes the offering of lower-level academic programs at the freshman and sophomore years for an entering cohort of 100 students beginning with Fall Semester 2012 to increase to 590 FTE by Fall Semester 2016.

The approval of this request will help the USF System meet the unmet and growing demand for lower-level academic programs at USF Sarasota-Manatee. Within Sarasota, Manatee, and DeSoto counties, employer demand for workers trained in high-skill, high-wage occupations continues to grow. Student enrollment in local institutions of higher education, including USF Sarasota-Manatee, also is growing. Local school districts and private, charter schools have expressed interest in partnering with USF Sarasota-Manatee in the development of dual enrollment programs.

Although this is a new service, USF Sarasota-Manatee tested the local demand by offering a few, select lower-level courses as a service to our entering transfer students who were lacking specific general education and prerequisite courses. In 2008-09 USF Sarasota-Manatee students took 269 credit hours in these courses. This number jumped nearly five times to 1,306 in 2009-10, and then doubled in 2010-11 to 2,640 credit hours.

II. Return on Investment *(Describe the outcome(s) anticipated, dashboard indicator(s) to be improved, or return on investment. Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate.)*

This program will directly increase baccalaureate degree production within our region and will result in the many returns on investment that a well-educated work force brings to a local community. According to Pay Scale, Inc., the annual return on investment of earning a bachelor's degree at the University of South Florida is 10.9%

(Source: <http://www.payscale.com/education/average-cost-for-college-ROI>) as compared to investing in stocks or bonds. Citizens with bachelor's degrees have a greater likelihood of achieving a higher socioeconomic status and income. They tend to pay substantially more taxes and lower burdens on government programs. They also have less likelihood of being jobless or incarcerated.

Within four years, USF Sarasota-Manatee's program will graduate the first cohort of students and grow each year after that. Students from USFSM's region will be more likely to remain in our region for their professional careers. Over 1,150 high school students leave Sarasota and Manatee counties annually to attend other state universities outside our region and are unlikely to return. USF Sarasota-Manatee's admissions office has 2,068 students in our database from high school graduating classes of 2011 and 2012, who expressed interest in attending USF Sarasota-Manatee as freshmen. Of these, nearly 300 are from the USF Sarasota-Manatee region. The local Economic Development Councils (EDC) and Chambers of Commerce are working to keep highly educated youth in our region, and USF Sarasota-Manatee offering lower-level course work will assist in meeting that mission. The cost of attendance at USF Sarasota-Manatee for a student living with his or her parents will be \$5,000 less annually than for students who leave the region to attend a state university. In addition, USF Sarasota-Manatee's student-faculty ratio is 15:1, which is conducive to higher retention and graduation rates. When college freshman are in smaller university classes, they are much more likely to remain enrolled at the university and ultimately graduate with their bachelor's degrees.

III. Facilities *(If this issue requires an expansion or construction of a facility and is on the Capital Improvement List complete the following table.):* **Not applicable**

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.				
2.				

Currently, USF Sarasota-Manatee's classrooms are at 60% capacity, providing ample classroom space for expansion into freshman and sophomore courses.

**2011 Update to the
University of South Florida Polytechnic
Work Plan**

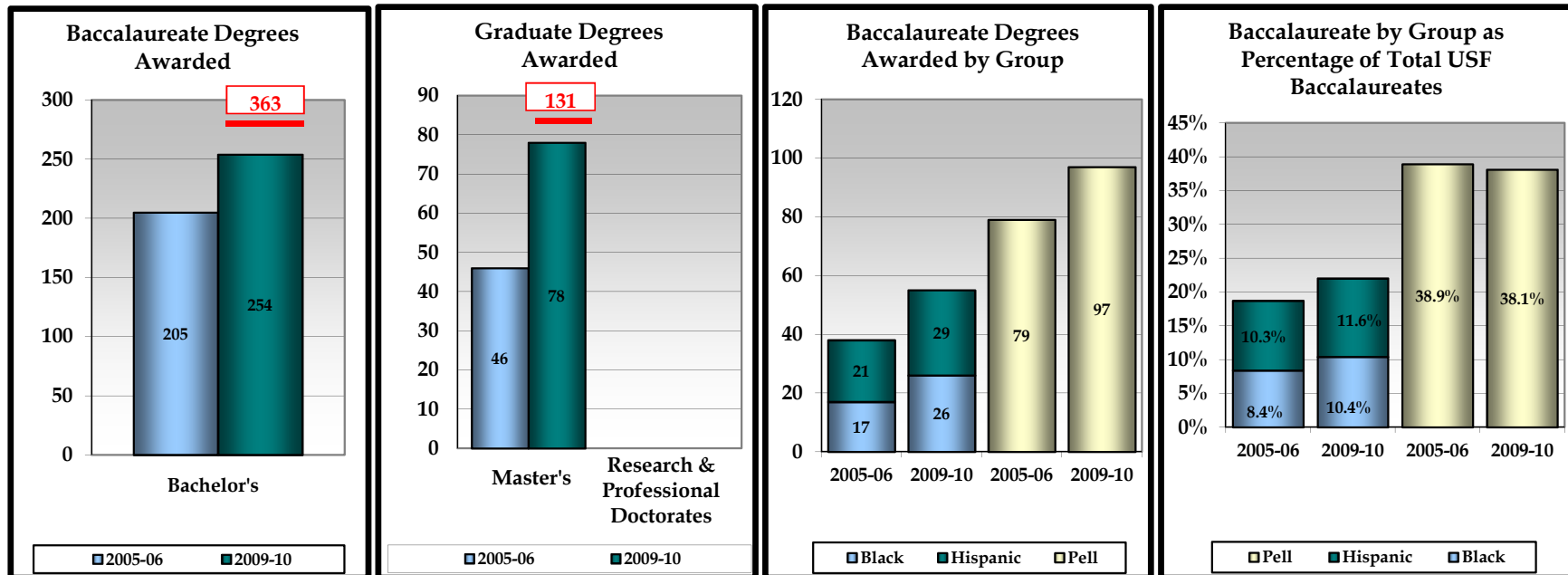
Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

University of South Florida 2010 Annual Report

USF Polytechnic

Enrollments			Degree Programs Offered (As of Spr. 10)			Carnegie Classification		
TOTAL (Fall 2009)	1,299	100%	TOTAL		16	SEPARATE CLASSIFICATION PENDING		
Black	129	10%	Baccalaureate		11			
Hispanic	124	10%	Master's & Specialist's		5			
White	976	75%	Research Doctorate		0			
Other	70	5%	Professional Doctorate		0			
Full-Time	509	39%	Faculty (Fall 2009)	Full-Time	Part-Time			
Part-Time	790	61%		30				
Undergraduate	1,055	81%	TOTAL		5			
Graduate	201	15%	Tenure/T. Track		0			
Unclassified	43	3%	Other Faculty/Instr.		5			

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)

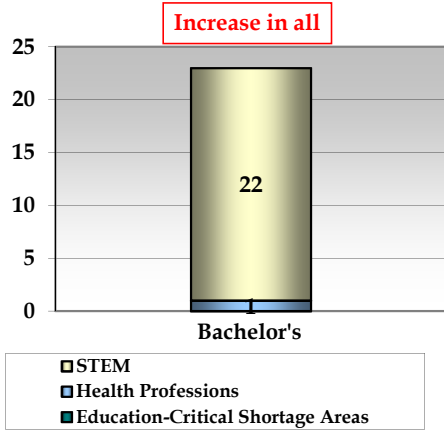


2012 - 2013 Projected Institutional Contributions in RED PRINT.

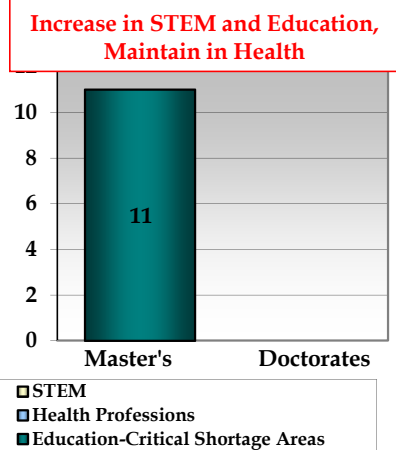
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)**

USF Polytechnic

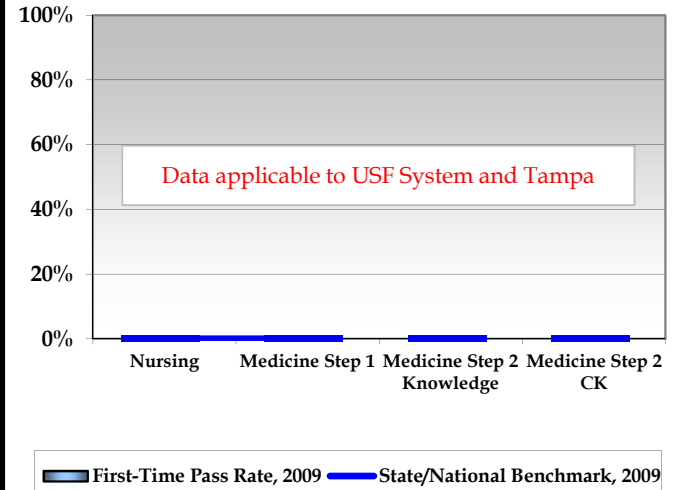
Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10



Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10



Licensure Pass Rates



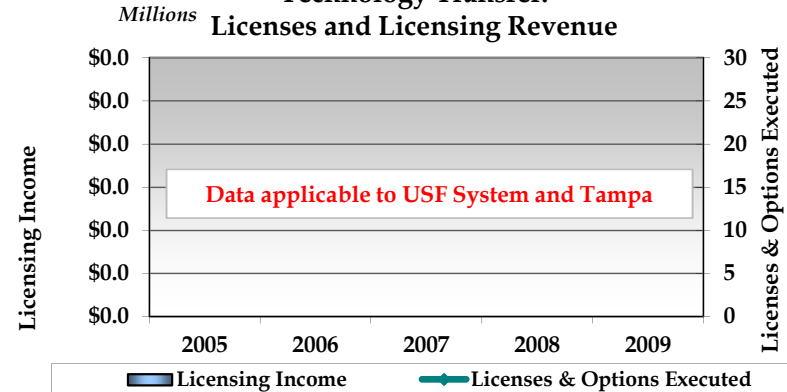
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

(2010 University Work Plan "Targets" in Red)

Academic Research and Development Expenditures



University Innovations Generating Revenue Through Technology Transfer: Licenses and Licensing Revenue

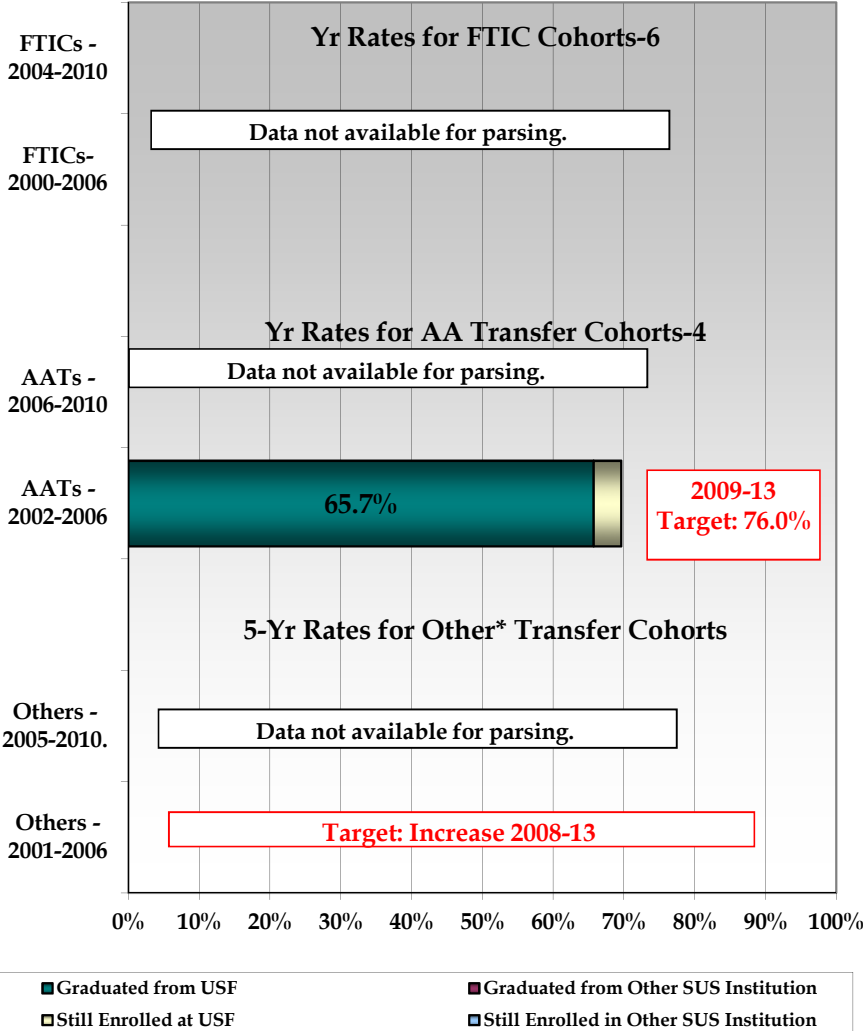


Projected Institutional Contributions in RED PRINT

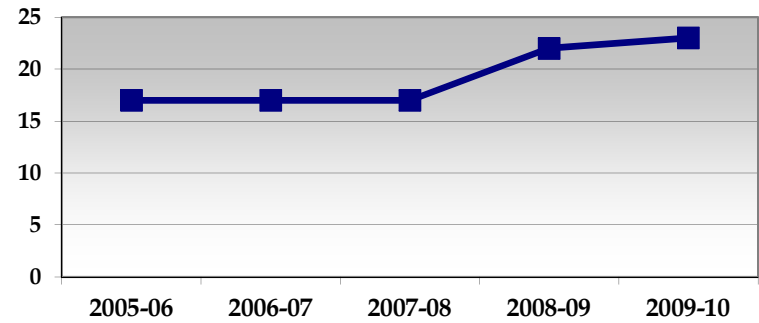
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 -2012 for R&D, Licences, and Licensing Revenue).

USF Polytechnic

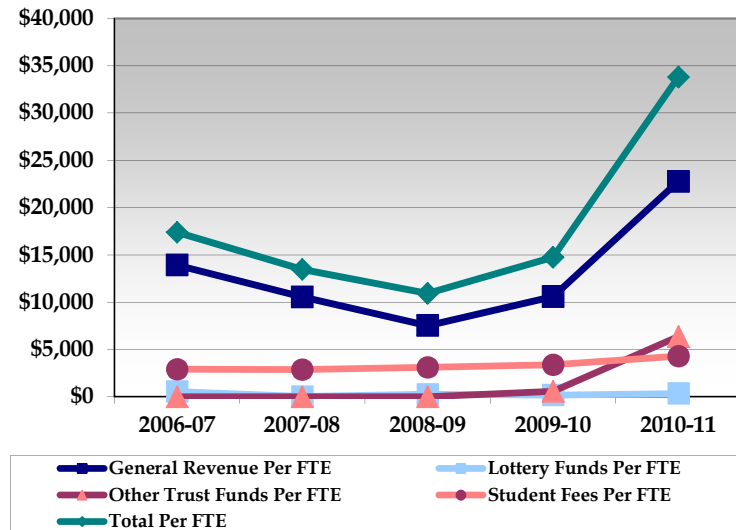
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Funding Per Student FTE**



* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

Select Data Tables from the 2009-2010 Annual Report

*** Peer choices should be noted. In cases in which peer data are not available for a specific metric, but are available for a related metric, an institution might want to note such in the "Comparison with Peers" row.**

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10														
Baccalaureate	205		226		233		299		254														
Master's and Specialist	46		80		66		103		78														
Research Doctoral	NA		NA		NA		NA		NA														
Professional Doctoral	NA		NA		NA		NA		NA														
Comparison with Peers*	<p>USF Polytechnic has two developmental peers: Arizona State University Polytechnic and University of Wisconsin-Stout. USP Polytechnic utilizes this term "developmental peer" as we transition from an upper level liberal arts institution into the 4 year polytechnic model of applied learning and applied research. In other words, we are developing towards the similar polytechnic mission/model as ASU Poly and Wisconsin-Stout Poly.</p> <p>Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available. USFP and Wisconsin-Stout are developing a polytechnic consortium called "PolyDasher" to gather metrics specific to our polytechnic missions. The University of Wisconsin-Stout reported a student body of 9,017 in fall 2009. In 2009-2010 UW-Stout awarded 1,424 baccalaureate degrees and 283 master's degrees.</p> <table border="1"> <thead> <tr> <th>Degrees Awarded</th> <th>USF Poly</th> <th>ASU Poly</th> <th>Wisconsin-Stout</th> </tr> </thead> <tbody> <tr> <td>Baccalaureate</td> <td>254</td> <td>945</td> <td>1,424</td> </tr> <tr> <td>Master's</td> <td>78</td> <td>248</td> <td>283</td> </tr> </tbody> </table>											Degrees Awarded	USF Poly	ASU Poly	Wisconsin-Stout	Baccalaureate	254	945	1,424	Master's	78	248	283
	Degrees Awarded	USF Poly	ASU Poly	Wisconsin-Stout																			
	Baccalaureate	254	945	1,424																			
	Master's	78	248	283																			
<p>Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available at this time. At UW-Stout baccalaureate degrees awarded data were not parsed by demographics other than gender. These data are being sought through the "PolyDasher" Consortium and modified IPEDS reports.</p>																							
Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10														
	#	%	#	%	#	%	#	%	#	%													
	Hispanic	21	10.3	20	9.3	24	10.2	28 Increase*	9.5	29	11.6												
	Non-Hispanic Black	17	8.4	23	10.7	27	11.5	35 Increase*	11.9	26	10.4												
Pell Grant Recipients	79	38.9	89	41.2	92	40.7	104 Maintain*	35.4	97	38.1													
Comparison with Peers*	<p>Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available at this time. At UW-Stout baccalaureate degrees awarded data were not parsed by demographics other than gender. These data are being sought through the "PolyDasher" Consortium and modified IPEDS reports.</p>																						
Degrees Awarded in Select Areas of Strategic Emphasis	2005-06		2006-07		2007-08		2008-09		2009-10														
STEM (Baccalaureate)	22		17		20		18		22														
STEM (Graduate)	3		1		1		0		0														
Health Professions (Baccalaureate)	0		2		1		5		1														

Health Professions (Graduate)	0	0	0	2	0					
Education–Critical Shortage (Bacc.)	0	0	0	0	0					
Education–Critical Shortage (Grad.)	12	19	22	28	11					
Comparison with Peers*	Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available. In 2009-2010 at UW-Stout 38 baccalaureate degrees and 6 master’s degrees were awarded in Engineering; 117 baccalaureate degrees and 18 in Information Technology; and 27 baccalaureate degrees and 9 master’s degrees in applied science. Of these degrees awarded by UW-Stout 24 baccalaureate and 20 master’s degrees were in Health Professions, and 62 baccalaureate and 3 master’s degrees were in Education-Critical Shortage areas.									
Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUS Def.: 6-Yr Rates - FTICs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUS Def.: 4-Yr Rates - AA Transfers										
SUS Def.: 5-Yr Rates - Others										
Comparison with Peers*	NA									
Licensure Exam Pass Rates	Year 1		Year 2		Year 3		Year 4		Year 5	
Nursing (2005-06 Through 2009-10)	NA		NA		NA		NA		NA	
Medicine – Step 1 (2006 – 2010)	NA		NA		NA		NA		NA	
Medicine – Step 2 Clinical Knowledge (2005-06 Through 2009-10)	NA		NA		NA		NA		NA	
Medicine – Step 2 Clinical Skills (2005-06 Through 2009-10)	NA		NA		NA		NA		NA	
Comparison with Peers*	NA									
Academic Research and Development Expenditures	2004-05		2005-06		2006-07		2007-08		2008-09	
Federal Only (<i>Thousand \$</i>)	\$		\$		\$		\$		\$	
Total – All Sources (<i>Thousand \$</i>)	\$		\$		\$		\$		\$	

Comparison with Peers*	NA
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Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	NA	NA	NA	NA	NA
Licensing Income	NA	NA	NA	NA	NA
Comparison with Peers*	NA				
OTHER KEY OUTPUT OR OUTCOME METRICS					
Comparison with Peers*					
Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement					
<p>(1) Increase the number of baccalaureate degrees awarded. A SACS request for substantive change is in process for allowing a freshmen cohort in 2012 and the first freshmen class in 2013 following SACS accreditation. The general education curriculum and faculty hires are in process. In addition, new concentrations in applied science and general studies are coming on line now with additional baccalaureate degrees under development following SACS accreditation. Significant effort towards recruitment, persistence and retention are underway to serve our current pool of transfer students.</p>					
<p>(2) Increase the number of master's degrees awarded. The completion of approval of the M.S. in Information Technology is at the BOG level with a plan implementation of fall 2011. As with the baccalaureate degrees, additional faculty hires and curriculum development are in process for implementation of new master's programs following SACS accreditation.</p>					

(3) **Increase the number of baccalaureate degrees awarded in STEM fields.** Goal 3 of the USFP Strategic Plan states: **Expand and create academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model. Develop and implement new degree programs in five areas of distinction; applied health sciences; mathematics and science education; business and entrepreneurship; manufacturing engineering and technology; and information technologies (all STEM fields).** As we develop our polytechnic model, all processes and procedures are focused on this commitment.

UPDATES TO 2010 UNIVERSITY WORK PLAN

[Please identify briefly any critical changes only to information provided in the 2010 University Work Plan that was not updated in the 2009-2010 Annual Report regarding the institution's strategic plan; institutional mission, vision, and strategic directions for the next five to ten years; current or aspirational peer institutions; windows of opportunity; or unique challenges.]

Change:

The list of New Academic Degree Program Proposals over the next three years was updated from the 2010 list in the following ways:

- Degrees in Manufacturing Engineering and Manufacturing Technology have been removed and replaced with degrees in Systems Engineering (B). Refinement of focus to systems perspective provides for interdisciplinary opportunities with Innovation Management.
- Two new programs were added in Accounting & Financial Management (B) and Health Information Management (B), in keeping with the development of the Innovation Incubators and emphasis on economic development needs of the Central Florida region and State.

Significant updates:

- The initial SACS Accreditation Application was submitted in December 2010. Targeted completion of accreditation by December 2012 is still anticipated.
- Implementation of the M.S. in Information Technology is expected for fall 2011.
- Twenty-two new faculty were hired for the 2010-2011 academic year; 14% received degrees from, or experience working, in a polytechnic university; 55% had degrees from institutions classified as Very High Research Activity; and 18% had degrees from institutions classified as High Research Activity. Thirty seven additional faculty hires are in process for 2011-12.
- Work on infrastructure for the new I-4 campus site began in fall 2010.

Unique Challenges:

- State College System: Increased competition and risk of duplication of programs/services within the higher education market.

USF Polytechnic and the USF System:

- USF Polytechnic is an integral part of the evolving USF System. It works closely with the other USF institutions to enhance the mission of the USF System and helps to facilitate the individual missions of all four institutions. Specific benefits include: enhanced access for students, distinctiveness while optimizing campus potential, greater choice to meet student and academic needs, broader advocacy, efficiencies (both academic and economic), commitment to meeting local needs, leveraging our combined strength through collaboration, and a unified brand yielding identity and impact.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action**, as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action

New Academic Degree Program Proposals - Next Three Years(Program development goals need to align with the institutional strategic plan and System priorities.)

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
2012	B	14.2701	Systems Engineering	Degrees will not be offered until completion of SACS accreditation and opening of new I-4 campus site. USF Polytechnic is pursuing four-year programs to include freshmen and sophomores.
2012	B	52.0304	Accounting & Financial Management	
2012	B	51.2706	Health Information Management	

Enrollment Planning

Please explain briefly any planned changes in enrollment patterns in the next five years, with rationale (e.g., more emphasis on enrolling FCS AA transfers; enrollment of more out-of-state students; enrollment of more FTICs as the institution builds out a more residential experience for undergraduates; maintain undergraduate enrollment with more growth at graduate level to align with institutional mission; plan to maintain current enrollment with more emphasis on improving graduation rates; etc.).

- Increased lower-level course offerings, beginning fall 2011.
- Enrollment of a Pilot Freshman Cohort in 2012.
- Enrollment of a Freshman Class in 2013.
- Increased graduate enrollment with implementation of the M.S. in Information Technology in fall 2011.

1. Annual FTE enrollment plans by level, site, and residency for tuition purposes in the format provided in the template on the next pages.
2. These are only to include fundable FTE enrollments. So, for example, out-of-state profile admits should not be included in the out-of-state data.
3. Remember that Pharm.D., Law, and other Professional Doctorates (per the recently changed IPEDS definitions) should be counted as Grad II enrollments.
4. An explanation of over-enrollment is required for any level in which the 2010-11 funded enrollment plan lagged actual 2010-11 enrollment by more than 5% (Section 1011.90, F.S.).

**Enrollment Plan Proposal - All State-Fundable FTE Enrollments
(Except Medical/Dental/Veterinary Enrollments) POLYTECHNIC**

<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	0	56	0	56	228	305	418	129%
FL Resident Upper	494	740	494	793	910	1,185	1,626	21%
FL Resident Grad I	103	94	103	129	139	146	195	10%
FL Resident Grad II	0	0	0	0	0	0	0	0
Total FL Resident	597	890	597	978	1,277	1,636	2,239	25.8%
Non-Res. Lower		1		3	8	10	22	127%
Non-Res. Upper		9		9	12	15	38	64%
Non-Res. Grad I		0		1	2	3	12	220%
Non-Res. Grad II		0		0	0	0	0	0
Total Non-Res.	0	10	0	13	22	28	72	90.8%
Total Lower		57		59	236	315	440	129%
Total Upper		749		802	922	1,200	1,664	21%
Total Grad I		94		130	141	149	207	12%
Total Grad II		0		0	0	0	0	0
Total FTE	597	900	597	991	1,299	1,664	2,311	26.6%

Enrollment Plan Proposal - Medical/Dental/Veterinary State-Fundable Enrollments								
<i>For entire institution</i>	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount								
Non-Res. Medical Headcount								
Total Medical Headcount								
FL Resident Dentistry Headcount								
Non-Res. Dentistry Headcount								
Total Dentistry Headcount								
FL Resident Veterinary Headcount								
Non-Res. Veterinary Headcount								
Total Veterinary Headcount								

[This medical headcount is MD-only, not all HSC enrollments.]

*For each distinct physical location (main, branch, site, regional campus) that has or is planned to have more than 150 FTE **State-fundable** enrollments*

SITE:

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

SITE:

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

SITE:

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

For the sum of the remaining physical locations with fewer than 150 current or planned State-fundableFTE enrollments.

SITE: REMAINING PHYSICAL LOCATIONS: Citrus County and Avon Park (Elem. Ed, Ed. Leadership)

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower	0	0	0	0	0	0
Upper	29.8	34	35	38	40	3.5%
Grad I	10.1	11	12	15	18	12.7%
Grad II	0	0	0	0	0	0
Total	39.9	45	47	53	58	5.8%

For the sum of current or planned State-fundableFTE enrollments not served at a physical location.

• **SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING POLYTECHNIC**

	Estimated	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2011-12	2012-13	2014-15	2016-17	
Lower						
Upper						
Grad I						
Grad II						
Total						

Primary Institutional Goals/Metrics for the Next One to Three Years(In the context of the institutional strategic plan and vision, as well as System priorities, present three (3) to five (5) goals on which university effort will be focused in the next one to three years. Describe each goal, including whether the goal is new or continuing, the strategies for achieving that goal, the timeline and metrics by which success will be measured, expected outcomes, and assumptions, including financial, upon which the projected outcomes are predicated.) Each university is asked to include one goal associated with improved baccalaureate retention and graduation (e.g., improved first-year retention; reduce attainment gaps for underrepresented groups; improve graduation rates for AA transfers; etc.).

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1(Required) - Improve baccalaureate retention and graduation. (CONTINUING)	<ul style="list-style-type: none"> Continue implementation of Hobson’s Communication and Retention management systems. Increase the number of academic advisors to provide enhanced service to undergraduate students. Continue to monitor course offerings to ensure scheduling of courses required for majors and degree completion. 	<ul style="list-style-type: none"> Full implementation expected by December 2011. Retention reports will inform and assist interventions. Expect full complement of advisors by spring 2012 (2 vacancies in process & 2 additional in hiring plan). Weekly enrollment management sessions (beginning 5 weeks out from term) to monitor and initiate immediate changes to enhance enrollment and process improvements. <p>Expected Outcomes/Timeline: By 2014-15, a 3% increase in retention is expected with graduation rate increasing by 4%.</p>

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
		\$185,543	\$185,543	\$200,385				\$200,385	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#2 (Required) - STEM education and engineering; interdisciplinary with business and innovation management, and applied research in Alternative Energy and Biofuels Technologies (CONTINUING)	<ul style="list-style-type: none"> Hire Experienced Faculty to Develop an Interdisciplinary Engineering Degree Program and Establish a Center for Applied Research in Alternative Energy and Biofuels Technologies 	<ul style="list-style-type: none"> Faculty will have identified talent and capacity to deliver the polytechnic mission: interdisciplinary and applied learning; application in cutting-edge research and technology to real world needs; and collaborative partnerships that support

	<ul style="list-style-type: none"> • Hire experienced faculty to develop a degree program and establish an applied research center that aligns with critical needs identified in the SUS Strategic Plan: STEM education and engineering, with potential further interdisciplinary opportunity in business and innovation management. • To enhance capacity to move quickly to deliver new academic programs and expand research initiatives subsequent to separate SACS accreditation. • Expand and/or create academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model. 	<p>economic, social and community development.</p> <ul style="list-style-type: none"> • Academic programs will reflect a commitment to interdisciplinary learning and research engagement. The Center for Applied Research and Alternative Energy and Biofuels Technology will provide opportunities for interactive, problem and solution based learning and for application of innovative research and technology. <p>Expected Outcomes/Timeline: Resources in place and approval process completed for implementation of Interdisciplinary System Engineering for start of AY 2012-13. The Center of Alternative Engineering and Biofuels Technologies will be housed in the High Tech Research, Innovation and Business Incubator & Learning Labs, one of the first buildings planned for the new I-4 campus in 2013.</p>
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Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					\$1,632,567			\$1,632,567	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p>#3 (Required) - New /Enhanced Degree Programs, Faculty resources and support requirements (NEW)</p>	<ul style="list-style-type: none"> • Establish a faculty hiring plan that includes faculty to enhance Innovation and Technology Programs, Education Programs, and Human and Social Sciences Programs for AY 2012-2013 searches. • Provide the support required for curriculum and delivery of academic 	<ul style="list-style-type: none"> • USF Polytechnic’s academic structure will enable USF Polytechnic (following USF System degree and approval procedures and SACS and Board of Governors notification and approval requirements) to develop new degree programs in a polytechnic model, including programs in identified economic development industry sectors and in the five areas of distinction

			programs.			identified in Goal 3 of the USFP Strategic Plan. Expected Outcomes/Timeline: Following the SACS accreditation (late 2012) and the degree program approval process, new degree programs within the Polytechnic model will assist in meeting the identified economic development industry sectors.			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#4 - Continue strategic hiring, general education curriculum and academic program development for implementation of a Freshman Pilot Cohort in 2012 and a Freshman Class in 2013. (CONTINUING)			<ul style="list-style-type: none"> Establish a faculty hiring plan that includes faculty in general education content areas for AY 2011-2012 searches. Establish a faculty committee for the development of the general education curriculum, complete curriculum development and approval processes. Establish a First Year Experiences Committee to identify facilities and student services and supports needed for implementation of the Freshman Pilot Cohort in 2012 and transition to a Freshman Class in 2013. Develop and implement a freshmen recruitment and marketing plan. 			<ul style="list-style-type: none"> Some general education faculty already hired with plans to add required full time faculty in 2011-12 (pending budget). Faculty committee will have cohort gen ed complete by May 2011 and 2013 class complete by December 2011. Will monitor progress through the approval process. Committee began work in February 2011 with ongoing process planning through early spring 2012. Anticipate early admission for 2012 pilot. Committee works from a project planning document that incorporates action steps and target expectations. Plan is constantly monitored against expectations. <p>Expected Outcomes: To have the resources in place to implement the Freshmen Pilot Cohort in 2012 and the Freshmen Class in 2013.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					

State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$4,125,000			\$4,125,000			\$4,405,000		\$4,405,000	
Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#5 - Complete separate SACS accreditation and develop revised or new degree programs for implementation in 2012-2013. (CONTINUING)			<ul style="list-style-type: none"> Complete Compliance Certification and SACS Accreditation site visit in 2012. Establish program development committees in academic divisions to complete degree program revisions and/or new program proposals by December 2011, and complete program approval processes by March 2012. Develop new degree program marketing and recruitment materials by March 2012. Complete new faculty hires where needed for implementation of revised or new degree programs by June 2012 for start in August 2012. 			<ul style="list-style-type: none"> Accreditation approval by December 2012. Meet expected timeline with close coordination with approval process and resource allocation. Recruitment materials will meet expected timeline and strategy. 22 new faculty hired in 2009-10 and an additional 37 searches in process for hire. Additional hires will be dependent upon resources. <p>Expected Outcomes: SACS accreditation in late 2012 with new degree programs ready for implementation in 2012-13.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$70,000			\$70,000			\$60,000		\$60,000	

OPTIONAL: Universities may add one or two additional goals.

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS										
Proposed Funding Source: 2011-12					Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1			\$185,543	\$185,543	\$200,385				\$200,385	
2						\$1,632,567			\$1,632,567	
3										
4 optional	\$4,125,000			\$4,125,000			\$4,405,000		\$4,405,000	
5 optional	\$70,000			\$70,000			\$60,000		\$60,000	
Total	\$4,195,000		\$185,543	\$4,380,543	\$200,385	\$1,632,567	\$4,465,000		\$1,297,952	

2010 - 2011 Tuition Differential Update

Provide the following information for the 2010-2011 Academic Year.

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)		University Update on Each Initiative
Increase number of course sections.		23 additional course sections were offered for students.
Additional Detail, Where Applicable:		
Total Number of Faculty Hired or Retained (funded by tuition differential):		22
Total Number of Course Sections Added or Saved (funded by tuition differential):		23
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)		University Update on Each Initiative
Increase the number of financial aid awards to undergraduate students with financial need.		Financial Aid awards are distributed and controlled by the USF System office.
Financial Aid awards are distributed and controlled by the USF System office.		
Additional Information (estimates as of April 30, 2011):		
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:		72
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:		\$757
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:		\$250
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:		\$1,000

Fall 2011 Request for an Increased Tuition Differential Fee

University: POLYTECHNIC

Effective Date	
University Board of Trustees Approval Date:	Implementation date – August 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	USF Polytechnic
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	The tuition differential will apply to all undergraduate courses offered by the USF System.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.62
\$ Increase in tuition differential for 30 credit hours:	\$258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected/calculated):	\$ 279,012
Total differential fee revenue generated in 2011-12 (projected/calculated):	\$ 658,656

INSERT the following Documents:

- **Tuition Differential Schedule I (EXCEL)**
- **University Tuition, Fees, and Housing Projections (EXCEL)**
- **Legislative Budget Request (LBR) Summary (EXCEL)**
- **An Operating Budget (OB) Form I Narrative for each LBR Item (Word)**
- **Summary of the Five-Year Capital Improvement Plan(PECO and Challenge Grant)Projects (EXCEL)**

STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
University: USF POLYTECHNIC
Fiscal Year 2010-2011 and 2011-12

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual*	Estimated
	2010-11	2011-12
	-----	-----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 29,816	\$ 705
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ 29,816</u>	<u>\$ 705</u>
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 350,984	658,349
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	<u>\$ 350,984</u>	<u>\$ 658,349</u>
<u>Expenditures</u>		
Salaries & Benefits	\$ 196,411	\$ 259,742
Other Personal Services	40,333	201,200
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	114,240	197,717
Expended From Carryforward Balance	29,111	-
**Other Category Expenditures	-	-
Total Expenditures:	<u>\$ 380,095</u>	<u>\$ 658,659</u>
Ending Balance Available:	<u><u>\$ 705</u></u>	<u><u>\$ 395</u></u>

*Since the 2010-11 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

REVISED 5-13-2011



**State University System
Florida Board of Governors
Instructions for Completing the
Revised Operating Budget (OB) Form I**

The OB Form I is designed to capture the data needed to align a university's operating budget issue with the goals and objectives of the State University System (SUS) Strategic Plan and the New Florida Initiative.

Each university should submit one sequential priority list of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

For each budget issue, please indicate the primary goal from the SUS Strategic Plan that the issue will address, and complete the form according to the instructions provided.

Keep all responses brief. All issues must have been identified in the 2010 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

**State University System
Education and General
2011-2012 Legislative Operating Budget Issue
Form I**

University: University of South Florida Polytechnic	
Work Plan Issue Title: - STEM education and engineering; interdisciplinary with business and innovation management, and applied research in Alternative Energy and Biofuels Technologies	
Priority Number: 1	
Recurring Funds Requested:	\$1,632,567
Non-Recurring Funds Requested:	
Total Funds Requested:	\$1,632,567

Although an issue might address multiple SUS Strategic Plan Goals, please check a single primary goal that this issue will address:

<input type="checkbox"/> Access to and Production of Degrees <i>(Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.)</i>
<input type="checkbox"/> Meeting Statewide Professional and Workforce Needs <i>(Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.)</i>
<input checked="" type="checkbox"/> Building World-Class Academic Programs and Research Capacity <i>(Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.)</i>
<input type="checkbox"/> Meeting Community Needs and Fulfilling Unique Institutional Responsibilities <i>(Examples could include issues important to a region or specific to an institution's mission – e.g., extension services, service learning initiatives, lifelong learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.)</i>

I. Need and Justification:

A. Identify the need as addressed explicitly in the **2010 University Work Plan**, and indicate where this budget issue is referenced in the Plan.

USF Polytechnic requests funding to hire talented, competitive and experienced faculty to develop an Interdisciplinary Engineering degree program and to establish a Center for Applied Research in Alternative Energy and Biofuels Technologies. This goal is consistent with our vision of becoming a “premier destination campus for applied learning, research, and innovative technology” whose students and graduates “will inspire and lead change, locally and internationally.”

Emphasis in faculty hiring is the identification of talented, competitive and experienced practitioner-scholars with capacity to deliver the polytechnic mission: interdisciplinary and applied learning; application of cutting-edge research and technology to real world needs; and collaborative partnerships that support economic, social and community development.

To enhance our capacity to move quickly to deliver new academic programs and expand research initiatives subsequent to separate SACS accreditation, we will be seeking faculty who have academic degrees from polytechnic or polytechnic-like universities or experience working in polytechnic or polytechnic-like universities.

This need is referenced in USF Polytechnic’s 2010 Work Plan on pp. 7-8 under primary institutional goals and new academic degree programs.

B. Indicate how this budget issue aligns with the goal selected above from the **SUS Strategic Plan**.

This budget request aligns with the SUS Strategic Plan goal of building world-class academic programs and research capacity. Funding will provide opportunity to hire experienced faculty to develop a degree program and establish an applied research center that aligns with critical needs identified in the SUS Strategic Plan: STEM education and engineering, with potential further interdisciplinary opportunity in business and innovation management.

Talented, competitive and experienced faculty, prepared and/or experienced in the polytechnic model, will provide opportunity to move more quickly on the development of cutting-edge research application, technology transfer and/or commercialization.

In addition, hiring talented, competitive and experienced faculty will enhance the university's ability to achieve specialized professional accreditation following separate SACS accreditation (e.g., ABET).

C. Indicate how this budget issue aligns with the objectives of the **New Florida** initiative.

The New Florida initiative focuses on the development of a knowledge and innovation economy built on high-technology and high-wage jobs in fields of science, technology, engineering and mathematics, medicine, finance, insurance, professional services, health care and education.

Building the New Florida requires new talent which includes not only increasing the percentage of Floridians who have baccalaureate and advanced degrees in these areas, but also bringing new competitive talent to the state to build new degree programs and research capacity in the State's universities.

The unique and specialized mission of the polytechnic in applied learning, research and innovative technology is well-aligned with the New Florida initiative. Hiring talented and competitive faculty, trained and/or experienced in the polytechnic model, will increase the university's ability to develop and deliver more quickly degree programs consistent with needs articulated in the New Florida initiative.

II. Description:

A. **Description of service or program to be provided:** *(Include whether this is a new or expanded service/program. If expanded, what has been accomplished with the current service/program?)*

While no new degree programs can be implemented until completion of SACS accreditation, new degree programs can be developed and taken through the USF System and State program approval processes for implementation after SACS accreditation. These new degree programs would be targeted for implementation in fall 2013 with the opening of the new campus site.

The development of a new degree program in Interdisciplinary Engineering not only aligns with the State's critical needs areas, but also with industry sectors identified by SRI International and Enterprise Florida as prime for future cultivation and growth. In addition, the program places emphasis on applied learning where students and faculty engage in interactive, problem- and solution-based learning and development of applications of innovative research and technology to real-world problems.

The establishment of a Center for Applied Research in Alternative Energy and Biofuels Technologies is consistent with the polytechnic model where students and faculty have world-class opportunities for interactive, problem- and solution-based learning and for application of innovative research and technology. The Center will also provide students with opportunity for participation in a dynamic learning community, a collaborative learning lab, and field experiences and internships

USF Polytechnic will use these funds to attract, recruit and support the teaching and research needs of talented and competitive new faculty, as well as establish a recurring funding base to operate the Center.

B. Description of current university initiatives and resources that will strengthen the provision of this service or program:

Goal 3 of the USF Polytechnic Strategic Plan 2007-2012 established the university's direction in the expansion and/or creation of academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model.

The structure of USF Polytechnic's colleges accommodates its existing degree programs, allows for the development of these new degrees, and reflects commitment to interdisciplinary learning and research engagement. The new faculty and degree program will be housed in the College of Technology and Innovation which comprises the Divisions of Innovation Management, Engineering & Applied Sciences, and Information Technology. The Center will be housed in the High Tech Research, Innovation and Business Incubator & Learning Labs, one of the first buildings planned for the new I-4 campus.

Current university resources have been used to hire faculty and staff to support existing degree programs and meet SACS accreditation requirements, including expanding faculty in Innovation Management and Industrial Engineering. Both fields offer potential for further interdisciplinary academic and research opportunities in conjunction with the development of an Interdisciplinary Engineering degree program and the Center for Applied Research in Alternative Energy and Biofuels Technologies.

C. Description of outcome(s) anticipated or dashboard indicator(s) to be improved: *(Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. In addition, identify the following, if applicable.)*

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NA	NA	25	50	75

2. Number of FTE Students receiving services or participating in the program by year for the next five years:

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NA	NA	10	20	30

3. Additional degrees, if any, produced as a result of this initiative:
(Indicate the additional number of Bachelor's, Master's, Doctoral, & Professional degrees to be produced by school year.)

B.S. Interdisciplinary Engineering - 2013

M.S. Energy and Environmental System Engineering - 2016

4. Other outcomes:

Critical to successful completion of initial SACS accreditation is the identification and implementation of a faculty and staff hiring plan to build depth in existing faculty, capacity for delivery of existing degree programs, and additional support for student services. As accreditation is achieved, faculty and staff hiring plans will continue to focus on capacity for delivery of the new "polytechnic" degrees and additional capacity for full implementation of general education offerings for freshman and sophomore classes in fall 2013.

Faculty hired through this funding request will also contribute to the development and delivery of a General Education core, focusing on a narrow number of course offerings, aligned with the USF Polytechnic Core Values as identified in the 2007-2012 Strategic Plan. We seek faculty who can teach in both a primary and secondary content area. This will enable USFP to deliver general education that meets State requirements, demonstrates measurable performance-based competencies, and includes field-based and internship experiences for all students with fewer course offerings.

The establishment of a Center for the Development of Alternative Energy and Biofuels Technologies will provide increased opportunity to seek grants and contracts to further enhance research capacity.

III. Facilities:

A. Does this issue require an expansion or construction of a facility?

YES

B. If yes, is the project identified on the Capital Improvement List? If so, identify the project, fiscal amount, year requested, and priority number.

The Center for Applied Research in Alternative Energy and Biofuels Technologies will be one of the entities initially housed in the High Tech Research, Innovation and Business Incubator & Learning Labs. Additional private funding will be sought to expand facilities for the Center.

	Facility Project Title	Fiscal Year	Amount Requested
6.	USF Health School of Pharmacy at USF Polytechnic	2011-2012	\$10,000,000
21.	USF Polytechnic I-4 Campus Phase IIA High Tech Research, Innovation and Business Incubator & Learning Labs - FECG	2011-2012	\$700,000

In addition, a PECO request has been made for the High Tech Research, Innovation and Business Incubator & Learning Labs in the amount of \$10,000,000. It is not on the current five-year CIP listing.