



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials January 18-19, 2012

Studio
Broadcast Center, WFSU
Florida State University
1600 Red Barber Plaza
Tallahassee, Florida 32310

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

**ACTIVITIES
BOARD OF GOVERNORS MEETINGS**

**Studio, Broadcast Center, WFSU
Florida State University
1600 Red Barber Plaza
Tallahassee, Florida 32310
January 18-19, 2012**

**By Telephone Conference Call
Dial-in Number: 888-808-6959; Conference Code: 8502450**

Wednesday, January 18, 2012

- 2:00 – 3:00 p.m. [Facilities Committee](#).....1**
Chair: Mr. Dick Beard; Vice Chair: Mr. Dean Colson
Members: Martin, Perez, Stavros, Temple, Yost
- 3:00 – 4:00 p.m. [Academic and Student Affairs Committee](#)27**
Chair: Ms. Ann W. Duncan; Vice Chair: Mr. Michael Long
Members: Frost, Marshall, Martin, Robinson, Stavros, Yost
- 4:00 – 5:00 p.m. [Strategic Planning Committee](#).....83**
Chair: Mr. Frank T. Martin; Vice Chair: Mr. John D. Rood
Members: Colson, Frost, Hosseini, Perez, Yost
- 5:30 – 7:30 p.m. Welcome Reception**
Lobby, Broadcast Center, WFSU

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Thursday, January 19, 2012

9:00 - 11:45 a.m. **Board of Governors - Regular Meeting**.....97
Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini
All Board members

12:00 p.m. **Lunch will be provided.**

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**CONSTITUTION
OF THE
STATE OF FLORIDA**

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

(a) **PURPOSES.** In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.

(b) **STATE UNIVERSITY SYSTEM.** There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.

(c) **LOCAL BOARDS OF TRUSTEES.** Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

(d) **STATEWIDE BOARD OF GOVERNORS.** The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

History.--Proposed by Initiative Petition filed with the Secretary of State August 6, 2002; adopted 2002.

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Facilities Committee
Studio, Broadcast Center, WFSU
Florida State University
1600 Red Barber Plaza
Tallahassee, Florida
January 18, 2012
2:00 p.m. - 3:00 p.m.

Chair: Dick Beard; Vice-Chair: Dean Colson
Members: Martin, Perez, Stavros, Temple, Yost

1. **Call to Order** **Governor Dick Beard**

2. **Meeting Minutes, November 9, 2011** **Governor Beard**

3. **Fixed Capital Outlay Budget Update** **Mr. Chris Kinsley**
Director, Finance & Facilities

4. **Bond Resolution** **Mr. Kinsley**

Resolution of the Board of Governors Authorizing the Division of Bond Finance of the State Board of Administration of Florida to Issue Debt on behalf of the University of Florida to Finance the Construction of a Student Residence on the Main Campus, UF

5. **Energy Report** **Mr. Kinsley**

6. **Completed Projects Report** **Mr. Kinsley**

7. **Concluding Remarks and Adjournment** **Governor Beard**

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 18, 2012**

SUBJECT: Minutes of Meeting held November 9, 2011

PROPOSED COMMITTEE ACTION

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

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

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

Supporting Documentation Included: Minutes: November 9, 2011

Facilitators/Presenters: Governor Dick Beard

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA
November 9, 2011

Chairman Dick Beard convened the Board of Governors Facilities Committee meeting at 1:30 p.m., November 9, 2011, in the FAU Stadium Premier Club Level at Florida Atlantic University. The following members were present: Dean Colson, Frank Martin, Tico Perez, Gus Stavros, John Temple and Rick Yost.

1. Call to Order

Governor Beard called the meeting of the Facilities Committee to order.

2. Approval of Minutes of the Meeting of the Facilities Committee held September 14, 2011

Governor Perez moved that the Committee approve the Minutes of the Meeting of the Facilities Committee held September 14, 2011. Mr. Colson seconded the motion, and members of the Committee concurred.

3. Review and Amend the 2012-13 SUS Fixed Capital Outlay Legislative Budget Request

Governor Beard asked Chris Kinsley to review the PECO outlook. Mr. Kinsley stated that the latest PECO estimate was worse than expected, and that no bonds were expected to be issued, leaving the SUS with only a small amount of cash allocation for basic maintenance. He said that an updated estimate was expected later in the year but the outlook was very grave.

Mr. Kinsley then reviewed the modifications to the non-PECO portions of the Board's Legislative Budget Request. Governor Colson moved approval of the modified LBR and Mr. Temple seconded the motion. Members of the Committee concurred.

4. 2011 Higher Education Utilization Study

Mr. Kinsley presented the 2011 Higher Education Utilization Study. He said it was requested by proviso language from the 2011 Session. He stated that staff had worked closely with the Florida College System to write the report, which touched on some issues that the Board had discussed before. He told the Committee that subsequent to their approval, the report would also be put before the State Board of Education for their input before the January 15, 2012 deadline for completion. Mr.

Kinsley reviewed the recommendations in the report and the Committee discussed them. Mr. Colson moved the approval of the draft report and Mr. Perez seconded the motion. Members of the Committee concurred.

5. A Resolution Requesting the Division of Bond Finance of the State Board of Administration to Issue Revenue Refunding Bonds on Behalf of Florida State University Research Foundation, Inc.

Mr. Kinsley stated that the original resolution on the applicable series of bonds did not provide for refinancing. He said that the Division of Bond Finance was recommending that the bonds be refinanced to realize savings, the amount of which Mr. Kinsley said he would report back to the Committee once the refunding was finalized. Mr. Governor Stavros moved approval and Governor Temple seconded the motion. Members of the Committee concurred.

6. Concluding Remarks and Adjournment

There being no further business, the meeting adjourned at 2:00 p.m., November 9, 2011.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 18, 2012**

SUBJECT: 2012-13 State University System Fixed Capital Outlay Legislative Budget Request

PROPOSED COMMITTEE ACTION

Review the 2012-2013 SUS Fixed Capital Outlay Legislative Budget Request and current PECO forecast.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The requested budget provides the State University System continued capital outlay support and has been prepared in accordance with statutory requirements and guidelines adopted by the Board of Governors on March 24, 2011. All university fixed capital outlay budget requests have been approved by the institutional boards of trustees.

The Board approved the 2012-2013 SUS Fixed Capital Outlay Legislative Budget Request (FCO LBR) on September 15, 2011. The latest PECO Revenue Estimating Conference is scheduled for January 6, 2012. The previous conference held on October 3, 2011 eliminated PECO available for construction projects in 2012/13. The Governor's budget recommends no funding for university construction or maintenance of facilities.

Supporting Documentation Included: None

Facilitators/Presenters: Chris Kinsley

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 18, 2012**

SUBJECT: A Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration of Florida (the “Division of Bond Finance”) to issue revenue bonds on behalf of the University of Florida to finance renovations of multiple existing student residence facilities on the main campus of the University of Florida.

PROPOSED COMMITTEE ACTION

Adoption of a resolution approving the issuance of fixed rate bonds, by the Division of Bond Finance on behalf of the University of Florida (the “University”), in an amount not to exceed \$31,000,000 (the “Bonds”) for the purpose of renovating multiple existing student residence facilities on the main campus of University of Florida (“the Project”).

Staffs of the Board of Governors, State University System of Florida, and the Division of Bond Finance have reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the debt management guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Florida Board of Governors Debt Management Guidelines; Section 1010.62, Florida Statutes; and Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The University has submitted a proposal for financing renovations to multiple existing residential facilities on the main campus of the University of Florida in Gainesville. The Project will: 1) update the interiors of the Corry Village apartment buildings to modernize the floor plans, and upgrade the electrical, fire alarm, air conditioning, and plumbing systems; 2) upgrade fire alarms, fire sprinklers, windows, bathrooms and the electrical, plumbing and air conditioning systems of Weaver Hall; and 3) overhaul waste water and plumbing systems, install new air conditioning systems, replace

windows and renovate bathrooms and kitchens in Thomas Hall and Buckman Hall. The Project is not required to be included in the University's Master Plan; however, it is included and is consistent with the University's Housing Master Plan. The total Project cost is expected to be \$27.5 million.

The University's Board of Trustees has requested approval from the Board of Governors for the Division of Bond Finance to issue up to \$31,000,000 of fixed rate bonds to finance the Project, fund a debt service reserve fund, if necessary, and pay costs of issuing the Bonds. The Bonds will mature twenty (20) years after issuance with level annual debt service payments.

The debt service payments will be funded from revenues generated from the operation of the University's housing system, after payments of operation and maintenance costs. Operating revenues are generated primarily from housing fees, rental revenues, fines, special rental fees or other charges for housing services. The Bonds will be issued on parity with the outstanding University of Florida dormitory revenue bonds currently outstanding in the principal amount of \$49,465,000, and will be junior and subordinate to the lien of the Series 1984 Bonds, currently outstanding in the principal amount of \$525,000.

Projections provided by the University indicate that sufficient net revenues will be generated to pay debt service on the Bonds and the outstanding parity bonds.

The University's Board of Trustees approved the Project and the financing thereof at its December 2, 2011 meeting.

Supporting Documentation Included:

1. Requesting Resolution
2. Project Summary
3. Attachment I - Estimated Sources and Uses of Funds
4. Attachment II - Historical and Projected Pledged Revenues and Debt Service Coverage

Facilitators/Presenters: Chris Kinsley

A RESOLUTION REQUESTING THE DIVISION OF BOND FINANCE OF THE STATE BOARD OF ADMINISTRATION OF FLORIDA TO ISSUE REVENUE BONDS ON BEHALF OF THE UNIVERSITY OF FLORIDA TO FINANCE THE RENOVATION OF EXISTING HOUSING FACILITIES ON THE GAINESVILLE CAMPUS OF THE UNIVERSITY OF FLORIDA IN AN AMOUNT NOT TO EXCEED \$31,000,000; AND PROVIDING AN EFFECTIVE DATE.

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

BE IT RESOLVED:

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

(A) Pursuant to Article IX, Section 7 of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida. The Board of Governors is further vested with the authority to approve the issuance of revenue bonds by a state university pursuant to Section 1010.62(2), Florida Statutes.

(B) The Board of Trustees of the University of Florida (the "University") has requested approval from the Board of Governors for the Division of Bond Finance to issue revenue bonds in an amount not exceeding \$31,000,000 (the "Bonds"), for the purpose of financing: (i) the renovation of multiple existing housing facilities located on the main campus of the University; (ii) a debt service reserve, if necessary; and (iii) certain costs relating to the Bonds (collectively, the "Project"). The foregoing plan to finance the Project is collectively referred to herein as the "Financing Plan".

(C) The Project will renovate facilities that are part of the housing system at the University.

(D) Upon consideration of the Financing Plan, the Board of Governors further finds that the issuance of the Bonds is for a purpose that is consistent with the mission of the University; is structured in a manner appropriate for the prudent financial management of the University; is secured by revenues adequate to provide for all debt service payments; has been properly analyzed by the staffs of the Board of

Governors and the Division of Bond Finance; and is consistent with the Board of Governors' Debt Management Guidelines.

(E) The Board of Governors declares that the Project will serve a public purpose by improving housing facilities at the University.

(F) Pursuant to Section 1010.62(2), Florida Statutes, the Board of Governors determines that the facilities being financed are functionally related to the revenues being used to secure the Bonds.

(G) The Project is included in the housing master plan of the University.

2. Approval of the Project. The Project is approved by the Board of Governors as being consistent with the strategic plan of the University and the programs offered by the University.

3. Approval of the Bonds. The Board of Governors hereby approves and requests the Division of Bond Finance of the State Board of Administration of Florida (the "Division") to issue the Bonds for the purpose of financing the Project. Proceeds of the Bonds may be used to pay the costs of issuance of such Bonds, to provide for capitalized interest, if any, to provide for a municipal bond insurance policy, if any, and to fund a reserve account, if any, or provide debt service reserve insurance, if necessary. The Bonds are to be secured by the net revenues of the housing system of the University, which may include but are not limited to, housing fees, rental revenues, fines, special rental fees or other charges for housing services, and may additionally be secured by other revenues that are determined to be necessary and legally available. The Division shall determine the amount of the Bonds to be issued and the date, terms, maturities, and other features of a fiscal or technical nature necessary for the issuance of the Bonds. Proceeds of the Bonds and other legally available monies shall be used for the Project, which is authorized by Section 1010.62, Florida Statutes, or such other housing facility project at the University which is authorized by Section 1010.62, Florida Statutes.

4. Refunding Authority. Authority is further granted for the issuance of bonds for the purpose of refunding all or a portion of any bonds secured by the revenues described, if it is deemed by the Division to be in the best financial interest of the State. The limitation on the amount authorized for the Bonds in Section 1 above shall not apply to such refunding bonds. Other terms of this resolution shall apply to any such refunding bonds as appropriate.

5. Compliance. The Board of Governors will comply, and will require the

University to comply, with the following:

(A) All federal tax law requirements upon advice of bond counsel or the Division as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the Board prior to the issuance of the Bonds.

(B) All other requirements of the Division with respect to compliance with federal arbitrage law, pursuant to Section 215.64 (11), Florida Statutes.

(C) All requirements of federal securities law, state law, or the Division, relating to continuing secondary market disclosure of information regarding the Bonds, the University, and the University's housing system, including the collection of the revenues pledged to the Bonds. Such requirements currently provide for the disclosure of information relating to the Bonds, the University, and the University's housing system, including the collection of the revenues pledged to the Bonds, on an annual basis and upon the occurrence of certain material events.

(D) All covenants and other legal requirements relating to the Bonds.

6. Fees. As provided in Section 215.65, Florida Statutes, the fees charged by the Division and all expenses incurred by the Division in connection with the issuance of the Bonds (except for periodic arbitrage compliance fees, if any, which shall be paid from other legally available funds) shall be paid and reimbursed to the Division from the proceeds of the sale of such Bonds. If for any reason (other than a reason based on factors completely within the control of the Division) the Bonds herein requested to be authorized are not sold and issued, the Board agrees and consents that such fees, charges and expenses incurred by the Division shall, at the request of the Division, be reimbursed to the Division by the University from any legally available funds of the University.

7. Authorization. The Division is hereby requested to take all actions required to issue the Bonds.

8. Reserve and Insurance. If determined by the Division to be in the best interest of the State, the Board of Governors may cause to be purchased a debt service reserve credit facility and/or municipal bond insurance, issued by a nationally recognized bond insurer.

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

10. Authorization of Further Actions Consistent Herewith. The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements contained in the Bonds and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with the construction or financing of the Project for use by the University, the issuance of the Bonds or as necessary to preserve the exemption from the taxation of interest on any of the Bonds which are tax-exempt, in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

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

Adopted this 19th day of January, 2012

CERTIFICATE OF THE CORPORATE SECRETARY

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the issuance of Bonds by the Division of Bond Finance of the State Board of Administration of Florida is a true and accurate copy as adopted by the Board of Governors on January 19, 2012, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

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

Dated: _____, 2012

By: _____

Corporate Secretary

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Project Summary
University of Florida
Student Housing Project**

Project Description: The University of Florida currently has approximately 7,358 available beds in their undergraduate student residences on the main campus and 978 in their graduate and family residences on the main campus. The proposed project will renovate a number of existing residential facilities, including eleven apartment buildings that are part of Corry Village, and three traditional dormitory buildings including Weaver, Thomas, and Buckman Halls (collectively the “Project”). The renovation work for Corry Village will revitalize the interiors of the apartment buildings to modernize the floor plans, as well as the electrical, fire alarm, air conditioning, and plumbing systems in order to increase energy efficiency and ensure compliance with applicable standards and regulations. The renovation of Weaver Hall will include upgrades to fire alarms, fire sprinklers, the electrical, plumbing and air conditioning systems, and bathrooms. The work in Thomas Hall and Buckman Hall will include a major overhaul of waste water and plumbing systems, installation of new air conditioning systems, window replacements, and renovations to bathrooms and kitchens. The number of available beds will remain the same upon completion of the renovations.

The Project qualifies as a capital outlay project under s. 1010.62, F.S., and is included in the University’s current Housing Master Plan.

Facility Site Location: All of the housing facilities included in the Project are located on the main campus of the University in Gainesville. The Corry Village apartments are located on the west side of campus, Thomas and Buckman Halls are located on the north side of campus, near the football stadium, and Weaver Hall is located in the center of campus.

Projected Start and Opening Date: It is anticipated that construction will commence in May 2012 and all renovations will be completed by May 2015. The renovations for Corry Village will be staggered with varying start and end dates, so that only one or two apartment buildings will be offline at any given time. To limit the impact on rental revenues, the renovations for Weaver, Thomas, and Buckman Halls will take place primarily

during the summer, and students will be living in the halls during the fall and spring semesters.

Demand Analysis:

The primary targeted market for the Corry Village portion of the Project will be graduate students, both single and families. The primary targeted market for the traditional dormitory (Weaver, Thomas and Buckman Halls) portion of the Project will be single undergraduate students. Many of the facilities included in the Project do not have central air conditioning, and have had little to no renovations over the past ten to twenty years. This Project will modernize the housing facilities to meet students' expectations and maintain demand for on-campus housing and will ensure compliance with safety regulations.

Occupancy rates for the single student housing residence halls for the fall 2011 term were 104% and the waiting list for on-campus housing for fall 2011 exceeded 200 students. Occupancy rates for village housing, which provides graduate student and family accommodations, were 98% for fall 2011.

**Project Cost and
Financing Structure:**

The Project will be financed with fixed rate bonds issued by the Division of Bond Finance (the "Bonds"). The Bonds are expected to have a 20 year, level debt payment structure with the first principal payment occurring in 2013.

The Bonds will finance the renovation of eleven apartment buildings and three dormitories, provide approximately \$2.7 million for a debt service reserve fund (if necessary) and pay costs of issuance. The estimated Project cost for renovating the existing facilities totals approximately \$27.5 million (Corry Village - \$16.1 million; Weaver Hall - \$3.3 million; Thomas Hall - \$3.6 million; and Buckman Hall - \$4.5 million). The total financing will not exceed \$31 million.

(See Attachment I for an estimated sources and uses of funds).

Security Structure:

The Bonds will be secured by net housing system revenues. These revenues are derived primarily from rental income after deducting operating and maintenance expenses and amounts required for prior lien obligations (the "Series 1984 Bonds"). The lien of the Bonds on the pledged revenues will be on parity with University of Florida dormitory revenue bonds, currently outstanding in the principal

amount of \$49,465,000, and will be junior and subordinate to the lien of the Series 1984 Bonds. The Series 1984 Bonds are currently outstanding in the principal amount of \$525,000 and will remain outstanding until July 1, 2015.

Pledged Revenues and Debt Service Coverage:

During the five year period from fiscal year 2006-2007 to 2010-2011, pledged revenues for the housing system grew from \$12,427,684 to \$15,526,335, resulting in debt service coverage ranging from 2.56x to 3.64x. For fiscal years 2011-2012 to 2015-2016, pledged revenues for the system are expected to remain around \$15,000,000. Expected coverage is 2.90x in 2011-2012. As a result of the issuance of the Bonds, expected coverage declines to 2.05x in 2012-2013 and is projected to remain at approximately 2.00x through 2015-2016.

The projected revenues are based upon a 3% annual rental rate increase and a 5% increase in operating expenses. See Attachment II for 5-years historical and 5-years projected pledged revenues and debt service coverage prepared by the University.

Type of Sale:

The Division of Bond Finance will make a determination to sell the Bonds through either a competitive or a negotiated sale based on market conditions and financing options available at the time of sale.

Analysis and Recommendation:

Staffs of the Board of Governors and the Division of Bond Finance have reviewed the information provided by the University with respect to the request for Board of Governors approval for the subject financing. The pledged revenues have historically generated positive debt service coverage and are projected to continue to provide adequate debt service coverage in the future based on what appear to be reasonable assumptions as to revenue and expenditure growth. It appears that the proposed financing is in compliance with the Florida Statutes governing the issuance of university debt and the Board of Governors Debt Management Guidelines. Accordingly, staff of the Board of Governor's recommends adoption of the resolution authorizing the proposed financing.

STATE UNIVERSITY SYSTEM OF FLORIDA
 BOARD OF GOVERNORS
 UNIVERSITY OF FLORIDA HOUSING
 Estimated Sources and Uses of Funds
 Student Housing Project

<u>Sources of Funds</u>		<u>Basis for Amounts</u>
Bond Par Amount	\$ 31,000,000	Estimated Series 2012A Bond sale amount based on an interest rate of 5.75% for 20 years.
Less: Costs of Issuance		
		Based on estimates (Division of Bond Finance, \$74,000; Rating Fees, \$30,000; Arbitrage Compliance, \$9,300; Bond Counsel, \$15,500; Misc., \$6,274)
Total Costs of Issuance	\$ (135,074)	
Less: Underwriter's Discount	\$ (620,000)	Estimated at 2% of par.
Plus: Interest Earnings		
(Construction Trust Fund)	<u>\$ 477,847</u>	
Total Sources of Funds	<u><u>\$ 30,722,773</u></u>	
 <u>Uses of Funds</u>		
Project Cost (Planning, Design, Construction & Equipment)	\$ 27,520,456	Cost of renovations to multiple housing facilities
Debt Service Reserve Account	\$ 2,726,463	Fully funded at maximum annual debt service on the bonds.
Bond Sizing Contingency	<u>\$ 475,854</u>	
Total Uses of Funds	<u><u>\$ 30,722,773</u></u>	

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
UNIVERSITY OF FLORIDA
HISTORICAL AND PROJECTED DEBT SERVICE COVERAGE

	Historical					Projected				
	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
Operating Revenues										
Rental Income	\$ 37,795,602	\$ 38,648,103	\$ 40,351,366	\$ 44,108,967	\$ 43,916,808	\$ 45,234,312	\$ 46,591,341	\$ 47,989,081	\$ 49,428,754	\$ 50,911,616
Investment Income ¹	1,101,996	1,306,009	713,358	775,781	757,301	721,000	742,630	764,908	787,856	811,492
Total Housing System Revenues	\$38,897,598	\$39,954,112	\$41,064,724	\$44,884,748	\$44,674,109	\$45,955,312	\$47,333,971	\$48,753,989	\$50,216,610	\$51,723,108
Current Expenses²										
Operating Expenses	26,280,764	26,032,956	27,023,135	27,023,478	28,962,074 ³	30,410,177	31,930,686	33,527,221	35,203,582	36,963,761
Total Current Expenses	\$ 26,280,764	\$ 26,032,956	\$ 27,023,135	\$ 27,023,478	\$ 28,962,074	\$ 30,410,177	\$ 31,930,686	\$ 33,527,221	\$ 35,203,582	\$ 36,963,761
Debt Service, Prior Lien Obligations	\$189,150	\$184,650	\$185,150	\$185,500	\$185,700	\$185,750	\$185,650	\$185,400	\$0	\$0
Pledged Revenues	\$12,427,684	\$13,736,506	\$13,856,439	\$17,675,770	\$15,526,335	\$15,359,385	\$15,217,635	\$15,041,368	\$15,013,028	\$14,759,347
Annual Debt Service:										
Outstanding Parity Bonds	\$ 4,857,090	\$ 4,838,023	\$ 4,848,098	\$ 4,860,390	\$ 4,856,640	\$ 4,709,474	\$ 4,685,188	\$ 4,687,313	\$ 4,708,763	\$ 4,703,013
2012A Bonds						594,146	2,722,500	2,723,450	2,726,238	2,725,575
Total Annual Debt Service	\$ 4,857,090	\$ 4,838,023	\$ 4,848,098	\$ 4,860,390	\$ 4,856,640	\$ 5,303,620	\$ 7,407,688	\$ 7,410,763	\$ 7,435,001	\$ 7,428,588
Maximum Annual Debt Service	\$ 4,888,131	\$ 4,888,131	\$ 4,888,131	\$ 4,888,131	\$ 4,888,131	\$ 7,436,175	\$ 7,436,175	\$ 7,436,175	\$ 7,436,175	\$ 7,436,175
Coverage Ratios										
Annual Debt Service	2.56x	2.84x	2.86x	3.64x	3.20x	2.90x	2.05x	2.03x	2.02x	1.99x
Maximum Annual Debt Service	2.54x	2.81x	2.83x	3.62x	3.18x	2.07x	2.05x	2.02x	2.02x	1.98x

¹ Investment Income includes interest on the available beginning cash balances in the Housing System operation accounts

² Current Expenses are operating expenses of the Housing System as defined in the Resolution, which is net of depreciation and administrative overhead paid to the University.

³ Excludes extraordinary one time expenditures of \$3,797,579 for renovations to housing facilities, which are not considered Current Expenses under the Resolution.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 18, 2012

SUBJECT: Energy Conservation Report Update

PROPOSED COMMITTEE ACTION

Information Only: 2010-11 Annual Energy Conservation Update

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Legislation passed in 2010 (House Bill 5201, Section 30), required that *“Each Florida college and state university shall strive to reduce its campuswide energy consumption by 10 percent. While savings may be accrued by any means, the goal shall be to implement energy use policies or procedures or both and any equipment retrofits that are necessary to carry out this reduction. The reduction may be obtained by either reducing the cost of the energy consumed or by reducing total energy usage, or a combination of both...”*

This requirement was for one year only. However, the Facilities Committee’s Annual Work Plan called for this information to be collected and presented to the Committee for comparison purposes.

The original report included fiscal years 2007-08; 2008-09; and 2009-10. Universities provided an update to include 2010-11 data.

Supporting Documentation Included: To Be Provided

Facilitators/Presenters: Chris Kinsley

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 18, 2012

SUBJECT: Completed Facilities Projects Presentation

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

A summary of university projects over \$2 million dollars completed during 2011.

Supporting Documentation Included: Presentation will be made to the Committee

Facilitators/Presenters: Chris Kinsley

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee
Studio, Broadcast Center, WFSU
Florida State University
Tallahassee, Florida
January 18, 2012
3:00 p.m. – 4:00 p.m.

Chair: Ann Duncan; Vice-Chair: Michael Long
Members: Frost, Marshall, Martin, Robinson, Stavros, Yost

1. Call to Order and Opening Remarks Governor Ann Duncan
2. [Committee Minutes](#) from November 09, 2011 Governor Duncan
3. [Limited Access Status for Bachelor of Social Work at Florida State University, CIP Code 44.0701](#) Governor Duncan
4. [Unified Library Services Business Plan](#) Dr. Nancy McKee
*Associate Vice Chancellor
Academic and Student Affairs
Board of Governors*
5. [Final Report of the Workgroup on the Alignment And Enhancement of Online Academic and Student Support Web Services](#) Dr. Nancy McKee

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6. **Student Affairs Updates**

a. Council of Student Affairs

Dr. Maribeth Ehasz
Chair, SUS Council for Student Affairs

b. Florida Student Association

Governor Michael Long

7. **2012 Academic Program Coordination Project**

Governor Duncan

8. **Update - Adult Degree Completion Pilot**

Dr. Pamela Northrup
Dean, and Associate Provost
University of West Florida

9. **Closing Remarks**

Governor Duncan

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 18, 2012**

SUBJECT: Minutes of Meeting held November 9, 2011

PROPOSED COMMITTEE ACTION

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

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

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

Supporting Documentation Included: Minutes: November 9, 2011

Facilitators/Presenters: Governor Ann Duncan

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**MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA
NOVEMBER 9, 2011**

Chairperson Ann Duncan convened the Board of Governors Academic and Student Affairs Committee meeting at 11:00 a.m., November 9, 2011, in the Premier Club Level, FAU Stadium on the Florida Atlantic University campus. The following committee members were present: Vice Chair Michael Long, Patricia Frost, Frank Martin, Commissioner Gerard Robinson, Gus Stavros, and Rick Yost. Governor Stanley Marshall previously indicated that he could not attend.

1. Minutes of Prior Meeting

Chair Duncan asked for a motion to approve the September 15, 2011 meeting minutes as presented. The motion was seconded, and members of the Committee concurred.

2. Academic Program Items

- a. BS in Exceptional Student Education (CIP 13.1001), University of West Florida to exceed 120 credit hours to degree**
- b. B.S. in Elementary Education (CIP 13.1202), University of West Florida to exceed 120 credit hours to degree**

Chair Duncan explained that the University of West Florida was asking that its Bachelor of Science in Exceptional Student Education and its Bachelor of Science in Elementary Education be approved to exceed 120 credit hours to degree. This request was made so that both programs can include coursework in ESOL (English for Speakers of Other Languages) and in Reading to meet Florida Department of Education program approval and National Council for Accreditation of Teacher Education accreditation requirements for teacher education programs. Chair Duncan asked for a motion to approve the UWF request, which was made and seconded. The motion carried unanimously.

- c. B.A. Liberal Arts (CIP 24.0199) to exceed 120 credit hours to degree, New College of Florida**

Chair Duncan explained that the New College of Florida (NCF) sought an exception for its Bachelor of Arts in Liberal Arts (CIP 24.0199) to exceed 120 credit hours to degree. Credit hour equivalencies equaling 124 credit hours have been in place since 1975 and serve as the basis for calculating tuition and transfer credit. Approval of the program to exceed 120 credit hours to degree provides a level of definitive documentation, especially when working with Florida Prepaid representatives as well as NCF students and their parents regarding degree requirements. Chair Duncan asked for a motion to approve the request, which was made and seconded. The motion carried unanimously.

d. USF Ph.D. in Environmental Engineering (CIP 14.1401)

Chair Duncan explained that the University of South Florida requested the approval of a Ph.D. in Environmental Engineering, CIP Code 14.1401. This new program replaces the current Environmental Engineering track offered within the Ph.D. in Civil Engineering, making it a specific stand-alone degree program. The U. S. Bureau of Labor Statistics, Occupational Employment Statistics, Employment and Wages, reported in May 2010 that Florida is second in the nation with the highest employment level for environmental engineers. The U.S. Bureau of Labor also predicts that environmental engineers are expected to have employment growth of 31 percent between now and 2018, one of the highest rates of all engineering disciplines and much faster than the average for all occupations.

The University of South Florida has addressed concerns over program duplication by initiating discussions with universities with similar programs and receiving letters of support from the two state universities that have doctoral programs in the same CIP code. Chair Duncan requested that USF representatives present the proposal.

Dr. Ralph Wilcox, USF Provost and Executive Vice President, presented the proposal for the program. Dr. Wilcox indicated that the program aligns with the Board strategic goals, aligns with the USF goal of building healthy communities, and meets statewide professional needs. The new degree was included in Board workplan for 2011 and has been endorsed by USF's Board of Trustees. The proposed program was reviewed positively by Board staff and received statewide letters of support from UF and UCF. The departmental review was conducted by engineers from Purdue University and Georgia Tech. The proposal has

been positively reviewed and recommended by Dr. Amy Childers, chair of the Department of Civil and Environmental Engineering at the University of Nevada, previously the president of the Association of Environmental Engineering and Science Professors. Environmental engineering focuses on the protection of human populations from the effects of adverse effects of natural human activity. The College of Engineering at USF worked closely with the Department of Public Health, the College of Marine Science, the College of Arts and Sciences, and the Patel School for Global Sustainability as well as with industry and public sector agencies in the design and delivery of this proposal.

Dr. Wilcox noted that, as a stand-alone degree, Environmental Engineering provides a credential that recognizes the attainment of specialized knowledge and skill sets that will enhance the competitiveness of USF graduates in the marketplace. The program is expected to generate knowledge to strengthen Florida's innovation-based economy and help manage environmental stresses. He noted that the U.S. Department of Labor predicts that Environmental Engineering will witness a 31% growth though high-skill and high-pay jobs in the coming decade.

Dr. Wilcox introduced Dr. John Wiencek, Dean of the College of Engineering to address questions. Governor Duncan asked if there were any other questions. Hearing none, Governor Duncan noted that the program's cost per FTE is very competitive and asked Dr. Wilcox to walk the committee through the cost structure for a better understanding.

Dr. Wilcox noted that the cost was competitive because the program was building upon existing resources and the financing of graduate assistants was made possible through funding from the National Science Foundation and other grants. Dr. Wiencek noted that the amount of sustained contracts and grants added up to \$2 million over the last decade consistently.

Governor Duncan asked for a motion of approval which was made and seconded. The motion carried unanimously.

e. Ph.D. in Biomedical Sciences (CIP 26. 0102)

Governor Duncan explained that Florida International University requested approval of a Ph.D. in Biomedical Sciences, CIP Code 26.0102. The program will be collaboratively offered by the Herbert Wertheim College of Medicine, the Department of Human and Molecular Genetics,

the Department of Molecular Microbiology and Infectious Diseases, the Department of Cellular Biology and Pharmacology, and the Department of Immunology. It is expected to strengthen FIU's new medical school and support the overall growth of the College and University. FIU has addressed concerns over program duplication by initiating discussions with and receiving letters of support from FSU, UF, UCF, and USF which have similar programs associated with their medical schools.

Governor Duncan invited Dr. Douglas Wartzok, Provost and Academic Vice President, to present the proposal for the program. Dr. Wartzok noted that this is a PhD program that will be shared among all the basic science departments in the College of Medicine. Students that are in this program will be sharing classes with medical students during the introductory portion of the medical curriculum. The advantages are that the M.D. students who decide to pursue an M.D./Ph.D. program would have had these introductory courses in their medical education curriculum while the PhD students who do not get an M.D. will get exposure to Medical Science. Dr. Wartzok noted that the proposal received letters of support, included in the proposal, from all the leaders in the medicine, health, and biosciences in South Florida. Also, the proposed program meets the Board goals relative to statewide professional workforce needs in healthcare. He noted that faculty in the College of Medicine received over \$8 million in external funding from the National Institutes of Health, and that this funding will support research and graduate assistants. Dr. Wartzok concluded with a quote from the external consultant, who noted that the proposal is very well designed and aligned with the College and the University and will significantly benefit students, residents, and businesses in the Miami and South Florida region. The consultant strongly recommended the program's implementation. Dr. Wartzok invited Dr. Joe Leigh Simpson, Associate Dean of the College of Medicine, to address further questions.

Governor Duncan noted that the proposed program was targeting a low enrollment number and asked Provost Wartzok to explain that as well as to clarify that there were no new state funds to be allocated for this program. Provost Wartzok noted that the numbers are fairly low with around 5 students enrolling and graduating each year. Additionally, he noted that the initial 10 faculty members were already fully funded and that external funding would support the students in the program.

Governor Duncan noted that the outside consultant suggested a course on informatics computing to be added to the curriculum and asked if that

is under consideration. Dean Simpson answered that currently the course was an elective and it would probably become a requirement in the future.

Governor Duncan asked if there were any questions. Hearing none, she asked for a motion of approval which was made and seconded. The motion carried unanimously.

3. Public Notice to Amend Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation for Students with Disabilities

Governor Duncan explained that the next item was a public notice to amend existing Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities. This action will conform to Sections 1007.264 and 1007.265, Florida Statutes, which were amended by the 2011 Florida Legislature. The proposed amended regulation has been reviewed by the university general counsels, members of the Council of Academic Vice Presidents, members of the Council of Student Affairs, state university student disability services directors, and other state university staff.

Governor Duncan noted that this item had been in the previous agenda and that further discussions with universities continued between then and the current meeting. She then asked if there were any questions. Hearing none, she asked for a motion of approval which was made and seconded. The motion carried unanimously.

4. Public Notice to Amend Regulation 8.016 Academic Learning Compacts

Governor Duncan explained that the next item was a public notice to amend one of the existing regulations, currently named Academic Learning Compacts. While the amendments are generally technical in nature, because the subject of student learning outcomes is very important, Dr. LeMon was asked to provide a brief presentation on the subject of Academic Learning Compacts.

Dr. LeMon noted that the changes to this regulation were minimal and technical in nature and that the regulation has been brought to about half its original size. This regulation was promulgated to be a quality control mechanism with regard to baccalaureate education. Currently, there are 817 discrete baccalaureate programs across the SUS institutions, and during the last year 54,000 students received a baccalaureate degree. Academic Learning Compacts (ALCs), initiated in the SUS in 2004, address quality control issues in terms of how students and others

will know in advance the expected student learning outcomes when graduating from a specific baccalaureate program, how those outcomes are measured, and how they are used to improve the program. ALCs identify content knowledge, as well as communication and critical thinking skills. In addition, each ALC is expected to take into consideration the perspectives of potential employers and graduate programs. The information regarding ALCs is expected to be posted on university websites in a user friendly language. The universities are providing a yearly status report to the Board. Out of the 817 programs, 99% completed the identification of student learning outcomes, 98% posted them on websites, and 92% identified the assessment mechanism used for continuous improvement.

As an example, one of the programs was selected to illustrate how ALCs are used by the universities as assessment mechanisms. The selected program was USF's B.S. in Chemistry. Dr. Wilcox was invited to talk about how ALCs are working at USF. Dr. Wilcox offered comments on the role ALCs have been playing in terms of evaluating student and faculty performance. He noted that there has been a shift in focus from student access to student learning outcomes and attainment.

Governor Duncan thanked Dr. LeMon and Dr. Wilcox for the presentation and asked if information about employment likelihood and wages or income potential were included in the potential learning opportunities. Provost Wilcox noted that the role of potential employers was to help shape the learning outcomes and at this point the focus was on knowledge attainment and skill improvement.

Governor Duncan then asked if there were any questions, seeing none, she asked for a motion of approval which was made and seconded. The motion carried unanimously.

5. Student Affairs Updates

a. SUS Council for Student Affairs

Governor Duncan introduced Dr. Maribeth Ehasz, UCF Vice President for Student Development, to provide a brief update on student life issues.

Dr. Ehasz noted that a survey conducted by the vice presidents for student affairs was included in the agenda packet. It summarized the university's policies, best practices, and readiness to respond to student threats on campus.

Dr. Ehasz noted that the survey was administered earlier this fall and that all SUS institutions participated. The survey was in response to a request as to how universities identify students exhibiting unusual or threatening behavior.

Dr. Ehasz indicated that a multidisciplinary team comprised of counseling, student conduct, health center, and law enforcement members was established for receiving and assessing information about persons of concern. The team gathered additional information and, after assessing individuals, reached a consensus regarding whether or not the individual was a threat. Dr. Ehasz noted that UCF has an office of Student Rights and Responsibilities and members of the community can access the website and fill out forms regarding students of concern. Dr. Ehasz noted that there was a chart in the package which illustrated the best practices observed across the country when dealing with behavioral threats. The assessment showed what needed to be improved in terms of improving responses on SUS campuses. Potential future steps included creating more opportunities to share best practices in order to learn from the national arena, and bringing together individual students into an SUS council or committee. Dr. Ehasz invited questions.

Governor Duncan noted that this was a continuation of efforts trying to leverage best practices across the campuses and emphasized her interest in this issue. Governor Duncan then asked if there were any questions. Hearing none, she asked Governor Long for an update on the Florida Student Association (FSA).

b. Florida Student Association

Governor Duncan introduced Governor and FSA President Michael Long to provide a brief update on FSA activities.

Governor Long noted that FSA was going through a restructuring phase and was still weighing options in terms of management. However, he said that an update would be provided in the next meeting. He also asked for suggestions in terms of staff and noted that the "Rally in Tally" has been set for January 26, 2012 and invited everyone to attend. In addition, Governor Long indicated that the President of the University of North Florida Student Government Association had been elected as Vice Chairman.

7. Update - Academic Program Coordination Project

Governor Duncan noted that the agenda packet included updates on the Academic Program Coordination Project and other System initiatives aimed at gaining academic efficiencies, including the Florida Institute for Oceanography, the Professional Science Masters Initiative, and the SUS Critical Languages Network. With regard to academic coordination, Governor Duncan noted that 59 programs

have been identified for corrective action or collaboration, 51 programs have been placed in inactive status, 74 programs were terminated or recommended for termination, and 128 programs were new and hence had low enrollment. She recognized the efforts that have been put into these activities and she thanked staff for their contributions to the project. She noted that this process offered a new way to look at information and an opportunity to see how it can be used to make decisions more strategically. Governor Duncan indicated that discussions will continue with the provosts, and that the next meeting will address potential next steps and how the information might be used going forward.

8. Update - Adult Degree Completion Pilot

Governor Duncan noted that the Adult Degree Completion Pilot workgroup continued to build out a business plan to implement a cooperative pilot program for the State University System. The pilot would initially target individuals who stopped out of a state university with more than 60 credits but no degree. The initial workgroup which consisted primarily of staff from USF and UWF has now been joined by staff from FAMU, UNF, UF, and FIU. She publically thanked these universities for lending their expertise to this effort.

Governor Duncan noted that, during the October 27 conference call, an agreement has been reached on developing a plan that built on an existing baccalaureate program at USF and a program that has been under development at UWF. Initially, degrees would be offered by these two institutions with concentrations that are aligned with state workforce needs, and the courses will be primarily online. Should they then choose to do so, other university members would be able to provide courses towards certain concentrations in which they have faculty expertise, or courses leading to specific certificates that can be imbedded into a concentration. She then noted that issues related to admission, advising, student support, and curriculum sharing still exist and need to be addressed. The workgroup has targeted January 2012 for having a more detailed description of the pilot along with cost assumptions for its implementation, as well as action steps.

9. Closing Remarks

Governor Duncan noted that there are a number of new federal regulations regarding eligibility for institutional participation in Title IV Financial Aid programs. One of these is a requirement for each institution to make available an online tool called a net price calculator, which is intended to help give students and families a more accurate estimate of real costs. She noted that if there are any questions the staff should be contacted.

10. Adjournment

Chair Duncan thanked the Committee for its work and having no further business adjourned the meeting at 11:50AM.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 18, 2012**

SUBJECT: Limited Access Status for the Bachelor of Social Work at Florida State University

PROPOSED COMMITTEE ACTION

Consider Limited Access Status for the Bachelor of Social Work at Florida State University, CIP Code 44.0701

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Florida State University requests limited access status for the Bachelor of Social Work (CIP 44.0701). As a professional preparation program, students are required to complete an internship to graduate, and those with less than a 3.0 grade point average (GPA) are generally not competitive for acceptance into the limited number of internships. The rationale for limited access is that a higher GPA for admission and a reduced number of students in the major will promote student success in the program and better align enrollments with the number of available internships. This would also reduce the number of students who incur excess hours by changing majors when they are unable to secure an internship.

New admission requirements would be a GPA of 2.5 or better, the completion of common prerequisite courses with a B- or better with no more than two attempts, and the fulfillment of Liberal Studies requirements. Requirements for Associate in Arts transfer students will be phased in over a two year period to ensure a smooth transition and not disadvantage students already in the pipeline.

The Florida State University Board of Trustees approved the request at its November 1, 2011 meeting. If approved, Limited Access status will be implemented Fall Term, 2012.

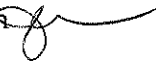
Supporting Documentation Included: University Request

Facilitators/Presenters: Richard Stevens

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MEMORANDUM

Date: November 21, 2011
To: Richard Stevens
From: Jennifer N. Buchanan 
Re: Limited Access BSW Degree Program

At its November 1, 2011 meeting, the Florida State University Board of Trustees approved the College of Social Work's proposal for a Limited Access Bachelor of Social Work degree program. The agenda item, program request form, and approval memo are attached for your reference.

Thank you for adding this item to the next Board of Governor's agenda. Please let me know if you need additional information to consider this request for approval.

cc: Chairman Andy Haggard
President Eric J. Barron
Provost Garnett S. Stokes
Dean Karen Laughlin
Dean Nicholas Mazza
Ms. Ruth Feiock
Dr. Rick Burnette
Ms. Kim Barber
Ms. Janice Finney
Mr. Michael Barrett
Dr. Andrea Novak
Ms. Melissa Crawford
Ms. Kayce Morton
Mr. Keith Bernstein
Ms. Freya Rudder
Ms. Joy Ira

enclosure

11 NOV 28 AM 10:49
BOARD OF GOVERNORS
STATE UNIVERSITY
SYSTEM OF FLORIDA

FLORIDA STATE UNIVERSITY | OFFICE of the PROVOST



MEMORANDUM

TO: President Eric J. Barron

FROM: Garnett S. Stokes *Garnett S. Stokes*

DATE: October 13, 2011

SUBJECT: Proposed Limited Access in Social Work B.S.W. Degree
Request for Approval

To promote student success and retention in local internship opportunities as well as professional social work practice, the undergraduate degree in social work (Major Code 338911 and C.I.P. 44.0701) is proposed to be Limited Access, effective Fall Term, 2012.

An application process will assess students' suitability for the profession and will serve to reduce the incidence of students' taking social work courses that will not convert when they must change majors. Minority student enrollment in this major is currently double overall University proportions. To compensate for an anticipated reduction in minority student enrollment caused by imposing a minimum GPA of 2.5, the College will increase efforts to recruit and retain qualified minority students.

Following Board of Trustees approval, notice of this action will be forwarded to the Board of Governors for their final approval.

212 Westcott Building, Florida State University, Tallahassee, Florida 32306-1310
Telephone 850.644.1816, Fax 850.644.0172 • <http://provost.fsu.edu/>



THE FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

MEMORANDUM

TO: Eric J. Barron
President

FROM: Andy Haggard *WAH*
Chairman

DATE: November 2, 2011

SUBJECT: Items Approved by the Board of Trustees – November 1, 2011

The Florida State University Board of Trustees approved the following items on November 1, 2011:

- September 9, 2011, Meeting Minutes with change
- September 23, 2011, Conference Call Meeting Minutes
- Uniform Direct Support Organization Bylaws
- 2011 Equal Opportunity Statement
- Limited Access Request for Bachelors of Social Work
- Transfer of 3000 Commonwealth Building from the FSU Research Foundation, Inc. to the Florida State University
- Market Rate Tuition Proposal
- Student Local Fees
- Secure New Bond Issue Authority for Athletic Facility Bonds and Refunding of Series 2002 Bonds

cc: Dr. Garnett Stokes
Dr. Robert Bradley
Mr. John Carnaghi
Dr. Mary Coburn
Ms. Liz Maryanski
Dr. Kirby Kemper
Ms. Betty Steffens
Dr. Tom Jennings
Dean of Faculties

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STATE UNIVERSITIES OF FLORIDA

Limited Access Program Request

Reference: 6C-6.001 Admissions, FAC

University:	Florida State University	Degree(s) offered:	B.S.W. (Bachelor of Social Work)
Program:	Social Work	Six digit CIP code:	44.0701

1. **Will the entire program be limited access or only a specific track?**

The entire cohort of students identified as fully-admitted undergraduate social work majors (338911) would be identified as limited access. This does not include students identified as “pre-majors” (338997) who are completing prerequisites for full admission to the undergraduate social work major.

2. **If only a track is limited access, please specify the name of the track.**

See above.

3. **How many students will the program plan to accommodate?**

Approximately 250

4. **When do you propose to initiate limited access?**

Fall 2012 for new, first year, incoming students only, with admission to the program each semester: fall; spring; and summer. Existing students will remain under our current guidelines. AA transfer students will be phased in over the 2012-2013 and 2013-2014 years to allow for their adaptation to our limited access status.

5. **What is the justification for limiting access?**

Our request for limited access is based on two issues:

Available internship resources. Social work is an applied profession that requires our students to complete an internship experience of 512 hours with Master’s level field educators providing a structured learning experience and an in-depth evaluation of student progress. At present, our students are placed in social service agencies in Tallahassee and in selected locations around the state of Florida. We believe that controlling the number of students and their progress through the program via limited access to our undergraduate program will help to ensure that we can offer the highest quality internship opportunities. Internships are key, not only to the educational experiences of our students, but to their employment futures.

Student retention and success. Students come into our major with a liberal arts foundation, as required by our professional accrediting body, the Council on Social Work Education (CSWE), and must have earned a grade of B- or better in the common prerequisite courses of: American National Government; Economics; Human Biology; Psychology; and Sociology. To succeed in the social work degree program, students must master not only this liberal arts foundation at a higher than minimum standard, but they must also demonstrate competency in their social work course requirements to qualify for an internship in their final semester by earning a combined GPA of 3.0 or better in their

social work courses. At present, students who are unable to meet this requirement are being counseled to change majors as they will not be able to complete the degree without an internship. This causes not only financial hardship, but is extremely discouraging to students who have invested time and effort into their studies. As a professional social work program we are committed to student success, and while not every student is meant to enter into our profession, we want to ensure that the students we come in contact with are able to fulfill their dreams of earning a degree from Florida State University. By creating a limited access program, we will be able to control who enters our program to maximize their success.

Limiting access to our program of study will help to attract and retain a stronger cohort of students preparing for careers in social work. Students with higher levels of academic achievement will be able to contribute positively to the climate of learning in the classroom, and to more easily apply this learning to their internship experience. Social workers are responsible for serving vulnerable populations through a broad range of interventions, including counseling and advocacy. Therefore, it is important to prepare students who demonstrate above-average academic achievement and a high level of critical thinking skills to ensure their progress towards graduation in a timely fashion.

If granted limited access, we would create an application process which would assess the student's suitability for the profession through: the submission of a personal statement responding to structured questions related to the values of the profession; a resume assessing both work and volunteer experience; qualifying GPA; and the completion of the pre-requisite courses. A faculty admission review process would evaluate these items and make admission decisions with the option of a provisional admission for students who may not have the GPA, but bring other exceptional qualities to the program such as the Peace Corp, Teach America, or other unique life experiences.

Finally, the College of Social Work is committed to creating an atmosphere of student success. With that in mind, we have shared this plan with the Office of Undergraduate Studies and the administration at the Panama City Campus (where we have a BSW program), and incorporated their suggestions into our proposal. Having a program that is limited access will allow us to create a cohort of students who enter and progress through the program together. It is hoped that this experience will help students to bond and support one another through this challenging curriculum, thus improving student retention, unity, and the quality of their overall academic experience.

6. **By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.**

To apply to the social work major students would meet the following requirements:

- Completed BSW Program Application (which includes an updated resume, personal statement, and transcript)
- An all College GPA of 2.5 or better
- Completion of Liberal Studies (minimum of 60 hours)

- Completion of Common Pre-requisite Courses (B- or better, students have two attempts to successfully complete):
 - American National Government
 - Economics
 - Human Biology
 - Introductory Psychology
 - Introductory Sociology

Transfer students with A.A. degrees from Florida community colleges should not be negatively affected by this change. They complete their liberal studies requirements and have a 2.0 GPA or better for admission to FSU by the University policy. We will retain the option of admitting exceptions to transfer students, using a “pre-major (338997) code, for those who may be missing a pre-requisite course, but have met all the other requirements for the major. We do not anticipate that they would have any more difficulty completing social work courses than would a four-year student at FSU. The College has been consistent in communicating with community and state colleges to facilitate a smooth transition into FSU by attending FSU Day events, updating their academic advisors with changes to the program, providing advising handouts, being sure that there is course availability, and working with FSU’s Division of Undergraduate Studies to ensure that good communication exists with these academic partners.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

In examining recent student demographic data, our representation of males and females has remained consistent with approximately 85% women and 15% men (similar to the overall profession), so becoming a limited access program would most likely not affect that proportion. Our representation of Black students has been approximately 20-25%, a significantly higher percentage of Black students as compared to the undergraduate student body of FSU as a whole, which is 10.2% (FSU Office of Institutional Research, fall 2010). Our percentage of Hispanic students averages between 5-10% and our total minority student population averages 32% of our total student numbers. By setting a GPA requirement for entrance into the BSW program, we project a temporary decrease in minority student enrollment of approximately 10% (see attached chart). We believe that this will adjust as the applicant pool becomes aware of our admission standards. The College also plans on compensating for any minority student reduction by increasing our ongoing efforts to retain and recruit qualified minority students by attending minority student recruitment events on campus. The BSW Program will also continue to monitor changes in the racial and gender profiles of its students, which is also a requirement of its national accrediting body, the Council on Social Work Education.

Creating a limited access program in social work will help to ensure student retention and success, as we would be able ensure that admitted students have completed all requirements prior to taking a social work course and to plan for course offerings so that students move through the program in an efficient manner. At present, students can enter the major at any time, making academic advising a challenge. We closely track

student progress utilizing a full-time Academic Advisor, assigned to the College by the Office of Undergraduate Studies Advising First program. This advisor meets with pre-majors and social work majors at least once every semester to track progress in their course work and to answer questions about social work as a profession. The Academic Advisor, BSW Program Assistant, and Director of the BSW Program work with students to assess their needs and make appropriate referrals, both within the College and through use of other University resources. In addition, social work faculty is aware of, and makes referrals to the FSU Reading/Writing Center and the ACE Center, which includes assistance with study skills and test anxiety.

Because social work is a practice profession, at times dealing with extremely challenging human situations, we want to ensure not only our student's academic progress, but also their ability to uphold professional values and commitment. We refer students to the University Counseling Center and other resources to ensure their future success in the profession.

8. **Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.**

Graduates from the BSW Program are in high demand, both from graduate schools and from public and private agencies. CareerCast.com listed social work at #52 on their list of the top "200 Best Jobs of 2010." The Bureau of Labor Statistics states that the need for social workers is expected to grow twice as fast as any other occupation, especially in the areas of gerontology, home health care, substance abuse, and military social work. The rationale for requesting limited access is based on the resource demands of our internships sites, the University and SUS system as a whole, along with data that indicate that current students entering our BSW program with higher than average academic performance are more likely to successfully complete their degree and secure employment as entry-level professional social workers who better serve the people of the State of Florida.

Request Initiated by:	<i>Nicholas F. Mazza</i>
EEO Officer's Signature:	<i>Reynolds</i> 10/5/11
Provost's Signature:	<i>Samatha S. Bates</i> 10/12/11

Send the completed form to: *Dr. R. E. LeMon*
 Acting Chancellor
 Division of Colleges and Universities
 Department of Education
 325 West Gaines Street, Suite 1614
 Tallahassee, Florida 32399-1950

Limited Access Form Updated 2/2003

TALLAHASSEE CAMPUS - OVERALL GPA 3.16 (ALL CAMPUSES COMBINED GPA 3.31)

FEMALES	White	Black	Hispanic	Asian	Native Amer.	Other	Total	
TOTAL # of STUDENTS	143	50	14	1	3	2	213	
2.50 and under	8	8	1	0	0	0	17	8%
MALES	White	Black	Hispanic	Asian	Native Amer.	Other	Total	
TOTAL # of STUDENTS	20	7	4	0	0	0	31	
2.50 and under	0	1	2	0	0	0	3	10%

PANAMA CITY CAMPUS - OVERALL GPA 3.53

FEMALES	White	Black	Hispanic	Asian	Native Amer.	Other	Total	
TOTAL # of STUDENTS	26	2	1	2	0	0	31	
2.50 and under	1	0	0	0	0	0	1	3%
MALES	White	Black	Hispanic	Asian	Native Amer.	Other	Total	
TOTAL # of STUDENTS	2	2	0	0	0	0	4	
2.50 and under	0	1	0	0	0	0	1	25%

Response Board Staff Questions Regarding Limited Access for the Bachelors of Social Work

1. **Question:** The limited access request states that students would have to achieve a grade of B- or better in the common prerequisite courses to be admitted. How will that policy impact the equitable treatment of the transfer students coming from institutions and colleges that do not have "+" and "-" grading scales?

Response: As a point of clarification, the courses referred to as "cognates" are common prerequisite courses that are approved for all social work programs in the state. The Articulation Coordinating Committee (ACC) addresses the issue of grading scale variation, requiring students to earn a "B or better" in the common program prerequisites requirements.

FSU's Division of Undergraduate Studies and the College of Social Work have worked closely with academic advisors from Community and State Colleges to ensure that students are aware of our grade requirements. Since establishing these criteria several years ago, the communication of our degree requirements has been well communicated to future students. However, we do into consideration special instances and are able to make exceptions as needed.

2. **Question:** The new admission standards for the program include a 2.5 GPA. The request for limited access status states that transfer students with a 2.0 GPA will be admitted to the university and placed into a "pre-major" status until they complete any missing common prerequisites. It is not clear if these students must achieve a 2.5 GPA or if the university will waive that requirement. If a transfer student is placed into a pre-major status to improve their GPA, please explain how they avoid accruing excess credit hours.

Response: Florida State University accepts transfer students with a 2.0 GPA: however, many of these students lack the prerequisite courses required for entry into our social work program. These students would be considered not fully admitted (NFA) until the time they complete the prerequisite courses and have a 2.5 GPA. Students are informed about program requirements and have the choice regarding pursuing this degree or entering another program for which they meet the requirements. Social Work requires 50 credit hours to complete the degree, leaving an additional 10 hours for students to accomplish this, avoiding the problem of excess credit hours. In addition, we find that many students come to us with credits from their high school degree, thus allowing

them more time to increase their GPA. If students are unable to meet these requirements, they have the option of selecting a different major.

3. **Question:** Changes in admission requirements for transfer students have been noted between the submitted limited access request and the current requirements listed on the programs website. Students are currently required to take a Computer Competency course and two social work courses, one of which is at the 3000 level. These three courses are not found as an approved prerequisite in the statewide common prerequisite manual. Will the new admission requirements completely replace the requirements listed on the department's website? If not, the limited access request needs to be revised to include any additional requirements.

Response: The successful completion of a Computer Competency course is a university requirement, so it is included in our program of studies to ensure that students have taken the course prior to moving to upper division courses. If granted limited access status, this prerequisite, along with the five statewide common prerequisite courses required for all social work programs in the state, would be removed from our program of studies. The other two courses, SOW 1054 –Human Service Experience and SOW 3203- Introduction to Social Work, which are part of our degree requirement, would be taken by our fully-admitted majors. We would revise our program of studies to reflect these two courses as foundation-level required courses.

In reference to SOW 3203: Introduction to Social Work, this course is offered at many Community and State Colleges, therefore transfer students who have successfully completed it are able to count the course as part of our degree requirement.

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 18, 2012

SUBJECT: Unified Library Services Business Plan

PROPOSED COMMITTEE ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

The 2011 Legislature directed the Chancellors of the State University System (SUS) and Florida College System (FCS) to jointly develop a plan for the creation of a single library services organization that would replace the SUS Florida Center for Library Automation and the FCS College Center for Library Automation.

The Chancellors created the *Task Force on the Future of Academic Libraries in Florida* in July 2010, charging it with developing a strategic plan for postsecondary libraries. Upon receiving the directive from the Legislature to plan for a new library services organization, the Chancellors expanded the charge to the Task Force to include developing recommendations for the creation of a new single organization that would provide the technologies needed by both delivery systems.

Using the Task Force report and recommendations as its base, the Chancellors jointly submitted the Unified Library Services Business Plan to the Legislature and Governor on December 22, 2011. The full report may be found at http://www.flbog.edu/about/librarytaskforce/_doc/Unified-Library-Services-Business-Plan-Final-Report-From-the-Chancellors-12-22-11.pdf .

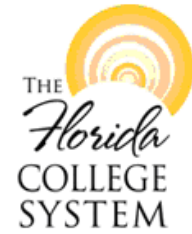
Supporting Documentation Included: (1) Executive Summary of the Unified Library Services Business Plan
(2) Members, Task Force on the Future of Academic Libraries in Florida

Facilitators / Presenters: Nancy McKee

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors



Unified Library Services Business Plan



DECEMBER 22, 2011

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1. EXECUTIVE SUMMARY

1.1 Overview

Section 48, Chapter 2011-63, Laws of Florida, requires the State University System (SUS) and the Florida College System (FCS) to establish a new joint library services organization to address the needs of post-secondary academic libraries in Florida. The new organization will replace the Florida Center for Library Automation (FCLA), which serves the universities, and the College Center for Library Automation (CCLA), which supports the college system.

This “Unified Library Services Business Plan” presents the strategy for creating the new joint unified library organization and transitioning services from FCLA and CCLA to the new organization. This plan must be submitted by January 1, 2012, to the Executive Office of the Governor and to the legislative appropriations committees.

1.2 Background

In July 2010, the Chancellors of the SUS and FCS chartered a 19-member Task Force on the Future of Academic Libraries in Florida. The Chancellors instructed the Task Force to *“Determine a vision and develop a strategic plan for the future of academic library access, resources, and services in Florida that encompasses emerging trends and changing realities in the areas of instruction, research, technology, and public services within the context of the academic mission.”*

In response to SB 2150 (which ultimately became Section 48, Chapter 2011-63, Laws of Florida), the Chancellors extended the Task Force’s mission to include developing recommendations for creating a single unified library organization to provide the technologies required by both sectors.

In May 2011, the Task Force chartered working groups to develop options and recommendations for the various requirements of the legislation.

The working groups consisted of Task Force members and other selected participants from around the state, based on their unique knowledge and skills. The working groups conducted research, released information-gathering surveys, and developed strategies. The results of these efforts are presented in this Unified Library Services Business Plan. *Section 2, Background, page 6*, further details Task Force activities.

1.3 Structure

Recommendations

- Board of Directors to provide leadership and oversight, as well as accountability to the two system Chancellors
- Members Council to include full representation of all public higher education institutions
- Internal organization to be based on the services provided by the new organization
- New organization to contract with a post-secondary institution for administrative and other support

To be successful, the new organization must meet the needs of its constituents in an efficient and cost-effective manner. Thus, the organizational structure must provide the technology-based services required by the 39 higher education institutions. In addition, the new organization must be able to adapt over time to changing needs and any potential new members, such as private colleges, private universities, public libraries, and K-12 libraries.

GOVERNANCE STRUCTURE

This plan outlines an advisory and governance structure that increases the new organization’s accountability over the current structure to the constituents: the post-secondary institutions, students, faculty, and ultimately Florida taxpayers. A Members Council will support the advisory process and will consist of one individual from each academic institution. Five members of the Members Council will serve on the Board of Directors, along with an Academic Provost and an Academic Vice President appointed by the SUS and FCS Chancellors.

The Board of Directors will provide leadership to the Executive Director and govern the new organization. This structure will ensure accountability of the new organization to both the State of Florida and the post-secondary institutions it must serve. *Section 5, Governance, page 16*, describes the proposed model in more detail.

ORGANIZATIONAL STRUCTURE

It is important to note that the new organization will need to accommodate postsecondary institutions of all sizes, plus libraries with

differing academic missions. Therefore, it is unlikely that the new organization will be able to have a “one-size-fits-all” system or support structure that will accommodate all needs. The new organization must be flexible and adaptable to support rural and metropolitan institutions; large and specialized medical, law, and research libraries; and small colleges with limited funding to major state universities with significant resources.

This plan calls for the establishment of a services-oriented organizational structure and budget focused on the functional areas outlined in the diagram below.

Structuring the organization’s roles, responsibilities, and staff around these service areas will enable the new organization to serve its constituents most effectively. This services-based structure will also help the new organization identify any areas of potential redundancy and overlap between FCLA and CCLA to provide cost savings.

Section 6, Organizational Model, page 27, further details the internal structure of the new organization.

<p style="text-align: center;">Content Delivery</p> <ul style="list-style-type: none"> • Digital Collections and Archives • Discovery Tool • eResources and eBooks • Library Management System 	<p style="text-align: center;">Support</p> <ul style="list-style-type: none"> • Service and Help Desk • Statistics and Reporting • Training and Consultation
<p style="text-align: center;">New/Enhanced Services</p> <ul style="list-style-type: none"> • New Initiatives • Other Legislatively Mandated Functions • Product Development and Service Enhancements 	<p style="text-align: center;">Internal Operations</p> <ul style="list-style-type: none"> • Administrative Services • Infrastructure Support • Project and Process Management

1.4 Expandability and Flexibility

Recommendations

- As the new organization matures, other entities (ICUF institutions, public libraries, K-12) may want to contract for certain services
- The new organization must be able to adapt to ever-changing technologies

The new organization will require approximately two years from its proposed creation on July 1, 2012, to become stabilized in its new structure. As organizational maturity occurs, other entities, e.g., public libraries, members of the Independent Colleges and Universities of Florida (ICUF), or K-12, may want to contract for all or some of the services provided by the new organization, depending on the quality and the cost. Providing a menu of services will allow this transformation and optimization to occur as a natural progression of the new organization.

As the new organization moves to a services-based approach, the Board of Directors could elect to require it to develop service level agreements for each service offered to articulate clear expectations and facilitate alignment of the services all member institutions should expect to receive from the new organization.

The new organization will also need to be flexible to adapt to changing and emerging technologies, based upon input from the Members Council. *Section 4, Current and Future State of Technology and Library Automation, page 13*, further details emerging technologies.

1.5 Required Budget

Recommendations

- No additional funds are requested for the new organization
- Cost savings achieved through consolidating FCLA and CCLA services should be used to provide additional services or offset inflationary costs for eResources

FCLA and CCLA have very different funding mechanisms, fiscal management infrastructures, cultures, service orientations, and organizational structures. The new organization will need to artfully blend these services, technologies, staff, and budgets.

This plan proposes an operational budget for FY 2012-2013 of \$22,495,873, which is the current combined appropriations for FCLA and CCLA. A portion of this amount will be used to start up the new organization. The SUS and FCS Chancellors must allocate this funding among the three entities to ensure an efficient transition of services and staffing.

FCLA and CCLA have experienced significant budget reductions over the past five years. Therefore, maintaining the current level of funding for the new organization will make it difficult to avoid negatively impacting services, especially in licensing eResources. Typically, eResource costs increase 5% to 8% annually due to inflation. In order simply to maintain the existing level of eResources, the new organization will need to shift funds from its operating budget to cover these cost increases. This funding shift will need to be determined by the Board of Directors based on institutional needs.

In response to the legislative directive for greater cost effectiveness, this plan proposes a 5% shift of the operating appropriations to non-recurring funds in FY 2012-2013 and FY 2013-2014.

Potential areas identified for operating cost reductions over the next three fiscal years include:

- Personnel reductions;
- Use of a single discovery tool;
- Reduced hardware costs;
- Reduced facility costs;
- Use of a single library management system platform

Allowing for incremental cost savings based on combined services and staffing will minimize the risk of service disruption. Overall, compared to current funding amounts for CCLA and FCLA, such an approach will reduce funding by at least \$1.5 million in FY 2014-2015, achieving significant savings to the State of Florida.

Section 10, Proposed Operational Budget, page 62, further discusses the budget and fiscal considerations of this plan.

1.6 Timeline of Activities

Recommendations

- The new organization's official start date should be July 1, 2012
- FCLA and CCLA should continue to exist until June 30, 2013, to allow for a smooth transition of services

July 1, 2012, is the most likely start date of the new organization's official activities in order to allow for the legislative process. In the meantime, the Chancellors' offices must conduct critical activities to build the preliminary foundation of the new organization and to ensure the momentum gained in 2011 continues.

Initial challenges for the first year include establishing operating processes, determining a location and contract institution, and addressing human resource issues. As soon as possible

after submitting this plan, the Chancellors should charter a transition team, led by an Interim Director. The selected Interim Director must be adept at policy-level planning and organization, allowing the current FCLA and CCLA leaders to focus on continuity of services and to plan for services/technology consolidation. The Interim Director will also oversee Requests for Information (RFI) for a discovery tool and next-generation library management system (LMS).

During this initial period, it will be very important for the Interim Director and the transition team to work closely with the two Chancellors or their designees. The Members Council and Board of Directors should be finalized in order to take effect July 1, 2012. Once the Members Council and Board of Directors are solidified, the transition team's activities will decrease over time.

The first order of business for the Board of Directors should be to search for a permanent Executive Director, with a target start date of January 1, 2013. The new Executive Director should then begin focusing on tasks such as formalizing the internal organizational structure, developing position descriptions, establishing policies and procedures, and making staff decisions. Care must be taken to minimize any service disruptions.

FCLA and CCLA will transition their services and technologies to the new organization over its first year. This plan includes a schedule over the next two years for decommissioning the computing and data center resources currently located at FCLA and CCLA that the new organization will not require.

By June 30, 2013, the new organization should be fully operational, with FCLA and CCLA ceasing individual operations.

Section 12, Timeline, page 79, further discusses the expected schedule of activities. This plan and its related milestones must be flexible in order to adapt to unforeseen developments and circumstances.

1.7 Next Steps

Recommendations

- Identify transition team and Interim Director
- Form Members Council and Board of Directors
- Hire permanent Executive Director
- Contract with post-secondary institution
- Determine location

While the Task Force, CCLA, FCLA, and the Chancellors have been able to accomplish a significant amount of work over the past few months, many activities remain. The immediate next steps include:

- Identifying a transition team and an Interim Director;

- Forming the Members Council and Board of Directors;
- Beginning a search for a permanent Executive Director;
- Establishing a contract with a post-secondary institution for administrative services for the new organization;
- Determining a permanent location for the new organization's headquarters, while considering alternative work arrangements for staff, such as telecommuting.

The Task Force would like to thank the Chancellors of the SUS and FCS, as well as the Florida Legislature, for this opportunity to provide recommendations on the future of Florida's automated library services.

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**Task Force for the Future of Academic Libraries in Florida
September 9, 2011**

Task Force Members	
Library Directors/Deans	
Jim Morris, Co-Chair Exec. Director Library and Community Svcs Florida Gateway College	Dr. Shirley Hallblade, Co-Chair Dean of the Library University of North Florida
Lori Driscoll Library Director Gulf Coast State College	Julia Zimmerman Dean of University Libraries Florida State University
Deborah Robinson Director of Libraries Tallahassee Community College	Dr. Kathleen Miller Dean of Library Services Florida Gulf Coast University
Academic Leaders	
Dr. Burt Harres, Jr. Vice President of Instruction and Provost, West Campus Pasco-Hernando Community College	Dr. Joe Glover Provost and Senior Vice President University of Florida
Chief Information Officers	
Doug Guiler Chief Information Officer Lake Sumter Community College	Michael Pearce System Vice President, Information Tech. University of South Florida
Dick Hamann Vice President, Info. Tech. and Resources Seminole State College	Jason Ball Associate Vice President and CIO Florida Atlantic University
Independent Colleges and Universities (ICUF)	
Jonathan Miller , Library Director Rollins College	
K-12	
Ms. Pat Dedicos Duval Public School System	
Department of Education	
Katrina Figgett Library Media Program Specialist	
State Library	
Judi Ring State Librarian	
Public Libraries	
Raymond Santiago , Library Director Miami-Dade Public Library System	
Ex-Officio Members - CCLA and FCLA Directors	
Don Muccino , CCLA Chief Executive Officer	Jim Corey , FCLA Director

**Task Force for the Future of Academic Libraries in Florida
September 9, 2011**

Advisory Groups	
Research Libraries	
Bill Garrison (Lead for Advisory Group) Dean, USF Libraries University of South Florida	Laura Probst Dean of Libraries Florida International University
Julia Zimmerman Dean of University Libraries Florida State University	Barry B. Baker Director of Libraries University of Central Florida
Judy Russell Dean of University Libraries University of Florida	Bill Walker Dean and University Librarian University of Miami
Meredith Babb Director University Press of Florida	
Joint Use Libraries	
Pat Profeta (Lead for Advisory Group) Dean of Learning Resources Indian River State College	Barry Baker Director of Libraries University of Central Florida
Denise English Director, Library Services Lake Sumter Community College	Dr. Bill Miller Dean of Libraries Florida Atlantic University
Janice Henderson Division Director, Research and Learning Resources Services Northwest Florida State College	Bob Dugan Dean of Libraries University of West Florida
Medical and Law School Libraries	
Cecilia Botero (Lead for Advisory Group) Associate Dean of the George A. Smathers Libraries and Director of the Health Science Center Libraries University of Florida	Faye Jones Director and Professor Florida State University
Nadine Dexter Director, Harriet F. Ginsburg, Health Sciences Library and Director, Medical Informatics College of Medicine University of Central Florida	Hannibal Travis Associate Professor of Law and Interim Associate Dean for Information Resources Florida International University
Kaye Robertson Executive Director Health Professions Division Library Assistant Professor, Family Medicine College of Osteopathic Medicine Nova Southeastern University	Phebe Poydras Director of the Law Library and Assistant Professor of Law Florida A&M University

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic & Student Affairs Committee
January 18, 2012**

SUBJECT: Final Report of the Workgroup on the Alignment and Enhancement of Online Academic and Student Support Web Services

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

The State University System (SUS) and the Florida College System (FCS) created a workgroup to review the mission, services, budget, oversight, and underlying technology infrastructure of two key state-supported online student service organizations in order to make recommendations for more effective and efficient operations and to develop an overall plan for an enhanced web services environment that addresses critical state needs for distance learning and student support web services, building on the strengths of both. The two organizations included in the review are the Florida Distance Learning Consortium and the Florida Center for Advising and Academic Support. Both are state-funded, cross-sector student online outreach and support initiatives that provide complementary services to Florida students and educational administrators, primarily at the postsecondary education level.

The workgroup recommends creating a new organization, built upon existing statewide policy and needs, to help current and potential students connect to Florida's postsecondary educational opportunities through a central clearinghouse. Additional recommendations are included in the accompanying executive summary. The full report is available at: <http://www.flbog.org/resources/publications/workgroup.php>.

Supporting Documentation Included: Workgroup Final Report

Facilitators / Presenters: Dr. Nancy McKee

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STATE
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Board of Governors



Workgroup on the Alignment and Enhancement of Online Postsecondary Academic and Student Support Web Services



Final Report
December 22, 2011

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EXECUTIVE SUMMARY

Overview

The State University System (SUS) and the Florida College System (FCS) created the Workgroup on the Alignment and Enhancement of Online Postsecondary Academic and Student Support Web Services in October 2011. This Workgroup was chartered to review the mission, services, and underlying technology infrastructure of two key state-supported online student service organizations. The two organizations to be included in the review were the Florida Distance Learning Consortium (FDLC) and the Florida Center for Advising and Academic Support (FCAAS). Both organizations are state-funded, cross-sector, student online outreach and support initiatives that provide complementary services to Florida students and educational administrators, primarily at the postsecondary education level. In addition, both organizations support statewide and national legislative policy, coordination, and institutional advocacy.

The Workgroup was charged with reviewing these two organizations, identifying changes, and developing a plan to include:

- Recommendations regarding mission, scope of services, technology support, potential enhancements, and institutional engagement
- Opportunities for operational efficiencies and effectiveness
- The current services-based budget for both organizations
- A strategy for an enhanced web services environment that addresses critical state needs for distance learning and student support web services, building on the strengths of both organizations

Recommendations

- Create a new organization, built upon existing statewide policy and needs, to help current and potential students connect to Florida's postsecondary educational opportunities through a central clearinghouse
- Eliminate services no longer needed by the institutions to obtain cost savings and operational efficiencies
- Reduce time to degree, increase number of degrees awarded, and support returning students
- Further examine the long-term fit of the new organization with the new postsecondary library organization to leverage resources

Recommendations

After reviewing the services, missions, structures, and budgets of the two organizations, the Workgroup puts forth the following recommendations.

Vision for a New Organization

Rather than merging the two existing organizations, the Workgroup recommends creating a new organization, built upon existing staff, statewide policy, and needs. Because access to higher education means access to improved employment opportunities and income, the focus of this organization should be on helping students and potential students connect to Florida's educational opportunities through a central clearinghouse.

Through innovative one-stop access to programs, resources, and services, this new organization will help Florida solve its current challenges of high unemployment and low fiscal

revenues. The new organization will provide the expertise to communicate in an electronic medium with a single voice as well as a professional, contemporary look and feel. The future of higher education in Florida is dependent on how well the state is able to meet the needs of digitally savvy students while also attending to the needs of mature, working adults attempting to reenter higher education to complete degrees started years ago.

For more details, please see the section titled Vision, on page 28.

Service Recommendations

With the focus on becoming the primary online web clearinghouse of information on the offerings of the postsecondary institutions in Florida, the new organization should offer services that will enable Florida's colleges and universities to:

- Reduce time to degree
- Increase number of degrees awarded
- Support returning students

In addition, metrics must be collected to measure the organization's performance against these objectives listed above. The new organization must have clear accountability to the institutions and students it services to ensure its effectiveness and value.

Services to be offered by the new organization include:

- Providing information on all degree and certificate programs and courses, including traditional, online, and blended
- Assisting students in transferring between institutions, including transcript audits
- Easing the process for students enrolling in courses at multiple institutions (transient students)
- Providing information to students who have "stopped out" to finish their degree

- Providing linkages to institutional information such as admissions applications

For more details, please see the section titled Services by Target Group, on page 31.

The Workgroup recommends the elimination of the following services:

- Provide hosting services for LMS hosting (Desire to Learn)
- Provide a place for postsecondary students to create and store career portfolios
- Conduct various statewide campaigns to promote postsecondary education
- Help students determine if they are ready for distance learning
- Listing faculty interested in teaching distance learning courses

In addition, the Workgroup recommends the following two services be reexamined:

- The Orange Grove learning object repository
- The Orange Grove Text Plus initiative

Governance Recommendations

The new organization should have a governance structure that strengthens the linkage of services provided to those desired by the institutions it serves. Therefore, the institutions should have a key role in the new organization. This involvement will help to prevent duplication of services, as well as ensure the organization retains its focus.

In addition, the new organization should be accountable to the Chancellors of the State University and Florida College systems. There should be clear lines of authority, communication, and reporting to ensure the organization stays focused on those initiatives with critical statewide importance.

The new vision should initially be led by an Interim Director and be subsequently led by a single Executive Director. A long-term, statewide

strategy could include moving the new organization as part of the new unified library organization being created from the merger of the College Center for Library Automation and the Florida Center for Library Automation. A single structure with multiple units would allow for the leveraging of technological and personnel resources, as well as ensure all services are provided by the entity best equipped and suited for it.

For more details, please see the section titled Governance, on page 42.

Funding Recommendations

To allow the organization time to phase out services and leverage resources, the new organization should be initially funded by the Legislature at the current levels of FDLC and FCAAS. As the existing organizations and services are combined, cost savings through operational efficiencies should be directed to the overall new vision. A one-time allocation of state funding may be required to accelerate the development of this vision. The exact allocation of funding will require more in-depth analysis of

the new vision and clearinghouse by the Executive Director and the institutions supported. This investment must contribute to the State’s goal of awarding 800,000 Baccalaureate degrees by 2020.

The Workgroup recommends discussions among the Chancellors, the Legislature, and the Commissioner of Education to determine the future of the K-12 services and to provide a sufficient funding stream to continue these services, if they are deemed to be of value. Efforts should also be made to include the Independent Colleges and Universities of Florida (ICUF) in all efforts possible.

For more details, please see the section titled Funding Strategies, on page 46.

Transitional Timeline

The following depicts a high-level timeline for the transition into the new organization. For more details, please see the section titled Transitional Timeline, on page 47.

Phase 0: January 1 - June 30, 2012	Phase 1: July 1, 2012 - June 30, 2013	Phase 2: July 1, 2013 - June 30, 2014 (Year 2)
<ul style="list-style-type: none"> • Obtain necessary approvals on plan • Appoint Interim Executive Director • Initiate consolidation of staff and services of current organizations • Initiate elimination of services no longer needed • Initiate researching new services to offer via the web clearinghouse • Initiate hiring of Executive Director 	<ul style="list-style-type: none"> • New organization officially begins on July 1, 2012 • Alignment of staff, structure, and services occurs • Operational efficiencies are obtained • New clearinghouse is implemented 	<ul style="list-style-type: none"> • Eliminate any existing services or technologies from the original organizations • Expand scope of new clearinghouse services

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 18, 2012**

SUBJECT: Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Dr. Maribeth Ehasz, Chair of the State University System Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses.

Governor Michael Long, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2012.

Supporting Documentation Included:

None

Facilitators / Presenters:

Dr. Maribeth Ehasz, Chair, SUS Council
for Student Affairs
Governor Michael Long

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 18, 2012**

SUBJECT: 2012 Academic Program Coordination Project

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Governor Duncan will review plans for the Academic Program Coordination Project for 2012 as described in the recently adopted Board of Governors Regulation 8.004, Academic Program Coordination. The program review process will occur in collaboration with the State University System Council of Academic Vice Presidents.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Ann Duncan

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
January 18, 2012**

SUBJECT: Adult Degree Completion Pilot Project

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Initiated at the suggestion of Governor Duncan, the Adult Degree Completion Pilot project team has been drafting a plan to implement a cooperative pilot program for the State University System. The pilot will initially target individuals who stopped out of a state university with more than 60 credits but no degree. The initial workgroup which consisted primarily of staff from the University of South Florida (USF) and the University of West Florida (UWF) has now been joined by staff from Florida A&M University, the University of North Florida, the University of Florida, and Florida International University.

The plan is to initiate the pilot using an existing baccalaureate program at USF and a program that has been under development at UWF. Concentrations will be created under these two programs that are aligned with state workforce needs, and the courses will be primarily online. Should they then choose to do so; other university members will be able to provide courses toward concentrations in which they have faculty expertise, or courses leading to specific certificates that can be imbedded into a concentration.

Supporting Documentation Included: None

Facilitators / Presenters: Dr. Pamela Northrup, UWF

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Strategic Planning Committee
Studio, Broadcast Center, WFSU
Florida State University
1600 Red Barber Plaza
Tallahassee, Florida 32319
January 18, 2012
4:00 p.m. - 5:00 p.m.

Chair: Frank Martin; Vice-Chair: John Rood
Members: Colson, Frost, Hosseini, Perez, Yost

1. Call to Order and Opening Remarks Governor Frank T. Martin, Chair
2. Approval of **Committee Minutes:** Governor Martin
November 9, 2011
3. **State University System 2010-2011** **Dr. R.E. LeMon**
Annual Accountability Report *Associate Vice Chancellor,*
Academic and Student Affairs
Board of Governors
Mr. Jason Jones
Director, Institutional Research
Board of Governors
4. Concluding Remarks and Adjournment Governor Martin

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 18, 2012**

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

PROPOSED COMMITTEE ACTION

Approval of Minutes of the meeting held on November 9, 2011, at Florida Atlantic University, Boca Raton.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

The Minutes of the meetings held on November 9, 2011, at Florida Atlantic University, Boca Raton, are submitted for review and approval.

Supporting Documentation Included: Minutes: November 9, 2011

Facilitators/Presenters: Chair Frank Martin

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
STRATEGIC PLANNING COMMITTEE
PREMIER CLUB, FAU STADIUM
FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA
NOVEMBER 9, 2011

Mr. Martin convened the meeting of the Strategic Planning Committee of the Board of Governors at 2:00 p.m., in the Premier Club, FAU Stadium, Florida Atlantic University, Boca Raton, November 9, 2011, with the following members present: John Rood, Vice Chair; Dean Colson; Pat Frost; Mori Hosseini; Tico Perez; and Dr. Rick Yost. Other Board members present were Dick Beard, Chris Corr, Ann Duncan, Michael Long, Ava Parker, Gus Stavros, John Temple, and Norm Tripp.

Mr. Martin thanked the members of the Committee and the other members of the Board for their attendance. He said the Committee had a full agenda.

1. Approval of Minutes of the Meetings of the Strategic Planning Committee held August 26, 2011, and September 14-15, 2011

Dr. Yost moved that the Committee approve the Minutes of the Meeting of the Strategic Planning Committee held August 26, 2011, as presented. Mrs. Frost seconded the motion, and members of the Committee concurred.

Mr. Hosseini asked Dr. Marshall Goodman for a clarification of a statement he had made at the September meeting that private donors would fund the residence hall and the Wellness Center on the USF Polytechnic campus. Dr. Goodman corrected that statement noting that private donors had raised \$11.5 million for the Wellness Center and that the residence hall would be funded by private donors and by public funds. Mr. Hosseini moved that the Committee approve the Minutes of the Meeting of the Strategic Planning Committee held September 14-15, 2011, as corrected. Mr. Beard seconded the motion, and members of the Committee concurred.

2. Board of Governors' Strategic Plan for the State University System of Florida: 2012-2025

Mr. Martin said the draft Strategic Plan followed the outline that had been developed by the Committee during meetings that began last March, when Dr. Dottie Minear had presented national data on Florida's performance and rankings on degrees and graduates, and the Committee had discussed challenges facing the System. He said that he and Mr. Rood, the Vice Chair, had met in April to agree on the strategic

planning period and to begin to outline the critical components of a System Plan. In June, he said the Committee had met by conference call to agree on an outline for the plan. At the regular June meeting, the Committee had discussed a vision and priorities for the System. At the August meeting, mission and vision statements for the SUS were crafted. In September, the Committee had agreed on three critical areas of emphasis: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. He noted that this work followed the process that had been developed with University Work Plans and the System's Annual Report, both of which were designed to inform institutional and System-level strategic planning.

Mr. Martin said that at his direction, staff had drafted a concise Plan that recognized the challenges the System and State would face during 2012-2025, identified priorities for the state universities, and laid out clear and focused goals for the System along with performance indicators that would allow the Board to monitor progress toward the goals. He noted that the Plan was not a finished product - that it provided an outline of principles and priorities for the Board to use as it addressed the System challenges in coming years. He commented that the Plan would guide the work of the Board and that it would evolve as the Board's goals and metrics were refined.

Mr. Martin noted that Board committees were already working on projects that addressed critical issues, i.e., funding, facilities needs, and academic program coordination. He said the Strategic Plan would continue to build out as the Board responded to System challenges. He said he hoped the Committee would act on the draft Strategic Plan, and move the Plan forward to the Board for action.

Dr. Jon Rogers explained that the State University System was facing significant challenges. He said the Strategic Plan provided a clear and positive message from this Board. The Plan stated the priorities of the Board in four areas: appropriate and predictable funding; an efficient structure for higher education; greater program coordination; and a concern about facilities funding. He said the leadership of this Board was prepared to face the challenges and continued to work with the universities as it developed the goals and the metrics. He noted that they had developed the nine directional goals and the 28 performance indicators for 2025 at the September Committee meeting. He emphasized that the process was ongoing, and that the Plan provided a structure for the System moving forward. Mr. Jason Jones provided the Committee with an overview of the performance indicators as they related to the tripartite mission of the universities: Teaching and Learning, Research, Scholarship, and Innovation, and Community and Business Engagement.

Ms. Duncan inquired about wages or job indicators. Dr. Rogers said that staff would work with university representatives to develop appropriate measures.

Chancellor Brogan said that the office continued to exchange data with the Governor's Office on issues related to tying degrees to the workplace. He said the staff

continued to refine the data collection process. He thanked Mr. Martin for his leadership of this process.

Mr. Colson moved that the Committee approve the draft Strategic Plan, and forward it to the full Board for its approval. Mr. Hosseini seconded the motion, and members of the Committee concurred.

Mr. Martin thanked the Board staff for their work, especially Dr. Minear. He also thanked all the university staff who had worked with the Board in developing the Strategic Plan.

2. Dental Education, University Proposals

Mr. Martin said that over the past several months the Committee had heard presentations on dental education. Following the university presentations at the September meeting, the Committee had directed the universities to go back and consider whether a different, collaborative arrangement could be agreed upon between the institutions. He said at this meeting, the Committee had one proposal, a collaborative proposal from Florida A & M University and the University of Florida.

Chancellor Brogan thanked the Presidents for their work on these proposals. He said the FAMU/UF proposal was very interesting. He noted that the Committee had explored the issues of dental services and dental education in Florida. He said they knew of the need to increase the numbers of minority dentists in the state and about exploring opportunities for low income and rural students. He said the Committee had also heard about UF's rural outreach clinics. He commented that the FAMU/UF proposal addressed the need to increase the number of minority dentists and the training of dentists to practice in rural Florida. He said FAMU proposed to put in place a special program to create a pipeline of students for the UF College of Dentistry.

Chancellor Brogan said that he had met a number of times with Secretary Farmer of the Florida Department of Health to discuss a proposed Memorandum of Understanding. He said the Board wanted the ability to approach the Legislature to support programs already in place and funding support for dental graduates who wanted to practice in rural areas. He said that as more opportunities became available in rural areas, these might be attractive to students. He noted that one problem was the low rate of Medicaid reimbursement; if the state could address that, it might be an incentive to practice in these areas.

President Machen said the FAMU/UF proposal addressed both the need to increase the number of minority dentists and to increase access to dentists in rural areas. President Ammons reported that at the request of the Committee, he had met with President Machen and they had agreed to develop a collaborative proposal. He explained the goals of the collaboration: increase access to dental school for well-

qualified, socially and economically disadvantaged students; expand DMD student enrollment at the UF College of Dentistry; and increase the number of students in community clinic rotations. He said FAMU would begin a program to attract high school students with interests in health care and health professional programs, as well as introducing honors students to STEM fields. He said UF planned to institute enhanced summer programs in the College of Dentistry to introduce undergraduate students to its programs and its research activities. He said they planned for a cohort of 20 FAMU students who would participate in summer learning and enrichment programs at UF. He said they hoped to enhance enrollment in the UF College of Dentistry with intense preparation during the FAMU undergraduate years. He thanked the Board for encouraging this collaboration that would address the oral health care needs in Florida. He also thanked President Machen and Dean Teresa Dolan for their efforts.

Dr. Ammons said that the budget request was for \$1.6 million in recurring funds to cover personnel and operating expenses. He said this would pay for additional faculty, counselors and recruiters and cover certain expenses for students, including summer housing for students in residence at UF.

Dean Dolan said that they had listened to the Committee's comments in September and had brought forward a new cost-effective approach. She said she supported the BOG-MOU with the Department of Health, noting that Florida was one of a few states without loan repayment forgiveness. She said the FAMU/UF proposal would expand the summer learning program from 20 to 40 students per year. She said UF would collaborate in developing the FAMU student pipeline and would expand UF dental enrollment by 12 students per year. She said she was requesting \$660,000 for recurring support and to renovate classroom and clinical space. She said that to address the goal of improving access to dental care, UF would assign additional DMD students to community-based clinical rotations, targeting underserved communities.

Mr. Perez said that as he understood the proposed budget, to achieve the additional 48 dentists over a period of four years would cost a total of \$6 million. He said this translated into a cost of over \$0.5 million in state funds to graduate one dentist. President Machen responded that if the state could not afford the cost, it should say so. He said the Board had never said that you could not spend a certain amount of money to achieve a specific result. He noted that UF did not have a pool of minority candidates for the dental program. He said the proposal with FAMU and the loan forgiveness package, with a yield of 12 new dentists each year, would cost \$6 million in recurring funds. Dean Dolan added that the costs were not just to produce dentists; the proposal included a number of new programs at FAMU, e.g., an academic enrichment program, an honors program, a post-baccalaureate program. Dr. Yost commented that there was a much larger cohort, not just 12 new dentists a year, who would benefit from the cluster of programs.

Mr. Rood inquired whether the \$500,000 cost was consistent with current costs for dental education. Dr. Dolan said this was not a cost per student calculation. Mr. Rood inquired about the current cost to educate a dental student. Dr. Dolan estimated the state investment was between \$60,000 to \$70,000 per student per year. Mr. Rood also inquired about assigning students to community-based clinics. Dr. Dolan responded that these rotations were for about six weeks.

Mr. Temple said this proposal demonstrated considerable progress from the earlier proposals. He said he still viewed this as a public health issue, with recurring costs to the state of \$1.6 million.

Mrs. Frost added her congratulations on the collaborative proposal. She said she agreed that many trained dentists moved out of Florida. She said many states, including Florida, required dentists to pass a state exam to practice in the state. She suggested that the Board might be interested in seeking a change to this statutory requirement.

Dr. Dolan said that licensure had changed. Last Session, legislation passed creating a Health Access License, so that if someone were licensed out of state, if they came to Florida to practice in a public clinic, they might do so without taking a licensing exam.. She said the exam was given by a national examining body. She added that the recurring annual costs of \$660,000 per year for 12 additional students, over a four year period, would add up to about \$50,000 to \$60,000 state cost per student per year.

Mr. Colson said this was an exciting proposal. He said he liked the partner opportunities.

Ms. Duncan asked for additional explanation of the post-baccalaureate program. Dr. Ammons said this would be a very structured science program for students who did not achieve the scores necessary to enter a graduate or professional health sciences program. He said this was not unusual for schools with medical or dental schools. Ms. Duncan inquired about the results of this additional instruction. Dr. Howard Bailit, the consultant who had assisted FAMU with its original proposal, said these post-baccalaureate programs were very promising.

Mr. Hosseini also congratulated both Presidents on the collaborative proposal. He inquired about the partners President Ammons had discussed in September. Dr. Ammons said the original proposal included assumptions about jobs to be created in Tallahassee, including faculty and staff. He said with this new approach, he would have to go back to those partners. He said he thought they would support the revised proposal, but he could not be sure about the full \$10 million commitment he had discussed in September.

Mr. Hosseini also inquired about the 12 additional students. Dr. Ammons said this had to do with equipment and expanded faculty. He said this also limited the amount of needed renovations. He added that dental education was expensive in the third and fourth years, where there was a ratio of three to four students per faculty member.

Mr. Hosseini also commented on the location of dentists. He noted that there seemed to be shortages in the specialty areas. He inquired whether they had considered specialty degrees. Dr. Dolan responded that 80 percent of dentists were general practitioners. She said UF offered a robust array of advanced programs, and that they would expand these offerings modestly without requesting additional funding. She said the greatest demand was for access to the entry-level dental education program.

Mr. Hosseini said he was also troubled by the proposed additional costs. Dr. Dolan explained that the funds to expand DMD enrollment, \$660,000, should be divided by the student headcount for that year. President Ammons said the \$1.6 million would fund about 50 students per year as well as the middle and high school students who would participate in the three additional programs.

Dr. Yost said he was also impressed by the collaborative proposal and the responsiveness to the comments made by the Committee in September. He said he would hate to lose track of this excellent proposal because of concerns over the funding.

Mr. Tripp also commended the presidents on the collaborative proposal. He said the Committee should not forget the health care problems in rural areas. He said the lack of dental care cost the state a great deal of money. He said the Committee should figure out how best to proceed as the proposal had value. He said there might be other partners, such as the Legislature and the Department of Health. He said he did not find the budget numbers to be unreasonable and the Committee should work to get the needed funds.

Mr. Martin inquired whether the proposal was time sensitive. He suggested that the universities continue to work with staff and gain further clarity as to the costs. President Ammons said they had figured the costs to support disadvantaged students from middle school to dental school. He said they had also looked at costs for programs in math and science preparation and at faculty costs.

President Machen said he was not sure about the direction from the Committee. He said he needed further direction before spending more time developing the proposal.

Chancellor Brogan suggested that if the Committee was supportive of the proposal, the universities should come back in January with additional information as to the cost figures.

Mr. Hosseini said that the Committee agreed that this was a great project. He moved that the Committee approve the concept, and that the universities go back and clarify the costs and the partnerships, and bring this proposal back to the Committee for further review and consideration. Mr. Rood seconded the motion.

Ms. Parker inquired whether there was any way to implement this proposal over time.

Mr. Perez said he could support the "concept," but that he was still concerned about the costs to graduate 12 new dentists. He said he had heard earlier in the discussions that the state did not need more dentists. He inquired about the demographic breakdown of UF dental students. Dr. Dolan responded that UF was third nationally in the number of Hispanic students and 17th in the number of African-American students.

Members of the Committee concurred in the motion, with Mrs. Frost and Mr. Temple voting no.

3. University of South Florida Polytechnic Business Plan for Becoming an Independent Institution

Mr. Martin said the Committee had heard an extensive presentation from representatives of USF Polytechnic at the September meeting. Mr. Hosseini moved that the Committee move consideration of the USF Polytechnic Business Plan forward for consideration by the full Board. Mr. Temple seconded the motion, and members of the Committee concurred.

4. Adjournment

There being no further business, the meeting adjourned at 3:20 p. m., November 9, 2011.

Frank T. Martin, Chair

Mary-Anne Bestebreurtje,
Corporate Secretary

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 18, 2012

SUBJECT: State University System 2010-11 Annual Accountability Report

PROPOSED ACTION

Approve the State University System 2010-2011 Annual Accountability Report.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2010-11 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors 2005-13 Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiencies metrics and activities.

For purposes of easier access to specific information, the 2010-11 Report has been considerably reformatted from previous reporting. This year's Report is broken out into 13 discrete reports: an overall System Report, a report on specific areas per statutory requirement, and one report for each of the 11 institutions of the State University System.

The System Report's Executive Summary includes a series of dashboard metrics, followed by narrative, tables, and charts providing data on institutional and System performance in key metric areas. This year's version of the Introduction represents the first time that Board members can assess metrics on the performance of all institutions on particular metrics in a single place within the reporting structure.

Individual university reports can be accessed through the following links:

http://www.flbog.org/about/_doc/budget/FAMU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/FAU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/FGCU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/FIU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/FSU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/NCF_2010-11_Annual_Report_FINAL.pdf
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http://www.flbog.org/about/_doc/budget/UNF_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/USF_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/UWF_2010-11_Annual_Report_FINAL.pdf

Board staff will make a brief presentation with regard to key metrics in the 2010 Annual Accountability Report. The presentation will demonstrate that the State University System is making progress on virtually all key performance indicators.

Supporting Documentation Included: State University System 2010-2011 Annual Report

Facilitators/Presenters: R.E. LeMon, Jason Jones



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Studio, Broadcast Center, WFSU
Florida State University
1600 Red Barber Plaza
Tallahassee, Florida 32310

January 19, 2012, Upon Adjournment of Previous Meetings

1. Call to Order and **Chair's Report**: *Chair Dean Colson*103

2. Approval of **Meeting Minutes**:105
 - **Board of Governors, November 9-10, 2011**
 - **Board of Governors Foundation, Inc., November 10, 2011**

3. **Chancellor's Report**: *Chancellor Frank T. Brogan*153

4. **Higher Education Coordinating Council Report**: *Chancellor Brogan*155

5. **SUS Economic Impact Study**:233
 - Julie Harrington, Ph.D., Director, Center for Economic Forecasting and Analysis, FSU*
 - Alan W. Hodges, Ph.D., Extension Scientist and Director, Economic Impact Analysis Program, UF*

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6. **Facilities Committee Report: Governor Dick Beard.....235**
Action:
- A. **Resolution of the Board of Governors Authorizing the Division of Bond Finance of the State Board of Administration of Florida to Issue Debt on behalf of the University of Florida to Finance the Construction of a Student Residence on the Main Campus, UF**
 - B. **Resolution of the Board of Governors Incorporating Additional Housing Facilities into the Housing System, UCF**
7. **Academic and Student Affairs Committee Report: Governor Ann Duncan.....241**
Action:
- A. **Amended Board Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities (Aligns regulation with 2011 statutory changes to Sections 1007.264 and 1007.265, FS)**
 - B. **Amended Board Regulation 8.016, Academic Learning Compacts (Amendments clarify the process related to student learning outcomes assessment)**
 - C. **Ph.D., Environmental Engineering, USF**
 - D. **Ph.D., Biomedical Sciences, FIU**
- Consent:**
- E. **Removal, Limited Access Status, B.S., Geomatics, UF**
 - F. **Limited Access Status, B.S., Biomedical Engineering, UF**
 - G. **B.S., Biomedical Engineering, UF, to exceed 120 credit hours to degree**
 - H. **B.S., Elementary Education, Specialization - Elementary Education/ESOL/Reading, UWF, to exceed 120 credit hours to degree**
 - I. **B.S., Exceptional Student Education, Specialization - Student/Elementary Education/ESOL/Reading, UWF, to exceed 120 credit hours to degree**
 - J. **B.A., Liberal Arts and Sciences, New College of Florida, to exceed 120 credit hours to degree**
8. **Strategic Planning Committee Report: Governor Frank Martin271**
Action:
2010-2011 Annual Accountability Report
9. **Select Committee on USF Polytechnic: Governor Mori Hosseini**

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10. **Trustee Nominating Committee Report:** *Governor Mori Hosseini*

11. **Concluding Remarks and Adjournment:** *Chair Dean Colson*

(N.B.: As to any item identified as a “Consent” item, any Board member may request that such an item be removed from the consent agenda for individual consideration.)

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012

SUBJECT: Chair's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

The Chair, Dean Colson, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Dean Colson

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Approval of Minutes of Meetings held November 10, 2011

PROPOSED BOARD ACTION

Approval of Minutes of the meeting held on November 10, 2011, at Florida Atlantic University, Boca Raton; and Minutes of Meeting of the Florida Board of Governors Foundation, Inc., on November 10, 2011, at Florida Atlantic University, Boca Raton.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

Board members will review and approve the Minutes of the Meeting held November 10, 2011, at Florida Atlantic University, Boca Raton; and the Minutes of Meeting of the Florida Board of Governors Foundation, Inc., on November 10, 2011, at Florida Atlantic University, Boca Raton.

Supporting Documentation Included: Minutes: Board and Board Foundation,
November 10, 2011

Facilitators/Presenters: Chair Dean Colson

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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA ATLANTIC UNIVERSITY
PREMIER CLUB LEVEL, FAU STADIUM
BOCA RATON, FLORIDA
NOVEMBER 9-10, 2011

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Appendix

1. Senator Mike Fasano, Letter to Chancellor Brogan,
November 8, 2011
2. Senator Paula Dockery, Letter to Chairwoman Parker, Board of
Governors members and Chancellor Brogan, November 9, 2011

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA ATLANTIC UNIVERSITY
PREMIER CLUB LEVEL, FAU STADIUM
BOCA RATON, FLORIDA
NOVEMBER 9-10, 2011

The Chair, Ava L. Parker, convened the meeting of the Board of Governors, State University System of Florida, in the Premier Club Level, FAU Stadium, Florida Atlantic University, Boca Raton, Florida, November 9, 2011, at 3:30 p.m., with the following members present: Dean Colson, Vice Chair; Dick Beard; Chris Corr; Ann Duncan; Pat Frost; Mori Hosseini; Michael Long; Frank Martin; Tico Perez; John Rood; Gus Stavros; John Temple; Norman Tripp; and Dr. Rick Yost. Commissioner Gerard Robinson participated by telephone conference call.

1. Call to Order and Opening Remarks

Ms. Parker expressed her special thanks to President Saunders and her staff for hosting this Board meeting. She said it was special to meet in the stadium the Board had approved several years earlier.

President Saunders welcomed members of the Board and all her university colleagues. She said she was pleased for them to experience the new stadium. She said she was pleased to report that earlier in the day, she had signed a consortium agreement with five area hospitals creating 200-300 new residencies. She said she had also signed a pipeline agreement for FAMU students to be admitted to FAU's medical school. She noted that this was also a celebratory year for FAU which had been established 50 years ago.

Mr. Hosseini thanked and congratulated President Saunders and Mr. Bob Stilley, Chair of the FAU Board of Trustees. He said they had advised the Board that they would be successful in adding medical residencies in area hospitals, at the time the Board had approved the FAU College of Medicine. He said they had delivered on that promise to keep medical graduates in Florida through additional area residencies.

Ms. Parker welcomed Mr. Chris Corr to the Board. She noted that he was a successful businessman in Jacksonville in real estate development and a former member of the Legislature. She also recognized Mr. Randy Hanna, who had just been named as the next Chancellor of the Florida College System. Mr. Tripp commented that he had worked with Mr. Hanna when both had served as members of the State Board of Community Colleges. Ms. Parker also welcomed university trustees who were

attending the meeting, including trustees from FAU, USF and UF. She said she hoped the trustees benefited from the commitment of this Board to work collaboratively with them.

2. University of South Florida Polytechnic Business Plan for Becoming an Independent Institution

Ms. Parker said that the Strategic Planning Committee had forwarded consideration of the USF Polytechnic Business Plan to the full Board. She said that before the Board began this discussion, they needed to address a prior Board action taken in 2007.

Mr. Tripp said that in 2007, the Board had voted to limit any new institution that might be approved to offer baccalaureate degrees only. He moved that the Board amend the prior action to allow the Board to consider the Polytechnic Business Plan based on the fact that it currently offered graduate degree programs and intended, if approved, to implement additional STEM graduate degree programs, as outlined in the Business Plan. He added that this was in line with the specific goal in the new Strategic Plan to increase the number of STEM degrees awarded. He said that prior to considering any other proposed institution, the Board should continue to refine the process used in evaluating further expansion of the System. Mr. Colson seconded the motion.

Mr. Temple said he was opposed. He said the Board had spent years developing its Strategic Plan, including spending members' personal funds. He said this was the wrong time to address this issue. He requested that the Board defer this action until he had offered his comments

There were no further comments. The motion carried, with Mr. Temple voting no.

Ms. Parker explained the order of the presentations on the Polytechnic Business Plan, as follows: President Genshaft; John Ramil, Chair, USF Board of Trustees; Dr. Marshall Goodman, Chancellor, USF Polytechnic; elected officials, including Senator Don Gaetz and Senator J.D. Alexander; Board members, Dr. Rick Yost and Michael Long, to report on faculty and student opinion. She asked members to hold their questions until after all the presentations.

President Genshaft said that seated in the audience were students from all USF campuses. She said that the USF System was performing remarkably well. She reported that the four institutions were working together to respond to area and state needs for economic development and to offer a first class education. She said that students, faculty and alumni had a strong interest in keeping the USF System intact.

She said this was not the right time for this drastic change, economically, educationally or practically. She said that USF had a proven record as a national leader in building and operating regional campuses. She noted that USF's regional campuses offered students access to a first-rate degree from a top tier institution. She said the System was able to leverage costs through cost-sharing across the System. She said the USF System had a top Moody's bond rating, which would not be the case for a stand-alone campus. She said she wanted each campus to be the best it could be with the authority to create degree programs locally which could best meet the needs of its host community. She said the USF System was working well.

Dr. Genshaft said USF Polytechnic was created by a statute passed in 2008, which established that the Lakeland Campus of USF would be known as USF Polytechnic. She said that before 2008 and in the years since, USF had set out to build and support the youngest regional campus in the USF System, as it had done with the other regional campuses. She said she had read with interest and concern the comments insinuating that the USF Board of Trustees had failed to properly prioritize the development of USF Polytechnic within the USF System. She said she wanted to set the record straight that USF had developed the polytechnic concept for this campus with the generosity of the state and the ability to hire the faculty to create the polytechnic programs. She said the campus had its own search processes for new faculty. She said the mission was to be a campus of USF to focus primarily on the unique STEM disciplines and technologies. She said the campus mission was to best fit the needs of the area in which it was located. She said her personal mantra was that the regional campuses should meet the economic and educational needs of the region and the state. She reported that the USF Board had submitted to this Board in June 2010, at the request of USF Polytechnic, the campus intent to offer 14 new degree programs. She said there was a request in October 2011 for three additional new degree programs to be submitted to the Board of Governors. She said the USF Board had not acted as a barrier, and had passed those programs to this Board. She said she would like to see action on the degree programs already approved for USF Polytechnic. She said she would attribute the delays in implementation to growing pains, not to barriers by USF.

President Genshaft said that USF had shown its commitment to USF Polytechnic in the early 2000's in its request for funding for the joint-use facility with Polk Community College, a facility which had been built at USF Lakeland. She noted that USF had guided the open bid process for the land donation for a new USF Polytechnic campus. She said that the University had included PECO funding requests for the past seven years for construction of the first facility at the USF Polytechnic campus. She said that during these same years, the USF System had been funded for only one other new facility. She said USF's commitment to the development of this campus was beyond a doubt and that USF could not reasonably be accused of holding back its growth.

She said the Business Plan was a plan for a new state university which would include a full complement of programs, undergraduate through doctoral, and 20 planned facilities to be constructed. She said the plan also envisioned a full NCAA athletics program as well as the full cohort of university administrative services. She said it took time to develop such a robust university. She spoke about the development of the campuses USF Polytechnic had identified as its peers. Arizona State had opened its Poly campus in 1966 with 1000 students and eight degree programs. In July 2005, its name was changed to ASU Polytechnic to reflect better its mission. In Fall 2011, there were almost 10,000 students in a variety of degree programs. She said that Cal Polytechnic Pomona opened in 1938 with 110 students; it achieved university status in 1972. There were currently 21,000 students enrolled. She said that Cal State Polytechnic University in San Luis Obispo opened in 1937. She said that in 2010, it had 18,000 students.

Dr. Genshaft said that the Rensselaer Polytechnic Institute was established in 1824. She noted that the Georgia Institute of Technology was accredited after four years as a college in 1970, and separated from Georgia State as Georgia Tech, a separate university, in 1980. In Wisconsin, she said that Wisconsin Stout began in 1955; it became Stout State in 1964; and was designated as the Polytechnic campus in 2007. Dr. Genshaft said she provided this as background, and noted that USF Polytechnic had only carried this name for three years.

President Genshaft asked that the Board reaffirm the mission of this campus as the USF Polytechnic campus of USF. She said that as a part of the present USF System, the campus would continue to address regional needs, with programs rooted in the STEM disciplines and applied technology, serving the niche needs of the community. She said she had every intention to create a successful institution. She said that most important, USF needed final resolution of the issue; further delays would only divide the University. She requested that the Board not leave this in doubt. She reported that Polk County business people, community leaders, and elected officials had asked USF to stay in the community. She said promises had been made to the region and to the regional students, and she was confident that USF could deliver the STEM degrees to Polk County and the area.

Mr. Ramil said that the USF Board of Trustees supported President Genshaft's remarks. He said the issue of USF Polytechnic separation had been thoroughly and actively discussed at the last USF Board of Trustees meeting. He said the USF Board agreed that students and faculty of the region and citizens of Florida would be best served by USF Polytechnic remaining a part of the USF System. He noted that USF was the only university whose regional campuses had separate budget autonomy. He said this had worked well until the past several months. He said the current environment of uncertainty was not sustainable, with the unclear direction whether as a part of the USF System or a stand-alone institution. He noted that the USF Board looked forward to

continuing to develop USF Polytechnic as a part of the USF System and that this Board should make this decision firmly. He said that if the Board made another decision, that should be firm as well. He said that it had only been three years since USF Polytechnic had aggressively proposed the polytechnic mission. He said he hoped the campus would blossom as the other regional campuses had. He said it was admirable that Polk County officials wanted their own state university, but this should not be the determining factor as to what should happen. He said his Board was frustrated that USF Polytechnic felt it should be a separate campus to be all it could be. He said that the USF Board was concerned about the reality of the proposal, its vision for student and faculty recruitment, and that it viewed the vision as a stretch, even a risk. He said the USF Board asked this Board to keep the USF System intact. He said the USF Board remained committed to develop the Polytechnic campus with the same success as the Sarasota-Manatee campus. He suggested that the Board develop a series of strategies and options and decide the best course of action.

Dr. Goodman said he appreciated the opportunity to address the Board. He reiterated the importance of the STEM programs for the state to be developed at USF Polytechnic. He advised the Board that he had held three half-day retreats on the campus to inform the campus about the process. He said he had also held a number of open forums with students, faculty and staff. He said he had also met with outside groups. He said he had asked current and former university presidents to review the Plan, people who had experience running this type of university. He said that Dr. Warren Baker, who had served 31 years as President of California Polytechnic at San Luis Obispo, had said USF Polytechnic's focused approach was a cost-effective model, with a curriculum tailored to social and technology issues, and a grasp of getting students jobs upon graduation. He had commented that the comprehensive range of courses captured the essential elements to be addressed by a polytechnic institution.

Dr. Goodman said that USF Polytechnic had sufficient funding to start and grow this university. He said they had been appropriated \$32.9 million for the 2011-2012 fiscal year, of which \$11.4 million was for program not moving forward until they had SACS accreditation. He said they also had \$14.9 million in carry-forward cash balances, a total of \$26.3 million to develop academic programs for Phase 1 and beyond. He said the bottom line continued to improve over the following five years, 2012-2016, revenues, expenses and cash balances.

Dr. Goodman also explained the expected growth in FTE. He said that as the Polytechnic added programs, there were conservative growth projections, until 2020 when the proposed curriculum was fully in place. He noted that nationwide, there were estimates that 100,000 students were looking for seats in STEM programs. He also explained the facilities needed to start this unique and focused program. The campus would not need new buildings until 2017-2018. He noted that to build a new campus site required development of the infrastructure, roads, toll ways, highway ramps, side

roads, and sewer systems; it had taken a whole region to get to the present point. He said the first Science and Technology building was fully funded. He said they had \$20 million in private funding; \$30 million had been raised in and out of the region. He said that \$11.5 million had been raised for the Wellness Building. He said they had requested funding for residence halls. In Phase 1, students would be housed in modular units, or in permanent housing acquired through a private-public partnership. He said they currently used modular units, which could be moved to the new campus site. He said USF Polytechnic wanted to become a destination campus.

Dr. Goodman said the accreditation model was grounded in creating a seamless transition for students, faculty and staff. He said they would continue the application for separate SACS accreditation within the USF System during the transition. He said once they had this separate accreditation, they planned to submit a separate application for accreditation with the substantive changes of an independent campus.

Senator Alexander thanked members of the Board. He said these had been difficult discussions. He noted that it had been a long time since the Board had developed a new university. He said that when he ran for office in 1998, he wanted to help improve the region and the state and improve education. He said his top priority in his legislative career had been to create opportunities for students. He said funding for the joint-use facility for USF and Polk Community College had been requested 12 years earlier. He said that only in the past few years had the USF administration hired somebody to develop the Lakeland campus. He said this had been a torturous process at every step. He said funding requests for USF Polytechnic were not a priority for USF. He said he did not believe the statements made by USF officials.

Senator Alexander said there was a demand for the types of programs proposed for USF Polytechnic. He said that with the right leadership and stewardship, USF Polytechnic would develop and grow. He said he did not anticipate 50,000 students, but a school with between 15,000 and 18,000 students, similar to Georgia Tech, focused on STEM and STEM-related programs, which would help change the economy of the state. He recommended that the Board grant independence to the campus; this campus would be focused on opportunities for students.

Senator Gaetz said Board members were dealing with a tough issue. He said that no member of the Florida Legislature in the last decade, other than Senator Alexander, had his name on more appropriations for higher education. He commented that in the SUS, there had been an 18 percent increase in baccalaureate STEM degrees, and a 31 percent increase in STEM graduate degrees since 2005, and similar increases in research and development grants in STEM fields. He noted that there were currently over 100 STEM degree programs in the SUS. He commented that despite the gains in STEM programs in the SUS, Florida and Florida's SUS were still at a competitive disadvantage without some breakthrough initiative in this area.

Senator Gaetz noted that the single most prolific degree awarded in the SUS was in psychology; 35 percent of psychology graduates in the most recent reporting period had full-time jobs in any field, with a starting salary of \$28,000. He noted that 30 percent of political science graduates from the SUS had jobs with starting salaries of \$30,000. He said that in the next 10 years, 60 percent of jobs in growth areas would require STEM degrees and 50 percent of the 400,000 STEM jobs expected by the year 2018 would be computer-related occupations requiring computer or technology skills. He said the percent of graduates with these skills had dropped 50 percent. He said that 35,000 STEM jobs had been advertised by Florida businesses for which there were no qualified graduates in the polytechnic fields. He said Florida was being lapped by the competition from other states and outside the U.S.

Senator Gaetz said an independent polytechnic was not necessarily the answer. Students, however, would gain skills from the tax dollars invested to encourage STEM graduates prepared to enter the new competitive marketplace. He said that a polytechnic was part of the answer with a laser focus on degrees giving students the skills Florida's economy needed now. He noted that three-quarters of all STEM graduates had jobs and at salaries higher than those earned by psychology or political science graduates.

Senator Gaetz said he did not know if this was the right plan or the right time, but he noted that the community had one million people. He said that this was not a new university, but a university already in place that wanted to be allowed to flourish as an independent institution. He said he believed that USF Polytechnic had a chance for success. He said he understood the cost pressures, but that this plan addressed the needs of graduates for jobs. He said when the competition was lapping you, the best investment was in higher education.

Chair Parker requested that the Corporate Secretary read into the record the letters from Senator Mike Fasano and from Senator Paula Dockery. These letters are attached to the Minutes, as an Appendix.

Dr. Rick Yost reported that the USF Polytechnic Faculty Senate had held a special meeting and had voted to request that this Board at this time deny the request for separation from the USF System. He added that they were strong supporters of USF and USF Polytechnic and were opposed to the speed of the decision and the lack of objective analysis. He said that the USF System Faculty Council had stated that under the principles of shared governance and the role of the faculty in decision-making on academic issues, there should be no major restructuring of the university without "full and adequate consultation with the appropriate academic governance bodies." He said there had been no consultation with the faculty on the separation of this campus and they felt left out in the discussion.

Dr. Yost said the USF Polytechnic faculty union had taken a survey of the faculty and reported that 80 percent did not support the current initiative for independence and 50 percent said they would take advantage of an option to transfer to another USF campus. He reported that all but two faculty members said they had not been consulted regarding independence. He reported on individual faculty comments reflecting that the faculty had not been consulted, that morale had plummeted, that the campus had become sad and dysfunctional, and that faculty felt a fear of retaliation if they articulated a concern about campus direction. He said faculty had also expressed concerns about the loss of shared resources and services from the USF System, as well as worries about the loss of SACS accreditation during the transition. He said the faculty did not think the campus was ready, and felt it needed time to develop an identity as a Polytechnic. He said a previous Regional Chancellor had encouraged this Board to slow the pace of the project, allowing time for rebranding as a Polytechnic, accreditation, system integration and campus infrastructure building.

Mr. Michael Long reported that he had met with everyone who wanted to speak with him. He said he was deeply disappointed by the level of politics in this decision. He reported on his meeting with Senator Alexander and that he did not feel well-represented by the Senator. He said the students had spoken loudly; every USF student senate had voted against independence for USF Polytechnic; the students sought to be "united as one." He reported on survey results. To the question of agreeing with independence, 62 percent had voted no, 14 percent had voted "not now." To the question of attending an independent USF Polytechnic, 47 percent voted no. He said students had commented that they were concerned about attending a school with no recognition, without a valued degree, and were concerned about future employment. He said he had also spoken with a number of high school students who said they would not attend a university without a "name." He reported that the Student Body President of the USF Tampa campus had sent a letter on behalf of 47,000 students who believed in the USF System, and in USF Polytechnic as a vital member of the USF System. He noted that the students in the audience expressing their position had driven over four hours to attend this meeting.

Mr. Temple said he had written two letters to Chancellor Brogan expressing his opposition to the proposed separation. He said it was clear in the Board's Strategic Plan that there should not be a new university at this time. He cited the January 2007 Minutes of this Board and the report from the Pappas Consulting Group, for which members had paid personally. He said he felt the whole process was out of control. He said the capital costs had changed four times over the past two years. He said from his review of the documents, Building 1 had started at 85,000 square feet, and was now a 160,000 square foot building, with costs that had more than doubled from \$48 million to just under \$100 million. He said the Business Plan estimated that by 2014-15, there would be 2200 students, up from the current 800 students. From the figures provided, he said it would cost the state \$8 million per student to build the campus. He said this

decision amounted to an eventual \$1 billion decision to the state. He said he had no confidence in the proposed Business Plan.

Mr. Temple also discussed the site plan. He said he was a large scale community developer, and had built shopping centers and 10,000 acre communities. He commented that in one of his early jobs, a mixed use community anchored around a regional mall, the developer had hired I.M. Pei as the architect and the project went way over budget. He noted that he had respect for the architect who had been hired by USF Polytechnic, Santiago Calatrava, who had built beautiful structures, but who had no experience with developing a master plan for a university campus. He said that Mr. Calatrava had a reputation for going over budget on his projects; on one project he had gone 50 percent over the budget.

Mr. Temple noted that many groups and individuals had offered opinions on the independence of USF Polytechnic, including the Council of 100, the USF Board of Trustees, alumni, faculty, students, letters, editorials and state senators, and they had all said this was not the way to proceed. He complimented the news reporters on their coverage of this story, commenting that they had not been as thorough as he would have hoped.

Mr. Temple said there were too many risks with this independence. He said the state had no money; the Board had heard earlier in the meeting that the SUS would not be receiving any PECO money. He said he was particularly concerned about the long term costs to the state of approximately \$1 billion. He said the gifts identified in the Business Plan were either pending or on hold. He said by the language of the Constitution, this Board was charged to "operate, regulate, control, and be fully responsible for the management of the whole university system."

Mr. Temple said the Legislature had avoided this Board in running this university. He said the USF Board had no control over the operation of USF Polytechnic. He said they could not perform an audit nor require any accountability. He said the USF Board needed to get back in charge of this situation and report back to this Board. He said this Board needed to assert its Constitutional responsibilities. He said he had spoken with Former Senator Bob Graham who had helped pass the Constitutional Amendment. He said that Senator Graham had said they had established the Constitutional Board of Governors as a strong shield and that the Board's responsibility under the Constitution trumped a statutory provision. He had added that if it did not, the Board should address that issue with the Legislature.

Mr. Temple said he had also looked into accreditation issues. He noted that there was a specific provision inquiring about any undue influence in being told how a university was to be operated. He said this was a standard question in the process.

Mr. Temple noted that it took the former Board of Regents a full year of careful study to spin off a campus that was 140 miles from the main campus; this campus was 30 miles away from the main campus. He said that if this Board had lump sum funding, it could allocate funds to the universities. He said if independence were approved, the money spent on this campus would come from existing universities. He said he did not want to destroy what was already in place

Mr. Colson said he appreciated the drama surrounding the creation of a polytechnic university. He said it was good to have discussions about STEM programs and jobs and higher education. He said he viewed the question differently. He said Mr. Temple was incorrect about the \$1 billion cost. He said he viewed this as building a great polytechnic campus, whether as a part of USF or as an independent institution. He said today was a start of the process. He said that nobody was in favor of making USF Polytechnic independent today.

Mr. Colson said he was not a believer in branch campuses; branch campuses got second shrift and were never a priority. He said he felt the Polytechnic was in a good central location, but community buy-in was necessary to make this a success. He said that Lakeland would need to raise hundreds of millions of dollars. He said he would allow the process to begin and establish specific milestones long-term, rather than establishing the Polytechnic as a branch of any university. He said he was disturbed by the cost figures, but he viewed these as fixable. He suggested that the Board should craft a motion to start the process. He said that they needed to get buy-in from the faculty and students. He said he believed it would be a better institution if it were independent.

Mr. Rood said in this environment of uncertainty, it was important for the Board to provide some direction. He said that in building a campus, there should be local board involvement. He said that he hoped any benchmarks adopted by this Board would be embraced by the local board, who would become involved and committed to the university.

Mr. Hosseini said he appreciated Mr. Temple's remarks. He agreed that there was a problem with the proposed building and the cost of construction. He said the campus needed an architect familiar with building classrooms. He said he was disheartened by the lack of faculty support, as faculty were the lifeblood of the institution. He agreed that Florida had a problem with the production of STEM degrees, as the fourth lowest in the country. He noted that of its total degrees, UF produced about 27 percent with STEM degrees. He said that the SUS should take advantage of the opportunity to create STEM programs. He noted that whether building this as a branch or as a stand-alone institution would entail costs. He said these should be the right costs. He suggested that the Board consider this as an opportunity to have a campus with a laser focus on STEM programs, and he would take

Chancellor Goodman at his word that USF Polytechnic would produce 90 percent STEM degrees.

Mr. Hosseini said the Business Plan addressed STEM programs. He was interested to know if USF Poly could deliver the STEM programs the state wanted and deserved. He said the Board should give USF Poly the opportunity for independence if it met the criteria the Board put in place. He said rather than creating an independent institution today, the Board should give the leadership of the school the opportunity to get with faculty and students and develop the curriculum. He said students should be able to decide if they preferred USF degrees. He said he would give the university the opportunity to try to deliver on their proposal. He noted that FAU had promised 300 medical residencies when the FAU College of Medicine became a stand-alone medical school. He said FAU had delivered, and he wanted to give USF Polytechnic the same opportunity. He said the Board needed to give USF Polytechnic the chance.

Mr. Beard noted that on the Sarasota campus, Reynolds Smith and Hills had built a 100,000 square foot space for \$30 million, \$230 per square foot. In this case, USF Polytechnic was proposing an 85,000 square foot building for \$97 million, over \$1000 per square foot. He inquired about the decision process in hiring the architect and how much costs were considered. Dr. Goodman said the campus had the collaboration of two architectural firms, Calatrava and Alfonso. He said that nothing had changed in the development of the building with the independence movement. He said there was huge support for the move to independence. He said it was critical to have a vision. Dr. Goodman said there had been a lengthy process to obtain the services of an architect, which had included community and university representatives; there had been 24 respondents to the RFQ process. He said the firms of Calatrava and Alfonso, as partners, were the overwhelming selection. He clarified that \$90 million was the cost for the buildings and all the site infrastructure, noting that the site was raw property and needed the development of the infrastructure. He said the Phase 1 building had 150,000 square feet, and that the contractor would have a guaranteed maximum price contract.

Mr. Beard said he thought the idea of a polytechnic campus was a great idea. He said the state needed this type of campus. He said the SUS, all the universities would have to contribute to this campus, as there was much to do to reach the goal, including accreditation, buildings, enrollment. Mr. Beard added that he was concerned about costs of \$225 million to achieve the goal of 15,000 to 16,000 students. He said USF could not write that check. He said time was needed to prove the Plan's projections. He said he worried about accreditation in the transition from USF Polytechnic to independence. He said if the Board allowed the process to begin, this Board would have a final vote that the campus had achieved the Board's proposed benchmarks.

Ms. Duncan said the Pappas Report had raised the issue of branch campuses in the SUS, a subject about which she had thought a great deal. She said she was interested in the difference in costs of a polytechnic school or the System's twelfth university. She said she was a proponent of shared services and the proposal did not go very far with that. She said the idea of a focused institution could be powerful, noting that New College with its focus on its honors program was regularly included as a "best value" in higher education. She said that students had to be protected, but that at the end of the process, she was sure they would be happy and enthusiastic about this institution. She said the USF Strategic Plan focused on its research mission. She asked how critical the branches were to the total USF mission. She said she supported moving along to independence as the right thing for USF Polytechnic and for the USF System. She commented that the USF Board appointed the members of the regional campus boards.

Mr. Corr said that as a new Board member, he was new to this discussion. He said his interest was in the best outcome for the state and for the University System. He said that as to governance, the Board should be cautious about moving in any direction. He said the STEM focus was compelling. He said it appeared that there was still work to be done before USF Polytechnic could stand on its own, and there was a risk of getting off track. He said it was important to focus on the end goal which was creating more opportunities for students and increasing numbers of STEM graduates. He noted that this goal was not just institutional, but rather a System goal. He said he could support starting the process toward independence; the Board should be thoughtful as to what that should entail.

Mr. Martin said he had joined this Board six years ago when the Board was dealing with the proposals for new medical schools. He said he was concerned about the drama surrounding this issue. He said he favored the concept of a polytechnic school which the state needed. He commented that USF thought it was important to develop a branch with this focus. He said he was concerned about governance and that USF had the proper control. He said this needed to be a deliberate and thoughtful process. He said that putting politics aside, the issue was whether it made sense to have a polytechnic university in the state. He said that they had been told there were 120,000 applicants for the 20,000 polytechnic seats nationally, not enough to accommodate the demand. He said the SUS as a System should be working together to make this happen, as had been done with the I-4 Corridor, with UCF, USF and UF coming together to grow the technology corridor. He said he was in favor of getting a start through a deliberate and rational process, without the politics.

Mrs. Frost said she had been involved in education all her life. She said the idea of this as a "center" was a good one, but she did not think that this was akin to Rensselaer Polytechnic, California Polytechnic, Georgia Tech or MIT. She said at this point, this was a dream. She said she was puzzled that neither the faculty nor the

students were in support of independence. She said she was also puzzled by the economics; she said the costs were outrageous for what was there. She said she also did not understand the curriculum. She suggested that the “mother institution,” USF, should work with this “center” and focus on what it wanted to be. She suggested that President Genshaft could work to get the faculty and students involved and develop a five to ten year plan. She said she was also concerned about the accreditation timeline.

Mrs. Frost said that FIU had started as an upper-level institution and that it had taken more than 20 years to reach its present research scope and status. She said she saw potential, but not now. She said she would charge USF with the responsibility to put together more focus for this branch with the involvement of the USF Board and the local campus board, and come back in two or three years with a plan, rather than hopes and promises.

Commissioner Robinson said he had listened to the comments and had received letters and opinions from many people. He said he had no comments.

Mr. Long questioned the timing. He said nobody had explained why the USF System could not operate USF Polytechnic. He said the Board should consider the possibility of a school within USF focused on the STEM disciplines, growing into a polytechnic. He said that with one engineering graduate from this campus, it was not appropriate to act in haste.

Mr. Tripp said he had great respect for Mr. Temple, but that he respectfully disagreed with him. He said plans changed over time. He said he remembered that Chancellor Brogan’s first vision for the FAU stadium was a 60,000 seat domed stadium; that evolved. He said he lived in Ft. Lauderdale, which had a branch campus of FAU. He said Ft. Lauderdale had missed out on the great economic engine that was a state university. He said he understood well that branches were not the main campus. He said the Board had the opportunity here to talk about a new campus; timing was everything. He said his law partner, Former Senate President Jim Scott, had told him about the early discussions of the Moffitt Cancer Center, and that it would never be successful. He said Senator Scott had also reminded him that there had been a great outcry about the location of the 5th DCA Courthouse in Daytona, which was now functioning quite well. He said what now seemed like a dream idea could grow. He said Lakeland was an area on the cusp of future growth. He said there was never a perfect time. He said there would be a time when faculty could say they were there at the beginning; current students would earn USF degrees and future students will know what degree they will earn and will want to attend. He said Board members were all political appointees and all were a part of the political process.

Mr. Tripp moved that the Board approve the concept of USF Polytechnic becoming a freestanding institution contingent upon meeting the following criteria:

1. Achieve separate accreditation pursuant to s. 1004.345, F.S. During the period that Polytechnic is seeking separate accreditation from SACS, Polytechnic shall initiate planning activities for the development of the new programs identified in Phase 1 of the Business Plan.
2. After separate accreditation is achieved, Polytechnic shall implement the programs identified in Phase 1 of the Business Plan upon approval of the programs by SACS. Highest priority for program development and implementation shall be focused on programs in STEM fields, and appropriate discipline-specific accreditation shall be sought.
3. Polytechnic must attain a minimum FTE of 1,244 as calculated in the Business Plan, with a minimum 50 percent of that FTE in STEM and 20 percent in STEM-related programs.
4. The following facilities and infrastructure shall be in place: the Science and Technology Building, Phase 1 of the Wellness Center, the modular resident hall (70 beds), and the residence hall (120 beds).
5. Polytechnic shall have a full complement of the following services or functions, provided either directly or where feasible through a shared services model: financial aid, admissions, student support, information technology, and finance and accounting with an internal audit function.
6. Students enrolled at USF Polytechnic shall be given an option to graduate with a diploma from USF, subject to university criteria.
7. During the transition period to independent status, the Board of Governors shall monitor the development of the campus and its operations, working in collaboration with the appropriate boards, on a semi-annual basis.
8. The Board shall be consulted of any significant change to the Business Plan prior to any action being taken on such change.

Mr. Martin seconded the motion.

Mr. Perez said he was still undecided. He inquired of Dr. Goodman why the Polytechnic campus could not work as a part of USF. He said he was not confident in the proposed Business Plan. He said he was always interested in the student view. He said he was concerned about the accreditation process. He said there were many issues still to be resolved. He said he had found the discussion to be healthy. He said he was confident the Board would do the right thing. He said the challenge was moving forward, as the status quo would not work. He said there needed to be an endpoint. He said there should be on-going supervision of the process. He said he was not averse to the motion, but suggested that the Board, through a Task Force, would be involved to be certain that the Board's process was met and was being followed. He said this should be a part of the process as long as this plan would come back to this Board for final review. He said as described, the bullets identified in the motion seemed open-ended. He said he was not sure when these were "finished." He said the Board needed to be involved in the building, in the planning, in the enrollment, as final approval

would come from this Board. He suggested that the motion be further amended to provide for the ongoing involvement of this Board, as to accreditation, curriculum, budget, enrollment, and the final determination of this Board that they have achieved all the stated goals.

Mr. Temple inquired who would be in charge of this project. He said the projections in the Plan were not realistic. He noted that there was a campus Chancellor and a local board. He said that as he had no confidence in the Plan from the campus, the USF President needed to exercise her control and authority and get the project under control.

Mr. Ramil explained that the legislation creating this campus should be clarified that the campus chancellor should report to the USF President and to the USF Board.

Mr. Hosseini suggested a friendly amendment that the motion should also include that this Board would not consider any suggestion for independence from any other branch campus.

Mr. Tripp said he would not accept Mr. Hosseini's addition to his motion. He said that during the accreditation process, they could not change the status of USF Polytechnic. He said the motion was to put everyone on notice that the Board was okay with the concept of independence but first there were a number of targets to be achieved, including SACS accreditation. He said the issue was whether USF Poly could work within the USF System and the people in the area to create a wonderful product. He said that in the motion, during the transition period, this Board would monitor developments on campus as it had no hiring or firing authority. He said they would work in collaboration with the appropriate boards. He said this Board should be consulted about any significant changes to the Business Plan before action was taken. He said the motion included that provision. He said the motion has the authority the Board needed for this process.

Mr. Hosseini agreed to withdraw his amendment.

Mr. Colson said he supported the motion, with its clear milestones. He said if the campus met these milestones, there was a high expectation that this campus would become the twelfth university. He said he hoped they could achieve the support of the community, especially with fundraising.

Dr. Yost said he hoped that the administrators would pursue appropriate shared governance with the faculty. He said he wanted to be sure they would have sufficient library resources and on-line data bases and a sponsored research organization to support research.

Mrs. Frost asked that the campus work closely with USF. She said she was concerned about the USF Polytechnic faculty and how the campus could bring in the right faculty for these programs. She said she felt this was not the right way to go at this time. She said she preferred that the President come back to this Board with a plan in three or four years.

Mr. Temple said he understood that Chancellor Goodman reported to President Genshaft. He said he was not pleased to hear that Chancellor Goodman seemed to ignore President Genshaft and the USF Board and not provide them with regular reports. President Genshaft said that the accreditation process would assess the governance structure and if there were not clear lines of authority, she needed to clarify this or it could put the accreditation of the whole institution at risk. She said she had the authority and needed to be sure that the governance structure was in place and working properly.

Mr. Corr said that as he understood the motion, USF Polytechnic continued its current status as it pursued the proposed milestones. Mr. Tripp explained that the institution must meet the criteria set forth in the Business Plan, as stated in the motion. If USF Polytechnic satisfied the criteria, it could achieve independence. He added that this Board would monitor the process, and if successful, USF Polytechnic could then apply for stand-alone accreditation.

Chancellor Brogan explained that there were two accreditation issues. He said that USF Polytechnic was statutorily required to continue to seek separate accreditation status as a branch of USF. Once the institution met the additional threshold criteria, it could then re-petition SACS for accreditation as an independent university.

Senator Alexander said the statutory provision regarding accreditation mirrored the statute regarding USF-St. Petersburg. He said the goals were achievable, with the right leadership.

Mr. Perez suggested an amendment to the motion, that the final review and recognition of independence be done by this Board. He said this was to be sure that the body to say that USF Polytechnic was an independent institution was this Board. He suggested that the Chair appoint a committee to work with USF and USF Polytechnic to address Mr. Temple's concerns. Mr. Temple seconded the addition to the motion.

Mr. Tripp said that if USF Polytechnic met the criteria, it would come back to this Board to find that it had met the criteria and was then independent. He said he would accept the amendment, as did the maker of the second.

Ms. Parker asked the General Counsel to read the amendment. Ms. Shirley stated the amendment: "Once the foregoing criteria have been met, USF Polytechnic

should notify the Board and the Board should conduct a final review to confirm that the criteria have been satisfied.”

Mr. Tripp called the question. The following Board members voted in favor of the motion: Mr. Beard, Mr. Corr, Ms. Duncan, Mr. Hosseini, Mr. Martin, Mr. Perez, Commissioner Robinson, Mr. Rood, Mr. Stavros, Mr. Tripp, Dr. Yost, Vice Chair Colson, and Chair Parker. The following members voted against: Mrs. Frost, Mr. Long, and Mr. Temple. The motion passed.

Mr. Hosseini also moved that until the matters pertaining to USF Polytechnic were resolved, that the Board not accept any applications from any other branch campus for independent status, until this case for independence was achieved or for a period of five years. Mr. Beard seconded the motion.

Ms. Duncan objected. She said this was a complicated issue. She suggested that the process for USF Polytechnic should first get underway.

Mr. Tripp said this issue could be addressed within the continuing discussions of the Strategic Plan. Mr. Hosseini commented that USF needed to have this in order to plan properly. President Genshaft said she supported this motion and that USF needed this clarity. Over the past month, USF administrators on the Tampa campus had spent at least 1000 hours working on the USF Polytechnic proposal. She said the proposed moratorium would be very important. She said it was difficult to move forward in this state of turmoil.

Dr. Yost said he would not tie the hands of the Board in this manner. Mr. Colson said he had no interest in additional universities on the Gulf Coast of Florida.

Members of the Board concurred in the motion, with Dr. Yost and Ms. Duncan voting no.

The Board broke for the evening at 7:40 p.m., November 9, 2011.

Chair Parker reconvened the meeting of the Board of Governors at 8:55 a.m., November 10, 2011, with the following members present: Dean Colson, Vice Chair; Dick Beard; Chris Corr; Ann Duncan; Pat Frost; Mori Hosseini; Michael Long; Frank Martin; Tico Perez; John Rood; Gus Stavros; John Temple; Norman Tripp; and Dr. Rick Yost.

Chair Parker thanked the members and others in the audience for their willingness to stay for the lengthy meeting the previous evening. She thanked President Saunders and again complimented her on this beautiful new facility.

President Saunders said the Boca Raton campus was one of FAU's seven campuses. She said they felt that building a more traditional campus would help attract and retain students and improve graduation rates. She said she was pleased to report that the College of Medicine had received 1500 applications for the 64 seats. She said she was also pleased to announce the agreement with five Palm Beach County hospitals to form a Graduate Medical Education Consortium for additional residency positions in the County and the agreement with Florida A & M University creating a pipeline honors program for FAMU students, with conditional acceptance to FAU's College of Medicine. She said the University was spending this year celebrating its fiftieth anniversary, so the discussions the previous day about a new university had been interesting. She said she had given Board members a copy of the FAU history. She presented a short video showing FAU over the decades.

Mr. Bob Stilley said he hoped Board members had enjoyed their visit to this campus. He said there was a great sense of pride in FAU, and the trustees were working to reach out to the community. He said they were also focused on the research budget.

3. Approval of Minutes of the Meeting of the Board of Governors held September 15, 2011

Mr. Colson moved that the Board approve the Minutes of the Meeting of the Board of Governors held September 15, 2011, as presented. Mr. Perez seconded the motion, and members of the Board concurred.

4. Chancellor's Report

Chancellor Brogan thanked President Saunders and the staff at FAU for hosting this Board meeting. He said these meetings involved the time and effort of many staff members.

Chancellor Brogan said the Higher Education Coordinating Council was becoming an important part of his job. He said the Council met regularly and was beginning to complete its recommendations regarding each one of the delivery systems. He said they sought a more seamless approach for K-12 through higher education for all students. He said there were four areas they were to report back to the Legislature. He noted that the HECC was a way to require the heads of all the delivery systems to speak with each other. He said this had not happened previously on a regular basis. He said they now spoke and agreed that now they must plan to articulate better all the delivery systems. He said the report would be issued in December.

Chancellor Brogan advised the Board that Mr. Rick Maxey had accepted a new position. He said that Rick had developed great relationships in the Legislature and

with the Executive Branch. He said his credibility and professionalism had helped this Board earn respect with the Members. He said he was becoming the Director of Governmental Relations with Florida LambdaRail, which was critical to the research capabilities of the State University System. He said that with Rick's departure, Ms. Janet Owen would once again be helping with the Board's legislative agenda. He noted that she had previously assisted the Board when President Delaney had served as Interim Chancellor.

Chancellor Brogan thanked Board members for their commitment to getting the details and the information to make the right decision. He said the meeting the previous day had run long into the evening hours.

5. Higher Education Strategies Workgroup

Chancellor Brogan said there were a great many conversations about higher education going on all around the country. It was important to consider the direction for higher education in Florida. He said that President Barron had written a "white paper" responding to comments made by Governor Scott. He said the Board had discussed a number of ideas at the September meeting. He said he had assembled a workgroup of Presidents and Dr. Yost to discuss these ideas and bring them back to the Board for further discussion. He thanked President Delaney for serving as Chair of the workgroup.

President Delaney said that Governor Scott had begun the conversation with suggestions for higher education that had come from a Texas "think tank." He said the Governor wanted to see the universities demonstrate efficiency, productivity and responsiveness. He said there were a number of perceptions about the universities, issues that the Governor and legislative leaders focused their interest: that universities were wasteful and not efficient; that they offered obsolete and arcane majors, and classes irrelevant to employment needs; that students were not aware of employment and salary opportunities after graduation; that there were not enough STEM graduates; that graduation rates were not high enough; and concerns about job placement and salaries post-graduation.

He said the workgroup had identified certain objectives. The Board should use basic, transparent, and easy to understand metrics, eight to ten, to measure efficiency, productivity, and responsiveness, with a limited number of sub-measures. The Board should then set goals for improvement on these measures Systemwide as a part of its Strategic Plan over time, and then allow the universities wide discretion in how to improve those metrics. He said they suggested that the Board not regulate or legislate universities' processes to meet the goals, but set expectations for these goals. He said they had suggested freeing existing funding internally to allow the universities to improve key metrics and increase STEM degree production.

President Delaney discussed state subsidies for education and Florida's ranking in relation to other states and the national average. He said Florida spent \$3600 less than the national average per student, in combined state subsidies and student tuition revenue. He said UNF would have a total of \$40 million in additional revenue if Florida were at the national average. He commented that while all the universities had suffered ten to twelve percent budget cuts over the past few years, the universities have shown increases in all the metrics, i.e., enrollment, baccalaureate degrees awarded, STEM baccalaureate degrees awarded, six-year FTIC graduation rates, research and development funding. He said that if these measures were improving as the budgets were cut, the universities were being more efficient. He also said that while the conversation about STEM degrees was about increasing certain targeted degrees, this did not intend to disparage the non-targeted degrees. He noted that the revenue generated by the liberal arts programs were the sources of funds for the more expensive STEM programs. He said the Board could address duplication at the graduate level; students, however, selected the degree programs they wanted to pursue.

He noted that a "one size fits all" approach was counter-productive, as each university was different. He said the boards of trustees were providing tighter management and were taking action to reduce or eliminate the less productive programs, centers, and institutes. He said universities were aware and responsive to market demand, as were students. He noted that critical thinking skills were developed in the liberal arts. He noted that technology and technology tools could be integrated into every degree program.

President Delaney identified eight understandable metrics. He commented that every institution would not move on all the metrics, but the Board should expect movement on them as a System. These would include graduation rates, degree production, retention rates, professional licensure passage rates, economic development impact, external research grants and contracts, medical breakthroughs and job placement outcomes. He said the universities needed strategies to increase employability and the starting salaries of new graduates. He commented that the universities needed to better articulate the data they collected, what was measured and the information they could report concerning the success of graduates out in the world. He said they needed to provide relevant information to students throughout their academic career and increase opportunities for students and faculty to interact with potential employers. He suggested that the universities use job placement and salaries as a metric, recognizing the importance of this information to the Legislature.

President Delaney said the workgroup also addressed strategies to increase STEM and other critical-need graduates. He noted that Florida could no longer depend on agriculture, tourism and real-estate to provide an economic foundation. He said that nine out of the ten highest paying jobs were in STEM fields and there was a workforce shortage for these fields. He said the SUS and the Legislature should partner to define

the desired STEM degrees. He said the universities might be allowed to differentiate tuition among classes, charging more for high demand majors and charging less for STEM majors. He said the universities might create scholarships for STEM majors, use Bright Futures to encourage selection of STEM majors, and create STEM graduation grants. He said the universities might explore loan forgiveness for STEM graduates working in certain fields. He suggested “compete and complete” strategies for students to work in a targeted industry while continuing to work on a degree.

He said the workgroup had also discussed ways to fund these programs. He said universities were highly regulated in terms of spending. The goal was to liberate their internal finances to allow them to shift funding to fund the programs. He said they had discussed eliminating the requirement that 30 percent of differential tuition go to need-based aid, use market rate tuition both up and down, and allow tuition differentiation to be revenue positive. He said the group had also recommended eliminating specific restrictions on current funding streams, spend dollars to reach outcomes and eliminating spending authority limitation on student tuition and fees collected.

Finally, President Delaney said this presentation on helping make the SUS even stronger would not be complete if it did not include a strong recommendation that institutions be given the resources and flexibilities to reward effective teaching as an incentive for continuous improvement and create a rewards system that reflected and encouraged excellence in research and teaching. Finally, he said the workgroup had addressed outcome-based funding. He said this discussion should include many different constituencies to study outcome-based funding.

Ms. Parker thanked President Delaney and the workgroup for these suggestions. She said it was important to have these discussions and to have recommendations for a “Florida Plan.” Mr. Hosseini said he was concerned about the level of state support. He said it appeared that Florida was \$3600 per student under the national average in combined state support and student tuition. Dr. Yost added that the state support was less than the national average while the tuition rate was increasing.

Mr. Colson said he was interested to know how Bright Futures was counted. He said he was concerned about diverting the 30 percent of differential tuition now marked for need-based aid. He said room and board costs should also be considered as part of the equation. He said it was important to continue to provide access to higher education, and not just for students who were eligible for Pell Grants. President Delaney said the point was that each university should make that decision. He said the group was suggesting ways to provide more flexibility to the universities. Mr. Tripp said he continued to be concerned that the universities would not take care of all the students who needed financial assistance. He said the SUS needed to make sure that need-based aid was available to qualified students so that no group was left behind. He

said he was not comfortable with “trust me.” President Delaney said the question was who should make the decision. He said he was suggesting ways to address the metrics the Board wanted the universities to improve.

Mr. Martin said he served with an organization, America’s Public Transportation Business Board of Governors. He said with the funds for high speed rail, the industry was concerned that there were not enough engineers. He said they were looking for recommendations from European institutions. He noted that there were not enough engineers and planners to support the infrastructure for high speed rail. President Delaney said this was similar to the “Sputnik” effort of the 1950’s and 1960’s, to address a critical shortage of teachers and ramp up the need for scientists.

Ms. Duncan said she was interested in how to build agility into the SUS, with everything changing so quickly. She said the universities needed to be more nimble. President Delaney said the Texas approach seemed to lack recognition for the value of research. He said Florida’s universities needed to be cutting edge in research, as this was critical to research and development in the state.

Ms. Duncan inquired whether it was possible to develop leading edge indicators, to have some way of knowing that we were “on it” before we missed “it.” Mr. Tripp suggested using President Delaney’s report and ask a group of university trustees to use this as a “roadmap.” He said the Board should get feedback from the trustees on these suggestions and have the System coming together on them before going to the Legislature.

President Delaney inquired whether Board members liked the eight suggested metrics. He said the universities could show trendline movement on these metrics, that the universities were moving in the right direction on these. There were some policy changes that would have to be made by the Legislature, such as Bright Futures or different tuition flexibility.

Mr. Corr inquired how the universities presently measured success. President Delaney said each university had a distinct mission and each would give different responses to the question. He said that there was not one template, but that each board of trustees managed its institution. He noted that some of the metrics crossed all universities, e.g., graduation rates. He said that the Board should want System movement across the metrics. He said each university had identified peer institutions in other states, as well as comparing universities in the state. He commented that UNF had about 50 measures. Each university would approach improvement on any of the metrics differently.

President Bense said that performance or outcome-based funding was planned by many states. She noted that Tennessee had adopted five performance measures that

all universities had to meet; others were chosen by the universities, as appropriate. She said that Florida did not need to invent this wheel.

Chancellor Brogan said this was a conversation starter. He suggested that this paper be sent to the universities and various constituencies for further discussion and consideration. He inquired about how to move forward. Ms. Parker suggested the document be shared with the presidents and the trustees and that the Board come back in January for further discussion. Mr. Temple inquired if the Board intended to present something to the Legislature. Ms. Parker said the idea was that those entrusted with the responsibility for making policy were also leading the discussion about reforms in higher education that should be addressed in Florida. She said it was important for the Board to take the lead on reform of higher education in this state.

President Delaney inquired if the Board wanted to recommend any of the funding issues, eliminating the thirty percent requirement for need-based aid from differential tuition or eliminating the restrictions on funding streams, tweak Bright Futures, or eliminate the restrictions on the Student Fees Trust Fund. He said the Board needed to decide what to pursue in the Legislature; other issues might need a more lengthy discussion.

Mr. Rood suggested that the Strategic Planning Committee continue this discussion. He said they needed input from the faculty. Ms. Parker said she would ask the Strategic Planning Committee to take the leadership and make further suggestions to expand the recommendations.

Mr. Hosseini said the Governor was also interested in higher education and these issues and was looking to this Board to provide recommendations on efficiencies. He said the Board needed to look at the universities and find ways to create jobs. He said the Governor or his office should be involved. President Delaney said he had met with the Governor and the Governor's Deputy Chief of Staff. He said the Governor was most interested in job creation. He said that the Governor also needed a better understanding of university research activity.

Mr. Hosseini said the Governor had remarked on the cost differences between the Florida College System and the State University System. He said this state still had a vibrant "2 plus 2" system for higher education. He said the SUS had a different mission and provided a different experience for students.

Mr. Tripp said it was not possible to take "next steps" without including the boards of trustees. He said they needed their input before going to the Legislature and the Governor. He said to come together as a System, it was important to include the trustees and incorporate their thoughts. Mr. Martin suggested that President Delaney convene a webinar on these suggestions. President Delaney suggested that the

Presidents share the document with their trustees for discussion. Chancellor Brogan said new trustees during the Orientation Sessions were pleased with the opportunity to share ideas with members of this Board and had expressed the hope for more opportunities to do that. He said this process allowed the Board to organize the approach.

Ms. Parker said she would give this task to the Strategic Planning Committee to consider these remarks and to recommend next steps on how best to present this report.

Mr. Corr said this report was powerful, critically important. He said these ideas were circling in the business community. He suggested that some of the ideas should be acted on immediately. He said waiting for January seemed too passive.

President Delaney said the summary document was an attitude-setter. He suggested sending the metrics portion to the Strategic Planning Committee and ask Board staff to develop a template on the eight metrics. He said there might need to be an earlier decision on the funding issues because the Legislature convened in January, if the Board sought to free some of the money restraints this Session.

President Bense said the focus needed to be on "the end." She said "the end" was a group representative of legislative higher education leadership, the Governor, higher education leadership, faculty, staff, boards of trustees, students and this Board, and declare that to any group who could make it happen, this was the Board's plan. She said everybody was talking about higher education, but this represented what higher education had said and what it wanted. She noted that the Legislature was not likely to move from enrollment-based funding to outcome-based funding in one year.

Dr. Yost said faculty involvement was important; Mr. Long concurred as to student involvement. Ms. Parker encouraged Mr. Long to work with student leadership. She suggested that the Legislative Affairs Committee deal with the funding issues, while the Strategic Planning Committee looked at the policy issues.

Mr. Hosseini said a quick decision was fine, but that it was important that everyone be involved. Mr. Tripp concurred, noting that the trustees were a great asset to the process.

Ms. Parker said the five-year look back should be included as a part of the trendlines. She thanked the workgroup for presenting a framework for the conversation. Mr. Hosseini encouraged the Chancellor and staff to be actively involved in this project.

6. Welcome, Senator Maria Sachs

Senator Maria Sachs welcomed the Board to Boca Raton. She said that she knew that any economic recovery in Florida started with the universities. She said that they were the economic engines. She said that innovation needed to stay in the public universities. She said the state needed the right labor force, a high tech workforce, to improve the economy. She encouraged the universities to keep up their good work.

7. Continuation, Chair's Comments

Ms. Parker said she had a few additional comments. She noted that this could be the last meeting for several Board members, including her, but she reminded them that they continued to serve until their successors were named by the Governor. She said it had been her pleasure to serve as the Board's Chair; this had been a great opportunity for public service. She said service on this Board was an opportunity for meaningful service to the State of Florida and its citizens. She noted that the terms of Ms. Duncan, Mr. Martin and Dr. Marshall were also expiring.

Ms. Parker said that Ms. Duncan had championed a number of projects during her tenure. She said she had vigorously promoted shared services, greater university efficiencies. As Chair of the Academic and Student Affairs Committee, she had worked with the Provosts on issues of greater program coordination and adult degree completion. She had also pursued improved services to veterans coming back to the universities to pursue degrees. She thanked Ms. Duncan for her energy and commitment to the work of the Board.

Ms. Parker thanked Mr. Martin for taking on the hard issues in the Strategic Planning Committee. She thanked him for his leadership and his commitment. She said that he was a planner by nature. She expressed her appreciation for the thoughtful discussions in the Strategic Planning Committee and his ability to keep the discussions on track. She noted that even with his busy work schedule, he always had time for his Board of Governors assignments.

Ms. Parker noted that Dr. Marshall could not be present for this meeting, but she thanked him as a great member of this Board. She noted that he had served as the President of Florida State University in the 1960's and 1970's. She said the Board had relied on his wisdom and understanding of academic programs. She thanked him for his special leadership in the review of university Ph.D. proposals.

Ms. Parker noted that 56 days had passed since the September Board meeting, eight weeks. She said she had spent at least some part of 50 days working on issues included in this agenda. She said that last January, the Board had promised to "man up" on the tough issues. Over the past year, she had tried to ensure that the Board did

not ignore the “big white elephants” in the room. She said the Board had the constitutional responsibility to take on the tough issues. She said it had been her approach that if an issue were coming to this Board, that the Board would deal with the issue. She said she felt the Board had assumed its Constitutional responsibilities in a thoughtful and deliberative manner.

Ms. Parker thanked Chancellor Brogan and the Board staff for their hard work. She said the Board could only be as good as the staff.

She said she appreciated that Governor Scott was interested in higher education. She said it was beneficial for the Executive Branch to recognize that the State University System was an economic engine for the state. She said the Governor had continued the conversations which began with his remarks to the Board last March. She said higher education was in the forefront of many conversations. She said it was important that this Board step up and provide input and that the Board was prepared to provide leadership. She noted that some might be concerned with his statements. She said it was more important that this Board was willing to talk about the issues and was willing to partner with the Governor on them.

Ms. Parker said she had met earlier in the day with the Faculty Senate Presidents. She said there were excellent faculty organizations on the campuses. She encouraged them to talk about how hard they worked and their importance to the work of the universities. She also encouraged them to become more vocal about their futures. She thanked them for their dedication to their work.

Ms. Parker said the next meeting of the Board was scheduled to be held at Florida A & M University, on January 18-19, 2012, in Tallahassee.

8. Election of Officers, Chair and Vice Chair, Board of Governors, 2012-13

Ms. Parker said that in accordance with the Board’s Powers and Duties document, as adopted by the Board of Governors, October 2003, and amended in March 2010, the Board was to elect its Chair and Vice Chair, at the last meeting of an odd-numbered year, to serve a two-year term of office, beginning the following January 1. She said the Board officers elected at this meeting would serve for a term beginning January 1, 2012, through December 31, 2013. She opened the floor for nominations.

Mrs. Frost congratulated Ms. Parker and thanked her for her outstanding service as Chair. Mrs. Frost said she was pleased to nominate Mr. Dean Colson, the Board’s current Vice Chair, to serve as Chair of the Board for the term ending December 31, 2013. She said he had done a terrific job as Vice Chair and would be an excellent Chair. Mr. Temple seconded the motion. Mr. Tripp moved to close the nominations for Chair of the Board of Governors. Mr. Temple seconded the motion. Mr. Perez moved that

Mr. Colson be elected Chair by acclamation. Members of the Board concurred unanimously.

Ms. Parker opened the floor for nominations for Vice Chair of the Board. Mr. Tripp said it was an honor to nominate Mr. Mori Hosseini for Vice Chair. He said Mr. Hosseini was clearly engaged in the work of the Board and that he had been an effective Chair of the Trustee Nominating Committee. He said he would serve the Board well as Vice Chair. Mr. Rood seconded the motion. There were no other nominations. Mr. Tripp moved that Mr. Hosseini be elected Vice Chair by acclamation. Members of the Board concurred unanimously.

Mr. Colson said he would have more formal remarks at the January meeting. He thanked Ms. Parker and said he was awed by her leadership. He also thanked the Board staff for their hard work and dedication.

Mr. Hosseini also thanked Ms. Parker. He said she was an incredible and effective leader. He said she had managed a great many hard issues the past two years. He thanked his Board colleagues for their confidence in him.

Ms. Parker congratulated the new Chair-elect and Vice Chair-elect. She noted that Mr. Colson had served as "education czar" for Former Governor Crist. She said she had come to know Mr. Colson as thoughtful in his leadership. She said she was confident that he and Mr. Hosseini would serve the System well.

9. Academic and Student Affairs Committee Report

A. Public Notice of Intent to Amend Board Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

Ms. Duncan said that Board Regulation 6.018 was amended to reflect statutory changes enacted in 2011. She said the statement exempting documented intellectual disabilities from the definition of "other health disabilities" had been eliminated and the language of the regulation had been further clarified. In addition, the title of the regulation had been modified to capture the possibility of substitutions being made for university admission decisions.

Ms. Duncan moved that the Board approve the Notice of Intent to Amend Board Regulation 6.018, Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities, as presented, for publication on the Board of Governors web site, pursuant to the Board's regulation

development procedure. Mr. Perez seconded the motion, and members of the Board concurred.

B. Public Notice of Intent to Amend Board Regulation 8.016,
Academic Learning Compacts

Ms. Duncan said that a workgroup had been working on Regulation 8.016 to clarify the process related to student learning outcomes assessment, including re-naming the Regulation previously titled, "Academic Learning Compacts." The amendments detail required policies and procedures and required products.

Ms. Duncan moved that the Board approve the Notice of Intent to Amend Board Regulation 8.016, Academic Learning Compacts, as presented, for publication on the Board of Governors web site, pursuant to the Board's regulation development procedure. Mr. Perez seconded the motion, and members of the Board concurred.

10. Budget and Finance Committee Report

A. 2011 New Fees Report to the Legislature

Mr. Perez said that in 2010, when the Legislature gave the Board the authority to consider new fees, they also required the Board to submit an annual report summarizing the new fee proposals and actions taken by the Board in response to each proposal. He said the Report summarized the new fees, actions taken on each of the proposals, the amount of the fee, and anticipated revenues and expenditures.

Mr. Perez moved that the Board approve the 2011 New Fees Report for transmittal to the Legislature and the Governor's Office, as presented. Mr. Corr seconded the motion, and members of the Board concurred.

B. 2012 Market Rate Tuition Proposals

Mr. Perez said the Budget Committee had reviewed and recommended for action university market rate tuition proposals. He said the Committee had approved each request individually. He said the Committee had recommended for approval all the university market rate tuition proposals; all but two of the proposals had been approved by the Committee unanimously.

Mr. Perez moved that the Board approve the following university market rate tuition proposals, as presented: 1. University of Central Florida, Professional Master of Science in Health Care Informatics; 2. Florida International University, a. Master of Science in Construction Management, b. Masters in Mass Communication - Global Strategic Management, c. Master of Science in Engineering Management, d. Master of Science in Finance, e. Executive Masters in Taxation; 3. Florida State University, a. Master in Criminal Justice, b. Master of Science in Instructional Systems, c. Graduate Certificate in Project Management, d. School of Communication Science and Disorders' Bridge Certificate Program; 4. University of Florida, a. Master of Arts in Mass Communication, b. Master of Arts in Urban and Regional Planning, c. Master of Science in Soil and Water Science; and 5. University of South Florida, a. Professional Master of Science in Electrical Engineering, b. Master of Science in Entrepreneurship, c. Master of Science in Management Information Systems, d. Master of Science in Nurse Anesthesia, e. Master of Public Administration. Mr. Temple seconded the motion, and members of the Board concurred.

11. Strategic Planning Committee Report

A. Dental Education Proposals

Mr. Martin said the Committee had reviewed a joint proposal for dental education from the University of Florida and Florida A & M University. He said the Committee had given approval of the concept of the proposal, but had asked the universities to go back and review the costs and do some further planning. He said the issue was not before the Board for final action.

Mr. Hosseini said he was still concerned about some of the budget numbers in the proposal from Florida A & M University and the funding offered by other public and private entities. He said he was not clear whether these funds would transfer to the joint program and needed a better understanding of these funds.

Mr. Perez added that the Committee had approved the concept but that it had not reviewed precise budget figures and had asked the universities to continue to work together on the proposal.

B. Board of Governors' Strategic Plan for the State University System of Florida: 2012-2025

Mr. Martin said the Strategic Planning Committee had spent considerable time during 2011 on the development of a Strategic Plan for the State University System for the period, 2012-2025. He said the Committee had crafted a mission statement and a vision statement for the System in August. Since then, the Committee had worked to identify goals and performance indicators for the 13 year planning period. He said the Committee had identified three critical points of emphasis: Excellence, Productivity, and Strategic Priorities for a Knowledge Economy. He said the Plan included targeted goals. He said he was proud to deliver the Plan at this meeting, although it was not the final product. He said the Committee would continue to work on the metrics included in the Plan.

Mr. Martin moved that the Board approve the Board of Governors' Strategic Plan for the State University System: 2012-2025, as presented. Mr. Colson seconded the motion, and members of the Board concurred.

C. Final Action, Promulgate Board Regulation 8.004, Academic Program Coordination

Mr. Martin said Board Regulation 8.004, Academic Program Coordination, had been re-noticed in September following significant revision after its first notice. He explained that to facilitate collaboration, articulation, and coordination of program delivery across the System, this regulation required a cyclical review of current academic programs at all levels, as well as those planned for addition or termination; and established a process for all universities to use when they sought to offer academic programs, or substantial parts of programs, away from their main or additional campuses. He noted that a few additional technical amendments had been made since the Agenda was posted. These additions had been distributed to Board members.

Mr. Martin moved that the Board approve Board Regulation 8.004, Academic Program Coordination, as presented. Mr. Colson seconded the motion.

President Machen said there had been a mistake made during the development of this regulation. He said the reference to UF's and FAMU's unique land grant mission had been eliminated from the Board regulation. He said he had sent a letter asking that the reference be retained in this regulation. He said he had received a letter stating that

the regulation was not intended to address university mission statements. He questioned why the regulation would eliminate UF's unique land grant mission statement.

Chancellor Brogan said President Machen's request had not been ignored. He said there had been discussions about university unique mission statements. He said the determination had been made that while a university's particular status might be important, this regulation was not the place to include that provision. He said the purpose for this regulation was that universities communicate before making significant changes in degree offerings in the state. He said the regulation prescribed a process for the development and creation of degree programs including an appeal process. He added that UF's status was very important, it was regularly noted, but that this regulation was not the appropriate place to address unique mission.

There were no further comments, and members of the Board concurred in the motion.

D. Final Action, Amended Board Regulation 8.009, Educational Sites

Mr. Martin said Regulation 8.009, Educational Sites, had been re-noticed in September following significant revision after its first notice. He said this regulation had been significantly amended to reflect the new governance structure of the State University System and the planning and approval processes for new campus sites by this Board and by the university boards of trustees.

Mr. Martin moved that that the Board approve Board Regulation 8.009, Educational Sites, as presented. Mr. Perez seconded the motion, and members of the Board concurred.

12. Facilities Committee Report

A. Amended 2012-13 SUS Fixed Capital Outlay Legislative Budget Request

Mr. Beard moved that the Board approve the 2012-2013 SUS Fixed Capital Outlay Legislative Budget Request, as amended, and further, authorize the Chancellor to make technical changes as necessary. Mr. Perez seconded the motion, and members of the Board concurred.

B. 2011 Higher Education Classroom Utilization Study

Mr. Beard said that the 2011 General Appropriations Act had included proviso language requiring the State Board of Education and the Board of Governors to develop recommendations for a revised funding formula or potential policy changes to increase the evening and weekend utilization of higher education classroom facilities during future school terms.

Mr. Beard moved that the Board approve the Florida Higher Education Classroom Utilization Study Draft and further, authorize the Chancellor to make technical changes, as presented. Mr. Perez seconded the motion, and members of the Board concurred.

C. Resolution Requesting the Division of Bond Finance of the State Board of Administration of Florida to Issue Revenue Refunding Bonds on Behalf of the Florida State University Research Foundation, Inc.

Mr. Beard moved that the Board adopt a Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration of Florida to issue revenue refunding bonds on behalf of the Florida State University Research Foundation, Inc., in an amount not to exceed \$21 million for the purpose of refunding all or a portion of the outstanding \$22,590,000 State of Florida, Florida Board of Education, Florida State University Research Foundation, Incorporated, Revenue Bonds, Series 2001, as presented. Mr. Perez seconded the motion, and members of the Board concurred.

13. Trustee Nominating Committee Report

Mr. Hosseini reported that there was one position on the Board of Trustees at the University of West Florida to be filled. He said he hoped to complete that search by January.

14. Adjournment

Having no further business, the Chair adjourned the meeting of the Board of Governors, State University System of Florida, at 11:15 a.m., November 10, 2011.

Ava L. Parker,
Chair

Mary-Anne Bestebreurtje,
Corporate Secretary

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THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Budget - Subcommittee on Criminal and Civil Justice
Appropriations, *Chair*
Banking and Insurance
Budget
Budget - Subcommittee on Transportation, Tourism,
and Economic Development Appropriations
Communications, Energy, and Public Utilities
Health Regulation
Military Affairs, Space, and Domestic Security

JOINT COMMITTEE:

Administrative Procedures

SENATOR MIKE FASANO
11th District

November 8, 2011

Chancellor Frank Brogan
Florida Board of Governors
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Dear Chancellor Brogan:

Please do not approve the creation of a new university in the state of Florida. This is not the time to authorize an additional university anywhere in the state. With less than 60 days to go until the start of the legislative session, during which a projected \$2 billion dollar shortfall will have to be addressed, at the very least the fiscal impact of a new campus must be fully considered. I do not believe there has been adequate time for the fiscal issue or many other concerns to be addressed.

In the past, precedent has been set when a new university is being considered. Lengthy studies are normally conducted through which questions are asked and answered. The overall cost of such a project, the ability to attract competent teachers, the ability of programs to attract students are but a few of the many concerns that must be considered before a new member of the state university system can and should be approved.

I would encourage the Board of Governors to look at the critique issued by the University of South Florida Main Campus through which the wisdom of making the Poly Tech campus an independent university is questioned. It is clear that at the very least the dollars are not there to make this happen. It is also clear that the student base required to make the campus viable is not there either.

Despite the push by a few individuals to create a separate university, it is my opinion this is being done for all the wrong reasons. Perhaps the time will come

REPLY TO:

- 6217 Massachusetts Avenue, New Port Richey, Florida 34653-3111 (727) 848-5885
- 406 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5062

Senate's Website: www.flsenate.gov

MIKE HARIDOPOLOS
President of the Senate

MICHAEL S. "MIKE" BENNETT
President Pro Tempore

November 8, 2011

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when Florida has the money and student base to make it work. However, that time is not now. I respectfully request that you not allow this project to move forward at this time.

Thank you in advance for your consideration. If you have any questions or need any additional information please do not hesitate to call on me.

Yours truly,

A handwritten signature in black ink, appearing to read "Mike Fasano", written over a horizontal line.

Mike Fasano
State Senator, District 11

MF/gg



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:
Commerce and Tourism, *Vice Chair*
Agriculture
Budget - Subcommittee on Education Pre-K - 12
Appropriations
Children, Families, and Elder Affairs
Rules - Subcommittee on Ethics and Elections

JOINT COMMITTEE:
Public Counsel Oversight

SENATOR PAULA DOCKERY
15th District

November 9, 2011

Dear Chairwoman Parker, Board of Governor's members and Chancellor Brogan,

I am writing regarding an issue that will have profound and lasting effects on the Senate District I represent. It is my responsibility to speak on behalf of my constituents who have been left out of the fast moving process of changing the direction of University of South Florida Polytechnic.

I'd like to provide a little history. The entire Polk County Community and its elected representation have been completely and enthusiastically supportive of developing, constructing and nurturing the Polytechnic under the USF umbrella. To that end, years ago, my role was to work toward getting an access road to the new campus on land donated by the Williams Company. After several meetings, representatives from City of Lakeland, Polk County, Florida Department of Transportation District 1 and attorneys from Gray Robinson, representing the Williams Company, came to an agreement that allowed that road to be built. I am happy to report that the road is near completion. So please understand that there has been a strong level of involvement and support from the entire community over many years.

Moneys have been raised from the City of Lakeland, Polk County, and other quasi-government groups and private donors under the belief that the campus would grow and prosper under the USF umbrella, a highly respected research university. The current administration asked for and received financial autonomy from USF through the Legislative process in 2008 allowing them to "control their own destiny."

Throughout this process, USF President Judy Genshaft, the USF faculty and the USF students have been very supportive partners. When we received the news that the \$35 million PECO appropriation had not been vetoed, again a very cohesive Polk County and USF Community celebrated. We were on our way to building a potentially "world class" Polytechnic with the help of USF.

The sudden call for independence from USF took many of us by complete surprise and quickly divided the unity of the supporters which had been built up in recent years. What still unites us is the desire for our Polytechnic dream to succeed. What divides us is how to best accomplish that.

Under the current scenario, there is little to no risk of failure. The construction takes place on the new campus, the 1300 current students continue their classes at the Polk State College/USF Polytechnic joint-use campus, the administration starts recruiting students, programs and faculty in earnest and all this is accomplished under USF, an accredited institution. The students will be able to graduate with a meaningful degree, faculty will be invested in the new program and a large donor base of USF Alumni can help to support the fledging campus in its infancy.

REPLY TO:

- Post Office Box 2395, Lakeland, Florida 33806-2395 (863) 413-2900 Toll Free: 1-866-248-6487
- 224 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5040

Senate's Website: www.flsenate.gov

MIKE HARIDOPOLOS
President of the Senate

MICHAEL S. "MIKE" BENNETT
President Pro Tempore

Page 2

With push for independence from a small, but well organized group, there is great fear that this action is extraordinarily premature. Consider what is being asked:

- a 12th Independent University to be formed when the funding has not been secured for Phase I, let alone Phase II and build-out,
- campus has no buildings,
- student enrollment is 1300 and many of them want to stay with USF,
- faculty has not been hired for true polytechnic programs,
- polytechnic programs have not been developed,
- accreditation has been placed on hold and will take several years to achieve without the USF ties, and
- students will lose all benefits of being connected to USF, an established university.

I have heard from many of you that politics has certainly entered into the pace and tone of this issue and that is extremely disheartening.

The Board of Governor's was designed so that politics could be as removed as possible from educational policy, and so the BOG's members would not be treated punitively for votes or decisions. Please make your decision based only on merit, and not on political considerations, threats, intimidations and gamesmanship. Also consider the wide variety of stakeholders who have almost no political power, but have, for numerous reasons, voiced opposition to moving forward at this time: students, faculty, alumni, and members of the community. The decisions you make will significantly affect their daily lives and their educational hopes and dreams.

Over the past week I have had the opportunity to chat briefly with some of you and was left with the distinct impression that most of you believe this process has become mired in politics and the merits of the request do not justify the action for independence at this time. Please follow your hearts and minds and do what the Board of Governors was set-up to do.

Accurate financial data and a carefully thought out vision for Florida's higher education system should be driving this process. I am of the opinion the rush for independence NOW is being done for all the wrong reasons. I look forward to the day when our great state has the money and other necessary components to make this work. That time is not now. Those who will be most impacted, the students (our customers) and the faculty (our employees), have strongly stated their views despite efforts to silence them. Please listen to them. At a minimum a full and independent audit of all expenses and income should be conducted as well as an independent study of the business plan in comparison to that audit before you proceed. In the best interest of the Polytech's long term success, I respectfully request that you do not proceed with independence at this time.

Warm Regards,



Paula Dockery
State Senator, 15th District

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FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA ATLANTIC UNIVERSITY
PREMIER CLUB LEVEL, FAU STADIUM
BOCA RATON, FLORIDA
NOVEMBER 10, 2011

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MINUTES
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA ATLANTIC UNIVERSITY
PREMIER CLUB LEVEL, FAU STADIUM
BOCA RATON, FLORIDA
NOVEMBER 10, 2011

Ava L. Parker, Chair of the Florida Board of Governors Foundation, Inc., convened the meeting of the Foundation, in the Premier Club Level, FAU Stadium, Florida Atlantic University, Boca Raton, Florida, November 10, 2011, at 11:15 a.m., with the following members present: Dean Colson, Vice Chair; Dick Beard; Chris Corr; Ann Duncan; Pat Frost; Mori Hosseini; Michael Long; Frank Martin; Tico Perez; John Rood; Gus Stavros; John Temple; Norman Tripp; and Dr. Rick Yost.

Ms. Parker said the Foundation provided three primary functions. She said the Foundation managed the Helios and Johnson Scholarship programs. She said that in 2011, the Foundation distributed over \$650,000 in scholarships to support 500 students. She said the Foundation supported the Chancellor through supplemental payments and the Foundation also supported some of the Board's meeting activities. She said she was appreciative of the support to the Foundation and she thanked the donors to the Foundation.

Ms. Parker said the materials included the budget that was adopted in 2010. She said that members could see the expenditures through September 30, 2011, and the projected expenditures through the end of the year. She said it appeared that total expenditures would be under the adopted budget. She said the materials also included the 2010 financial statement prepared by the Foundation's auditor. She said there had been one recommendation regarding the procedure for obtaining check signatures. She said that the Foundation had modified its internal processing to address this recommendation.

1. Election of Officers, Florida Board of Governors Foundation, Inc., 2012

Mr. Beard moved that Dean Colson serve as Chair of the Board of Governors Foundation; and that Mori Hosseini serve as Vice Chair. He also moved that Mary-Anne Bestebreurtje serve as Secretary; and that Tim Jones serve as Treasurer. Mr. Perez seconded the motions, and members of the Foundation concurred unanimously in the election of officers for the Foundation.

2. Consideration of Operating Budget, Florida Board of Governors Foundation, Inc., 2012

Mr. Perez moved that the members of the Foundation approve the Board of Governors Foundation, Inc., operating budget for calendar year 2012, as presented. Mr. Long seconded the motion, and members of the Foundation concurred.

3. Adjournment

Having no further business, Ms. Parker adjourned the meeting of the Florida Board of Governors Foundation, Inc., at 11:25 a.m.

Ava L. Parker, Chair

Mary-Anne Bestebreurtje,
Secretary

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Chancellor Frank Brogan will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Frank T. Brogan

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Higher Education Coordinating Council Report

PROPOSED BOARD OF GOVERNORS ACTION

For consideration

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Florida Legislature created the Higher Education Coordinating Council for the purposes of identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers. The Council is to serve as an advisory board to the Legislature, the State Board of Education, and the Board of Governors. More specifically, the Council is charged with making recommendations with regard to:

- A. The core mission of public and nonpublic postsecondary education institutions in the context of state access demands and economic development goals.
- B. Cross-sector performance outputs and outcomes.
- C. The state's articulation policies and practices to ensure that cost benefits to the state are maximized without jeopardizing quality.
- D. A plan for workforce development education.

The Council is required to submit a report (provided) outlining its recommendations to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Board of Governors, and the State Board of Education by December 31, 2011, which specifically includes recommendations for consideration by the Legislature for implementation in the 2012-13 fiscal year. Staff will make a brief presentation on the most salient of the Council's recommendations.

Supporting Documentation Included:

Report Letter of Transmittal
Council Report

Facilitators/Presenters:

Chancellor Brogan, R.E. LeMon

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December 15, 2011

Ava Parker, Chair
Board of Governors
State University System of Florida
325 W. Gaines Street
Tallahassee, Florida 32399

SUBJECT: 2011 Report of the Higher Education Coordinating Council

Dear Chair Parker:

We are pleased to provide you with the enclosed copy of the 2011 report of the Higher Education Coordinating Council. The report was prepared in accord with the Council's statutory responsibility to provide recommendations for consideration by the 2012 Florida Legislature and to provide recommendations to the Governor, the State Board of Education, and the Board of Governors of the State University System on matters involving higher education.

This is the first such report compiled by the Council since it was created in 2010 and presents the results of more than one year's work involving all of Florida's education delivery systems, the public and business and industry. The Council has been examining how best to strengthen the state's higher education system. These recommendations reflect what we have learned.

Recognizing Florida's priority to provide quality work force and higher education, the Council will continue to assess the opportunity to most efficiently assign and leverage state resources. We are prepared to address the many complex issues with a collaborative focus. Concerns regarding adequate, dependable funding, the structure of higher education in the state, and measurable performance and accountability are shared widely by the citizens of Florida. The Council believes that the state can be better positioned to succeed in the competitive world economy with our delivery sectors and individual institutions having clearly defined missions and scope.

If you have questions regarding the report or would like to discuss it further, please do not hesitate to contact us.

Sincerely,

Marshall M. Criser, III Jon Moyle, Co Chair Gerard Robinson Randy Hanna

Sam Ferguson Dr. Ed Moore Frank T. Brogan

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HIGHER EDUCATION COORDINATING COUNCIL

A Report to the Florida Legislature
The Office of the Governor
The State Board of Education
And the Florida Board of Governors

December 2011



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INTRODUCTION, COUNCIL MEMBERS, AND COUNCIL RECOMMENDATIONS

The Florida Legislature created the Higher Education Coordinating Council for the purposes of identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers. The Council is to serve as an advisory board to the Legislature, the State Board of Education, and the Board of Governors.

The Council is comprised of the following members:

- Mr. Marshall Criser, III, (Co-Chair) Business representative appointed by House Speaker
- Mr. Jon Moyle, (Co-Chair) Business representative appointed by Senate President
- Mr. Gerard Robinson, Commissioner, Florida Department of Education
- Mr. Samuel Ferguson, Executive Director, Commission for Independent Education
- Dr. Ed Moore, President, Independent Colleges and Universities of Florida
- Mr. Randy Hanna, Chancellor, Florida College System
- Mr. Frank T. Brogan, Chancellor, State University System of Florida

The Council is charged with making recommendations with regard to the following:

- A. The primary core mission of public and nonpublic postsecondary education institutions in the context of state access demands and economic development goals.
- B. Performance outputs and outcomes designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion. Performance measures must be consistent across sectors and allow for a comparison of the state's performance to that of other states.
- C. The state's articulation policies and practices to ensure that cost benefits to the state are maximized without jeopardizing quality. Recommendations shall consider return on investment for both the state and students and propose systems to facilitate and ensure institutional compliance with state articulation policies.
- D. A plan for workforce development education that addresses:
 - the alignment of school district and Florida College System workforce development education programs to ensure cost efficiency and mission delineation, including an examination of the need for both college credit and noncollege credit certificate programs, an evaluation of the merit of retaining the associate of applied science degree, and the consolidation of adult general education programs within school districts; and
 - the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the

establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

The Council is required to submit a report outlining its recommendations to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Board of Governors, and the State Board of Education by December 31, 2011, which specifically includes recommendations for consideration by the Legislature for implementation in the 2012-13 fiscal year.

The Work of the Council

As a body comprised of the heads of Florida's key postsecondary education delivery sectors, and co-chaired by prominent business leaders, the Higher Education Coordinating Council is a unique, first-of-its-kind creation with the potential to have an effect on educational policy, by redefining the landscape of and interaction between higher education sectors in Florida. The Council has focused its efforts on exploring ways to achieve a more seamless Pre-K-20 educational system, to promote consistent education policy and articulation processes across all educational systems, to maximize access to a high quality education to all Floridians, and to improve accountability measures across all delivery systems.

The Council has conducted more than a dozen meetings, all webcast and open to the public. Representatives from business and industry were invited to attend and participate in discussions, and presenters have included the Council of 100, The Associated Industries of Florida and The Florida Chamber. In addition, the Council developed a web site that features recordings of past meetings, a meeting schedule, meeting notices and information regarding the ongoing work of the Council.

In July 2011, the Council sought input relative to higher education issues by launching a survey to seek input from education stakeholders including local school districts, education associations, postsecondary schools, Florida colleges, state universities, and independent colleges and universities. The Council was gratified to receive a great deal of valuable feedback that assisted in forming the recommendations contained within this report.

The Council created workgroups to further delve into some of the issues referenced above. These included workgroups on articulation policies, on identifying the talent needs for existing, evolving and emerging industries as a means to assist in forging a talent supply chain, and in the creation of a statewide degree inventory of all available educational offerings.

It was inevitable and appropriate that the Council spend a portion of its initial meetings in a "discovery" mode: reviewing information relative to the educational sectors and offices that comprise the Council, as well as gaining insights into a substantial number

of key issues associated with postsecondary education. The Council's interests captured issues ranging from student financial aid to those associated with Pre-Kindergarten Education, the latter of which resulted in a resolution to support current Florida Department of Education efforts in that critical area. But perhaps the two most substantive dynamics that the Council focused its attention on have been the tremendous access needs for postsecondary education facing Florida as well as simultaneously becoming informed of and exposed to the profusion of programmatic experiences from certificates through Ph.D.s and professional schools that are offered in Florida.

The broad educational opportunities that exist are a great strength for Florida in the face of its access challenges. However, that a single, accessible inventory of these postsecondary offerings was conspicuously absent in Florida, led the Council to the belief that such a statewide inventory needed to be created so that students, parents, employers, and others would be able to access this information through a single portal.

The Council has made good progress on this project, and work is currently being done to move this product to fruition. *Florida TalentNet* is a product of the Council, making possible a cross-sector inventory of all programs and locations throughout the state. This electronic inventory will be useful for state and local level education planning, for industry and business seeking education providers, for economic development and industry recruitment, and for students seeking programs of study. The Council has worked closely with Workforce Florida and the Talent Supply Chain work group to determine the talents needed for existing, evolving, and emerging industries. Ultimately, *Florida TalentNet* will become a strong, central link of the Talent Supply Chain.

While this report contains a number of what it believes are good and actionable recommendations, the Council is under no illusion that its work has concluded. There are still a number of important issues for which the Council believes it can provide a useful forum. For this report, the Council has worked to address those issues specified in statutory direction. However, the Council will continue its work and provide updates on its progress in keeping open this important dialogue among the educational sectors.

Organization: Report Sections and Recommendation Thematic Areas

Report Sections

The narrative of the Higher Education Coordinating Council's report is organized according to the four primary areas that it was directed to address by the Legislature:

- Section A: The Core Mission of Public and Nonpublic Postsecondary Education Institutions in the Context of State Access Demands and Economic Goals
- Section B: Data and Performance Measures
- Section C: Articulation Policies and Programs
- Section D: Workforce Education

Recommendation Thematic Areas

As the Council began its initial review of recommendations that were being proposed by educational sectors and offices within the Department of Education, it concluded that it would be helpful to both review and, ultimately, to present its recommendations in thematic areas rather than strictly organized according to the four sections of the report. The impetus for this decision was due to the number and breadth of report recommendations (85 in Draft One). Recommendations were deemed to be too diverse in topic to be presented according to the four report sections. Creating thematic areas presented the Council’s best opportunity for reviewing, accepting, combining, deleting, and presenting recommendations emanating from all four sections of the report in the most facilitative and cogent manner.

By organizing according to thematic areas, recommendations discussed in the narrative of the four report sections were placed in what was determined to be the most appropriate thematic area irrespective of from which section of the report the recommendation emanated. For example, while a discrete recommendation thematic area for Workforce Education was created, some recommendations relative to that topic were determined to be more appropriately placed under the recommendation thematic area of “Data, Performance Measures, and Accountability.”

While certain of the recommendation thematic areas were bound to overlap to some degree, the Council agreed to the following recommendation thematic areas:

- Strategic Degree Program Coordination
- Capital Expansion Issues
- Student Financial Aid
- Funding/Performance Funding
- Articulation Policies and Programs
- Data, Performance Measures, and Accountability
- Workforce Education

These thematic areas are further described at the beginning of each of their sections in the context of the Council Recommendations List.

COUNCIL RECOMMENDATIONS

Note: Recommendations are numbered sequentially. Letters following the numbers refer to the Report Sections from which the recommendations came forward:

- **A** (**The Core Mission** of Postsecondary Education Institutions in the Context of State Access Demands and Economic Development Goals),
- **B** (**Data and Performance** Measures),
- **C** (**Articulation Policies and Programs**, and
- **D** (**Workforce Education**). Cells containing recommendation numbers that are shaded identify recommendations made directly to or relative to the Florida Legislature. All other recommendations are directed to the State Board of Education and/or to its postsecondary educational sectors and/or to the Florida Board of Governors.

Strategic Degree Program Coordination. This thematic area captures recommendations for actions that might be taken to improve strategic program planning, reducing potential program duplication, maximizing geographical distribution of degree programs, improving programmatic alignment relative to unique institutional missions, and sector or institutional governance issues. This thematic area also captures recommendations associated with Florida’s increasing need for access to postsecondary education irrespective of delivery sector, as well as the last link of a Talent Supply Chain: improving channels of communication and initiating actions so that educational sectors have a better understanding of the types of degree programs business, industry, and other organizations need; and the specific knowledge and skill sets that should be incorporated into such new or existing programs.

Recommendation Number	Recommendation
1 A	Determine specific degree and institutional capacity demands by projecting and tracking traditional and non-traditional student demand both statewide and regionally. This should include certificate and degree demand, enrollment driven capacity demand, and cross-reference business and industry employment needs in order to promote more targeted degrees and keep more talent in Florida. HECC should direct completion of work developing an inventory of all certificates, associate, bachelor’s, master’s, doctoral and first professional degrees offered at all of Florida’s higher education institutions.
2 A	The State Board of Education and the Board of Governors should jointly review the current process for the development and delivery of public baccalaureate education and recommend potential revisions, if any, that will provide Floridians with expanded access to quality baccalaureate degree programs in the most efficient and cost-effective way. In proposing new programs, the Florida Colleges, the State Universities, and ICUF should undertake an analysis of whether a new proposal will impact existing FCS, SUS or ICUF programs and the most cost effective means of increasing access, prior to expanding or implementing new baccalaureate degrees.

3 A	In order to work toward greater economic development and a New Florida, knowledge-based economy, and for the state’s careful investment with limited resources, the institutions of the State University System need to identify with greater specificity their primary areas of research expertise. Similarly, the State University system must continue to align both its undergraduate and graduate programmatic offerings based on the unique strengths and missions of its individual institutions. This will entail more systemic planning within the State University System.
4 A	The HECC should request and receive a rolling annual list of prospective certificate and degree programs that are being planned by postsecondary education sectors to increase coordination among the sectors. The State should require that the development of new baccalaureate programs in all public and private postsecondary systems receiving state appropriations be guided by comparative cost analyses as well as a demonstration of unmet need and demand linked to employment. Academic leaders from institutions within all higher education sectors, SUS, FCS, ICUF, school districts, and CIE, should meet annually by workforce region to share and discuss common issues related to enrollments, transfers, economic/business and industry needs, as well as planned program additions and deletions. Each regional group should provide a meeting summary report to the Higher Education Coordinating Council that includes any recommendations for improved processes and efficiencies, no later than September 1st of each year.
5 A	Each of the various educational sectors should be charged by the Higher Education Coordinating Council with setting goals for increased degree completion, with a particular emphasis on STEM degree production. The inventory of all undergraduate degree programs should be made readily available to all employers statewide, as well as a directory of career placements offices at all colleges/universities. Likewise, employers should have the ability to easily and regularly electronically post/link their specific job needs for interns, fellows, and degree graduates via the program inventory website.
6 A	The Legislature should create authority for state colleges and universities to establish and have oversight of their own charter schools preK through 12.

Capital Expansion Issues. This thematic area captures those few recommendations made relative to the issue of dwindling Public Education Capital Outlay dollars and the need to explore ways of ensuring maintenance of existing and creation of new facilities necessary to accommodate the growing need for access to postsecondary education.

Recommendation Number	Recommendation
7 A	All appropriate educational delivery sectors, working with the Florida Legislature, need to explore new methodologies for the provision of funding maintenance and construction of facilities. This should include exploring alternative funding solutions for the construction of University Educational Partnership Centers on state college campuses or use the state’s Higher Education Facilities Finance Authority rather than using PECO funding, to finance new buildings and seek community matching funds.

Student Financial Aid. This thematic area captures those recommendations relative to all financial aid including the Bright Futures program, the Florida Resident Access Grants (FRAG), and the Access to Better Learning and Education (ABLE) grant program.

Recommendation Number	Recommendation
8 A	The Legislature should align financial aid and grant programs to encourage and accelerate access, graduation, and time-to-degree. FRAG, Bright Futures, Need Based and other grants should be stabilized at an appropriate value and offered for a

	specified number of credit hours and if, by using IB, AP, or dual enrollments, students can graduate earlier, the state should allow them to apply those grants for “hours remaining within the 120” at the graduate level for Florida based programs. Allow students to use the grants for summer sessions. All financial assistance programs should be available to SUS, ICUF and FCS non-traditional students taking nine or more credit hours.
9 A	The Florida Legislature should provide STEM incentives in early college pathway programs and in the form of Florida College System transfer grants that can be used in either public or private upper division programs. As an option, the Legislature should provide “match” for private contributions geared toward STEM grants-in-aid/scholarships.
10 A	The Florida Legislature should consider a state tax credit or other incentive to promote business/industry/education system collaboration, to include student internships, and leverage private support for research.

Funding/Performance Funding. This thematic area captures some general funding recommendations, and more specifically focuses on the desire of postsecondary institutions to explore funding mechanisms based less on inputs (i.e., enrollments) and more on outputs (i.e., program completers).

Recommendation Number	Recommendation
11 A	All public and private postsecondary sectors should expand the use of instructional technology to help solve access and availability challenges. Colleges and universities should use already developed resources within Florida to offer expanded access through on-line programs and promote consortium programs that enable public and private institutions in a region to allow students to easily take courses at other institutions in the partnership. The Florida Legislature should provide a reliable and predictable funding model for technology-based infrastructure such as the Distance Learning Consortium, the Orange Grove repository for digitized learning resources, and FACTS.org, that help deliver high quality instruction and student services with maximum cost efficiencies.
12 A	If the Florida Legislature continues to provide administrative funding for partnerships with state colleges, it should include State University System institutions, and ICUF schools in the appropriation. The 2+2 language is included in the 2011 General Appropriations Act. The specific Proviso language can be found Section 101A of Chapter 2011-69, Laws of Florida.
13 A	The Board of Governors and the State Board of Education, working with the Florida Legislature, need to examine a new State University System and Florida College System funding formula based in part on greater emphasis on performance-based accountability to enhance areas such as graduation and retention rates, STEM degree production and commercialization of research that leads to job creation. The Florida Legislature should reaffirm its commitment to seamless 2 + 2 transfer articulation pathways by incentivizing state universities, state colleges and private colleges/universities to increase the number and proportion of Associate-degree holding students enrolled in upper division programs.
14 C	The Florida Legislature should modify acceleration incentives to school districts based on the number of college credits earned by high school students in all acceleration programs (AP, IB, AICE, Dual Enrollment).
15 C	The Florida Legislature should modify existing systems to provide Dual Enrollment funding to the institution providing the instruction.
16 D	State appropriated funds allocated to support Workforce Education programs should have a higher percent of the total appropriation based on program performance for

	school district Workforce Education programs. The Florida Legislature should increase the percentage of workforce education funds that are based on performance. The workforce education fund is used to support school district workforce education programs. In fiscal year 2011-12, 1.33% (\$5 million) of the workforce education budget was based on performance.
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Articulation Policies and Programs. This thematic area captures a variety of recommendations for improving Florida’s 2+2 system of transferability, as well as recommendations relative to subcomponents relative to the 2+2 system, including the State Course Numbering System and the work of the Articulation Coordinating Committee. The great majority of these recommendations came from Section C of the Council’s report, which bears the same name as the name of this recommendation thematic area.

Recommendation Number	Recommendation
17 A,C	The Higher Education Coordinating Council should convene a postsecondary enrollment estimating conference involving all postsecondary sectors to determine existing and projected institution and program capacity at the upper division.
18 C	The Board of Governors and State Board of Education should require each public postsecondary institution to establish policies and procedures for ensuring graduates attain the General Education Competencies prior to graduation.
19 C	The Florida Legislature should amend s. 1007.28, F.S., <i>Computer-assisted student advising systems</i> , requiring FACTS.org to collect the Transfer Program of Interest and Transfer Institution of Interest for the purposes of upper-level capacity analysis and recruitment.
20 C	The Florida Legislature should amend s. 1007.25, F.S., <i>General education courses; common prerequisites; and other degree requirements</i> , to require the State Board of Education to establish rules for Associate in Arts degree seekers to indicate a program and institution of interest by the time 36 semester hours is accumulated and to require that institutions track student Transfer Program of Interest. To facilitate access to upper division, the SBE should encourage the establishment of new articulation agreements modeled after “Direct Connect.”
21 C	The Florida Legislature should revise s. 1007.25, F.S., <i>General education courses; common prerequisites; and other degree requirements</i> , to require Associate in Arts graduates to complete a foreign language course sequence prior to graduation, if the requirement was not met in High School.
22 C	The Florida Legislature should repeal s. 1007.262, F.S. <i>Foreign language competence; equivalence determination</i> as unnecessary in determining the completion of foreign language course requirements.
23 C	The Department of Education should create mandatory advising mechanisms through the ACC and FACTS.org to assist students in selecting acceleration credit that will count towards general education and common prerequisites.
24 C	The Department of Education should develop a clear curricular definition of Associate in Applied Science (AAS) degrees that differentiates between AAS and Associate in Science (AS) degree mechanisms for articulation to the baccalaureate degree.
25 C	The Department of Education, working with all the higher education sectors, should create a postsecondary feedback data system to report the progress of students into and through the baccalaureate degree. To ensure a consistent and equitable review of the issues, all postsecondary sectors should adopt and use a common set of data elements, particularly in regard to the definitions of FTIC, AA transfer, and other transfer students.

26 C	The Higher Education Coordinating Council should direct the Articulation Coordinating Committee to evaluate cross sector compliance with the State’s articulation policies and programs. These findings should be reported to the HECC on an as needed basis.
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Data, Performance Measures, and Accountability. This thematic area responds directly to the legislative directive for the Council to make recommendations with regard to performance outputs and outcomes consistent across delivery sectors designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion.

Recommendation Number	Recommendation
27 A	Similar to the cooperative efforts underway relative to library automation and distance learning, the State Board of Education, the Board of Governors, and ICUF should create a joint taskforce to identify the potential for other joint contracts for shared services, where feasible, in order to maximize the use of state resources. The taskforce should make a report annually to the State Board of Education, the Board of Governors, the Higher Education Coordinating Council, and the Florida Legislature regarding its efforts.
28 B	Beginning December 2013, the HECC shall produce an annual report on the performance of Florida’s system of higher education that includes each of the common measures identified and described in the Data and Performance narrative section, as well as unique performance measures that are specific to each individual sector.
29 B	To enable the HECC to report results for all sectors, the Florida Legislature should provide specific authority for the Commission for Independent Education (CIE) to collect the data necessary for reporting the measures identified in the Data and Performance Section of the Council Report
30 D	The Department of Education should strengthen and enhance the accountability system for Florida’s Workforce Education programs by providing recommendations to the Legislature that include incentives for meeting specific outcomes (completion, placement, earnings) and consequences for failure to meet the required outcomes.

Workforce Education. This thematic area captures recommendations, some of which were legislatively mandated, associated with Workforce Education programs. Virtually all of the recommendations found under this thematic area are touched upon in the Council’s report Section D, which bears the same name as the thematic area.

Recommendation Number	Recommendation
31 D	The Florida Legislature should directly link adult education to employment by changing the definition of adult education by revising s. 1004.93, F.S., to further emphasize that the goal of adult education is employment.
32 D	The Florida Legislature should amend the current statutory [1004.02(26), F.S.] definition of “Workforce Education” to ensure that business and industry personnel needs are met. The current definition is “Workforce Education means adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma, or a career degree.” The definition should be amended as follows “Workforce Education consists of secondary and postsecondary courses and programs that lead to an occupational completion point, industry certification, certificates and two year degrees that are directly linked to employment and Florida’s industry and businesses needs and demands.”

33 D	The Florida Legislature should continue to support the current workforce education delivery system that allows local institutions to determine program offerings to meet local business and industry personnel needs. Programs and courses should be market-driven, meet industry needs, cost-effective and result in employment for students. Which system provides the programs and courses should not be the issue that determines program offerings. The determinant should be whether the programs that are offered are market-driven and successfully prepare individuals for employment.
34 D	The Florida Legislature should not consolidate adult general education programs within school districts. Currently, school districts, Florida colleges, and community-based organizations provide adult education programs to meet the needs of their local communities. This local decision-making should be maintained.
35 D	The Department of Education, school districts and the Florida College System institutions should ensure that, beginning in the 2013-14 school year, workforce education data collected and reported include common data and definitions for state and federal accountability programs
36 D	The Department of Education should maintain the college credit certificate, the non-college credit certificate, and the Associate in Applied Science degree as valid credentials as needed in Florida because these certificates and programs are directly linked to workforce need and demand.

SECTION A: THE CORE MISSION OF PUBLIC AND NONPUBLIC POSTSECONDARY EDUCATION INSTITUTIONS IN THE CONTEXT OF STATE ACCESS DEMANDS AND ECONOMIC DEVELOPMENT GOALS

“The mission of the state system of postsecondary education is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to develop in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition.”

(1004.01(2) Florida Statutes)

The 2011 legislature mandated that the Higher Education Coordinating Council make recommendations regarding the core mission of public and non public postsecondary education institutions. The recommendations have multiple audiences: not only executive and legislative bodies, but also the State Board of Education and the Florida Board of Governors. The Council sees this as an opportunity to more clearly and consistently define the mission of post secondary education in relation to access and economic development and to identify the roles and responsibilities of each sector and how each sector can contribute to Florida’s vital access and economic development needs.

The above-quoted statute regarding postsecondary education reflects the traditional context that creation of knowledge in and of itself creates value for Florida’s communities and its citizens. Additionally, though, 21st century economic realities and the need for Florida to compete in attracting high-tech, high-wage jobs suggests that the state should leverage its resources to ensure that Florida’s talent is developed and provided the tools to achieve lifetime learning and success. The traditional charge of “What is best for the student?” must now be expanded to include what is best for the taxpayer, the economy, and the state as a whole. This is also an opportunity to ensure the skills and knowledge imparted to students are consistent with the traditional values and ideals of public morality which are essential to the general welfare of the state and its citizens.

Resolving this question must also be set in the context of the existing provision of post secondary education, including public and private, K-12 institutions, colleges, and universities with respective governance structures; institutional aspiration; and by statute, policies, and procedures that may need to be revisited or created.

As they should, all sectors strive to be great, to be efficient and effective, and to respond to their local constituents. And all Florida postsecondary sectors are populated with exemplary institutions and programmatic offerings that are a source of pride. But does the state need a greater voice, or at least a greater foreknowledge, as to which

institutions will and do offer what programs, serving which students, in what academic areas, and at what cost? Perhaps exploring this question represents the ongoing critical work of the Council itself; it is without doubt on the minds of many Council members.

The question is not asked in a vacuum, but, rather, in an environment of limited funding when the demands for access and an educated workforce have never been greater, and when Florida's promise for a knowledge- and innovation-based future is critically dependent on the missions of all sectors.

Several sectors combine to deliver Florida's postsecondary education: public school systems; public community/state colleges; public universities; and the private/independent institutions, both non-profit and for-profit. For decades it has been a goal to create a seamless educational path of access, transferability, quality, and affordability that efficiently meets the state's essential access and economic development needs. Despite the positive efforts of all sectors, it is an ideal that has yet to be *fully* realized, especially given the evolving missions of institutions in the context of governance structures and processes that have shifted, in some cases radically, over time. Probably the four most compelling examples are the increasing role of advanced placement and dual enrollment programs, the creation of a baccalaureate-conferring Florida College System, the authorization of baccalaureates and master's-level degrees by the boards of trustees of individual State University System institutions, and the rapid growth of postsecondary schools within the for-profit sector.

Historically, Florida has been a national leader in establishing articulation policies and pathways between and among both public and private institutions that have been the envy of other states. And yet, at this juncture in the evolution of systems and institutions, it is important to at least ask whether such a statewide, cross-sector system should develop an accountability model that establishes performance and accountability metrics that can be uniformly applied across and among all sectors. Similarly, policy makers should consider whether performance and accountability objectives are best achieved by funding outputs and outcomes versus the traditional approach of funding inputs, e.g. enrollment.

If indeed it is Florida's goal to better organize its cross-sector delivery and to make the best systemic decisions, certainly some of the most fundamental questions relative to mission are these:

- Do all sectors, public and private, and their respective institutions optimally reflect Florida's state system of postsecondary education as articulated in (1004.01(2) Florida Statutes? If Florida is currently not optimally organized to meet its growing access and economic development demands, what steps need to be taken and in what order so that greater cohesion, planning, access, and, ultimately, outcomes can be achieved?

- Given the growth and evolution of some sectors and their institutions (more institutions, more branch campuses more programmatic offerings, more baccalaureate granting institutions, more graduate/professional schools) are the missions of all sectors optimally aligned with one another relative to efficiency, effectiveness, and student-centeredness? How can state policy ensure that this alignment happens?
- Does the state provide sufficient oversight for the changing missions of all sectors and their institutions by virtue of existing statute, policies, and procedures now in effect?
- Are there elements relative to institutional mission that have unintentionally weakened Florida's commitment to the two-plus-two system of postsecondary articulation? Is the two-plus-two system of articulation fundamentally at risk more than it was ten years ago? If so, how can Florida move forward to protect this great asset?
- Are there geographic/programmatic gaps between all sectors, public and private, through which students are falling? Are there unnecessary overlays of duplication that reduce cost-effectiveness? Is there a methodology for state-level enrollment and programmatic delivery planning across sectors?
- With regard to voluntary pre-kindergarten and K-12 education, how can the missions of all sectors, public and private, be maximized to produce effective professionals who are equipped to respond to the enormous challenges of providing Florida's youngest generation with the tools to be successful in their formative elementary school years?
- How can Florida's postsecondary sectors help to better address issues of postsecondary readiness, reducing the need for remediation?
- How can the State Board of Education and the Florida Board of Governors most optimally articulate between themselves for systemic postsecondary planning?
- For more efficient systemic planning, what new collaborative partnerships might be created for the development of new academic offerings among Workforce Education, the State University System, the Florida College System, the institutions licensed by the Commission for Independent Education, and the institutions that constitute the Independent Colleges and Universities of Florida; and how might these collaborative partnerships be funded?

Mission Statements

What follows are brief treatments of each of the missions of the delivery sectors, public and private, associated with a statewide system of postsecondary education crafted by each of the sectors: Workforce Education, Independent Colleges and Universities of Florida, The State University System, the Commission for Independent Education, and the Florida College System. Each sector provided its own perspective of its mission, and the inclusion of these in this report does not reflect the endorsement of the language by the Council. These mission statements are not the end conclusions of the Council, only a beginning point for discussion.

There were a few key areas that stood out as important across sectors relative to mission:

- All sectors must work more collaboratively and inclusively to understand and take advantage of institutional capacity across sectors relative to the whole of Florida’s student access demands and, with as much specificity as possible, the needs of business and industry.
- All sectors must work collaboratively to systematically plan for the delivery of graduates to fill high-skill, high wage, workforce present and future needs. There must be a concerted and coordinated effort among all sectors to produce more graduates of STEM programs.
- The Florida Legislature should provide funding to enhance Florida’s technology-based infrastructure for services available across all sectors, as a method for responding to student access and instructional support needs. This includes e-learning, e-advising (FACTS.org), linked library systems, and the Orange Grove digital repository. This technology investment will assist sectors and institutions in realizing their missions.
- The Florida Legislature should ensure that the postsecondary education accountability system, including performance measures [s. 1008, F.S.], as well as the mission [s. 1004.01(02), F.S.] reflect the criticality of the issues regarding state access demands and economic development goals.

K 12 Public Schools Mission Statement

Florida’s K-12 public education system serves more than 2.7 million K-12 public school students within 3,800 schools statewide and 44 school district technical centers. The State Board of Education’s guiding vision is, “To change the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable

students for success in the 21st century". Florida engages in strategic planning annually based upon reform implementation results and the state's educational priorities. Florida's 2009-10 Next Generation PreK-20 Strategic Plan identifies the state's student achievement goals and is structured around guiding principles, priorities, objectives, and projects that support Florida's education mission.

The State Board of Education operates utilizing the mission of Florida's K-20 education system established pursuant to s. 1008.31(2)(a), Florida Statutes. Therefore, the K-12 public school system's mission statement, as prescribed by law is:

Florida's K-20 education system shall be to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.

To ensure the mission statement is honored the State Board of Education adopted the next Generation Strategic Plan (December, 2010) that included the following goals:

- Strengthen foundation skills
- Improve Quality of Teaching and Leadership in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates

Florida's K-12 education system is the foundation and stepping stone for the majority of college and university students in the state. The State Board of Education has specifically adopted objectives tied to their goals that directly impact the success of our students and their progression to postsecondary education. Examples of these objectives are:

- Increase postsecondary enrollment rate;
- Increase diversity and number of high school graduates who enroll in postsecondary education;
- Increase diversity and number and percentage of high school graduates who earn a certificate or a degree at a Florida college or career center;
- Increase diversity and number and percentage of Florida college system or state university system students who enroll in and complete upper division program of study;
- Increase number and percentage of students scoring "college ready" in math and language arts on approved postsecondary readiness assessment;
- Increase student participation and performance in accelerated options of AP, IB, DE, and AICE; and
- Define College and Career Readiness.

Florida's Race to the Top student achievement goals lead to College and Career Readiness. Florida's Race to the Top investments will assure the realization of increased student achievement in an expedited time frame. Florida's Race to the Top plan builds toward the goal of preparing our students to graduate high school and succeed in college and career. Florida's key Race to the Top goals for student achievement are the following:

1. Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college, and achieve at least a year's worth of college credit;
2. Cut the achievement gap in half in 2015; and
3. Increase the percentage of students scoring at or above proficient on NAEP by 2015, to or beyond the performance levels of the highest-performing states.

Recent reform efforts have been implemented by the Legislature to help ensure Florida's students are college and career ready. For example, high schools are required to evaluate their students before the beginning of grade 12 on the college readiness of each student who scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or Level 2, Level 3, or Level 4 on the mathematics assessments. The high school will use the results of the test to advise the students of any identified deficiencies and provide 12th grade students, and require them to complete, appropriate postsecondary preparatory instruction prior to high school graduation. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a Florida College System institution within 2 years of achieving such scores shall not be required to retest or enroll in remediation when admitted to any Florida College System institution. Additionally, new requirements include both mathematics and science courses and end of course assessments. The new course requirements are phased in over a four-year period with new requirements beginning with each 9th grade class. End of course assessments are also phased in with the first year when the end of course exam is 30% of a course grade and the second year and following years the end of course exam must be passed to earn the required credit. Specifically students entering the 9th grade in 2010 were required to take Algebra and Geometry, in 2011 entering 9th graders were required to also take Biology and the Algebra End of Course Exam, in 2012 entering 9th graders are required to take a Biology and Geometry End of Course Exams and Algebra II and students entering 9th grade in 2013 are required to take Chemistry or Physics and an equally rigorous science course.

Florida's unparalleled history of reform has created the foundation for strong student achievement. The following list of historical reforms has set the foundation for continued student improvement in Florida:

- Adopting internationally-benchmarked student standards aligned to college and career readiness;

- Setting high standards for student achievement (Florida Comprehensive Assessment Test, grades 3-10) several years before the passage of No Child left Behind (NCLB);
- Instituting a strong school accountability system (grading public schools “A” through “F” on performance, learning gains, learning gains of lowest 25% of students, high school graduation rate, college readiness);
- Building a longitudinal database and reporting system and PK-20 data warehouse;
- Emphasizing student learning in educator evaluations and reward systems, and in teacher preparation;
- Chosen as one of six states for a flexibility waiver to implement a differentiated accountability system for struggling schools;
- Providing state support and assistance, rewards and sanctions (School Recognition Program);
- Emphasizing reading (state-funded LEA comprehensive reading plans and thousands of teachers, principals, and reading coaches trained in research-based reading instruction);
- Creating a vibrant charter school system and scholarship programs to enable school choice;
- Establishing the Florida Virtual School, recognized as the #1 virtual school in the nation for the past two years; and
- Initiating a statewide voluntary prekindergarten program that serves 63% of all four-year-olds in the state.

Consequently, Florida’s initiatives have shown impressive results. Florida has dramatically improved student achievement over the past decade as measured by National Assessment of Educational Progress (NAEP) student achievement growth.

Workforce Education Mission Statement

The Workforce Education system is a dual delivery system with programs offered in 59 school districts including 46 technical centers and 28 state and community colleges. The system served almost 800,000 students in technical certificate, associate in science degree, apprenticeship, literacy/ diploma, and continuing workforce education programs in 2009-10.

Workforce Education in Florida is making a difference in our students’ lives:

- Average annual earnings provide a sustainable income for career programs completers.
 - District certificate completers averaged annual earnings of \$32,733.
 - College certificate completers averaged \$37,355.
 - College A.S. degree completers averaged \$47,707.

- Career certificate completers have a 76% placement rate in employment or continuing education with college credit certificate completers demonstrating an 86% placement rate.
- In the adult general education programs, students document progress through learning gains and transition to higher levels.
 - 74% of post-tested adult education students made learning gains.
 - 63% of students completing adult basic education transitioned to adult secondary education or earned a diploma by the following year.
 - 59% of adult ESOL students making a documented learning gain continued their education.

The mission of Florida’s Workforce Education System is to help ensure that Florida has the skilled workforce needed to grow and diversify its economy. The primary customer of workforce education is Florida’s businesses and industries and, therefore, workforce education programs in Florida are designed and tailored to meet their needs. As indicated in *“Closing the Talent Gap – A Business Perspective: What Florida needs from its Talent Supply Chain”*, Florida’s Workforce Education System is committed to solidifying and enhancing the Talent Supply Chain to focus on creating a pool of talent that will help both our existing and future businesses thrive in the global innovation economy.

For students in Workforce Education programs the goal is employment in demand occupations. Workforce Education programs are designed to ensure that students have access to programs that are linked to employment opportunities that result in self-sufficiency. Florida’s workforce education programs provide training designed to meet local and state workforce needs and help Florida compete in the global economy by building a broadly based, highly skilled, and productive workforce. Postsecondary Workforce Education programs include both career education and adult education programs.

Short-term and long-term forecasts of employment demand for jobs by occupation and industry are the foundation on which workforce education programs are developed. Florida’s workforce education delivery system is aligned to the occupations with employment opportunities. Florida’s Workforce System utilizes several tools to determine the employment demand for jobs by occupation and industry and consequentially what programs are needed. The Workforce Estimating Conference [s. 216.136(7), F.S.] provides information on the personnel needs of current, new, and emerging industries. This information, in addition to other market driven tools, is used to determine what workforce education programs are needed. These tools include: the statewide targeted occupation list; Enterprise Florida’s Targeted Sectors information; information from industry state associations (i.e., manufacturers associations); needs identified at the local level by local business and industry, school districts and community colleges; employment openings advertised on the internet; and direct employer input. Department of Education staff work collaboratively with business and

industry representatives to design programs and program standards to meet Florida's needs.

Program performance is assessed using the statutorily mandated outcome measures that include: retention rates, completion rates, placement rates and earnings [s. 1008.42, F.S. and 1008.43, F.S.]. Since 2005-06, the legislature has provided a separate performance-based incentive funding allocation to district workforce education providers based on outcomes such as program completers, special populations served, employment placement, and continuing education. In fiscal year 2011-12, 1.33% (\$5 million) of the workforce education budget is performance-based. This allocation is calculated annually based on the most recent available data. Utilization of performance-based funding and a comprehensive use of market driven tools are key elements that contribute to the responsiveness of Florida's workforce education system.

Independent Colleges and Universities of Florida (ICUF) Mission Statement

Since the 19th century, the mission of the Independent College and Universities of Florida has included expanding access to higher education and enhancing Florida's economy. And since 1979, ICUF has closely coordinated these efforts with the State of Florida. This ongoing collaboration and the resulting student financial assistance programs (like the Florida Resident Access Grants (FRAG), Bright Futures Scholarships and the Private Student Assistance Grants) boost both student access and Florida's economy.

Total enrollment at ICUF's institutions has grown by 41% in the past decade and the FRAG undergraduate enrollment in the past decade has grown by 47%. ICUF has grown to 128 educational sites with 25 instructional sites on state college campuses and others at schools, hospitals and businesses. The collaborative partnership sites deliver degree programs that are among the lowest cost options in Florida for both students and the State. These non-profit SACS-accredited institutions provide more than 135,000 students access to 29 diverse colleges and universities that award more than 31% of Florida's bachelor's and advanced degrees. ICUF has large institutions similar to the state universities and colleges, as well as medium-size and small institutions in urban, suburban and rural settings where students complete their degrees in 4.2 years on the average. Eleven ICUF institutions deliver on-line courses, 200 fully on-line bachelor's degree programs, professional development on-line and on-line graduate degree programs, providing students access to otherwise unavailable programs throughout Florida. Working with the Florida Department of Education, ICUF has created an on-line eLibrary and contributes to FACTS.org to advise students.

The 29 ICUF institutions boost Florida's economy in several ways. This past year, they awarded nearly 34,000 bachelor's and advanced degrees. That total was 25% of all bachelor's degrees, 38% of all master's degrees, 35% of all doctoral degrees and 55% of

all first professional degrees awarded in Florida. Eight ICUF institutions focus on biotech, aeronautics, aerospace, technology, health care, business, oceanography and marine science research. Fifteen award math degrees. Eleven award chemistry degrees. Nineteen award biology degrees. Two award physics degrees. Twenty award nursing and/or allied health degrees. Nineteen award technology and/or engineering degrees. Twenty-six award business degrees. These STEM and business programs and other institutional minors in these fields could be expanded to meet any unmet student or employer demand. In addition, other graduates in Arts & Science fields fuel Florida's economy of for-profit, non-profit and public enterprises. The ICUF institutions are also private, non-profit corporations which employ nearly 32,000 Floridians, have payrolls of more than \$2 billion, expend nearly \$4.5 billion a year and are privately financing more than \$1 billion of construction. They attract nearly 60,000 out-of-state students who expend money in Florida and often after graduation, join and further support Florida's economy.

ICUF institutions have succeeded in these two missions by staying attuned to student, parent, community and employer demands, aligning resources to meet those demands, accelerating degree awards of students, attaching graduates to the economy and being accountable for delivering high-quality affordable education.

The State University System Mission Statement

All universities share the core tripartite mission of teaching, research, and service. The further articulated mission of the eleven institutions comprising the State University System of Florida is to provide student access to a coordinated system of public institutions of higher learning, each with its distinctive mission and collectively dedicated to serving the needs of Florida and the Nation. The State University System provides education to over 321,000 degree-seeking students at the undergraduate, graduate, doctoral, and professional levels.

The System's mission reflects the strategic priorities of a New Florida knowledge economy through academic excellence, scholarship, research and innovation, and community engagement. The State University System supports students' development of knowledge, skills, and aptitudes needed for success in the global society and marketplace. It works to transform and revitalize Florida's economy and society through scholarship, research, creativity, discovery, and innovation. It delivers knowledge and advances the health, welfare, cultural enrichment, and economy through community engagement and service. And it mobilizes its resources to address significant challenges and opportunities facing Florida's citizens, communities, regions, the State, and beyond. A prime example of this is when all universities came together to work on the Gulf Deepwater Horizon blowout and spill, forming a consortium comprised of both public and private institutions.

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the 2012-2025 strategic planning period and are framed by the Board's three critical points of emphasis: *Excellence*, *Productivity*, and *Strategic Priorities for a Knowledge Economy*.

Excellence translates to:

- Improving the quality and relevance of all academic programs, and growing the number of institutions and academic programs with state, national, and/or international preeminence.
- Improving the quality and impact of scholarship, research, and commercialization activities, and growing the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.
- Improving the quality and relevance of public service activities, and growing the number of institutions recognized for their commitment to community and business engagement.

Productivity translates to:

- Increasing access and degree completion for students, including students from traditionally underrepresented groups, returning adult students, and distance learning students.
- Increasing research and commercialization activities to help foster entrepreneurial campus cultures.
- Increasing undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.
- Increasing faculty and student involvement in community and business engagement activities.

Strategic Priorities for a Knowledge Economy translates to:

- Increasing student access and success in degree programs in the STEM fields and other areas of strategic emphasis that respond to existing, evolving, and emerging critical needs and opportunities.
- Attracting more research funding from external (includes federal and private) sources.
- Promoting more collaboration with private industry on research projects.
- Increasing the percentage of graduates who continue their education or are employed in Florida.

That all universities share a tripartite mission cannot mean that all institutions of the State University System should interpret their tripartite missions exactly the same, especially given the goals referenced above. For a university system to work, a more carefully articulated understanding and alignment is necessary with regard to the proportions of teaching, research, and service appropriate to each institution, affording access to an array of different educational opportunities unique to the mission of each institution. This differentiation must also encompass more strategic areas such as how many students at each institution can be expected to be first-time-in-college admits, the appropriate ratios of undergraduates to graduate students relative to each institution, and proportions of first-time-in-college to 2+2 transfers according to the capacity and the unique mission of each institution.

Similarly, the State University System is continuing to develop regulations, processes, and procedures for exploring how branch campuses will or will not grow, their future roles in programmatic delivery, and their optimal use in articulating across sectors. The System also faces questions as to whether and where new stand-alone institutions might be created, and similar strategic questions that ultimately reflect on the missions of both new and existing institutions, both within the System and across sectors.

In sum, the tripartite mission of teaching, research, and service must be differentiated by institution, must reflect the creation of tools to increase student access, and must aggressively point toward meeting the workforce goals of the state and building world-class academic programs and research capacity, all aspects of which must focus on student success, on increased outputs, and on unquestionable degrees of relevance to Florida's future. In other words, the State University System must become better organized and its institutions more clearly differentiated to meet the needs of the 21st century in order to maximize the state's investment on its future.

Commission for Independent Education Mission Statement

The Commission for Independent Education currently licenses over 900 nonpublic institutions of higher education in Florida with a student enrollment of over 340,000 students. Almost 500 of these institutions are accredited by a national or regional accrediting agency that has been approved by the U.S. Department of Education. These schools and colleges serve a diverse and nontraditional student population - 53% are from an ethnic minority and 62% are over the age of 25. In addition, 85% of these enrollees are Florida residents.

These institutions offer an additional choice from among the various sectors of higher education for students seeking a postsecondary education. A wide range of programs are provided by this very diverse community of educational institutions. Institutions are located throughout the state, with physical sites concentrated in the larger metro areas of Florida. They serve as a resource for local employers by bringing relevant training and education programs to the residents of each area. The institutions licensed

by the Commission also offer a number of distance education programs, thus providing an opportunity to serve those communities where there are fewer opportunities for postsecondary education. Credential levels range from non-degree certificates and diplomas to doctoral and first professional degrees.

There are over 8,500 licensed programs offered by the Commission's 900 plus schools and colleges. Program offerings often encompass those career preparation programs that are in demand by employers, including health careers, business programs and technology occupations. There are also 150 licensed institutions currently training clients for Workforce Development agencies throughout Florida.

Occupational training is a focus of many of these licensed programs and this education often prepares the graduates for new careers. Among these students are people who are seeking to change occupations due to changes in the economy. There are many programs specifically designed to prepare graduates for professional certifications, licenses and advanced degrees since career advancement may also be a goal for many students

The institutions licensed by the Commission graduated over 100,000 students in the 2009-2010 fiscal year, providing a significant positive impact on Florida's skilled workforce. Most of the licensed institutions utilize industry-led program advisory boards to provide input and direction for program innovation and content and to address labor market needs and challenges. Licensed schools and colleges strive to serve established and new and emerging industries. These institutions are willing to adjust to local educational and market needs because they are flexible, individual business entities. A program will be considered successful if students graduate and benefit from the education received, through job placement or career advancement in their field.

The Commission receives its budgetary authority as part of the Office of the Commissioner within the Department of Education. All of the revenue that supports the activities of the Commission comes from the fees that are paid by licensed institutions. The Commission receives no General Revenue from the State of Florida. The institutions themselves receive no state or federal funds; though students may qualify for some state or federal financial aid.

The mission of the Commission for Independent Education is to serve as a consumer protection agency for the individual student and to promote accountability at the independent postsecondary level. The Commission protects the integrity of the licensed institutions by assuring that the Standards for Licensure and Fair Consumer Practices are met. Though each institution that is licensed by the Commission has a unique mission, they are all focused on positive student outcomes. These schools and colleges perform a vital service for Florida's economic system by producing a supply of graduates that meet the demands of Florida's employers. Florida's private postsecondary institutions provide consumers a choice in higher education while addressing concerns about student access and institutional capacity in Florida's system of higher education.

The Florida College System Mission Statement

The Florida College System (FCS) which serves almost one million students annually, represents 28 comprehensive public community colleges, colleges and state colleges, statutorily charged with responding to community needs for postsecondary academic education and career degree education. Central to that charge is a mandate for providing educational opportunities leading to social equity and meaningful employment, by combining high standards of excellence with an open-door policy for lower-division programs for all who can benefit without regard to age, race, gender, creed, or ethnic or economic background. The FCS is further charged with promoting economic development for the state through the provision of special programs including, but not limited to Enterprise Florida related partnership technology transfer centers, economic development centers and workforce literacy programs.

By design and via their mission, Florida College System institutions have the experience, history, flexibility, nimbleness, and strong community ties with local businesses and industries, to develop and deliver programs to meet the ever-changing needs of the 21st century workforce. Policies such as common course numbering and guaranteed transfer into the State University System, as well as articulation agreements with the Independent Colleges and Universities of Florida, have made our state a national leader in model educational pathways. The fact that over 60% of Florida high school graduates who attend college start out in the Florida College System and that almost 50% of the students who enter Florida's public universities come through the gateway of the Florida College System, is a testament to the viability of these processes. Unless the achievement gap is significantly closed over the next ten years, and/or the University System and ICUF relax SAT admission requirements, it is realistic to expect that an even higher proportion of students will choose Florida College System institutions as their primary entry point to higher education. Currently almost 80% of minority students enrolled in postsecondary, lower-division programs in Florida are enrolled in the FCS with a similar percentage of lower division students receiving Pell Grants also in the FCS. Fueled by the "Great Recession," an unprecedented 30% enrollment growth rate over the past three years has tested the ability of the colleges to keep their open-doors "open," and raised serious concerns about the capacity of the state's public and private universities to handle the coming crush of potential transfer students.

Economic and technological changes have accelerated pressures put upon the traditional mission of the Florida College System, *aka* the community college system. Across the globe, business and industry is looking toward higher education to prepare the knowledge workers of the future for jobs which may not yet exist. Concern that the United States is falling behind other developed countries in baccalaureate degree production is prompting a renewed and more critical focus on higher education accountability and productivity. According to statistics cited by the Bill and Melinda Gates Foundation, "the U.S. adults ages 55-64 are tied for first in the industrialized

world in college degree attainment; a younger generation of Americans (ages 25-35) is tied for 10th.”¹

Further clarifying the country’s higher education challenges, the Beginning Postsecondary Longitudinal Study demonstrated that nationally “...most college students today are non-traditional. Most attend non-selective institutions, and just 14 percent of students live on-campus. One third of students enrolled in postsecondary education work full-time, and another 44 percent work part-time. And 60 percent of students who earn degrees earn them from different institutions than the ones in which they started.”² Clearly, the stereotypical model of a college student as being a single, recent high school graduate, supported by his/her parents has morphed into something quite different, and as such, the traditional parameters that define system and institutional missions must also change. This change is taking place within the Florida College System. Most notably, it is being seen in a system commitment to a philosophy and a delivery system appropriate to non-traditional populations and local employment needs, whereby a “community” college can maintain its identity/primary mission while offering both associate degrees and a limited, select array of baccalaureate degrees as part of its comprehensive programming.

The detailed, comprehensive need/demand analysis required for Florida College System baccalaureates in Florida, combined with academics which meet all state and Southern Association for Colleges and Schools criteria for granting baccalaureate degrees, represents not “mission creep” nor “mission leap,” but instead a careful evolution of the characteristics which define our system: open-door admissions, affordability, remedial education, responsiveness to local community needs, flexible scheduling, and a commitment to teaching and learning. In a day when we are all being challenged to think globally and act locally, it is time to acknowledge that these recognized hallmarks of the Florida College System can be extended by expanding lower-division to upper-division educational opportunities of the highest quality, without adversely impacting the historical mission of our colleges and without competing for enrollments with other educational sectors in the state. Baccalaureate-authorized colleges within the FCS are today demonstrating that they can embrace the full concept of meeting community needs in a manner that is consistent with, rather than detrimental to their identity, while contributing responsibly to the economic development needs of the state.

Although Florida’s “2 + 2” articulation system has long been considered one of the strongest and most comprehensive models in the nation, Florida’s institutions of higher education have been unable to meet the workforce demands for increased baccalaureate

¹Organization for Economic Cooperation and Development. “Education at a Glance: 2010.” Paris, France, August 9, 2009.

² Atwell P. and Laven D. (2008). The other 75%: College Education Beyond the Elite. Weinberg Seminar Remarks, April 15, 2008. Data from the Beginning Postsecondary Students Longitudinal Study.

production. For a state which will soon rank 3rd nationally in population to also rank in the bottom quartile in baccalaureate production has become increasingly unacceptable to state legislators, policy-makers, employers and educators , --thus the forward-thinking move to explore new degree production/completion options. To reach its economic potential and to attract good jobs for its diverse and growing population, Florida must expand access to associate and baccalaureate degrees targeted toward the state's critical-need and technical workforce sectors, while being carefully non-duplicative, and demonstrably cost-efficient. The Florida College System, with the support of the Legislature, has heard these urgent calls for action and responded with the introduction of innovative, yet substantive workforce-oriented certificates, associate degrees and baccalaureate programs designed to provide access to and completion of degree programs with a data-supported unmet need for employees.

The mission of the Florida College System is based soundly on the premise that our state and nation cannot afford to waste a large segment of its human potential, i.e., older students, place-bound students, the "working poor," recently unemployed students, etc.), and still remain globally competitive. Emerging technologies demand fresh and forward-thinking – but no less rigorous views of what truly constitutes a meaningful postsecondary education. Foundational to our System's commitment to its mission is a statewide, statutorily authorized policy framework that guarantees consistent academic oversight, minimizes barriers (including financial, geographic and transfer) within the educational pipeline, and maintains strong ties to the business and industry needs of our communities.

SECTION B: DATA AND PERFORMANCE MEASURES

The Council's task is to make recommendations regarding "performance outputs and outcomes designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion. Performance measures must be consistent across sectors and allow for a comparison of the state's performance to that of other states."

Performance measurement is critical to effective management and systemic improvement. This is especially true as the Council takes on the task of developing statewide plans and goals for all of higher education in Florida. The Council requires comprehensive and comparable information regarding the productivity and success of each postsecondary sector.

The Council recognizes the criticality of understanding issues relative to the funding of postsecondary education, the extent to which funding can impact productivity, and the implications of better knowing at what cost and to whom the costs of higher education are borne. The Council is committed to working with the various education sectors toward more outcomes-based funding for postsecondary education while also examining the relationships between funding and productivity.

Achieving effective performance measurement across multiple organizations requires striking a balance between the precision of each measure and its comparability. The directive to the Council mandates identification of performance measures that are, to the greatest extent feasible, comparable across sectors and states. This requires a trade-off in precision. Some measures that most accurately measure the performance of a given sector cannot be compared to other sectors.

Preparedness

The level of preparation for students entering our postsecondary institutions varies dramatically. For many universities, admissions criteria ensure that overall levels of preparation for entering students are very high, while open-access institutions in the Florida College System use state adopted placement assessments to gauge levels of college-readiness. Other institutions have no way to measure preparation.

Despite these differences, it is widely agreed that high school students should graduate with college-ready and entry-level career-ready skills. The State Board of Education adopted the following definition of college and career readiness in February 2011:

Definition:

Students are considered college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.

The State Board of Education has identified cut-scores for several standardized tests to reflect college readiness.

Remedial Cut Scores

CPT	
Elementary Algebra	72
Reading	83
Sentence Skills	83
SAT-I	
Verbal	440
Math	440
ACT	
Reading	18
English	17
Math	19

Postsecondary Education Readiness Test: P.E.R.T. (Launched Oct. 2010): The scaled scores on the P.E.R.T. Placement range from 50-150. The goal for setting the interim cut scores was to match the current distribution of placements based on CPT results. To do this, the Division of Florida Colleges used data from 2006-07, 2007-08, and 2008-09, to determine the percentage of students placed into various developmental and introductory courses based on their CPT results. These distributions were then matched to the expected distributions of the P.E.R.T. to create interim cut scores that mirror the current placement rates. Interim cut scores will be replaced with permanent scores once student performance data based upon an adequate number of administrations and placements has been analyzed.

The current course placement score ranges for the P.E.R.T. are:

Mathematics	
Lower Level Developmental Education	Scores of 50 – 95
Higher Level of Development Education	Scores of 96 – 112
Intermediate Algebra (MAT 1033)	Scores of 113* - 122
College Algebra or Higher (MAC1105)	Scores of 123 - 150

**113 is the college-ready cut score for mathematics*

Reading	
Lower Level Developmental Education	Scores of 50 – 83

Higher Level of Development Education	Scores of 84 – 103
Freshmen Composition Skills I (ENC 1101)	Scores of 104* - 150

**104 is the college-ready cut score for reading*

Writing	
Lower Level Developmental Education	Scores of 50 – 89
Higher Level of Development Education	Scores of 90 – 98
Freshmen Composition Skills I (ENC 1101)	Scores of 99* - 150

**99 is the college-ready cut score for reading*

Thus, we recommend the following measures of preparedness:

	Measure	Definition/Explanation
<i>Preparedness</i>		
Measure 1	College and Career Readiness The percentage of Florida high school graduates who are college ready.	The number of high school graduates who have been identified as college ready divided by the number of school graduates.

Access

Access can be defined in a number of ways. Geographic access is critical, as students need colleges and schools near where they live. Financial access is also critical, as costs can be critical barriers. In addition, there are the simple logistics of having space available at a given institution.

For the purposes here, access is measured as total system enrollment, the difference between the percentage of minority students enrolling in postsecondary and percentage in the overall population, and the net cost of tuition. Increasingly, Florida’s institutions are serving a multi-racial, multi-cultural population, and this can pose new challenges for meeting access obligations.

	Measure	Definition/Explanation
<i>Access</i>		
Measure 2	Current System Enrollment Number and percentage of students who <ul style="list-style-type: none"> • Apply • Are Admitted • Enroll 	Simple counts of applications, admissions, and enrollments provide contextual information about the size of each sector and the types of students accessing them. For open enrollment institutions, applications and admissions will be

		available or applicable.
Measure 3	<p>Disparity analysis The racial and gender make up of students who</p> <ul style="list-style-type: none"> • Apply • Are Admitted • Enroll <p>Compared to the racial and gender demographics of the state's population</p>	Comparing the percentages admitted and enrolled allows analyses of potential disparities among races or genders. This can be done in relation to overall admissions and enrollments as well as in comparison to the demographics of the state. The analysis can help identify access points and blockages for minority and underrepresented students.
Measure 4	<p>Financial Accessibility Net Cost of Attendance</p>	The net cost of attendance is reported in the Integrated Postsecondary Education Data System (IPEDS). It is average of cost of attendance once financial aid, including grants, is taken into account. It effectively represents the actual cost, not the sticker price, of education.

Not all sectors can report fully on each of the access measures.

- CIE requires statutory authority to collect race and gender information.
- CIE can report net cost of attendance only for schools that submit data to IPEDS.
- The Division of Career and Adult Education does not have a net cost since some programs do not have a traditional tuition model. A proxy measure would have to be developed.

Retention

Retention is the percentage of students who do not earn a credential and return the same institution the following year. Institutions regularly track this for internal program improvement. At the state level, this can help identify instances in which underrepresented students are leaving higher education before completing a credential. It should be noted that efficient and effective articulation policies for transfer students could increase retention by removing barriers to changing institutions.

	Measure	Definition/Explanation
<i>Retention</i>		
Measure 5	<p>Retention rates The percentage of students who enroll and the subsequently re-enroll in the <u>following</u> year. Reported by race, gender, and age where possible.</p>	This is the percentage of students who did not earn a credential and return the following year.

Not all sectors can report fully on retention. Because of statutory limitations, CIE does not track individual students and so cannot track the percentage returning. It can report a proxy measure based on aggregated counts of students enrolled, graduating and withdrawing.

Transfer

The ability of students to transfer among postsecondary institutions with minimal loss of credits is critical to increasing the production of degrees and certificates. The measures identified below provide contextual information regarding the scope of transfer activity and an outcome measure designed to evaluate the effectiveness of the state’s overall transfer framework.

	Measure	Definition/Explanation
<i>Transfer</i>		
Measure 6	Transfer Activity The number of students who transfer to another postsecondary institution	The number of students transferring to another institution within the state provides reflects the overall volume of transfer activity.
Measure 7	Transfer Rates Percentage of <u>graduates</u> who transfer to another postsecondary institution	Transfer rates provide an indication of the percentage of students who graduate and continue their education at another institution.
Measure 8	Transfer Effectiveness The graduation rate, average time to completion, and credits earned for transfer students as compared to non-transfer students	This is measured within each sector by comparing students who transfer into an institution with non-transfers or native students. This will reflect the overall effectiveness of transfer policies in ensuring seamless movement between institutions.

Not all sectors can report fully on retention. The CIE requires statutory authority to require licensed institutions to participate in FETPIP and to collect student level data necessary to report on transfers.

Completion

Research has consistently shown strong links between the level of education and the productivity and success of its workforce. For Florida to compete national and internationally, it must increase the number and percentage of its population with wage-sustaining degrees and credentials. The performance measures recommended here focus on the number of completions, completions in critical STEM fields, graduation rates and the overall percentage of the population with college degrees.

	Measure	Definition/Explanation
Completion		
Measure 9	Completions Total degrees and credentials awarded	This measure will provide valuable information about the state's total production of postsecondary credentials and degrees.
Measure 10	STEM Completions Total STEM degrees and credentials awarded	This measure is subset of total completions but focused exclusively on STEM related fields.
Measure 11	Graduation rates Percentage of students graduating within 150% of time for degree (i.e. 3 for initial AA, 6 years for initial baccalaureate)	This is among the most common measures used in higher education accountability systems. This measure focuses on first-time, full-time students and is available using IPEDS data.
Measure 12	Educational Attainment Percentage of Florida's working age population (25-64) with an Associate degree or higher Can also be reported for Bachelor degrees and graduate degrees.	The percentage of a state's working age population that has a college degree or credential is strongly linked to the state's economic success. Based on census data that is reported annually, this outcome measure reflects the ultimate goal of increased completions – a more educated workforce.

Placement into the Workforce

By leveraging the Florida Education Training Placement Information Program (FETPIP) the Higher Education Coordinating Council can track the state's postsecondary graduates into the workforce and to measure their economic success. FETPIP currently tracks program completers into the workforce as well as other postsecondary systems. In addition, FETPIP reports on the use of public assistance. As the state improves its postsecondary production the number of residents earning family-sustaining wages will increase and the number receiving public assistance will decrease.

With this increased emphasis on placement of completers in the workforce, Florida should also begin tracking dislocated and unemployed workers. This data is necessary to determine if new placements stay employed. This data on such workers disconnected from the workforce may also indicate areas of over-supply, increasing the challenge of placing future graduates. In addition, many dislocated workers may be easier to upgrade and place in high-demand areas than initiating new degree candidates. This will get high-demand fields filled more quickly while getting the unemployed back to work. This approach may be an essential strategy to meet

immediate STEM degree demand while other future STEM graduates are beginning their studies.

	Measure	Definition/Explanation
<i>Placement into the Workforce</i>		
Measure 13	Pass Rates Licensure pass rates, where available	This is available only for fields that require licensure exams.
Measure 14	Placement Rate The percentage of students found employed or continuing their education after completing a degree or credential.	This measure tracks graduates into the workforce and continuing education. FETPIP cannot determine if a graduate is placed within their field.
Measure 15	Income The average income for recent graduates, by type of credential	This measure looks at the average across all recent graduates by type of degree or credential. This could also be broken by fields, such as health or STEM.
Measure 16	High Skill/High Wage The percentage of graduates whose income exceed the high skill/high wage threshold.	This measure reports on the percentage of recent graduates who meet or exceed the high skill/high wage threshold. This could also be broken by fields, such as health or STEM.
Measure 17	Family Sustainability The percentage of program completers receiving public assistance compared to the rate for students without postsecondary education.	This measure tracks the percentage of recent graduates who receive some form of public assistance.

The Council recognizes certain caveats and limitations associated with data reporting. For example, not all sectors can report fully on retention. CIE requires statutory authority to require licensed institutions to participate in FETPIP. The federal IPEDS data system category “race/ethnicity unknown” presents a data collection problem for retention tracking. This category is used when the student does not select a racial/ethnic designation and the institution is unable to place the student in one of the racial/ethnic categories. The federal IPEDS data system may also provide an imprecise picture of institutional performance in retention, completion and placement. These data collection problems should likewise be addressed and at minimum coordinated to

standardize the data collection and performance measurement reporting that HECC provides.

SECTION C: ARTICULATION POLICIES AND PROGRAMS

Articulation in Florida is a set of dynamic and constantly evolving, student-focused policies and practices which facilitate transition between and among education sectors. Section 1007.01, Florida Statutes, describes the Legislative intent:

It is the intent of the Legislature to facilitate articulation and seamless integration of the K-20 education system by building, sustaining, and strengthening relationships among K-20 public organizations, between public and private organizations, and between the education system as a whole and Florida's communities. The purpose of building, sustaining, and strengthening these relationships is to provide for the efficient and effective progression and transfer of students within the education system and to allow students to proceed toward their educational objectives as rapidly as their circumstances permit. The Legislature further intends that articulation policies and budget actions be implemented consistently in the practices of the Department of Education and postsecondary educational institutions and expressed in the collaborative policy efforts of the State Board of Education and the Board of Governors.

Florida's strong system of articulation includes guarantees for associate in arts graduates for admittance to the upper division, general education block transfers, common program prerequisites, a common course numbering system, access to college credit while still in high school, and access to associate and baccalaureate degree programs for students who complete career and technical certificates, degrees, and industry certifications.

Transfer Student Admissions

Florida continues to be widely viewed as a national leader in articulation, the coordination of programs and services that facilitate the movement of students through the state education system. Students enjoy a number of articulation options on the path to a baccalaureate degree. The State 2 + 2 articulation agreement, enacted in 1971, has enabled distinctive education sectors to function as an interdependent system. The Agreement has continued to evolve through the years through the enactment of administrative rules and regulations by each education sector and institutional policies that support the matriculation process. Students may enter a university baccalaureate program without leaving the Florida College campus through one of the almost 400 concurrent or joint use partnerships. In addition, students who begin at an institution of the Florida College System may transfer to one of the institutions of the Independent Colleges and Universities of Florida under a statewide 2+2 agreement. Other private

institutions have similar agreements with the Florida College System. Finally, regional 2+2 agreements offer a more specific path in the transfer of credit between specific institutions of the Florida College System and state universities.

As evidenced by the enduring state articulation agreement, there is consensus that every student who achieves an associate in arts degree at a community or state college should be provided access to the upper division at a state college and/or a state university. To ensure adequate access for Floridians to the state's public baccalaureate degree-granting institutions, an appropriate number and balance of available, funded slots at the lower and upper division need to be determined and agreed upon by the postsecondary sectors.

There are certain academic degree programs, both at the associate and baccalaureate level, that have restricted admission requirements. These programs either require students to have a certain level of pre-requisite skills or are limited in available resources (space; equipment or other instructional facilities; clinical facilities, adequate faculty; fiscal, etc.), often due to the high demand for the program. "Limited access" is primarily a State University System term and Board of Governors Regulation 8.013 provides definition and a process for the designation of a limited access programs at state universities. Additionally, there are currently some associate degree programs in the Florida College System that have enrollment limits for similar reasons of preparation and resource adequacy.

Limited access programs are referenced in the state articulation agreement (section 1007.23,2(a), F.S.) as exceptions to the admission guarantee for both the state colleges and the state universities. Limited access programs are also referenced in State Board of Education Rule 6A-10.024(9), which calls for community college and state university transfer students to have "the same opportunity to enroll in baccalaureate limited access programs as native students."

As the FCS and SUS are offering an increasing array of baccalaureate programs, transfer opportunities are increasing for students moving between and among the two systems. The increasing demand for access to the upper division, however, is now straining the admission and enrollment policies of limited access baccalaureate programs.

Lower-Level Requirements as Preparation for the Upper Division

In order to earn an associate in arts degree from a Florida public institution students must meet a number of lower-division requirements. These include : completion of 36 hours of general education coursework in the areas of communication, humanities, mathematics, natural sciences, and social sciences; complete 60 credit hours; earn a 2.0 cumulative grade point average; and complete the English, writing, and mathematics

requirements of the “Gordon Rule.” It is recommended that students also complete the specific common program prerequisites and display two-year proficiency in foreign language; these are requirements for entrance to or completion of the baccalaureate degree.

General Education

Due to budgetary concerns, Senate Bill 1676 (effective July 1, 2009) repealed section (s.) 1008.29, Florida Statutes (F.S.), and eliminated the College-Level Academic Skills Test (CLAST) as an examination. However, the CLAST alternatives previously in Rule were embedded in section 1007.25, F.S. In 2010, the CLAST alternatives were removed from s. 1007.25, F.S. While statute no longer requires students to demonstrate mastery of college-level academic skills, the Southern Association of Colleges and Schools Commission on Colleges’ *Principles of Accreditation* Standard 3.5.1 requires that each institution identify *college-level general education competencies and the extent to which graduates have attained them.*

In 2010 the Articulation Coordinating Committee charged faculty committees in English and mathematics to determine lower-level competencies for all students. As a part of the long-term strategy to assess student learning, these competencies would be embedded in the lower-level curricula statewide. Currently, these competencies have been recommended by the faculty committees, with wider faculty input received.

2.0 Cumulative Grade Point Average

State Board of Education Rule 6A-10.024, Articulation Between and Among Universities, Community Colleges, and School Districts, requires “*achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average.*” This rule is no longer applicable to the State University System; however, the Board of Governors passed a temporary resolution adopting the rule.

The “Gordon Rule”: Six Semester Hours of English Plus Six Semester Hours of College-Level Writing Skills and Six Semester Hours of Mathematics at the Level of College Algebra or Higher

State Board of Education Rule 6A-10.030, F.A.C., (the “Gordon Rule”) was first established in 1982 with amendments in 1988 and 2005. This rule requires six semester hours of English coursework and six semester hours of college-level writing in other courses; also six semester hours of mathematics at the level of College Algebra or above. This requirement for meeting specified semester hour thresholds in English and mathematics extends the general education requirements set forth by SACS and sets College Algebra as the minimum competency level in mathematics.

The accreditation process requires institutional commitment to student learning and achievement as well as to the concept of quality enhancement through continuous assessment and improvement. All Florida public colleges, universities, and ICUF institutions are accredited by the Southern Association of Colleges and Schools, Commission on Colleges. Specifically, Principle 3.5.1 of the SACS *Principles of Accreditation: Foundations for Quality Enhancement* (2010 Edition) states that institutions are responsible for identifying “college-level general education competencies and the extent to which graduates have attained them.” There is an additional expectation that once institutions have identified these outcomes and achievement, each institution will provide evidence of improvement based on an analysis of data.

Common Prerequisites

Section 1007.25(5), F.S., requires the Department to identify common prerequisite courses and course substitutions for degree programs across all institutions. The Department maintains the common prerequisite courses for all baccalaureate programs offered by public postsecondary institutions in Florida within the Common Prerequisite Counseling Manual located at FACTS.org. The Manual is maintained by faculty committees, representatives in the Department and Board of Governors office, and the Articulation Coordinating Committee.

Proper advising is vital for students to complete the proper common program prerequisites. In a 2008 report, OPPAGA recommended that institutions adopt “pre-majors” in order to properly transition students into the upper level. The “transfer program of interest” and “institution of interest” will serve to advise students of requirements and establish a relationship between the student and receiving upper division institution and program.

In 2009, s. 1009.286, F.S., was created to encourage each undergraduate student who enrolls in a state university to complete the student’s respective baccalaureate degree program in the most efficient way possible while providing for access to additional college coursework and established an excess hour surcharge. Students who do not complete appropriate coursework at the lower level must complete this credit during their upper-division career, increasing the risk of excess hours.

Foreign Language

Board of Governors Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students, states that undergraduate transfer students are expected to have earned two high school credits in one foreign language or eight or more semester credit hours in one foreign language. Alternative methods include presentation of qualifying scores in an examination program or a university-based assessment. A limited number of transfer students may be admitted without this requirement, but these students must complete the foreign language requirement before award of the baccalaureate degree.

According to State University System admissions officers, students may complete their foreign language requirement via the following course sequences:

1. Completion of the second course in a secondary foreign language sequence, or completion of any foreign language course offered through Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE).
2. Completion of the second course in a postsecondary foreign language sequence, provided the course is offered for four (4) credits.
3. Completion of the third course in a postsecondary foreign language sequence, regardless of credits.

S. 1007.262, F.S., requires the Department to identify the competencies demonstrated by students upon the successful completion of 2 credits of sequential high school foreign language instruction and establish rules for Florida College System institutions to correlate those competencies to postsecondary course offerings.

Acceleration

The purpose of articulated acceleration mechanisms is described in s. 1007.27, Florida Statutes:

It is intended that articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment as provided for in s. 1007.271, early admission, advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program.

Acceleration Funding

Acceleration programs are funded to the school districts through the Florida Education Finance Program (FEFP). Districts are given the basic student funding for all mechanisms, including dual enrollment. In addition, districts also receive incentive funding for students who pass AP, IB, and AICE exams. From the additional FTE incentives, teachers may earn a \$50 bonus for each student who successfully completes an AP, IB, or AICE examination, not to exceed \$2,000 per year.

For 2011-12, the average full-time equivalent state funding for each full-year high school course is \$591. In addition, the state provides incentive funds to school districts based on student performance on AP, IB and AICE exams. For 2011-12, the state is paying an average of \$560 in incentive funding for each AP exam passed, \$557 for each IB exam passed and \$554 for each AICE exam passed. In addition, the state paid \$1,045 for each IB diploma earned and \$1,035 for each AICE diploma earned.

OPPAGA report 09-12 *Modifying Advanced Placement Program Incentive Funding Could Produce Significant Cost Savings* showed that in 2008-2009, projected AP incentive funding was almost twice the cost per credit hour (\$164) as the similar course at a university (\$85).

Florida Colleges and state universities may include dual enrollment students in their FTE count, but because dual enrollment students are exempt from the payment of tuition and fees, the postsecondary institution receives no tuition for these students.

A primary goal of acceleration programs is to allow students to earn college credit while in high school and thus produce savings for both students and the state. However, the state does not receive a return on its investment in acceleration programs if students do not subsequently receive college credit after successfully completing these programs.

Acceleration Mechanisms 2009-2010	Program Enrollments	Eligible for College Credit
Advanced Placement	165,262	44%
International Baccalaureate	10,477	79%
Advanced International Certificate of Education	3,866	59%
Dual Enrollment	33,553	92%

Source: OPPAGA presentation January 25, 2011 http://www.oppaga.state.fl.us/monitordocs/reports/pdf/012511_Acceleration_Mechanisms.pdf

The Florida College System has seen marked increases in dual enrollment in both numbers of students and in the total percentage of FTE. The following table lists these increases, with corresponding exempted revenue, that is, the amount of tuition money not collected for dual enrollment students.

FloridaCollegeSystemDualEnrollment				
	TotalExempted\$	DualEnrolledFTE	TotalFTE	%ofFTE
2000-01	\$13,153,322.32	8589	244558	3.51 %
2001-02	\$15,444,871.00	9,892	267,486	3.70 %

2002-03	\$17,085,537.00	10,628	285,128	3.73%
2003-04	\$19,797,403.00	11,347	298,390	3.80%
2004-05	\$21,599,246.00	11,276	295,740	3.81%
2005-06	\$23,181,658.00	11,191	288,983	3.87%
2006-07	\$24,897,326.18	11,161	288,422	3.87%
2007-08	\$28,755,162.45	11,990	307,824	3.90%
2008-09	\$35,679,480.45	13,140	332,573	3.95%
2009-10	\$48,179,997.52	15,759	365,277	4.31%
2010-11	Not available	17,474	375,292	4.66%

Source: Florida College System Office of Financial Policy

Pursuant to s. 1007.271(14), Florida Statutes, instructional materials for use in dual enrollment courses are provided to students free of charge. This same provision does not apply to students from private secondary schools. Materials provided by the district become the property of that district.

The provision of dual enrollment instructional materials is a key issue for school districts. Many districts have reported spending several hundred thousand dollars annually to provide these materials to dual enrollment students. Electronic access fees are also a current issue. These one-time electronic access fees pose even greater costs for the school districts as these, unlike a textbook, may not be re-used once purchased by the school district.

Acceleration Student Preparation for Advanced College Coursework

OPPAGA report 09-30 *University Students Benefit from Acceleration Courses, But Often Retake Math and Science Courses*

(<http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/0930rpt.pdf>), surveyed university students to determine their usage of acceleration credits. University students who responded to the survey reported that participating in high school acceleration programs helped prepare them for the demands of college level coursework and made them more competitive during university admissions processes.

Recent Florida College System reports found that dual enrollment courses were comparable in rigor to state university courses, and these students earn higher grades than students who did not participate in dual enrollment once at a university; indicating sound preparation in introductory college coursework. In addition, students who participated in acceleration mechanisms had higher GPAs in university coursework than those students with no acceleration credit.

Section 1007.27(2) directs the Department of Education to annually identify and publish the minimum scores, maximum credit, and course or courses for which credit is to be awarded for each College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, Advanced International

Certificate of Education examination, and International Baccalaureate examination. The Articulation Coordinating Committee establishes these examination and course equivalencies in its ACC Credit by Exam Equivalencies (<http://www.fldoe.org/articulation/pdf/ACC-CBE.pdf>).

Chapter 2011-177, Laws of Florida directs the Department of Education to use student performance data in subsequent postsecondary courses to determine the appropriate examination scores and courses for which credit is to be granted. Minimum scores may vary by subject area based on available performance data. The Department is currently designing the research study to determine success of students in subsequent postsecondary coursework depending on exam and exam score.

Acceleration Mechanisms Impact on Time to Degree

OPPAGA report 09-30 *University Students Benefit from Acceleration Courses, But Often Retake Math and Science Courses* (<http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/0930rpt.pdf>) found that acceleration credits generally could be applied toward graduation requirements. Most (82%) of the accelerated credit hours earned by the students in the cohort could be applied towards degree requirements.

Participation in acceleration programs is successful in reducing the number of courses required by university graduates. The typical university graduate who had earned accelerated credits had earned 14 credit hours in the programs. These students when graduating from Florida public universities in 2002-03 earned a median of 129 credit hours (not including the 14 acceleration program credits). In contrast, the students who had not received acceleration program credit hours earned a median of 143 credit hours while at college. Thus, students who had participated in acceleration programs took approximately five fewer college courses, thereby freeing classroom space for other students.

Career and Technical Education

Secondary to Postsecondary Transition

For students who enter high school July 1, 2007 or later Board of Governors (BOG) Regulation BOG 6.002 requires that an FTIC applicant must have completed specific secondary academic unit requirements (4 credits – English/Language Arts, 4 credits – Mathematics, 3 credits – Natural Science, 3 credits – Social Science, 2 credits – Foreign Language) including 2 additional academic credits among specific Level III courses or ROTC/military training from the Course Code Directory.

This Regulation outlines minimum eligibility requirements for first-time-in-college students seeking admission to an undergraduate degree program in the State University

System (SUS), but does not include Level III career and technical education courses identified in the Department of Education Course Code Directory as part of the secondary academic unit requirements.

As part of program design investment, in 2010, the Division of Career and Adult Education (in consultation with the Division of Public Schools' Bureau of Curriculum and Instruction) developed a course rubric with standardized criteria to evaluate all CTE courses to determine appropriate levels and to validate that courses designated as Level III in the Course Code Directory provide rigorous instructional content. CTE Level III courses exemplify the following characteristics:

- Require a higher level of cognition and quality of work than a standard course.
- Enable students to become actively involved in classroom and work-based learning experiences
- Involve students in exploratory, experiential, and open-ended learning experiences

Currently, there are 152 Level III career and technical education courses.

Articulation Agreements

The Florida Legislature has placed an emphasis on career education and the articulation of programs between all sectors of education in order to maximize students' ability to progress from high school career education programs to postsecondary adult programs to associate and bachelor's degrees. The 2005 Career Education Study Task Force lead by Lt. Governor Toni Jennings strongly recommended strengthening statewide articulation at all levels.

Since that time, faculty groups have convened to evaluate proposals for articulation of coursework from certificate to degree programs. These agreements may be viewed at http://www.fldoe.org/workforce/dwdframe/artic_frame.asp. These articulation agreements include:

Statewide postsecondary adult vocational (PSAV) to AAS/AS articulation agreements, which grant college credit for completion of a PSAV certificate program; there are now 44 such agreements.

Industry Certification to AAS/AS statewide articulation agreements. These agreements allow students who are progressing to the next level of education to earn a guaranteed number of college credits toward the AAS or AS degree. Each agreement ensures that the student has met a specified level of competency as validated by a third party (i.e. industry certification). As new "Gold Standard" industry certifications are identified, new agreements will continue to be established and approved.

Agreements allowing for the articulation of non-college-credit Applied Technology Diploma hours to college credit degree programs. These agreements should be updated and expanded, as necessary.

Finally, certificate courses that are a part of a postsecondary adult vocational program are listed by their postsecondary course number in the Statewide Course Numbering System and Course Code Directory. This guarantees the transfer of credit not only at the program completion level, but also at the specific occupational completion points within the program.

Associate in Applied Science/Associate in Science degrees

The range of career and technical education programs, including the AAS and AS, is dynamic, rather than static. As programs become obsolete, the economic climate changes, and/or student interest wanes, programs are subject to updating or termination. Likewise, new programs are added as appropriate, based upon economic development needs, and emerging technology. The Statewide Demand Occupation List is an important resource used by colleges when developing new programs. In cooperation with the Agency for Workforce Innovation, FLDOE identifies the education training codes or levels associated with the targeted occupations each year, including those identified to be high-skill and high-wage.

The AS and AAS degrees have the same technical curriculum, but the AS curriculum is specifically designed to prepare an individual for entry to the workforce and transfer to a related baccalaureate program. The AAS degree is primarily intended to prepare students for entry into the workforce. When the AAS was developed in Florida, it was intended to be a terminal-to-work degree while the AS would be dual purpose – career and transfer. Since SACS requires at least 15 college credits of general education to be included in any associate degree, the resulting difference between the AAS and the AS in Florida is hardly distinguishable. According to s. 1004.02, F.S., for licensure purposes, the term "associate in science degree" is interchangeable with "associate in applied science degree."

Certain AAS/AS degree programs should transition to stand-alone AS degrees that are fully transferable to the baccalaureate degree level. Certain AAS/AS degree programs should transition to stand-alone AAS degrees that would be terminal degrees and not transferable to the baccalaureate degree level.

Articulation Monitoring Systems

Advising Systems

It is clear that accurate and well-coordinated academic advising at both the secondary and postsecondary level is critical to increasing the prospects for student matriculation

and persistence to graduation. Additionally, effective advising is an important variable in maintaining a cost effective system that enables students to progress through their degree program in an efficient manner.

Academic advising programs and services have a particularly critical impact on transfer students. Transfer students are a heterogeneous group who face numerous challenges in their pursuit of a degree and often have unique academic and support needs. Advising for these students must be proactive and clear to assist them to make an efficient transition from a lower level institution to an upper division baccalaureate degree program.

Postsecondary Data Systems

Each year, Florida attempts to answer the question of how well high school graduates are prepared for postsecondary education. The Office of Articulation, in conjunction with the K-20 Education Data Warehouse, has produced the *High School Feedback Report*. This document conveys a more comprehensive and current profile of college readiness, including pre-graduate and post-graduate indicators based on school, district and state data. In addition to a focused snapshot of graduates' participation in a rigorous and well-planned curriculum, combined state university system, Florida College System, and Bright Futures data provides a more complete history of students' best test scores. For the High School Feedback Report, see: <http://data.fldoe.org/readiness>.

Section 1008.38, Florida Statutes, mandates the State Board of Education, in conjunction with the Board of Governors, to develop articulation accountability measures to assess Florida's statewide articulation process. Currently, identification of measures and data collection is conducted primarily by the various education sectors. This project seeks to create a comprehensive data reporting system to assist policymakers in decisions that will facilitate student transition.

Monitoring Systems

The Articulation Coordinating Committee (ACC), established by [s. 1007.01\(3\), F.S.](#), is a K-20 advisory body appointed by the Commissioner of Education and Chancellor of the State University System. It is comprised of representatives from all levels of public and private education: the State University System, the Florida College System, independent postsecondary institutions, public schools, nonpublic schools, and career and technical education. There is also an additional member representing students.

The ACC was established in the early 1970s as a forum for discussing and coordinating ways to help students move easily from institution to institution and from one level of education to the next. Primary responsibilities include approving common prerequisites across program areas, approving course and credit-by-exam equivalencies, overseeing implementation of statewide articulation agreements, and recommending

articulation policy changes to the Higher Education Coordinating Council, the State Board of Education, and the Board of Governors.

The statutory duties of the Articulation Coordinating Committee directly related to the recommended activities. The relevant duties are:

- (a) Monitor the alignment between the exit requirements of one education system and the admissions requirements of another education system into which students typically transfer and make recommendations for improvement.
- (d) Annually review the statewide articulation agreement pursuant to s. 1007.23 and make recommendations for revisions.
- (g) Examine statewide data regarding articulation to identify issues and make recommendations to improve articulation throughout the K-20 education system.
- (h) Recommend roles and responsibilities of public education entities in interfacing with the single, statewide computer-assisted student advising system established pursuant to s. 1007.28.

SECTION D: WORKFORCE EDUCATION

STATUTORILY REQUIRED PROPOSED WORKFORCE EDUCATION ISSUE BACKGROUND AND RECOMMENDATIONS

Issue (a): The alignment of school district and Florida College System workforce development education programs to ensure cost efficiency and mission delineations.

Background. The mission of Florida’s Workforce Education System is to help ensure that Florida has the skilled workforce needed to grow and diversify its economy. The primary customer of workforce education is Florida’s businesses and industries and therefore workforce education programs in Florida are designed and tailored to meet their needs. As indicated in *“Closing the Talent Gap – A Business Perspective: What Florida needs from its Talent Supply Chain”*, Florida’s Workforce Education System is committed to solidifying and enhancing the Talent Supply Chain to focus on creating a pool of talent that will help both our existing and future businesses thrive in the global innovation economy.

For students in workforce education programs, the goal is employment in demand occupations. Workforce education programs are designed to ensure that students have access to programs that are linked to employment opportunities that result in self-sufficiency. Florida’s workforce education programs provide training designed to meet local and state workforce needs and help Florida compete in the global economy by building a broadly-based, highly-skilled, and productive workforce. Workforce education programs include both postsecondary career education and adult education programs.

Any workforce education program may be offered by a Florida College System institution or a school district, except that college credit in an associate in applied science or associate in science may be awarded only by a Florida College System institution [s. 1011.80(2), F.S.]. Workforce education programs have uniform program lengths and program standards that are adhered to by school districts and Florida College System institutions. The primary mission and responsibility of Florida colleges is responding to community needs for postsecondary academic education and career degree education [s. 1004.65, F.S.]. School boards must provide for the establishment and maintenance of career schools, departments, or classes giving instruction in career education as defined by the State Board of Education [s. 1001.42, F.S.]. Florida has 103 statewide articulation agreements that ensure our workforce education students entering postsecondary institutions are seamlessly provided the opportunity to meet career pathway goals.

There are several statutory provisions [s. 1011.80(4), F.S.] currently in law that requires both school districts and colleges to continually assess the cost efficiency of their workforce education programs. The law requires that all funding for workforce education programs be based on cost categories, performance output measures, and performance outcome measures. Additionally, the Legislature has prescribed and defined workforce education performance output and outcome measures. Staff utilized many of The Office of Program Policy Analysis and Government Accountability's (OPPAGA) recently published reports regarding workforce education to assist in the development of these recommendations³.

The Florida College System and the K-12 Public Education System strive to deliver cost-efficient workforce education programs to ensure tax payers and students are provided a high quality education at the lowest cost possible. The OPPAGA Report 10-62 found that, "there is relatively little duplication in programs within individual counties because districts and colleges typically avoid offering the same postsecondary career education programs within the same counties. Thus, the option to consolidate postsecondary career education programs under colleges is unlikely to result in more flexibility to align program offerings with local area workforce needs and would not likely produce significant long-term savings through an overall reduction in duplicative program offerings."

Recommendations

- *The Legislature should continue to support the current workforce education delivery system that allows local institutions to determine program offerings to meet local business and industry personnel needs. Programs and courses should be market-driven, meet industry needs, cost-effective and result in employment for students. Which system provides the programs and courses should not be the issue that determines program offerings. The determinant should be whether the programs that are offered are market-driven and successfully prepare individuals for employment.*

³ School Districts and Colleges Share Responsibility for Workforce Education; Duplication Is Minimal, Report No. 10-61 (December, 2010); Consolidating Workforce Education Would Bring More Uniformity; Mixed Results on Whether Evidence Supports Other Stakeholder Arguments, Report No. 10-62 (December, 2010); Colleges Perform Slightly Better Than School Districts in Career Education; Neither Clearly Outperforms in Adult Education, Report No. 10-63 (December, 2010); Profile of Florida's Public Workforce Education Program Providers by Service Area, Report No. 10-65 (December, 2010); Summary of OPPAGA Reports Examining Workforce Education Programs and Legislative Options, Report No. 11-07 (February, 2011)

Issue (b): Examine the need for college credit certificate programs.

Background. College credit certificate programs are a deliberate compilation of related technical courses that prepare students for employment in specific occupations linked to the [targeted occupations list](#). These programs also provide opportunities for incumbent workers who wish to upgrade their technical knowledge and skills for career advancement. In addition to the technical course components, students may have the opportunity to earn a nationally recognized industry certification or state or federal licensure to enhance employment prospects.

Any workforce education program may be conducted by a Florida College System institution or a school district, except that college credit in an associate in applied science or an associate in science degree may be awarded only by a Florida College System institution. However, if an associate in applied science or an associate in science degree program contains within it an occupational completion point that confers a certificate or an applied technology diploma, that portion of the program may be conducted by a school district career center [s. 1011.80(2), F.S.].

Florida College System institutions are authorized to offer the following college credit certification programs pursuant to State Board of Education Rule 6A-14.030, F.A.C., Instruction and Awards in Community Colleges:

Technical Certificate (College Credit Certificate or CCC): “A program of instruction of less than sixty (60) credits of college-level courses, which is part of an associate in science degree (A.S.) or an associate in applied science degree (A.A.S.) program offered in the State of Florida and which prepares students for entry into employment.”

Applied Technology Diploma (ATD): “A course of study that is part of an associate in science degree (A.S.) or an associate in applied science degree (A.A.S.), is less than sixty (60) credit hours, and leads to employment in a specific occupation...An applied technology diploma program may consist of either technical credit or college credit.”

Advanced Technical Certificate (ATC): “A program of instruction of nine (9) hours or more but less than forty-five (45) credit hours of college-level courses may be awarded to students who have already received an associate in science degree or an associate in applied science degree and are seeking an advanced specialized planning program of study to supplement their associate degree.”

Currently, there are 126 CCCs, 14 ATDs and 132 ATCs offered by Florida College System institutions. Enrollment in CCC programs account for approximately 14% (21,612) of the average annual enrollments in CTE programs (156,170) at Florida College System institutions. Similarly, completions (60%) and job placements (80%) have been steady. There are far fewer ATDs with an enrollment of 1,657 reported by school

districts reported in seven ATD programs with 75% employed earning an average of \$33,117 annually. Colleges reported 2,811 students enrolled in 12 ATD programs with an 88% employment rate with annual average earnings \$55,808 during 2009-2010.

The Office of Program Policy Analysis and Government Accountability (OPPAGA) examined the performance of *college credit certificate programs* in 2010 and did not recommend changes. *OPPAGA Report No. 10-26* recommended that the Targeted Occupations List (TOL) not be the only factor in program decisions. Instead, local education agencies should also develop programs based on local employer needs that may or may not be captured on the TOL or regional TOL.

After further review of the OPPAGA reports, and Florida Department of Education enrollment and completion data, the CCC programs appear to be meeting their intended outcome in preparing students for specific, entry-level occupations in targeted areas. Annual earnings of CCC completers have hovered around \$38,000 for the past three years. A large increase in CCC enrollments (21,000) occurred in 2009-10, an increase of over 5,000.

Recommendations:

- *The college credit certificate is a valid credential and is needed in Florida because these programs are directly linked to workforce need and demand.*

Issue (c): Examination of the need for non-college credit certificate programs.
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Background. Non-college credit certificate programs are comprised of a sequence of courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers. The following non-college credit certificate program is authorized and offered by district career centers and Florida College System institutions:

***Career Certificate (CC):** "A course of study that leads to at least one occupational completion point. The program may also confer credit that may articulate with a diploma or career degree education program, if authorized by rules of the State Board of Education. Any credit instruction designed to articulate to a degree program is subject to guidelines and standards adopted by the Department of Education pursuant to chapter 1007. The term is interchangeable with the term "certificate career education program.""*

State Board of Education Rule 6A-14-030, F.A.C., also defines non-college credit certificate programs as:

***Career and Technical Certificate:** "Each community college and postsecondary technical center may provide programs of instruction consisting of non college-level*

courses to prepare for entry into employment. The courses shall be classified in the Community College Management Information System as postsecondary adult career and technical courses. Satisfactory completion of courses within the programs shall be recognized by the award of units of measure called technical credit. Upon satisfactory completion of a planned program, including the demonstration of the attainment of predetermined and specified performance requirements, and subject to law and rule, the career and technical certificate shall be awarded."

Career Certificates may also be referred to as Postsecondary Adult Vocational Certificates (PSAV). Career Certificates do not require students to have high school diplomas to enroll in the program, but students must attain a specified score on a basic skills exam to complete the certificate program or qualify for an exemption in accordance with State Board of Education Rule 6A-10.040, F.A.C. Although career certificates do not require a high school diploma to enroll in the program, some of the regulated occupations (nursing, law enforcement, etc.) for which these programs train require a high school diploma in an addition to other requirements mandated by the regulatory authorities.

Of particular note, is the viability of the career certificate as a pathway for Florida's adult education population--adults who do not have a high school diploma and/or lack basic literacy skills. The 2009-2010 reporting year revealed that Florida registered more than 340,000 individuals into Adult Basic Education (ABE), General Educational Development (GED), Adult High School (AHS), and English for Speakers of Other Languages (ESOL) programs. It is estimated that nearly 2 million Floridians over the age of 18 lack a high school diploma, and that more than 1.7 million adults in Florida have reading skills below the 8th grade level (Source: OPPAGA Report No. 11-04). According to popular reports, current labor market trends and forecasts indicate that a high school diploma is not enough for today's workforce needs since it has been projected that more than 70% of jobs created from 2006-2020 will require more than a high school diploma. The Division of Career and Adult Education has refocused adult education on increasing the number of adult education students who enter postsecondary education and receive a degree certificate or industry certification.

Currently, there are 77 career certificates offered by Florida College System institutions and 193 by school districts. Florida College System enrollment in career certificate programs accounted for approximately 22% (27,626) of the 2008-09 enrollments in college CTE programs (127,849). Among 2008-09 college career certificate enrollees, 36% earned a certificate that academic year and among those completers, 82% were found employed, in the military, or in further postsecondary education. School district career certificate enrollments are approximately 85% (58,866) of the 2008-09 enrollments in district postsecondary CTE programs (69,632). Among 2008-09 district career certificate enrollees, 37% earned a certificate that academic year and among those

completers, 79% were found employed, in the military, or in further postsecondary education⁴.

OPPAGA examined the performance of PSAV programs and did not recommend any changes. *OPPAGA Report No. 10-26* recommended that the Targeted Occupations List (TOL) not be the only factor in program decisions. Instead, local education agencies should also develop programs based on local employer needs that may or may not be captured on the TOL or regional TOL. After further review of the OPPAGA reports, and Florida Department of Education enrollment and completion data, the career certificates appear to be meeting their intended outcome in preparing students for specific, entry-level occupations in targeted areas. Annual earnings of career certificate completers have hovered around \$37,250 for the past three years. Through statewide articulation agreements and local inter-institutional articulation agreements, career certificates are also a viable pathway to the AAS or AS for students meeting college requirements for admission to a degree program.

Recommendations:

- *The non-college credit certificate is a valid credential and is needed in Florida because these programs are directly linked to workforce need and demand.*

Issue (d): Evaluation of the merit of retaining the Associate in Applied Science degree.

Background. Associate in Science (AS) and Associate in Applied Science (AAS) degrees have the same technical curriculum, but the AS curriculum is specifically designed to prepare an individual for entry to the workforce and in increasing numbers for transfer to a related baccalaureate program. The AAS degree is primarily intended to prepare students for entry into the workforce. When the AAS was developed in Florida, it was intended to be a terminal-to-work degree while the AS would be dual purpose – career preparation and limited transfer to select upper division programs. According to s. 1004.02, F.S., for licensure purposes, the term "associate in science degree" is interchangeable with "associate in applied science degree."

In March 2010, the Florida College System’s Council on Instructional Affairs (CIA) began a review of the existing AAS and AS programs to determine whether the AAS is still a viable option and make determinations whether a program should be designated as AAS or AS. With the assistance of the Occupational Education Standing Committee (OESC), each AAS/AS curriculum framework was analyzed. It was determined that a

⁴ Sources: Community College Student Database, Workforce Development Information System, Florida Education & Training Placement Information Program

limited number of AAS degrees, intended primarily to lead to entry level employment in a career, are warranted to ensure that the workforce need is met and students have access to degree opportunities while the vast majority of the programs have been recommended as AS programs that will serve the workforce needs and transfer to related baccalaureate degrees.

Since the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) requires at least 15 college credits of general education to be included in any associate degree, the resulting difference between the AAS and the AS in Florida is hardly distinguishable. By separating the AAS and AS programs, unnecessary duplication will be eliminated and programmatic integrity ensured.

Recommendations:

- *The Associate in Applied Science degree is a valid credential and is needed in Florida because these programs are directly linked to workforce need and demand.*

Issue (e): Consolidation of adult general education programs within school districts.

Background. Currently, school districts and Florida College System institutions determine at the local level whether, how, and where they should offer adult education programs. During the 2010-11 school year, 330,000 students participated in an adult education program, with over 80% being served by a school district. The purpose of Florida’s adult general education services is to enable adults to acquire; the basic skills necessary to attain basic and functional literacy; a high school diploma or successfully complete the GED test; and an educational foundation that will enable them to become more employable, productive, and self-sufficient citizens [s. 1004.93., F.S.]. There are many types of adult education programs such as the adult basic education program, adult high school, general educational development (GED) program, citizenship program, applied academics for adult education and the adult English for speakers of other languages program. Students who test below the 9th grade skill level enroll in Adult Basic Education and students who test above the 9th grade level enroll in the GED program. According to OPPAGA (report # 11-04), in the 2008-09 school year, approximately 66% of students enrolled in adult education programs were adults (over the age of 18) who wanted to improve their employability. Adult education programs are offered in a variety of settings including adult education centers, technical centers, high school and college campuses, churches, hospitals, etc.

OPPAGA also found that most adult education students left programs before achieving documented learning gains, which lessened their ability to find employment and increase their earnings. The Department of Education has recently begun to implement

several high impact reforms in adult education by focusing on further linking adult education to employability. Florida is leading the nation in terms of aligning its adult education programs to career pathways. This effort embodies the slogan, “*learn to earn.*”

Florida’s reform efforts to re-engineer its adult education programs are targeted towards the following goals, to:

- increase the number and percentage of adult education students who enter postsecondary education and earn a degree, certificate, and/or industry credential;
- increase the number of adult general education students who earn an adult high school diploma or GED to successfully transition into postsecondary education; and
- increase the percentage of adult high school diploma and GED recipients earning a postsecondary degree, certificate, or industry certification within three years.

The 2011 Legislature set a precedent by requiring students to pay a fee to enroll in an adult education program offered by a school district or Florida colleges. The adult general education fee is \$45 per half year or \$30 per term and for non-resident students the fee is \$135 per half year or \$90 per term. It is anticipated that the DOE will have preliminary supplemental information on program enrollment for the fall of 2011 in November to determine the impact, if any, on the new tuition policy.

Recommendations:

- *The Legislature should not consolidate adult general education programs within school districts. Currently, school districts, Florida colleges, and community-based organizations provide adult education programs to meet the needs of their local communities. This local decision-making should be maintained.*

Issue (f): The consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

Background. Florida is a leader in data quality. Florida’s workforce education data resides within a vast and comprehensive K-20 data system. This system is recognized nationally for its quality, and Florida is acknowledged as a leader in the field of education data. According to the national Data Quality Campaign, in 2006 Florida was

the first state to meet all ten essential elements for a statewide longitudinal data system and is still one of only 24 states to do so. Florida is one of only 13 states to have met six or more of the Data Quality Campaign's prescribed state actions. Florida met seven of the ten. No state has met all ten.

Current Agency Initiatives to Improve Data Consistency. The following outcomes planned under the federal American Recovery and Reinvestment Act Statewide Longitudinal Data Systems grant will help improve data consistency. The outcomes will improve the structure, collection, and management of workforce education data.

Outcome 1: Upgrade Source Data Systems: The initiative "Source System Upgrade (SSU)" involves integrating the three source systems K-12, Florida College System (FCS) and Workforce Development Information System (WDIS) into one system. This will affect the structure and collection of data. The new schema will result in better data structure and controls because data elements common for students and staff across K-12, FCS, and WDIS will be integrated.

Implementation of comprehensive two tier Data Quality process with the Department controlled validation rules will improve the quality of collected data. Applying the same set of validation rules across all sources will improve the consistency of data.

Outcome 2: Assign a Unique Identifier: The initiative "Statewide ID (SID)" will result in assigning a unique identifier to every student and staff at point of entry into the Florida public education system and subsequent submissions. This will affect the collection and management of data. The assigned statewide ID reflected back by the Local Source System (LSS) in their submissions will help link the collected student and staff records with the records in the system. Tracking a student or staff across the three source systems is better managed using Statewide ID.

Outcome 3: Public Access Reporting Tool: The initiative "Public Access Reporting Tool (PART)" will implement a central reporting tool for use by a wide range of consumers with varying levels of access. This will affect management of reports and result in consistency of reported data.

The above outcomes will be progressively planned, designed, and tested through June 2013. During the testing phase, a representative sample of local source systems will be engaged to validate that the modernized system produces results similar to the current system and the data exchange formats are tested.

The Key Metrics in Postsecondary Career and Technical Education (CTE)

The three-legged stool of CTE accountability and funding data comprises enrollment, completion, and post-completion outcomes. Florida college and school district enrollment and completion data are stored in student-level databases; Commission for Independent Education (CIE) institutions report aggregated enrollment and completion

data at the program level. Post-completion outcomes include employment placement (including military enlistment), earnings, and continuation of postsecondary education.

College and School District Student Databases

Current law [s. 1008.41, F.S.] provides the Commissioner of Education the authority and direction to coordinate a workforce education management information system that uses uniform structures and common definitions for the collection and management of Florida college and school district student-level data. According to the law, the system must provide for individual student reporting; compliance with state and federal confidentiality requirements; maximum use of automated technology; and annual reports of student enrollment, completion, and placement by program. All system components shall be comparable between Florida colleges and school districts. The current system provides for reporting data in compliance with federal accountability requirements associated with the Carl D. Perkins Career and Technical Education state grant. The system is also used for compliance with career program reporting requirements specified in s. 1008.43, F.S. In addition, workforce education data are used for state funding models.

The workforce education student data system comprises two distinct databases: the Community College Student Database (CCSDB) for college reporting and the Workforce Development Information System (WDIS) for school district reporting. Because school districts must report both K-12 and workforce education data to the state, WDIS is conjoined with the K-12 Automated Student Information System and the two databases share a number of data elements. The Bureau of Education Information and Accountability Services maintains governing authority over WDIS data elements to ensure consistency among the shared elements. The CCSDB is a stand-alone database. Both systems collect data three times a year during specified submission periods. The Department of Education holds regular meetings with staff from the colleges and school districts to discuss proposed changes and ensure consistency across sectors and among institutions.

Commission for Independent Education

The CIE collects aggregate student data by program for purposes of determining compliance with Rule 6E, Florida Administrative Code, and calculating institutional licensing fees. Rule 6E specifies performance thresholds for institutions licensed by the CIE. Non-accredited institutions holding a Provisional or Annual License with less than a 60% placement rate or 50% retention rate are required to submit an improvement plan to CIE. Institutions accredited by an agency recognized by the United States Department of Education must meet the accrediting agency's requirements for placement and retention. Institutions that do not meet the requirements of the accrediting agency are required to submit an improvement plan to CIE. Institutions that continue to fall below the targets may see their license revoked. Rule 6E also specifies that licensing fees for institutions be determined by number of enrollments:

the larger the enrollment, the higher the fee. The CIE is supported by the fees collected from licensed institutions and does not receive general revenue.

Data are submitted from October 1 – November 30 of each year through the CIE website. Program data include total enrollment; Florida resident enrollment; non-resident alien enrollment; enrollment by age group; enrollment by race; total withdrawals; total graduates; and the number of graduates employed in field of training, the military, and continuing postsecondary education. All institutions licensed by the Commission are required to report this data, and submitted data are subject to on-site audits.

The CIE also provides a portal for licensed institutions to submit individual student data to the Florida Education and Training Placement Information Program (FETPIP). This data submission is voluntary for all institutions licensed by the Commission. However, some institutions that are supported by state or federal funds are required to submit data to FETPIP. For example, institutions that are approved training providers for Regional Workforce Boards are required to submit student-level data. These data are transmitted directly to FETPIP and not used or maintained by CIE. The Commission does not have statutory authority to collect individual student data.

FETPIP

Post-completion outcome data are the result of matching student data with FETPIP. FETPIP is a data collection and consumer reporting system established by s. 1008.39, Florida Statutes, to provide follow-up data on former students and program participants who have graduated, exited, or completed a public education or training program within Florida. The statute requires all elements of Florida's workforce development system to use information provided through FETPIP, for any project requiring automated matching of administrative records for follow-up purposes. FETPIP, in partnership with the Education Data Warehouse (EDW), provides the added capability to continue research from education into the workforce, allowing for the possibility to follow students from kindergarten into employment. These data systems exist within an umbrella unit referred to as Integrated Education Data Systems (IEDS).

Analysis: Key Data Elements

The analysis aligned the reporting of Florida colleges, school districts, and CIE institutions licensed by CIE related to data reported for the three principal metrics of workforce education accountability and funding: enrollment, completion, and post-completion outcomes.

Enrollment Data Elements

Enrollments are reported in two ways: headcounts and hours. Hours can then be converted into fulltime equivalents (FTE). The CIE collects headcounts but not hours. Colleges and districts collect and report both. Colleges convert both credit-hour and

clock-hour enrollments into FTE. Districts offer only clock-hour programs, and they convert hours to FTE by dividing total hours by 900, which is consistent with the colleges.

All three systems use a common ten-digit coding rubric for their programs. The first two digits identify the subject cluster of the program. The next six digits specifies the code for the federal Classification of Instructional Programs (CIP) subject category that best fits the program. The final two digits constitute a unique identifier assigned by MIS staff that distinguishes certificate programs from degree programs. In addition to the common ten-digit program code, school districts have a unique seven-character alphanumeric code for each program called Vocational Program Code.

Enrollment data are aggregated and unduplicated differently depending on report requirements. For example, one report may roll up enrollments for a program credential type, e.g. Associate in Science (AS), statewide. At this level, if a student was in an AS program in two different colleges, the student would be counted only once. If the report is by program credential type and college, the student would be included in the enrollment report for both colleges. For colleges, the most common dimensions are institution, program credential type, and program. For districts they are district, school, program credential type, and program. For CIE institutions, they are institution, program credential type, and program. College, district, and CIE institution headcounts can be disaggregated by race and gender.

CIE institution enrollments are based on aggregate data reported to CIE, but college and district enrollments must be extracted from the student databases. District program enrollment data are based on program numbers reported by districts into the WDIS system. College program enrollments require an extra step. Since programs and courses are reported on two separate tables, MIS staff must match program records to the course table to look for a corresponding course record. Students may be enrolled in a program, but not enroll in any courses during the same term. The reason for this difference between the two databases is because among all district programs, courses and programs are inextricably linked. Students in colleges have more credential varieties and program options available to them and are likely to change their program of study multiple times during their college career. In addition, any given course may be applied toward completion of several credential types and programs. Therefore, college program data must be independent from course data. Table 1 below summarizes the findings of the analysis of enrollment data.

Table 1
Aggregated Headcount Data by Program are Available in All Sectors; Colleges and School Districts Report Student-Level Headcount and FTE

Sector	Program Codes	Headcount Data	FTE Data
Colleges	CIP	Student-level, unduplicated as necessary	Clock hours reported by course and divided by 900 for FTE
School Districts	Vocational Program Code and CIP	Student-level, unduplicated as necessary	Clock hours reported by course and divided by 900 for FTE
CIE Institutions	CIP	Aggregate headcounts collected by program	Instructional hour data not required

Completion Data Elements

Program completions are reported in all three systems. Colleges and school districts report them at the student level, and CIE institutions report aggregate, program-level completions. Program requirements for completion are comparable between colleges and districts because they use the same curriculum frameworks, which specify competencies, benchmarks, basic skills requirements, and required instructional hours. CIE institutions have more flexibility in this regard unless licensure requirements for the occupation are prescriptive. For example, the Board of Cosmetology prescribes required skills and instructional hours required to obtain a cosmetology license, so programs, whether public or private, must meet these requirements to prepare students for the occupation.

According to the Office of Program Policy Analysis and Government Accountability (OPPAGA), only 9% of postsecondary career education programs were offered by both public and private institutions in 2007-08.⁵ Among a sample of programs offered in both sectors, OPPAGA found that private institutions were more likely to require a secondary completion credential for admission but were less likely to have a basic skills exit requirement. Public and private institutions offering the sample common programs had similar instructional hour requirements.

College completions are reported in data elements residing in a table of completion information that is separate from both course and program data, each of which has a distinct table. District course, program, and completion data are reported on the same table. For clock-hour programs, the only comparable type of program with districts, which do not offer credit-based programs, students must complete every competency

⁵ OPPAGA Report No. 10-18 (January 2010)

module (known as Occupational Completion Points or OCPs) specified in a program’s curriculum framework and meet the program’s designated basic skills exit requirement to be reported as a program completer.⁶ Students who meet these completion criteria are reported as full program completers. In addition, many career certificate programs have designated “Terminal OCPs” that mark exit points where students may leave a program with a set of skills required for employment in a specific occupation, but these students are not classified as full program completers.⁷ Table 2 summarizes the findings of the analysis of completion data.

Table 2
Aggregate Full Program Completer Data are Available in All Sectors;
Colleges and School Districts Report Student-Level Completers

Sector	Completion Data
Colleges	Full program completers reported at student level.
School Districts	Full program completers reported at student level.
CIE Institutions	Aggregated full completers reported by program

Post-Completion Outcome Data Elements

A critical measure of the effectiveness of career education programs is the extent to which completers are placed in high-wage jobs or continuing their postsecondary education. All three systems collect data related to labor market outcomes and continuing education. Colleges and districts transfer annualized files of student data to FETPIP, which matches completer identifying information to its databases to determine if completers were found employed in the fourth quarter of the year or enrolled in postsecondary education in the fall term after completion.

The CIE provides a portal for licensed institutions to submit individual student data to FETPIP. This data submission is voluntary for all institutions licensed by the

⁶ Career certificate programs (also known as Postsecondary Adult Vocational programs) require that students meet minimum levels of mathematics, language, and reading skills that align with occupational requirements to successfully complete the program.

⁷ Districts have a mechanism through which “derived completion” can be calculated, which constitutes completion of a terminal OCP and meeting the basic skills requirement. Derived completions are used in the district performance-based incentive funding calculation. The college student data system does not include an element that indicates if a student has met a program’s basic skills requirement (see Table 6), so there is no way to make an analogous calculation of derived completion for college career certificate students.

Commission. However, some institutions that are supported by state or federal funds are required to submit data to FETPIP. For example, institutions that are approved training providers for Regional Workforce Boards are required to submit complete data. These data are transmitted directly to FETPIP and not used or maintained by CIE.

All other CIE institutions report aggregate numbers of annual graduates employed in field of training, employed in military, and continuing postsecondary education. These data are collected at the local level. The employed in the military and continuing postsecondary education are comparable to the FETPIP data, but FETPIP cannot determine if employment is related to the field of training. The Unemployment Insurance Database, which forms the backbone of FETPIP’s labor market data, does not include occupational codes. Table 3 summarizes the findings of the analysis of post-completion outcome data.

Table 3
Comparable Post-Completion Outcome Data are Available from Colleges, School Districts, and Some CIE Institutions⁸

Sector	Outcome Data
Colleges	FETPIP match
School Districts	FETPIP match
All CIE Institutions	Aggregate, locally collected data
Some CIE Institutions Required to Report Grant Accountability Data	FETPIP match

Analysis: Comparison of School District and Florida College Student Data Elements. The second phase of the analysis was an element-by-element alignment of the CCSDB and the WDIS database to determine if data specifications are comparable. CIE data were not included in the second phase because CIE does not collect, nor is it authorized to collect, student-level data. Data elements in both systems were categorized as unique if they were found in only one system or common if they were found in both. Each unique element was analyzed to determine if the information it contained was applicable to the other system.

If, as was often the case, a college element applied to credit-based programs school districts do not offer, the element was coded as not applicable. Elements were also classified as not applicable if there was no requirement or reasonable need to collect the data. For example, the school district data system does not collect information on high school diploma status among students in technical certificate programs, an issue cited

⁸ Outcome measures include employment, military enlistment, earnings, incarceration status, public assistance, and enrollment in postsecondary education.

by OPPAGA as an inconsistency.⁹ At this time, however, a high school diploma is neither required universally for admission nor used for state/federal funding or accountability. The college system has elements that record high school diploma status, but colleges are allowed to report missing values, and it is not collected for all programs.

Each unique element was also flagged as “critical” if it pertained to enrollment, completion, or placement calculations. All unique elements that are applicable to the other system and flagged as critical are listed in Tables 4 and 5.

Table 4
Critical College Data Elements Applicable to but not Currently Reported by School Districts

Unique College Student Database Elements	Description
Total Clock Hours Earned Toward Award	Cumulative count of clock hours earned which apply to current program
Completion Date	Date degree or certificate was awarded to student

Table 5
Critical School District Data Elements Applicable to but not Currently Reported by Colleges

Unique District Data Elements	Description
CTE Basic Skills Examination	Indicates if a career and technical education student has demonstrated mastery of required minimum basic skills for the program of enrollment.
Industry Certification Identifier	Specifies the industry certification or technical skill assessment that the student has attempted. College data is collected via supplemental file for a subset of CTE students.
Industry Certification Outcome	Indicates if a student passed the industry certification or technical skill assessment attempted. College data is collected via supplemental file for a subset of CTE students.

⁹ OPPAGA Report No. 10-18 (January 2010)

Elements common to both systems were evaluated for both technical and substantive consistency. Elements were categorized as technically different if the structure of the data did not match; for example, the elements did not have the same number of possible values. Common elements were flagged as substantively different if the meaning of comparable information contained in the elements was inconsistent. For example, reported gender should be comparable, but one system has an “unknown” value and the other does not. Each common element was flagged as “critical” if it pertained to enrollment, completion, or placement calculations. All common elements that are technically different, substantively different, and flagged as critical are listed in Table 6.

**Table 6
Critical Data Elements Common to School Districts and Colleges**

School District Data Elements	College Student Database Elements	Comments
Adult Educational Functioning Level, Initial	Adult Educational Functioning Level, Initial	Colleges have two values for adult secondary low (grade level 9.0-10.9): high school diploma and no high school diploma. Colleges also have values for workplace readiness course and adult program not requiring a functioning level.
Birth Date Ethnicity Gender Race (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White)	Student Birth Date Ethnicity - Hispanic/Latino Gender Race (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White)	Colleges collect unknown values; districts do not.
First-Time Student Indicator	First-time Student Flag	Colleges include value of not applicable for students enrolled exclusively in adult education, continuing workforce education, lifelong learning, or educator preparation institute.

Recommendations:

- *The Department of Education, school districts and the Florida College System institutions should ensure that, beginning in the 2013-14 school year, workforce education data collected and reported include common data and definitions for state and federal accountability programs.*

The recommended implementation timeline was suggested for the following reasons:

- Changes to data systems must be implemented, tested, and validated before a reporting year begins. Implementing recommended changes for the 2012-13 reporting year would necessitate changes to DOE and local data systems be completed by the spring of 2012. This leaves a relatively small window in which to make changes to all systems in a prudent fashion.
- If implementation were required for the 2012-13 reporting year, mission-critical processes would suffer as DOE staff are redirected to work on database changes, programming modifications, testing, implementation, and working with the local source systems, all while the SLDS source systems upgrade is taking place.
- Implementation by the 2013-14 reporting year will allow districts and colleges to comply and make adjustments to their local data collection and management systems without diverting scarce technical resources from core information management and reporting functions to meet an accelerated timeline.

APPENDIX A

RECOMMENDATIONS TO THE ARTICULATION COORDINATING COMMITTEE

In the course of its deliberations, the Council formulated a number of recommendations made directly to the Articulation Coordinating Committee. This longstanding cross-sector educational body is involved with working toward seamless transition for students from one institution to another, often across sectors. The Articulation Coordinating Committee deals with and makes recommendations relative to areas of transfer student admissions, articulation systems, general education, common prerequisites to majors, acceleration mechanisms, and others.

Recommendations made directly from the Council to the Articulation Coordinating Committee are not included as recommendations in the body of the report since the Committee resides within the purview of the Department of Education. However, the recommendations are included here as an indicator of some of the ongoing work in which the Committee will be engaged. As such, they form at least a part of the Committee's workplan for the coming year, and are provided here for informational purposes.

- 1. General Education.** The Statewide Course Numbering System should identify courses that embed General Education Competencies.
- 2. Transfer Student Admissions.** The Articulation Coordinating Committee should appoint a cross-sector Limited Access Task Force to review the number, discipline areas, and capacity of existing limited access programs in the FCS and the SUS and develop a common definition and standards for the designation. Current institution-level transfer policies and practices for limited access programs should be evaluated and recommendations made to ensure equitable and efficient transfer into the programs.
- 3. Articulation Systems.** The Articulation Coordinating Committee should appoint a cross-sector Task Force on Student Advisement to review and evaluate state academic advising programs and services in the public and independent postsecondary sectors, particularly policies and programs that are designated for transfer students. The Task Force should identify "Best Practices" for which an increase in the graduation rate of transfer students has been evidenced. Best practices should be shared with all Florida postsecondary institutions.
- 4. General Education.** The Articulation Coordinating Committee should recommend to the Board of Governors and State Board of Education common General Education Competencies in English and mathematics.

5. **General Education.** The Articulation Coordinating Committee should conduct a study of institutional general education and other lower level course requirements for degree completion then submit recommendations to the Higher Education Coordinating Committee if findings indicate a need.
6. **English/Math Requirement.** The Articulation Coordinating Committee should review Rule 6A.10-030, F.A.C. *Other Assessment Procedures for College-Level Communication and Computation Skills*.
7. **Common Prerequisites.** The Articulation Coordinating Committee should institute an ongoing review of the Common Prerequisite Counseling Manual to ensure the courses identified as baccalaureate program prerequisites are accurate and appropriate.
8. **Acceleration Mechanisms.** The Articulation Coordinating Committee should review district expenditures for dual enrollment instructional materials and best practices in the provision of these materials to students, and make recommendations concerning school district responsibility to provide instructional materials.
9. **Acceleration Mechanisms.** The Articulation Coordinating Committee should revise the ACC Credit by Examination Equivalencies List based on the study mandated in ch. 2011-177, Laws of Florida, which requires an investigation of student performance in subsequent coursework in the determination of exam and course equivalencies.
10. **Acceleration Mechanisms.** The Articulation Coordinating Committee should conduct an analysis of the acceleration credit (AP, IB, AICE, dual enrollment) of graduates to determine the impact of the acceleration credit on entrance to postsecondary education, time-to-degree, and degree or certificate completion.
11. **Acceleration Mechanisms.** The Articulation Coordinating Committee should study the impact of including acceleration credits in the excess hours calculations mandated in s. 1009.286, FS.
12. **Career and Technical Education.** The Articulation Coordinating Committee should study expanding the required secondary academic unit defined in Board of Governors Regulation 6.002 to include Level III courses from the career and technical education section of the course code directory.

APPENDIX B

HIGHER EDUCATION COORDINATING COUNCIL STATUTORY LANGUAGE

Title XLVIII K-20 EDUCATION CODE

Chapter 1004: PUBLIC POSTSECONDARY EDUCATION

1004.015 HIGHER EDUCATION COORDINATING COUNCIL

(1) The HIGHER EDUCATION COORDINATING Council is created for the purposes of identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers.

(2) Members of the Council shall include:

(a) The Commissioner of Education.

(b) The Chancellor of the State University System.

(c) The Chancellor of the Florida College System.

(d) The Executive Director of the Commission for Independent Education.

(e) The President of the Independent Colleges and Universities of Florida.

(f) Two representatives of the business community, one appointed by the President of the Senate and one appointed by the Speaker of the House of Representatives, who are committed to developing and enhancing world class workforce infrastructure necessary for Florida's citizens to compete and prosper in the ever-changing economy of the 21st century.

(3) The Council shall serve as an advisory board to the Legislature, the State Board of Education, and the Board of Governors. Recommendations of the Council shall be consistent with the following guiding principles:

(a) To achieve within existing resources a seamless academic Educational system that fosters an integrated continuum of kindergarten through graduate school Education for Florida's students.

(b) To promote consistent education policy across all Educational delivery systems, focusing on students.

(c) To promote substantially improved articulation across all Educational delivery systems.

(d) To promote a system that maximizes Educational access and allows the opportunity for a high-quality Education for all Floridians.

(e) To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the Educational delivery systems.

(4) The Board of Governors shall provide administrative support for the Council.

History.

s. 13, ch. 2010-78.

1004.015 Higher Education Coordinating Council.-

(4) The council shall make detailed recommendations relating to:

(a) The primary core mission of public and nonpublic postsecondary education institutions in the context of state access demands and economic development goals.

(b) Performance outputs and outcomes designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion. Performance measures must be consistent across sectors and allow for a comparison of the state's performance to that of other states.

(c) The state's articulation policies and practices to ensure that cost benefits to the state are maximized without jeopardizing quality. The recommendation shall consider return on investment for both the state and students and propose systems to facilitate and ensure institutional compliance with state articulation policies.

(d) A plan for workforce development education that addresses:

1. The alignment of school district and Florida College System workforce development education programs to ensure cost efficiency and mission delineation, including an examination of the need for both college credit and noncollege credit certificate programs, an evaluation of the merit of retaining the associate in applied science degree, and the consolidation of adult general education programs within school districts.

2. The consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

(5) The council shall submit a report outlining its detailed recommendations to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Board

of Governors, and the State Board of Education by December 31, 2011, which specifically includes recommendations for consideration by the Legislature for implementation in the 2012-2013 fiscal year.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Economic Impact Study

PROPOSED BOARD ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

In discussing the upcoming 2012 Session, the recurring themes of jobs, economic impact, and return on investment were frequently heard by university government relations staff. While this information was available on an a limited basis for some universities and university components, no definitive study had been made for the State University in well over 10 years. Each of the 11 universities agreed to share the cost of obtaining an independent assessment of the System's ROI, in order to establish an agreed upon baseline.

With the Divisions of Sponsored Research, the Board General Office developed a Statement of Work, and retained Dr. Alan Hodges, UF IFAS, Economic Impact Analysis Program and Dr. Julie Harrington, Center for Economic Forecasting Analysis to jointly conduct the study. These two entities will provide an update on the progress of the study.

Supporting Documentation Included: None

Facilitators/Presenters: Chris Kinsley; Dr. Hodges; Dr. Harrington

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: A Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration of Florida (the “Division of Bond Finance”) to issue revenue bonds on behalf of the University of Florida to finance renovations of multiple existing student residence facilities on the main campus of the University of Florida.

PROPOSED BOARD ACTION

Adoption of a resolution approving the issuance of fixed rate bonds, by the Division of Bond Finance on behalf of the University of Florida (the “University”), in an amount not to exceed \$31,000,000 (the “Bonds”) for the purpose of renovating multiple existing student residence facilities on the main campus of University of Florida (“the Project”).

Staffs of the Board of Governors, State University System of Florida, and the Division of Bond Finance have reviewed this resolution and all supporting documentation. Based upon this review, it appears that the proposed financing is in compliance with Florida Statutes governing the issuance of university debt and complies with the debt management guidelines adopted by the Board of Governors. Accordingly, staff of the Board of Governors recommends adoption of the resolution and authorization of the proposed financing.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Florida Board of Governors Debt Management Guidelines; Section 1010.62, Florida Statutes; and Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The University has submitted a proposal for financing renovations to multiple existing residential facilities on the main campus of the University of Florida in Gainesville. The Project will: 1) update the interiors of the Corry Village apartment buildings to modernize the floor plans, and upgrade the electrical, fire alarm, air conditioning, and plumbing systems; 2) upgrade fire alarms, fire sprinklers, windows, bathrooms and the electrical, plumbing and air conditioning systems of Weaver Hall; and 3) overhaul waste water and plumbing systems, install new air conditioning systems, replace

windows and renovate bathrooms and kitchens in Thomas Hall and Buckman Hall. The Project is not required to be included in the University's Master Plan; however, it is included and is consistent with the University's Housing Master Plan. The total Project cost is expected to be \$27.5 million.

The University's Board of Trustees has requested approval from the Board of Governors for the Division of Bond Finance to issue up to \$31,000,000 of fixed rate bonds to finance the Project, fund a debt service reserve fund, if necessary, and pay costs of issuing the Bonds. The Bonds will mature twenty (20) years after issuance with level annual debt service payments.

The debt service payments will be funded from revenues generated from the operation of the University's housing system, after payments of operation and maintenance costs. Operating revenues are generated primarily from housing fees, rental revenues, fines, special rental fees or other charges for housing services. The Bonds will be issued on parity with the outstanding University of Florida dormitory revenue bonds currently outstanding in the principal amount of \$49,465,000, and will be junior and subordinate to the lien of the Series 1984 Bonds, currently outstanding in the principal amount of \$525,000.

Projections provided by the University indicate that sufficient net revenues will be generated to pay debt service on the Bonds and the outstanding parity bonds.

The University's Board of Trustees approved the Project and the financing thereof at its December 2, 2011 meeting.

Supporting Documentation Included: Located with Facilities Committee Materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: A Resolution of the Board of Governors Incorporating Additional Housing Facilities into the Housing System at the University of Central Florida

PROPOSED BOARD ACTION

Adoption of a resolution incorporating additional housing facilities into the housing system at the University of Central Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Florida Board of Governors Debt Management Guidelines; Section 1010.62, Florida Statutes; and Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In 2008, the University purchased and renovated two Greek housing facilities (Building 409 and Building 411) with cash reserves of the Housing System and has been operating these facilities as part of their Housing System since the 2009 fall semester. In addition, the University is planning to use cash reserves of the Housing System to construct an additional Greek housing facility on the University's campus, with occupancy planned for the 2013 fall semester.

The Division of Bond Finance has recommended that the Board of Governors retroactively incorporate Building 409 and Building 411 into the University's Housing System and approve the planned Greek housing facility as part of the Housing System at the University. Staff of the Board of Governors recommends adoption of the resolution.

Supporting Documentation Included: UCF Housing System Resolution

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**A RESOLUTION INCORPORATING ADDITIONAL
HOUSING FACILITIES INTO THE HOUSING SYSTEM
OF THE UNIVERSITY OF CENTRAL FLORIDA; AND
PROVIDING AN EFFECTIVE DATE.**

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

BE IT RESOLVED:

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

(A) Pursuant to Article IX, Section 7 of the Florida Constitution, the Board of Governors is vested with the power to operate, regulate, control and manage the State University System of Florida.

(B) The Board of Governors has issued revenue bonds on behalf of the University of Central Florida (the "University") that are secured by net Housing System Revenues, as such term is defined by a resolution of the Governing Board of the Division of Bond Finance that was adopted on July 21, 1992, as amended from time to time (the "Original Resolution").

(C) The Original Resolution defines Housing System to include additional facilities as at some future date may be added to the system by formal action of the Board of Governors.

2. Additions to the Housing System. In 2008, the University purchased and renovated two Greek housing facilities (Building 409 and Building 411) with cash reserves of the Housing System and has been operating these facilities as part of their Housing System since the 2009 fall semester. Accordingly, the Board of Governors hereby retroactively incorporates Building 409 and Building 411 into the University's Housing System.

The University is planning to use cash reserves of the Housing System to construct an additional Greek housing facility on the University's campus, with occupancy planned for the 2013 fall semester. The Board of Governors hereby finds that the newly constructed Greek housing facility will be part of the Housing System at the University.

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

4. Authorization of Further Actions Consistent Herewith. The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements contained this resolution.

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

Adopted this 19th day of January, 2012.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Amended Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities

PROPOSED BOARD ACTION

Consider for approval amended Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Sections 1007.264 and 1007.265, *Florida Statutes*, were amended by the 2011 Florida Legislature. Due to these changes in statute going into effect July 1, 2011, Regulation 6.018 requires amendment. The statement exempting documented intellectual disabilities from the definition of "other health disabilities" has been proposed for elimination. Language was added for clarity, and Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder was added within the individual definitions. Additionally, the name of the regulation has been slightly modified in order to capture the possibility of substitutions being made for university admission decisions.

This regulation has been reviewed by the university general counsels, members of the Council of Academic Vice Presidents, members of the Council of Student Affairs, state university student disability services directors, and other state university staff. Revisions were made due to their input. The regulation was approved for notice by the Board on November 9, 2011. During the notice period one question was asked by a member of the public and then clarified by staff. No concerns were expressed after the answer. No adverse impact has been identified by adoption of this amendment.

Supporting Documentation Included: Proposed Regulation 6.018

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6.018 Substitution or Modification of Requirements for University or Program Admission, Undergraduate Transfer, and ~~or~~ for Graduation by Students with Disabilities.

- (1) ~~Each~~ (1) A university shall provide reasonable substitution or modification for any requirement for admission ~~into the a university,~~ into an undergraduate or graduate program of study, ~~for entry into the upper division,~~ or for graduation for any ~~otherwise~~ eligible student with a disability, where
- a. The student seeking substitution or modification of an admission or graduation requirement has provided. ~~Appropriate documentation demonstrating that he or she is disabled and must be provided to indicate that the student's inability failure to meet the requirement is related to~~ related to the disability, and ~~.~~
 - b. ~~Additionally,~~ The university has ~~must determined~~ that if the requested substitution or modification is granted, such failure to meet the requirement does not constitute a fundamental alteration in the nature of the academic program will not result.
- (2) For purposes of this regulation, the following conditions may constitute a recognized disability for which substitution or modification of an admission or graduation requirement may be provided, depending upon the effect of the condition on the requirement and the effect of the substitution or modification on the program:
- (a) Deaf/Hard of Hearing. A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 hertz (Hz), unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.
 - (b) Blind or Low Vision. Disabilities in the structure and function of the eyes as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision that may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.
 - (c) Specific Learning Disability. A disability in one or more psychological or neurological processes involved in understanding or using spoken or written language. Learning disabilities may be manifested in listening,

thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disabilities do not include learning problems that are due primarily to visual, hearing, or motor disabilities, to intellectual disabilities, to psychiatric or emotional disabilities or to an environmental deprivation.

- (d) Orthopedic Disability. A disability of the musculoskeletal system, connective tissue, or neuromuscular system. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand or arm, cardiovascular aneurysm (CVA), head injury or spinal cord injury, arthritis or rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disabilities pertaining to muscles or nerves, usually as a result of disease or birth defect, including, but not limited to, muscular dystrophy and congenital disorders.
- (e) Speech/Language Disabilities. Disabilities of language, articulation, fluency, or voice that interfere with communication in academic settings, employment preparation/training or social interaction on campus. Examples include, but are not limited to, cleft lip or palate with speech disabilities, stammering, stuttering, laryngectomy, and aphasia.
- (f) ~~Psychological, Emotional, or Behavioral Disabilities.~~ Emotional or behavioral disabilities rendering the student unable to complete an admission or graduation requirement. ~~Any mental or psychological disability including, but not limited to, organic brain syndrome, emotional or mental illness, or attention deficit disorders.~~
- (g) Autism Spectrum Disorder. Disabilities characterized by an uneven development profile and a pattern of qualitative impairments in social interaction, communication difficulties, and /or the presence of restricted repetitive or stereotyped patterns of behavior, interests, and activities. These characteristics may manifest in a variety of combinations and range from mild to severe.
- (h) Traumatic Brain Injury. An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability or physical ability and functioning.

(i) -Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder. A chronic condition manifested by hyperactive and impulsive behavior, significant symptoms of inattention, or both. The behavior and symptoms have a significant impact on cognitive ability and academic functioning.

(j) Other Health Disabilities. Any disability not identified in this subsection, except documented intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

(2) In determining whether to grant a substitution or modification, a university will consider pertinent documents including, but not limited to, assessments administered and interpreted by a licensed psychologist or interns supervised by a licensed psychologist; a physician or other qualified professional's statement; vocational rehabilitation records; school records maintained as a result of the exceptional child provisions of Public Law 94-142, military/Veterans Administration records; Board of Governors regulations, or statewide articulation documents. Standards for documentation required for specific learning disabilities shall include at a minimum intelligence, achievement, and processing assessment using adult-normed instruments with information about functional limitations. Each university shall provide the student the opportunity to present evidence of a qualifying disability.

(3) Each university shall develop and implement policies and procedures for providing reasonable substitution or modification for eligible students as required by this regulation. The policies and procedures shall include at least the following:

- (a) A mechanism for informing students of the process for requesting a substitution or modification;
- (b) A mechanism for identifying reasonable substitutions or modifications for criteria for admission to the institution, admission to a program of study, entry into the upper division, or graduation;
- (c) A mechanism for making the designated substitution or modification known to affected persons;
- (d) A mechanism for making substitution or modification decisions on an individual basis; and
- (e) A mechanism for a student to appeal a denial of substitution, modification, or a determination of eligibility.

(4) The policies shall provide for articulation with other state postsecondary institutions, which shall include, at a minimum, acceptance of all reasonable substitutions previously granted by a state postsecondary institution.

(5) Each university shall maintain records on the substitutions or modifications provided per this regulation, the substitutions identified as available for each documented disability, the number of students granted substitutions by type of disability, and substitutions provided and the number of requests for substitutions that were denied.

Authority: Section 7(d), Art. IX, Fla. Const., History-New 4-20-87, Amended 9-15-91. Amended and Renumbered 1-29-09. Amended 9-16-10, Amended _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Amended Board of Governors Regulation 8.016, Academic Learning
Compacts

PROPOSED BOARD ACTION

Consider for approval amended Board of Governors Regulation 8.016, Academic Learning Compacts.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Proposed amendments to Board Regulation 8.016 clarify the process related to student learning outcomes assessment. As such, the title of the regulation has been changed from "Academic Learning Compacts" to "Student Learning Outcomes Assessment."

Board Regulation 8.016 requires each university board of trustees to establish a process for certifying student learning outcomes. Each university must develop processes for (1) Academic Learning Compacts (ALCs), (2) related assessment mechanisms, (3) program evaluation, and (4) continuous improvement. In addition, each ALC must be posted on the university's Web site. Each university also must provide a hard copy or electronic version of the university-wide regulation or policy and related procedures regarding student learning outcomes assessment. Universities must submit periodic status reports on student learning outcomes assessment to the Board office.

During the November 2011 Board of Governors meeting, a request was made that language be added regarding potential earnings and job placement rates of program graduates. Pursuant to the Board's Regulation Development Procedure, Regulation 8.016, including new draft language related to potential earnings and job placement rates of program graduates, was posted on the Board's Web site for public comment. During the comment period, several universities proposed that, instead, such language be included in a Board regulation related to program outcomes such as Regulation 8.015 Academic Program Review 2007-2014, scheduled for review in 2012. Consequently, the language related to potential earnings and job placement rates has not been added to Regulation 8.016, and the regulation is submitted for final consideration and action.

Supporting Documentation Included: Proposed Regulation 8.016

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8.016 Academic Learning Compacts Student Learning Outcomes Assessment

(1) Policies and Procedures

- (a) Each board of trustees shall require its university to establish a process for certifying that each baccalaureate graduate has completed a program with clearly articulated expected core student learning outcomes.
- (b) Each university shall develop processes to ensure that:
 - 1. program faculty develop and publish an Academic Learning Compact for each baccalaureate program that, at a minimum,
 - a. outlines expected core student learning outcomes in the areas of content/ discipline knowledge and skills, communication skills, and critical thinking skills;
 - b. takes into consideration perspectives of appropriate constituencies (including but not limited to potential employers and graduate programs) regarding the knowledge and skills graduates need in the global marketplace and society; and
 - c. lists the types of assessments students may encounter in the program (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, portfolio requirements, etc.);
 - 2. program faculty develop methods for assessing student achievement of the expected core student learning outcomes within the context of the program;
 - 3. university personnel use program evaluation systems (which may include sampling) to evaluate the program and related assessment practices to analyze their efficacy in determining whether program graduates have achieved the expected core student learning outcomes; and
 - 4. university personnel use the evaluation results to improve student learning and program effectiveness.
- (c) As appropriate, this regulation shall support and be supported by regional and specialized accreditation efforts, as well as the program review procedures in Regulation 8.015.

(2) Products

- (a) A current hard copy or a URL (Web link) to an electronic version of the university-wide regulation or policy and related procedures regarding Academic Learning Compacts, related assessment mechanisms, program evaluation, and continuous improvement expectations shall be provided to the Board of Governors Office.
- (b) Each Academic Learning Compact shall be made available (using student-friendly, jargon-free language) on the university's Web site.

(c) As requested by the Chancellor or the Chancellor's designee, university personnel shall submit to the Board of Governors Office periodic status reports on Academic Learning Compacts, related assessment mechanisms, program evaluation, and continuous improvement processes. The articulation and assessment of expected core student learning outcomes, as well as program evaluation and improvement, shall occur on a continuous basis.

(1) Introduction

(a) "Explicit identification of learning expectations facilitates the department's coherence about their goals. Sharing those expectations explicitly with students can provide an effective learning scaffold on which students can build their experiences and render effective performance." American Psychological Association (March 2002). In recent years, there has been increased emphasis on the identification and assessment of core student learning outcomes in higher education. The Florida Board of Governors has articulated the importance of student achievement in its strategic planning and accountability processes. Research indicates that university students are served best when students and faculty fully engage in a teaching-learning partnership, and this partnership is all the more meaningful if it is made as clear as possible to students what it is they will learn and how program faculty will assess that learning. Therefore, the Board has determined that universities must develop "Academic Learning Compacts" and related assessment processes to define and demonstrate student achievement in baccalaureate degree programs in the State University System.

(b) University Infrastructure for Developing, Implementing, and Reviewing Academic Learning Compacts and Related Assessment Processes. The Board of Governors supports the ongoing devolution of authority to the universities, campus-level decision making, and institutional accountability under the constitutional framework established by Floridians for their system of public universities. The Board also expects university and BOG personnel to ensure that the Academic Learning Compacts and corresponding assessment processes are of high quality and that they comply with the expectations outlined in Board of Governors and university regulations. The infrastructure outlined below is in place to ensure such compliance.

(2) Policies and Procedures

(a) Each university Board of Trustees must approve a process for certifying that each baccalaureate graduate has completed a program with

- clearly articulated core student learning expectations in content/discipline knowledge and skills, communication skills, and critical thinking skills.
- (b) Each university must construct clearly defined policies and procedures for developing, implementing, and reviewing Academic Learning Compacts and related assessment activities. These policies and procedures must be aligned with this System regulation.

(3) Processes: For all baccalaureate programs (or that an institution intends to place on) the State University System Academic Degree Inventory:

- (a) Program faculty must develop Academic Learning Compacts that identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of (i) content/discipline knowledge and skills; (ii) communication skills*; and (iii) critical thinking skills.* Input should be sought from the business and professional community to identify learning outcomes that students need for success in the global marketplace and society.
- (b) Program faculty must identify the corresponding assessment tools and procedures that faculty use within the context of the program to determine if individual students have met each of the articulated core student learning expectations.
- (c) University personnel must develop robust and effective program assessment/evaluation systems (which can involve sampling), including external corroboration, to substantiate that graduates have truly attained the expected core competencies. Such program assessments/evaluations should provide assurance that completion of the baccalaureate degree programs indicates that individual students have attained the articulated core learning requirements.
- (d) Program faculty must demonstrate the use of results from program assessments/evaluations to continuously improve program effectiveness and student learning.

(4) Products:

- (a) A current copy of each university's policies and procedures regarding both Academic Learning Compacts and corresponding assessment/evaluation processes must remain on file in the Board of Governors Office of Academic and Student Affairs.
- (b) Program faculty must provide current and prospective students with student friendly, jargon free Academic Learning Compacts for each baccalaureate program on (or that an institution intends to place on) the State University System Academic Degree Inventory. Each Academic

* It will be a university decision as to whether there will be institutional level definitions and/or required outcomes in the areas of communication and critical thinking skills. Some institutions may decide instead that definitions and/or required outcomes will be established (or supplemented) at the program level.

Learning Compact must be made available on the university's Web site and must include, at a minimum:

- (i) concise statements of what active and successful students participating in the joint teaching-learning assessment process will know and be able to do, expressed in terms of the core student learning outcomes embodied in the requirements for each baccalaureate degree;
 - (ii) a list of the types of assessments students might encounter in the program (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, portfolio requirements, etc.).
- (c) As part of the mandated review and continuous improvement process for State University System degree programs (refer to the Board of Governors Regulation on Academic Program Review), university personnel must submit an up-to-date hyperlink to a copy of the Academic Learning Compact for each baccalaureate degree program under review. University personnel are expected to demonstrate how results from the periodic review of student learning outcomes, as well as from the evaluation of corresponding assessment mechanisms, have been used to continuously improve program effectiveness and student learning.
- (d) Initially, university personnel will be asked to submit periodic status reports to the Board of Governors Office of Academic and Student Affairs on the progress baccalaureate degree program faculty are making on developing, implementing, and reviewing Academic Learning Compacts and corresponding assessment/evaluation policies, procedures, and products.

(5) Responsibilities of the Office of Academic and Student Affairs. The Board of Governors, Office of Academic and Student Affairs will:

- (a) Review institutional policies and procedures to ensure that they comply with the expectations outlined in this regulation.
- (b) Offer technical assistance to university personnel as they work to improve the quality of program assessment/evaluation processes to demonstrate that individual students receiving the baccalaureate have attained the articulated core learning requirements.
- (c) Convene periodic meetings of representatives from the State universities to review institutional progress in developing, implementing, and reviewing Academic Learning Compacts and corresponding assessment policies, procedures, and products, as well as to share related best practices.
- (d) Provide periodic updates to the Board of Governors on efforts in the State University System to demonstrate student achievement in the baccalaureate degree programs.

Authority: Section 7(d), Art IX, Fla. Const.; History: New 3-29-07, Amended XX-XX-12.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Ph.D. in Environmental Engineering (CIP 14.1401) at the University of South Florida

PROPOSED BOARD ACTION

Consider for approval the Doctor of Philosophy (Ph.D.) in Environmental Engineering at the University of South Florida, CIP Code 14.1401.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of South Florida (USF) is proposing to offer a Ph.D. degree program in Environmental Engineering. This program will replace the current Environmental Engineering track offered within the Ph.D. in Civil Engineering, making it a stand-alone degree program. This Ph.D. program will enable Florida to advance, via research and creation of new information and technology, a knowledge-based economy to manage the environmental stresses on its water, land, and air resources impacting social and economic opportunities for current and future generations.

The total minimum credits required is 48 and 78 for students with and without a Master's degree, respectively. The USF environmental engineering graduate program is currently well integrated with other USF colleges for research. Enrollment is estimated to start at 30 students and stabilize at 40. Documentation of communication with FAMU, UCF, and UF confirm the lack of overlap with their engineering programs. Eight faculty members are currently employed in the department.

The Board of Governors Academic and Student Affairs Committee reviewed and approved the proposal for consideration on November 9, 2011. If approved, USF will implement the program in Spring 2012.

Supporting Documentation Included: Staff Analysis and Program Proposal available in November 9, 2011 Academic and Student Affairs Committee materials at <http://www.flbog.edu>

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Ph.D. in Biomedical Sciences (CIP 26.0102) at Florida International University

PROPOSED BOARD ACTION

Consider for approval the Doctor of Philosophy (Ph.D.) in Biomedical Sciences at Florida International University, CIP Code 26.0102.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

Florida International University (FIU) is proposing to offer a Ph.D. degree program in Basic Biomedical Sciences. The core of the Ph.D. Graduate Program will be composed of the Basic Science Departments in the Herbert Wertheim College of Medicine (HWCOM): the Department of Human and Molecular Genetics, the Department of Molecular Microbiology and Infectious Diseases, the Department of Cellular Biology and Pharmacology and the Department of Immunology.

The total number of credit hours required for completion of the proposed program is 81, and a dissertation is required. The curriculum includes required courses fundamental for understanding biomedical and translational sciences, providing elective courses selected in consultation with the dissertation advisor and the Program Director. Letters of support for the proposed program have been provided by FSU, USF, UF, and UCF who have similar programs associated with their medical schools.

The Board of Governors Academic and Student Affairs Committee reviewed and approved the proposal for consideration on November 9, 2011. If approved, FIU will implement the program in Fall 2012.

Supporting Documentation Included: Staff Analysis and Program Proposal available in November 9, 2011 Academic and Student Affairs Committee materials at <http://www.flbog.edu>

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2011**

SUBJECT: Removal of Limited Access Status for Bachelor of Science in Geomatics at the University of Florida

PROPOSED BOARD ACTION

Consider removal of Limited Access Status for Bachelor of Science in Geomatics at the University of Florida, CIP Code 15.1102

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Board of Governors Regulation 8.013 requires that Limited Access status for baccalaureate programs be approved by the Board of Governors. There is currently no provision in the regulation for a university to discontinue that status once granted. Consequently, if a program has been approved for Limited Access status, the Board of Governors must approve the removal of that status.

The University of Florida wishes to remove the Limited Access status for the Bachelor of Science in Geomatics and is now seeking Board of Governors approval. This action is requested in order to correct the Limited Access designation assigned to the program in the early 1990s when it was housed in the College of Engineering. When the program was moved into the College of Agricultural and Life Sciences, there was no intention for the program to remain Limited Access.

The Board of Governors Academic and Student Affairs Committee reviewed and approved the request for consideration on September 14, 2011. If approved, Limited Access status will be removed immediately.

Supporting Documentation Included: Request available in September 14-15, 2011 Academic and Students Affairs Committee materials at <http://www.flbog.edu>

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 19, 2012

SUBJECT: Limited Access Request for the Bachelor of Science in Biomedical Engineering at the University of Florida

PROPOSED BOARD ACTION

Consider for approval Limited Access Status for the Bachelor of Science in Biomedical Engineering (CIP 14.0501) at the University of Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Board of Governors Regulation 8.013 requires that Limited Access status for baccalaureate programs be approved by the Board of Governors. The University of Florida's (UF) Board of Trustees approved limited access status for the Bachelor of Science in Biomedical Engineering due to anticipated large student demand for the program, limited faculty and instructional facilities, and the need to maintain a quality program to meet accreditation standards. Enrollments will be limited to 70 students per year by 2017. Admission will be based upon competitive Grade Point Average and personal essays that demonstrate a commitment to the discipline. Although proposed minimum standards for admission include two 3000 level courses for native students, these courses are not considered for admission of Associate in Arts transfer students, who may enroll in the courses their first semester.

The Board of Governors Academic and Student Affairs Committee reviewed and approved the request for consideration on September 14, 2011. If approved, UF will implement the new program the Limited Access Status effective Fall 2012.

Supporting Documentation Included: Request available in September 14-15, 2011 Academic and Students Affairs Committee materials at <http://www.flbog.edu>

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Request for the Bachelor of Science in Biomedical Engineering at the University of Florida to exceed 120 credit hours to degree

PROPOSED BOARD ACTION

Consider for approval the Bachelor of Science in Biomedical Engineering (CIP 14.0501) at the University of Florida to exceed 120 credit hours to degree

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Subsection 1007.25(8), Florida Statutes; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

Board of Governors Regulation 8.014 requires that any baccalaureate degree exceeding the state mandated 120 credit hours to degree be approved to do so by the university board of trustees and the Board of Governors. The University of Florida (UF) is seeking an exception for its new Bachelor of Science in Biomedical Engineering (CIP 14.0501) which is 132 credit hours to degree in order to accommodate the curriculum needed for the discipline and to meet Accreditation Board for Engineering and Technology accreditation requirements for engineering programs. The increase in credit hours is due to the multi-disciplinary curriculum requirements which call for proficiency in both engineering and a range of knowledge and skills relevant to the biomedical engineering practice. The request by the University of Florida is consistent with other engineering programs in the State University System.

The Board of Governors Academic and Student Affairs Committee reviewed and approved the request for consideration on September 14, 2011. If approved, UF will implement the new program in the Fall of 2012.

Supporting Documentation Included: Request available in September 14-15, 2011 Academic and Students Affairs Committee materials at <http://www.flbog.edu>

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 19, 2012

SUBJECT: Bachelor of Science in Elementary Education, Specialization - Elementary Education/ESOL/Reading at the University of West Florida to exceed 120 credit hours to degree

PROPOSED BOARD ACTION

Consider for approval the Bachelor of Science in Elementary Education, Specialization - Elementary Education/ESOL/Reading (CIP 13.1202) at the University of West Florida to exceed 120 credit hours to degree

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1007.25 (8), Florida Statutes; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

The University of West Florida (UWF) is seeking approval for its Bachelor of Science in Elementary Education, Specialization - Elementary Education/ESOL/Reading to exceed 120 credit hours to degree in order to meet Department of Education and National Council for Accreditation of Teacher Education accreditation requirements for teacher education programs. The increase in credit hours is due to the curriculum requirements which call for 36 semester hours of General Studies, 9 semester hours of Statewide Common Prerequisites, 6 semester hours of coursework in an international or diversity focus, 9 semester hours of coursework to fulfill state lower level course requirements, and 68 semester hours in the major field of study including student teaching.

The Board of Governors Academic and Student Affairs Committee reviewed and approved the request for consideration on November 9, 2011. If approved, UWF will implement the request effective immediately.

Supporting Documentation Included: The Request is available in November 9, 2011 Academic and Student Affairs Committee materials at <http://www.flbog.edu>

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Bachelor of Science in Exceptional Student Education, Specialization - Student/Elementary Education/ESOL/Reading at the University of West Florida to exceed 120 credit hours to degree

PROPOSED BOARD ACTION

Consider for approval the Bachelor of Science in Exceptional Student Education, Specialization Student/Elementary Education/ESOL/Reading (CIP 13.1001) at the University of West Florida to exceed 120 credit hours to degree

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1007.25 (8), Florida Statutes; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

The University of West Florida (UWF) is seeking approval for its Bachelor of Science in Exceptional Student Education, Specialization Student/Elementary Education/ESOL/Reading to exceed 120 credit hours to degree in order to meet Department of Education and National Council for Accreditation of Teacher Education accreditation requirements for teacher education programs. The increase in credit hours is due to the curriculum requirements which call for 36 semester hours of General Studies, 9 semester hours of Statewide Common Prerequisites, 6 semester hours of coursework in an international or diversity focus, 9 semester hours of coursework to fulfill state lower level course requirements, and 72 semester hours in the major field of study including student teaching.

The Board of Governors Academic and Student Affairs Committee reviewed and approved the request for consideration on November 9, 2011. If approved, UWF will implement the request effective immediately.

Supporting Documentation Included: The Request is available in November 9, 2011 Academic and Student Affairs Committee materials at <http://www.flbog.edu>

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: Bachelor of Arts in Liberal Arts and Sciences at the New College of Florida to exceed 120 credit hours to degree

PROPOSED BOARD ACTION

Consider for approval the Bachelor of Arts in Liberal Arts and Sciences (CIP 24.0199) at New College of Florida to exceed 120 credit hours to degree

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution, Subsection 1007.25 (8), Florida Statutes; Board of Governors Regulation 8.014

BACKGROUND INFORMATION

New College of Florida (NCF) offers only one degree program with concentrations available in various arts and sciences disciplines. The program is a rigorous honors program which includes innovative pedagogy, narrative evaluations, undergraduate senior thesis, and a baccalaureate exam. The foundation of a student's degree program is individualized study which utilizes contracts and Independent Study Projects. Credit hour equivalencies equaling 124 credit hours have been in place since 1975 and serve as the basis for calculating tuition and transfer credit. Approving the program to exceed 120 credit hours to degree provides a level of definitive documentation, especially when working with Florida Prepaid representatives as well as NCF students and their parents regarding degree requirements.

The Board of Governors Academic and Student Affairs Committee reviewed and approved the request for consideration on November 9, 2011. If approved, NCF will implement the request effective immediately.

Supporting Documentation Included: The Request is available in November 9, 2011 Academic and Student Affairs Committee materials at <http://www.flbog.edu>

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 19, 2012**

SUBJECT: 2010-11 Annual Accountability Report

PROPOSED BOARD ACTION

Approve the 2010-2011 Annual Accountability Report.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2010-2011 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors 2005-13 Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiencies metrics and activities.

For purposes of easier access to specific information, the 2010-11 Report has been considerably reformatted from previous reporting. This year's Report is broken out into 13 discrete reports: an overall System Report, a report on specific areas per statutory requirement, and one report for each of the 11 institutions of the State University System.

The System Report's Executive Summary includes a series of dashboard metrics, followed by narrative, tables, and charts providing data on institutional and System performance in key metric areas. This year's Executive Summary represents the first time that Board members can assess metrics on the performance of all institutions on particular metrics in a single place within the reporting structure.

Individual university reports can be accessed through the following links:

http://www.flbog.org/about/_doc/budget/FAMU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/FAU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/FGCU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/FIU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/FSU_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/NCF_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/UCF_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/UF_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/UNF_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/USF_2010-11_Annual_Report_FINAL.pdf
http://www.flbog.org/about/_doc/budget/UWF_2010-11_Annual_Report_FINAL.pdf

Board staff made a brief presentation at the Board's January 18, 2012 Strategic Planning Committee with regard to key metrics in the 2010-2011 Annual Accountability Report. The presentation demonstrated that the State University System is making progress on virtually all key performance indicators.

Supporting Documentation Included:

(See Strategic Planning Committee 2010-2011 Annual Accountability Report agenda item)