



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors

2009-2010

Annual Report – Volume I

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A Message from the Chair -

In a year marked with significant challenges — from natural and environmental disasters to economic constraints and record unemployment — the men and women in Florida's public universities have been hard at work seeking solutions and delivering results.

While we offer this Annual Report as a collection of important facts and figures about the remarkable teaching, research, and service under way in the State University System, I encourage you to remember the most important fact: Our System has a pivotal role in creating the future that Florida needs and deserves.

An important step toward achieving this goal was the signing of a governance agreement with the Legislature and the Governor, which clarifies roles and responsibilities relative to the oversight of the State University System. Furthermore, we worked closely with the Legislature to draft and ultimately pass statutory revisions that codified the major tenants of the agreement.

Our partners in the Legislature recognize the role that our Universities play in economic development. Even in this time of continuing statewide budget shortfalls, the Legislature

invested \$12 million in research commercialization and our New Florida Initiative and provided approximately \$300 million for the construction of much-needed classrooms and laboratories across the System to meet growth and student demand.

The Board of Governors and the State University System of Florida remain committed to working with the Legislature, the Governor, and entities from all across the public and private sectors to help Florida face the economic, environmental, and social challenges ahead.

- Ava L. Parker, Chair



A Message from the Chancellor -

This is the second Annual Report our office has produced since launching the Board of Governors' more robust accountability and performance tracking system in 2008-09. You will note that this report reflects continued growth in a number of important metrics, and – perhaps as important – you can now evaluate the System's progress from year to year.

In a very real sense, that is the true success of this effort. While it is common practice to collect data and measures results, it takes expert planning and execution to ensure that they are used in a meaningful way. Our mission with each Annual Report is to enhance the accessibility of readable, easily understood information.

Let me draw your attention to a few points in this report:

- Our universities continue to grow the talent and innovation sector through higher enrollment, improved graduation and retention rates, more research and development, and increased research commercialization activities – all of which are key metrics within our New Florida Initiative.

- The Higher Education Coordinating Council is tackling the tough questions of degree delivery, system articulation, and strategic planning that will lead to a more seamless educational experience for Florida's students.
- As good stewards of the public's investment, our universities continue to find greater efficiencies through better System-wide coordination, leveraging new opportunities, assessing programmatic viability, and monitoring resource allocation.

These points, and so much more, demonstrate the critical role the State University System has as a leader in Florida's effort to grow its knowledge-based economy and transform itself to be more competitive in the global economy.

- Frank T. Brogan, Chancellor

PREFACE

The Florida Constitution (Article IX, Section 7) created the Board of Governors (the Board) to “operate, regulate, control, and be fully responsible for the management of the whole university system.” The responsibilities of the Board also include “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 and programs.”

The Board of Governors continues to enhance its comprehensive planning and accountability framework to fulfill this constitutional responsibility and to maximize the State University System’s capacity to meet state economic development needs through education and research and development. Related procedures include the development of multi-year university work plans and annual reports that reflect each institution’s unique mission and focus on core strengths within the context of State University System (System) goals and regional and statewide needs. The resulting processes and products inform institutional and System-level strategic planning, budgeting, and other policy decisions. The Board of Governors adopted related regulations to codify these expectations in 2009.

The *State University System of Florida 2009 Annual Report* ([Volume I](#) and [Volume II](#)) was the first installment in the process. Subsequently, each institution in the System submitted a 2010 University Work Plan, and leaders from each institution made a related presentation to the Board of Governors at a [Strategic Planning Retreat](#) in June 2010. Each University Work Plan built on the institution’s unique

personality and strengths; outlined a vision for the next 5 to 10 years, including more immediate university priorities and plans for achieving those priorities; and focused on how each institution will contribute to the accomplishment of System-level goals.

This 2010 Annual Report provides an overview of the System’s historical performance on a range of measures that emphasize performance during the last five years for which data are available on each metric. The full report contains the following: (1) key 2009-10 developments in the System; (2) a graphic “dashboard” highlighting System-level performance on core measures; (3) a narrative outlining the System’s progress on indicators related to the Board of Governors Strategic Plan; (4) detailed System-level data; (5) dashboards and contextual narratives for each of the institutions; and (6) detailed data for the individual institutions. This report demonstrates how well the System is meeting its goals, documents the return on investment of public funds, and promotes and reflects the commitment of the Board of Governors and the System to transparency and accountability.

Data in this report also meet certain statutory reporting requirements. Specifically, the State University System Annual Report, in conjunction with University Work Plans, address:

- Annual accountability report (Section 1008.46, *F.S.*).
- Florida 21st Century Technology, Research and Scholarship Enhancement Act (Section 1004.226(9), *F.S.*).
- Tuition differential fee (Section 1009.24(16)(e), *F.S.*).
- Enrollment planning and budgeting information (Section 1011.90, *F.S.*).
- Program approval (Section 1004.03(1), *F.S.*).

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**State University System of Florida
2010 Annual Report**

Volume I

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**Key Developments in the State University System of Florida
in 2009-2010**

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Talent and Innovation

- During the entire 2009-10 academic year (summer, fall, and spring), the State University System enrolled 368,023 different students. The headcount enrollment in the fall of 2009 was 312,259, and preliminary data indicate that the headcount enrollment in the fall of 2010 may have been as high as 319,230. Florida has the 4th largest public university enrollment in the nation.
- In 2009-10, the State University System awarded more than 53,000 baccalaureate and 20,000 graduate degrees to university students who will collectively add at least three-quarters of a billion dollars annually to Florida's economy as a result of their newly attained level of higher education.¹
- Nearly 20,000 (37%) of the baccalaureate degrees and more than 9,000 (46%) of the graduate degrees were awarded in Areas of Strategic Emphasis, the majority of those in Science, Technology, Engineering, and Math (STEM) and Health fields.
- According to data collected by the National Center for Education Statistics, the State University System's six-year graduation rate for full-time FTIC students who entered in the fall of 2002 was higher than the national average for public four-year universities. When compared to groups of public institutions in other states, the State University System of Florida ranked 10th in its overall graduation rate; 5th in its graduation rate for black, non-Hispanic students; and 6th in its graduation rate for Hispanic students.
- In 2010, the Legislature appropriated \$12 million for activities associated with the New Florida Initiative, \$2 million of which was for the State University Research Commercialization Assistance Grant program. The Board of Governors invested the other \$10 million in two competitive programs: 15 Scholars Boost awards to assist in recruiting and retaining world-class faculty in areas critical to Florida, and 16 Clustering awards to promote new and exciting collaboration among faculty in teaching, research, and service especially important to solving certain of Florida's major challenges.
- In 2008-09, the State University System research activities consisted of \$1.1 billion in awards and \$1.62 billion in expenditures. It is noteworthy that the System's research and development expenditures have been consistently ranked 4th in the nation among state groups of public institutions.
- Universities generated 165 patents, 159 new licenses, and more than \$57 million in license revenue in 2008-09.
- As of June 2010, the 11 State University System Centers of Excellence, which received an initial state investment of \$84.5 million, had garnered \$251 million in competitive grants (a 297% return on investment). They had created 30 start-up companies and 745 jobs. The Centers also had attracted \$24 million in additional fiscal support from the private sector.
- Multiple institutions, programs, faculty, and students from throughout the State University System were recognized at the state, national, and/or international level for their accomplishments during the 2009-10 academic year. Examples are included in the individual University Annual Reports.

¹ U. S. Census, the Florida Education & Training Placement Information Program, and State University System data sources.

Addressing Local, State, National, and International Challenges

- In the aftermath of the earthquake that hit Haiti in January 2010, faculty, students, and alumni from the State University System worked extensively in Haiti and in Florida, providing medical care, immigration assistance, translation services, financial support, and other services. Board and university staff quickly developed an inventory of relevant talent and expertise within the State University System and made the information available to appropriate organizations and agencies.
- The Oil Spill Academic Task Force (oilspill.fsu.edu) provided a venue for researchers to focus their expertise on the crisis created by the Deepwater Horizon sinking and subsequent oil spill in the Gulf of Mexico. The Task Force, coordinated by Florida State University, consists of scientists and scholars from throughout the State University System working in collaboration with colleagues from private institutions.
- The Florida Institute of Oceanography (FIO) (fio.usf.edu), a multi-university cooperative entity, is one of three Academic Infrastructure Support Organizations in the State University System and includes in its membership independent universities, private research labs, and state government agencies. The FIO represents an investment in State University System research that has clearly demonstrated the state and national benefits of an organized cooperative effort in the wake of the Deepwater Horizon oil spill. In August 2010, the Institute made awards to 27 research projects, many of them collaborations among multiple Florida universities, from \$10 million dollars paid by the BP oil company to support research on the impacts of the Gulf oil spill.

State University System Governance and Cross-Sector Coordination

- Board of Governors Chair Ava Parker and Chancellor Frank T. Brogan signed a governance agreement with the Legislature and the Governor that clarified their respective roles and responsibilities relative to the oversight of the State University System. In 2010, the Legislature passed statutes and the Board of Governors adopted regulations to begin to codify the various components of the agreement.
- In November 2009, the Board of Governors held its first-ever joint workshop with the State Board of Education, representatives of Florida's private institutions of higher education, and leaders from the business community to initiate discussions about better coordination across the sectors to meet the talent supply needs of the state. Since the workshop, senior staff from these stakeholder groups have continued to work together to move the agenda forward.
- The Legislature's creation of the Higher Education Coordinating Council has presented a great opportunity to both the State University System and the broader higher education community in Florida to build on existing cross-sector planning and strategic alignment efforts. The Higher Education Coordinating Council held its first meeting in October 2010 and its second meeting in December 2010.
- The State University System, the Board of Governors, and its staff continue to collaborate with their partners in the Department of Education and from the PreK-12 sector and the Florida College System to align standards, curricula, assessments, instructor training, and data collection to ensure that more of Florida's students gain the skills

needed for success in college and in the high-tech workplace and knowledge economy. The sectors are participating in collaborative activities related to a number of national and state education initiatives, including the ACHIEVE American Diploma Project; the National Governors Association Common Core Standards Initiative; the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC), including the Comprehensive Assessment System Race-To-The-Top grant; and a new Florida Postsecondary Education Readiness Test (PERT).

- In 2010, the Board of Governors put into place a process to facilitate the vetting of more than 150 candidates to fill 23 positions on the university boards of trustees.
- This year also saw the appointment of six members to the Board of Governors.
- Recognizing that the current economic uncertainty underscores the need for cooperation and collaboration among all sectors, and recognizing the need to thoughtfully plan for the future of libraries, the Chancellors of the State University System and the Florida College System jointly appointed the *Task Force on the Future of Academic Libraries in Florida* in July 2010. The cross-sector Task Force was charged with determining a vision and developing a strategic plan for public academic libraries by January 2012.
- The Chancellors of the State University System and the Florida College System have agreed to restructure the organization and work processes of the Florida Distance Learning Consortium so the Consortium can provide critical assistance to both sectors as they work to clarify the role of E-learning in strategic plans for both systems.

Tuition and Fees

- In the 2010-11 academic year, the Board of Governors approved requests from the state universities to charge tuition differential fee rates ranging from \$12.80 to \$22.00 per credit hour. Estimated 2010-11 revenues from this fee will be \$75.9 million, of which \$22.8 million will be devoted to need-based financial aid and \$53.1 million will support undergraduate education (e.g., faculty and advisors, course offerings and sections, and other educational resources).
- The governance agreement between the Board and the Legislature provided authority for the Board to implement new fees, to increase certain existing fees, and to approve flexible tuition, including block tuition and market-rate tuition. The Board spent the summer and fall of 2010 developing regulations to implement this new authority and will consider university proposals prior to the fall 2011 term.

Focusing Operations and Pursuing Efficiency

- State universities continue to respond to challenging economic and budget times through focused efforts to find institutional and System-wide academic efficiencies. The Board of Governors asked the universities to chronicle some of their efforts to achieve greater efficiency and to identify some of their successes from the past year. Multiple examples can be found within the individual University Annual Reports.
- In conjunction with the Board of Governors Academic and Student Affairs Committee, members of the Council of Academic Vice Presidents have been working to determine if there are better ways to organize and coordinate

academic program delivery across the State University System. This team has been reviewing System and institutional data on academic degree program delivery, participation, and productivity at all levels and will be presenting their findings and recommendations to the Board of Governors early in 2011.

- Since 2007, the State University System has closed or placed in an inactive status more than 100 institutes and centers, closed or suspended dozens of full degree programs and numerous other tracks within degree programs, and merged some departments and colleges. During 2009-10 alone, the universities closed 26 more institutes and centers and put an additional 11 in an inactive status. The universities closed an additional 20 degree programs this year and placed another 23 in an inactive status. Again this year, they closed or suspended additional tracks within degree programs.
- Student enrollment in E-learning (technology-mediated and distance instruction) courses continues to grow in the State University System. In 2009-10, more than 172,000 students took at least one distance education course and almost 78,000 students enrolled in technology-mediated courses that included a mix of classroom instruction and instructional technology. There are now at least 60 different undergraduate degree programs, 136 graduate degree programs, and 154 post-baccalaureate certificate programs that are offered primarily (more than 50% of coursework) through distance education.
- The State University System continues to grow and now consists of more than 82 million square feet and 3,733 separate buildings. More than 1.7 million gross square feet were added to the physical plant at various campuses in the 2009-10 fiscal year. This expansion included more than 30 major projects, ranging from residence halls and

parking lots to world-class, state-of-the art facilities such as UCF's College of Medicine at Lake Nona and UF's Pathogens Research Facility. Although the System increased space by 2%, the universities were mindful of costs, actually reducing year-over-year energy costs by more than \$10 million. The State University System continues to be a national leader in sustainability, highlighted by such projects as FGCU's completion of the largest private solar array in the Southeast.

Strategic Planning and Performance Monitoring

- Subsequent to the completion of the State University System 2009 Annual Report, the institutions began work on multi-year University Work Plans. The plans built on the universities' unique personalities and strengths; outlined a vision for the next 5 to 10 years, including more immediate university priorities and plans for achieving those priorities; and focused on how each institution will contribute to the accomplishment of System-level goals. Leaders from each institution made related presentations to the Board of Governors at a Strategic Planning Retreat in June 2010. Institutions will report on progress on the goals outlined in the University Work Plans in this and future Annual Reports.
- The State University System 2011-12 Legislative Budget Request has been aligned with the goals and priorities outlined in the University Work Plans.
- Board and university staff members have continued to refine the data collection and reporting mechanisms for the Annual Reports. They will continue to work toward the goal of developing Web-based interactive versions designed to provide various constituents with data at the level of detail they need.

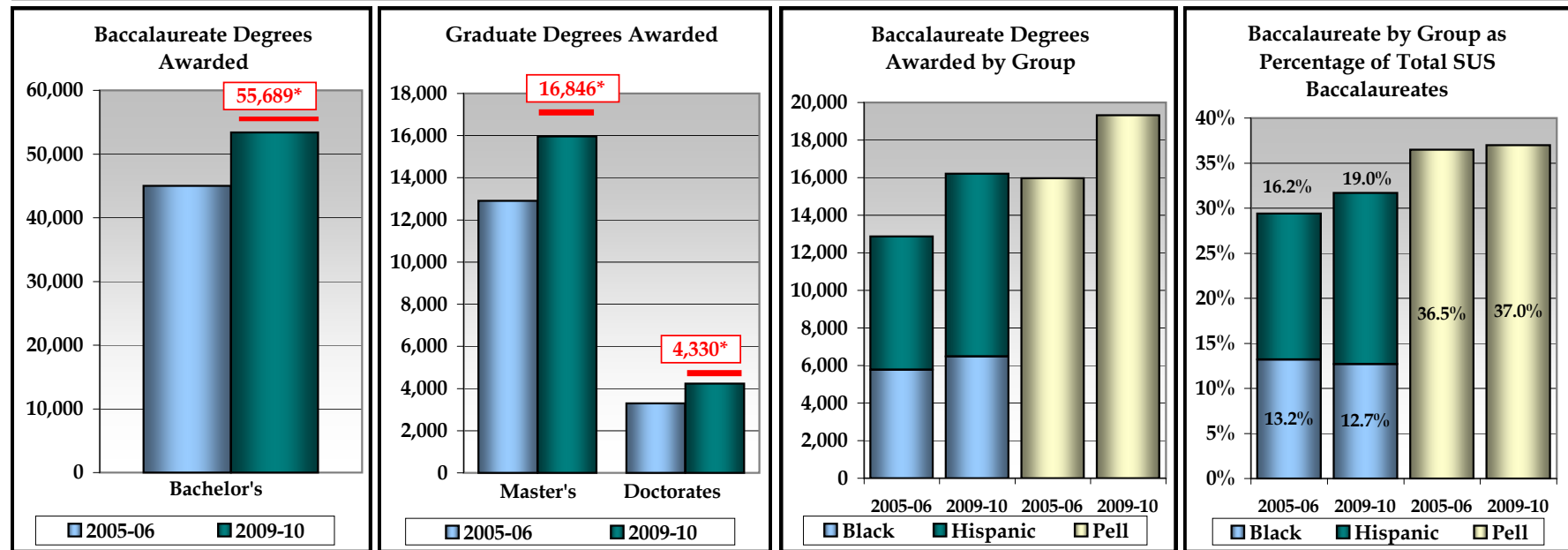
State University System of Florida
2010 Data Dashboard

Data definitions are provided in the Appendices.

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

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

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

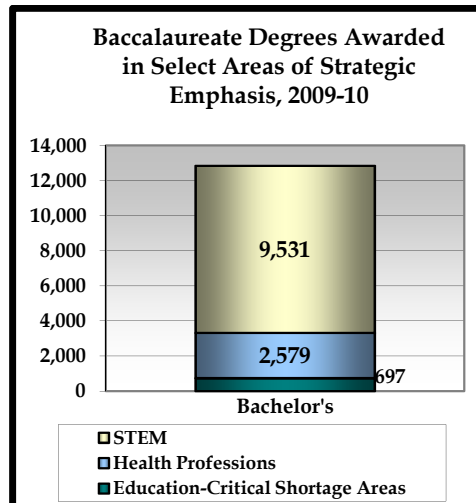


*2012-13 Targets for Degrees Awarded.

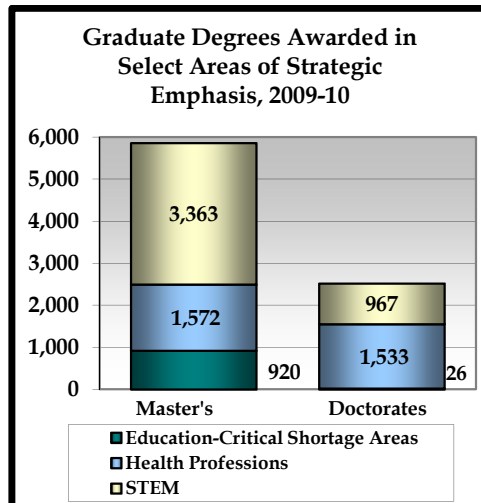
Note: All targets are based on 2010 University Workplans

[2012-13 Targets for Baccalaureates by Group
Reported in Volume II - Table 41.]

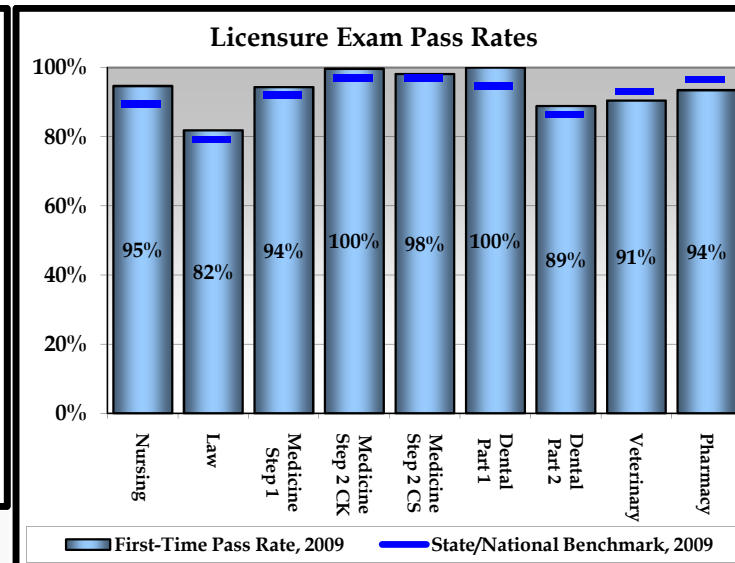
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



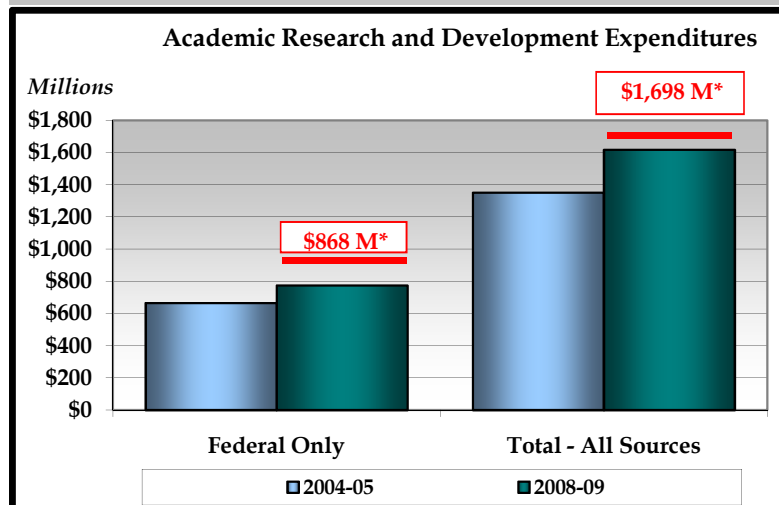
**2012-13 Target: 9 Increase & 2 Maintain
(2008-09 Baseline: 12,005 Total)**



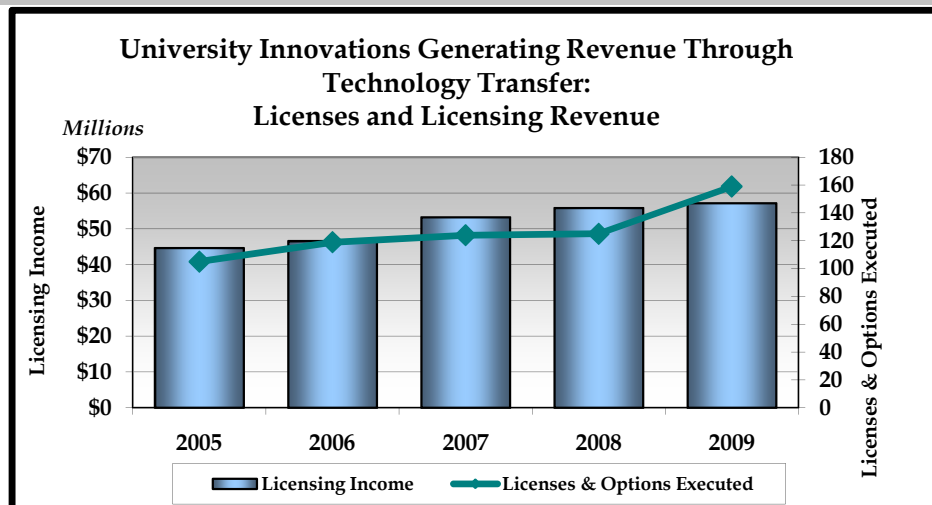
**2012-13 Target: 10 Increase
(2008-09 Baseline: 7,768 Total)**



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



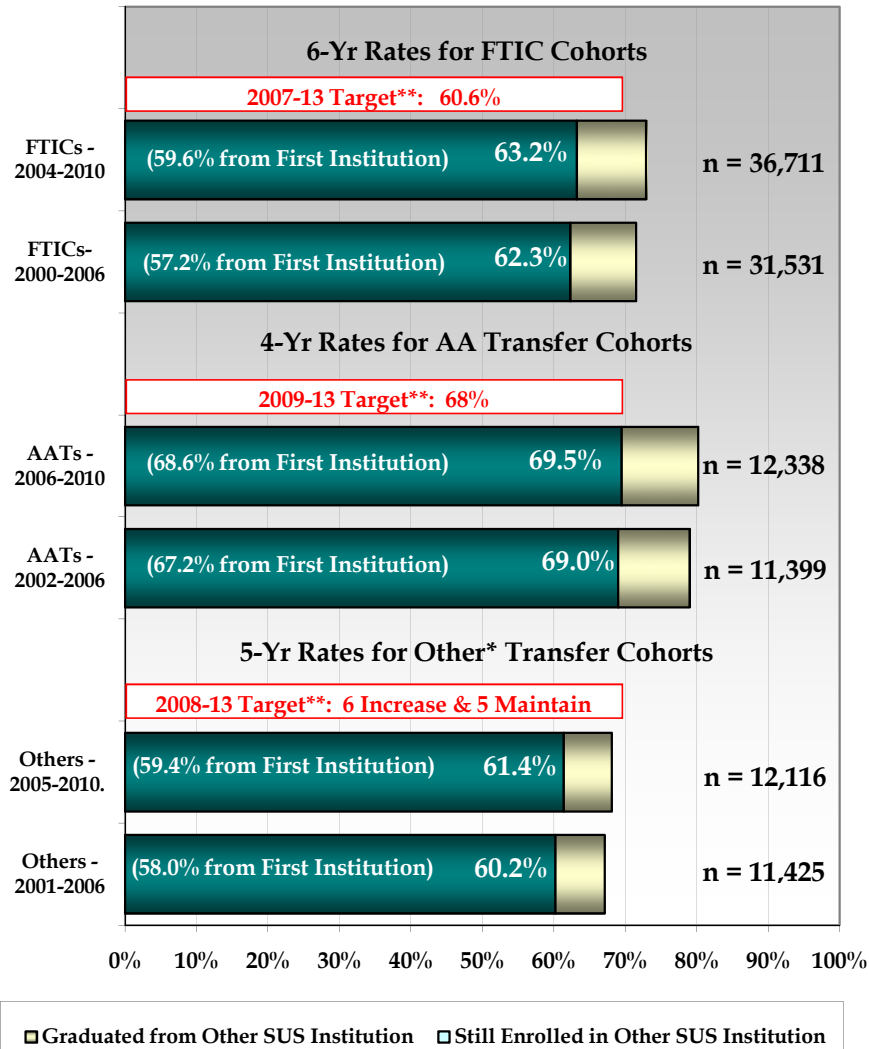
***2011-12 Targets for Research and Development Expenditures**



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

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

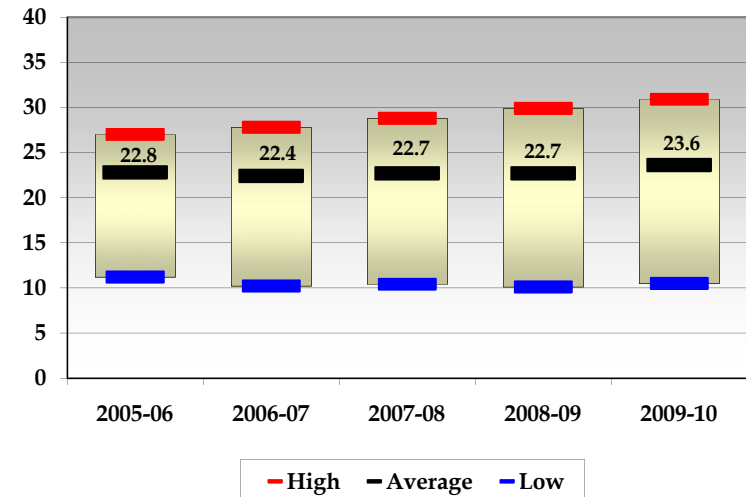
Undergraduate Retention and Graduation Rates



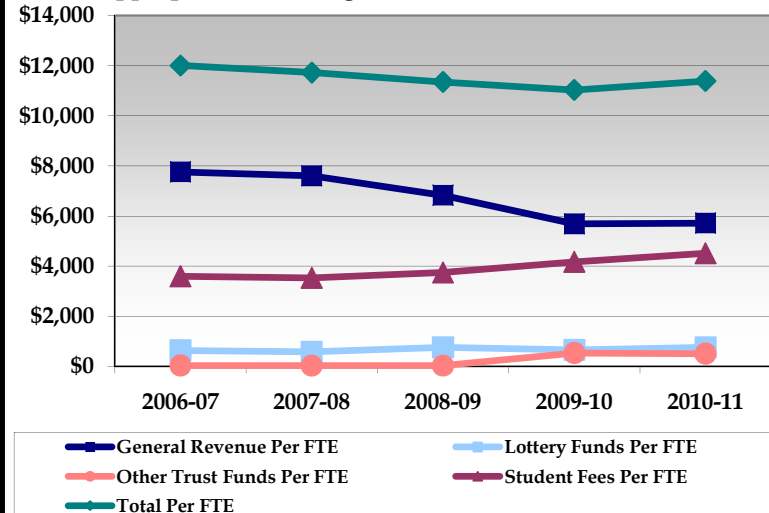
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** Graduation from the SAME Institution

Student-to-Faculty Ratios



Appropriated Funding Per Actual Student FTE**



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

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State University System of Florida
System-Level Report

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INTRODUCTION

The State University System of Florida is committed to achieving “excellence in teaching, research, and public service for the benefit of Florida's citizens, their communities, and economies.”¹ This goal will be achieved through a coordinated system of public institutions of higher learning, each with its distinctive mission and collectively dedicated to serving the needs of a diverse state and nation.

The System and its institutions aspire to ever-increasing levels of achievement and recognition in all of their endeavors: leadership and service; the quality and impact of programs, faculties, students, and research; contributions to creativity, discovery, knowledge expansion, innovation, and commercialization; and the vital roles they play in the educational, economic, social, cultural, and technological advancement of the citizens of Florida and beyond.

Last spring, institutions developed multi-year “University Work Plans” that built on their unique personalities and strengths; that outlined a vision for the next 5 to 10 years, including more immediate university priorities and plans for achieving those priorities; and that focused on how each institution will contribute to the accomplishment of System-level goals. Subsequently, leaders from each institution made related presentations to the Board of Governors at a Strategic Planning Retreat in June 2010.²

¹ The Florida Constitution, Article IX, Section 7.

² Copies of the University Work Plans and the related institutional presentations are available at the following Web site:
http://www.flbog.edu/pressroom/meeting_agenda.php?id=105

In general, the Board of Governors is developing a comprehensive strategic planning and accountability framework, including the multi-year University Work Plans and Annual Reports, based on a set of underlying principles and assumptions. If the State University System is to become a globally competitive provider of advanced education, innovative research, and high-impact public service for the citizens of Florida, it will require appropriate and predictable levels of funding; widespread collaboration and responsible stewardship; the recruitment and development of talented and diverse faculty, staff, and students; engagement with educational, business, governmental, and community partners; and a System-wide commitment to continuous improvement. Fulfillment of this vision will be marked by accomplishments such as:

- Improved student access to a broad array of high-quality undergraduate, graduate, professional, and extended training programs.
- Excellent programs, particularly in areas of critical need, taught by outstanding faculty and designed to prepare students for personal and professional success in the global community and marketplace.
- Increased educational attainment levels for Florida’s citizens.
- Reduced gaps in educational attainment levels for traditionally underrepresented groups.
- Increased degree production in critical need areas for the State and nation.
- Increased numbers of talented full-time tenured/tenure-track/multi-year contract faculty, which are expected to lead to one or more of the following:
 - Decreased student-faculty ratios, where appropriate.
 - Increased faculty scholarship and research productivity for the System.

- Increased faculty, student, and program recognition and awards.
- Increased economic development and diversification, and technology transfer and commercialization.
- Increased university-community partnerships, meeting community needs, and fulfilling unique institutional responsibilities.
- Increased management efficiencies in institutional and System operations and services.

Since the early 1990s, the System has reported annually on various performance accountability measures. In 2005, the Board of Governors adopted the *State University System of Florida's Strategic Plan for 2005-2013* in which it outlined specific, measurable goals for the System that focused on (1) providing access, (2) meeting the workforce needs of the state, and (3) building world-class academic programs and research capacity, while defining and approving university missions that (4) meet community needs and fulfill unique institutional responsibilities. The next sections of this report document System-wide and institutional progress toward those goals.

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

Talent Production for Florida's Knowledge-Based Economy

Floridians with university degrees mean more talent for Florida's businesses, higher income levels for Florida's workers, a stronger economy for the state, and an improved quality of life for all of Florida's citizens. Students who earn

university degrees not only provide the foundation of talent for Florida's economic development, but they also dramatically increase their own annual earning potential.

According to the College Board, students who earn a baccalaureate degree earn on average 61% more during their lifetime than their peers who only have a high school diploma.³ Based on FETPIP (Florida Education & Training Placement Information Program) and U.S. Census data, it is estimated that baccalaureate degrees from the System increase individual earning potential by \$17,000-25,000 annually.⁴

Increased earning capacity generates increased state economic activity. Applying Federal Reserve Bank research to Florida, one economist recently concluded that each university graduate adds \$120,000 annually to the state economy, \$40,000 in additional direct economic output plus \$80,000 more in indirect output.⁵ Based on that analysis and the percentage of these graduates who historically stay in Florida to work, it is estimated that the undergraduate and graduate degrees granted in the System during the last five years will add approximately \$24 billion to Florida's economy every year.

State universities collectively offer 1,782 individual degree programs (41% at the baccalaureate level, 41% at the master's level, and 18% at the doctoral level). The degree programs are

³ The College Completion Agenda 2010 Progress Report Worksheet from the College Board Advocacy & Policy Center.

⁴ Refer to data compiled at the following Web sites:
<http://www.fldoe.org/fetpip/initqtlearn.asp> and
<http://www.census.gov/compendia/statab/cats/education.html>.

⁵ David Denslow: Education's value will grow in Florida's new economy. Tallahassee Democrat, March 4, 2009

collectively offered in 331 specific degree disciplines⁶ (218 at the baccalaureate level, 241 at the master's or specialist level, and 155 at the doctoral level).

Current data show that the System enrolled 312,259 students in the fall term of 2009, and preliminary figures indicate that the System may have enrolled as many as 319,230 in the fall term of 2010. The System has increased its annual fall headcount enrollment by 30% since 2000. It should be noted that many students enroll in the spring and summer terms who do not enroll in the fall term. The unduplicated student headcount across all levels for the 2009-10 academic year (summer, fall, and spring) was 368,023.

The State University System awarded 73,580 total degrees in 2009-10, a 20.3% increase over five years (since 2005-06). However, the System annual production of graduates alone is insufficient to meet all of Florida's educational needs. Florida and the nation face an increasing workforce demand for employees with the baccalaureate degree or higher. In 2008-09, Florida ranked 41st out of 50 states and the District of Columbia in the number of baccalaureates awarded per 1,000 18-to-44 year-olds.

In that year, the State University System produced 64% of the new baccalaureate degrees awarded in Florida, 53% of the master's degrees, and 88% of the doctoral degrees. The Florida College System now accounts for less than 2% of new baccalaureate degrees awarded in the state but may increase that share significantly in the coming decades. Generating the additional graduates the state requires will take a coordinated

⁶ As delineated by six-digit Classification of Instructional Program codes used by the National Center for Educational Statistics.

effort of public universities, public colleges, and private, independent institutions.

The Board of Governors met in the fall of 2009 with the State Board of Education, representatives from Florida's private institutions of higher education, and leaders from the business community to initiate discussions about how to work together to further efforts (1) to promote student achievement at all levels through articulated standards and programs, (2) to align strategic plans across the education and business communities to meet a common vision for Florida, and (3) to prepare the diverse and talented workforce needed for Florida's success in the globally competitive economy.

Subsequent to the joint meeting, a staff workgroup representing the different sectors was asked to work together (1) to formulate a strategic vision for the future of higher education in Florida by identifying the state's economic and employment needs using data-driven research; (2) to create an inventory of postsecondary certificate and degree programs that are currently offered by both public and private institutions in the state, including the annual degree/certificate production of these programs; and (3) to revise any policy areas that are critical to improving Florida's educational performance to ensure maximum coordination and adherence to the state's higher education strategic goals.

In 2010, the Legislature created the Higher Education Coordinating Council to serve as an advisory board to the Legislature, the Board of Governors, and the State Board of Education. Members of the Council are the Commissioner of Education, the Chancellors of the State University System and the Florida College System, the President of the Independent Colleges and Universities of Florida, the Executive Director of

the Commission on Independent Education, and two members of the business community. The creation of the Council has presented a great opportunity to both the State University System and the broader higher education community in Florida to build on existing cross-sector planning and strategic alignment efforts. The Higher Education Coordinating Council held its first meeting in October 2010 and its second meeting in December 2010.

Undergraduate Education

Education and the Economy

Approximately 27% of Florida's 25-64 year old population, or almost 2.56 million people, have a bachelor's or higher degree. The national average is more than 29%, and, in the 10 states with the highest per capita incomes, 34% of the members of the core workforce have a college degree. By 2018, 62% of the jobs in the United States will require some college education, with more than half of those requiring a baccalaureate or higher.⁷ Florida must continue to focus on improving the educational attainment levels of its population if it is going to be competitive in the global marketplace.

College and Career Readiness

If Florida is to grow its highly educated workforce to attract knowledge-based businesses to the state, it must ensure that students leave high school "college and career ready"; that is, they must "have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory

⁷ Georgetown University Center on Education and the Workforce, 2009. <http://www.completecollege.org/>

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."⁸

The State University System, the Board of Governors, and its staff continue to collaborate with their partners in the Department of Education and from the PreK-12 sector and the Florida College System to align standards, curricula, assessments, instructor training, and data collection to ensure that more of Florida's students gain the skills needed for success in college and in the high-tech workplace and knowledge economy. The sectors are participating in collaborative activities related to a number of national and state education initiatives, including the ACHIEVE American Diploma Project; the National Governors Association Common Core Standards Initiative; the Partnership for Assessment of Readiness for College and Careers Consortium (PARCC), including the Comprehensive Assessment System Race-To-The-Top grant; and a new Florida Postsecondary Education Readiness Test (PERT).

Some of the state universities have noted increases in the high school grade point averages and entrance exam scores of their incoming freshmen. At the System level, the average high school GPA was 3.72 in fall 2009, a 3.3% increase since fall 2005. College entry test scores for first-time-in-college (FTIC) students admitted and entering in the fall term rose slightly from fall 2005 to fall 2009. The average System-wide SAT

⁸ Definition as developed by a workgroup representing each of the sectors in Florida's public educational delivery system.

(reading plus mathematics) score rose 13 points to 1164, or about 1.1%, during this time. The average ACT score rose 1.1 points to 24.7, or 4.5%. These scores exceeded the 2009 national average SAT score (reading plus mathematics) of 1016 and the national average ACT composite score of 21.1.

Articulation with the Florida College System

With Florida's long history of "2+2" articulation, many students begin their postsecondary careers in the Florida College System before transferring into the State University System. In 2009-10, 40% of the newly admitted and enrolled undergraduate students in the State University System transferred from the Florida College System, with 28% transferring with the Associate in Arts (AA) or the Associate in Science (AS) degree. These percentages represent an increase from five years ago (2005-06), when 34% of the newly admitted and enrolled undergraduate students came from the then Community College System, and 24% transferred with the AA or AS degree. During the past five years, Florida College System transfers have comprised approximately 28% of the undergraduate headcount enrollment in the State University System.

Retention and Graduation

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping students who are academically at risk. First-year persistence rates serve as a valuable early indicator of student success. Of the full-time FTIC students who entered a state university in the fall (or entered in the summer and continued in the fall), the percentage of students who were still enrolled in the same institution after one year increased from 87.9% for the fall 2004

cohort to 89.4% for the fall 2008 cohort. First-year persistence rates increased – some significantly – at many universities during this time period. (Refer to individual university reports for more details.)

Accountability measures in higher education have increasingly focused on graduation rates as a proxy for institutional effectiveness in state and national governmental measures, national rankings, and institutional strategic plans. According to data collected by the National Center for Education Statistics, the State University System's six-year graduation rate for full-time FTIC students who entered in the fall of 2002 was higher than the national average for public four-year universities. When compared to groups of public institutions in other states, the State University System of Florida ranked 10th in its overall graduation rate; 5th in its graduation rate for black, non-Hispanic students; and 6th in its graduation rate for Hispanic students.

However, the standard federal methodology for calculating graduation rates is limited, because it does not include students who transfer into or out of an institution, FTIC students who enroll part-time during the first term, or students who enter in the spring term. The Board of Governors has expanded its monitoring of student progression, because more than half of the undergraduate students who graduate from the System entered either as transfer students or as part-time students. In addition to monitoring multiple cohorts, the State University Database System (SUDS) is able to track students who have transferred out of one institution but are still enrolled in the System.

For all FTIC students (full- and part-time) who entered in the fall term (or who entered in the summer and continued into

the fall), the six-year graduation rate from the System has improved over the last five years, from 62.3% for the cohort entering in 2000 to 63.3% for the cohort entering in 2004. (Most universities reported increased graduation rates from their institutions; refer to individual institutional reports for details.) An additional 9.7% of the students in this latter cohort are still enrolled in the System. Research indicates that a very high percentage of students still enrolled after six years go on to graduate within 10 years.

Among the AA transfers from the Florida College System (full- and part-time) who entered in the fall term (or who entered in the summer and continued into the fall), the four-year graduation rate from the State University System has fluctuated between 68.9% and 70.6% over the last five years. Usually, another 10% of the AA transfers remain enrolled in the System after four years.

The Board of Governors has asked institutions to monitor the progress of other undergraduate transfer students, as well. Comparisons among student cohorts are difficult, because the composition of these cohorts can vary greatly by institution and by year. However, the five-year graduation and retention rates have remained relatively steady for these students with between 60% and 62% graduating from the System and another 7% remaining enrolled at the end of five years.

Baccalaureate Degree Production in the State University System

The number of baccalaureate degrees awarded to state university students has increased in each of the last five years. Current data indicate that the System awarded 53,392 baccalaureate degrees in 2009-10, an 18.6% increase over five

years (since 2005-06). The top five major fields⁹ in which students received the baccalaureate degree in 2009-10 included business, the social sciences, education, the health professions, and psychology. These five disciplines accounted for 56% of the baccalaureate degrees awarded in the System last year.

Florida's ongoing commitment to articulation across educational sector is evident in the profile of students receiving degrees. It is worth noting that only 48% of the baccalaureate degrees that were awarded in 2009-10 went to FTIC students, and only four of the institutions (UF, FSU, FAMU, and NCF) graduated more FTICs than non-FTICs during that year. Also, 37% of the baccalaureate degrees that were awarded in 2009-10 went to transfers from the Florida College System.

The Changing Demographics of the State's and the Nation's Workforce

Given the changing demographics of the nation, and particularly of Florida, more and more workers will come from lower socioeconomic populations and from traditionally underrepresented minority populations. To grow Florida's economy, more workers will need higher education degrees. However, Florida faces significant gaps for these populations when it comes to college readiness, access, persistence, and graduation.

Undergraduate Minority Enrollment in the System

Between fall 2005 and fall 2009, the number of self-reported black, non-Hispanic undergraduate students enrolled in

⁹ At the two-digit Classification of Instructional Program code level.

System baccalaureate programs increased by 1,388 students (just over 4%). However, the percentage of undergraduate students who were self-reported as black, non-Hispanic dropped from 15.1% to 14.5%.

The number of self-reported Hispanic undergraduate students increased by 9,853 (25.5%) between fall 2005 and fall 2009. The proportion of all undergraduate students who were self-reported as Hispanic rose from 17.4% to 20.2%. The overall increase in undergraduate enrollment across all racial and ethnic groups during this time period was 17,604 (7.9%).

Baccalaureate Degrees Awarded to Underrepresented Minority Students

Florida's state universities are among the top in the nation when it comes to awarding baccalaureate degrees to students from traditionally underrepresented minority groups. In 2008-09 (the latest year of data available), FAMU ranked second in the country in baccalaureates awarded to African American students. Collectively, UF, FSU, FAMU, and USF ranked among the top ten in baccalaureates awarded to African Americans in 8 of the 13 discipline areas evaluated in the report. Many other programs across the State University System were ranked in the top 50 nationally for the number of baccalaureate degrees awarded to African American students in 2008-09.¹⁰

In 2008-09, FIU ranked first in the country in baccalaureates awarded to Hispanic students. Collectively, UF, USF, UCF, FAU, and FIU ranked among the top ten in baccalaureates awarded to Hispanic students in 11 different disciplines.

¹⁰ *Diverse Issues in Higher Education*. <http://diverseeducation.com/top100/>

Many other programs across the State University System also ranked in the top 50 nationally for the number of baccalaureate degrees awarded to Hispanic students in 2008-09.

In its 2005-13 Strategic Plan, the Florida Board of Governors expressed a commitment to improving access and diversity in the System. The Board set a goal to match the percentage of all graduates who are from underrepresented racial/ethnic minority populations to the percentage of 18-to-44 year-old individuals in Florida from these same groups.

Across all racial and ethnic populations, the annual number of students receiving baccalaureate degrees in the System increased by 8,376 (18.6%) between 2005-06 and 2009-10. In comparison, the annual number of black, non-Hispanic students receiving baccalaureate degrees increased by 779 (13.5%). Therefore, the proportion of all baccalaureate degrees that were awarded to blacks dropped from 13.2% to 12.7%. A significant gap still exists when one considers that 18.3% of the state's 18-44 year-old population is black.¹¹

The annual number of Hispanic students receiving baccalaureate degrees increased by 2,644 (37.3%) between 2005-06 and 2009-10. This increase represented a change from 16.2% of all baccalaureate degrees awarded to 19.0% in five years. However, in comparison, 25.8% of Florida's 18-to-44 year-old population base is Hispanic.⁴

Although the State University System fares well in comparisons of baccalaureate degrees awarded to traditionally

¹¹ Florida Demographic Estimating Conference, January 2010, and the Florida Demographic Database, August 2010.

underrepresented minorities, Florida has more work to do on this front. Individuals from traditionally underserved populations represent large and fast-growing portions of the state's future workforce. If educational attainment gaps are not addressed, there will also be gaps between Florida and other states and nations in terms of the quality of the state's workforce, and these gaps will limit the state's economic development potential.

Baccalaureate Degrees Awarded to Low-Income Students

In addition to asking institutions to monitor the progress of black and Hispanic students, the Board of Governors asked the universities to monitor the number and percentage of baccalaureate degrees awarded to Pell Grant recipients. At the System level, the number of baccalaureate degrees awarded to Pell recipients grew by 3,355 (21.0%) between 2005-06 and 2009-10. However, the percentage of all baccalaureate degrees awarded that went to Pell recipients only increased from 36.5% to 37.0%.

Access to Success Initiative

In an effort to increase overall baccalaureate degree production while decreasing the enrollment and graduation gaps for traditionally underrepresented students, the State University System joined with 23 other public college and university systems in the NASH-Ed Trust Access to Success (A2S) initiative.¹² Baseline data reported through the initiative indicated that, although there is a tremendous need for improvement, the State University System does better than

most of its A2S partner systems in graduating the minority and low-income students who are admitted.

Since the 2005-06 baseline data year, the State University System has maintained its commitment to all students' successful progress through a baccalaureate education. Preliminary analyses of the most recent data show that the System maintained its relatively strong performance despite significant economic challenges to students and budget challenges to universities in the intervening years. The gaps were reduced or remained virtually unchanged in all categories. The strongest improvement for the System has been in reducing the gaps in graduation rates for minority (black, Hispanic, and Native American) and low-income transfer students (all transfers).

Undergraduate Tuition Differential

The tuition differential fee for State University System undergraduate education was created in statute in 2007 and was first charged by five state universities in 2008-09. These five universities raised nearly \$10.3 million via the tuition differential fee that year. The revenues were spent to hire new faculty and advisors, to maintain course offerings, and to provide need-based financial aid and other undergraduate support services.

The 2009 Legislature expanded the statute to include all 11 state universities. The statute included specific provisions for need-based financial aid and performance accountability, and it set an upper limit for all tuition and fees at the national average for public universities. The institutions must use the funds generated by the tuition differential fee to invest in undergraduate instruction and undergraduate support services.

¹² <http://www.edtrust.org/issues/higher-education/access-to-success>

In the 2009-10 academic year, each of the 11 state universities charged a tuition differential fee, with rates ranging from \$5.74 to \$13.74 per credit hour, and reported 2009-10 revenues of \$33.9 million. The funds provided \$11.4 million in need-based financial aid and \$26.5 million to support undergraduate education through investments in faculty and advisors, course offerings and course sections, and other undergraduate educational resources.

In the 2010-11 academic year, each of the 11 state universities is charging a tuition differential fee, with rates ranging from \$12.80 to \$22.00 per credit hour. These funds will contribute an estimated \$22.8 million to institutional need-based financial aid and \$53.1 million to support other undergraduate services.

These changes in tuition policy have provided the institutions with a mechanism that they did not have in the past—a source of predictable funding. Being able to plan a long-term budget built around the predictability of tuition revenue assists the universities with strategic goal setting and management. The universities can also offset any increased student financial need with a portion of the tuition differential.

Universities reported on performance metrics related to the tuition differential in their individual 2010 Annual Reports. A separate State University System Tuition Differential Fee Report has been compiled to provide details about institutional and System performance on the statutorily required indicators. A copy of this summary report is included in the appendices of this report.

Graduate Education

State University System degree production at the graduate level has also increased over the last five years. The annual number of master's and specialist's degrees awarded increased 3,049 or 23.6% between 2005-06 and 2009-10. The annual number of research doctorates increased by 334 or 22.3%, and the annual number of professional doctorates increased by 630 or 35.2%.

Numerous graduate programs in the System were recognized in various national and international publications this year. Likewise, individual graduate-level faculty received accolades for their contributions to their disciplines and professions. [Refer to individual reports for additional details.]

Graduate students throughout the State University System received multiple awards during 2010, including National Science Foundation (NSF) Graduate Research Fellowships, NSF International Research & Education in Engineering Awards, Fulbright Scholarships, Fulbright-Hays Dissertation Research Abroad Awards, Gillman Scholarships, the Philanthropic Educational Organization Scholar Award, the Barry M. Goldwater Scholarship, a Thomas R. Pickering Graduate Foreign Affairs Fellowship, a Marshall Scholarship, the Eleanor Roosevelt Global Citizenship Award, and many more. [More examples are available in institutional reports.]

Professional Science Master's Degree Programs

The Professional Science Master's (PSM)¹³ is designed to integrate studies of natural sciences, mathematics,

¹³ <http://www.flpsm.org/>

management, and law to better prepare students for professional positions outside academia. Graduates of PSM programs have advanced technical and professional skills beyond those acquired during their undergraduate education, and hence, they are prepared to contribute directly to those industry sectors important to Florida's economy including biotechnology, healthcare, forensics and homeland security, simulation, and environmental sustainability.

During 2010, a statewide initiative, begun in 2009 to promote PSMs, resulted in the following developments:

- Establishment of 13 discrete programs at 6 state universities.
- Establishment of discipline advisory boards for each of the 5 PSM industry sector areas.
- Establishment of a statewide PSM advisory board.
- Recipient of a \$146,500 grant from the Sloan Foundation for program recruitment and marketing.
- Recipient of a \$125,000 New Florida Clustering Award for program development and administration.

Medical Education

In 2009-10, UF, FSU, and USF collectively awarded 340 M.D. degrees, up more than 39% from 2005-06. The System has added medical schools at FIU, UCF, and FAU, which expect to expand the number of M.D. graduates by 60% in the next seven years. In 2010, the UCF College of Medicine welcomed its charter class of 41 students, and the FIU Herbert Wertheim College of Medicine admitted its first class of 43 students. In April 2010, the Board of Governors approved the disaffiliation of the FAU-University of Miami program, established in 2002, to create a stand-alone medical school at FAU that will enroll

192 M.D. students when fully operational. In addition to offering the M.D. degree, FAU will offer a dual M.D./biomedical sciences Ph.D. option in partnership with the Scripps Institute Kellogg School of Science and Technology.

Graduate Degrees Awarded to Minority Students

In 2008-09, the State University System did an outstanding job in awarding graduate degrees to Hispanic students. FIU ranked first in the country in the number of master's degrees awarded to Hispanics. UF ranked second in the country in the number of first professional degrees awarded to Hispanic students. Together, UF, UCF, USF, FAU, and FIU ranked among the top ten nationally in master's degrees awarded to Hispanic students in 9 of the 13 discipline areas. UF, USF, and FIU ranked among the top ten in doctorates in 4 disciplines. Many other programs across the State University System were ranked in the top 50 nationally for the number of graduate degrees awarded to Hispanic students in 2008-09.¹⁴

During this same year, FAMU ranked second in the number of first professional degrees and third in the number of law degrees awarded to African Americans. USF, FSU, and FAMU together ranked among the top five in master's degrees awarded to African Americans in four different disciplines. UF, FAMU, and FSU ranked among the top five in doctorates awarded to African Americans in six disciplines. Many other programs across the State University System were ranked in the top 50 nationally for the number of graduate degrees awarded to African American students in 2008-09.

¹⁴ *Diverse Issues in Higher Education*. <http://diverseeducation.com/top100/>

E-Learning in the SUS

The State University System continues to note significant student participation in E-Learning (distance and technology mediated instruction). In 2009-10 (the latest year for which compiled data are available), 172,000 students took at least one distance education course, i.e., a course that did not require scheduled classroom instruction (up from 152,709 in 2007-08). Also during 2009-10, 77,560 students enrolled in technology-mediated courses that included a mix of classroom instruction and instructional technology (up from 49,451 in 2007-08).

Most of the students who enroll in distance learning courses still tend to also enroll in on-campus courses. The percentage of students doing so has remained steady at 89% to 92% for the last ten years. However, 26,024 students pursued their studies only through distance education in 2009-10, with 20,573 of those clearly being coded as degree seeking.

Growth in the number of full degree programs offered through distance education has been strong over the past ten years but has been dominated by graduate-level degree programs and post-baccalaureate certificate programs. The university program survey for spring of 2010 identified 60 distinct baccalaureate programs offered primarily through distance education (up from 5 in 2000), mostly targeting workforce areas such as business, information technology, healthcare, paralegal studies, and emergency management. Of these programs, 26 were offered completely through distance education. At the graduate level, 136 programs were offered primarily (more than 50% of coursework) through distance education, with 61 offered completely through distance education. An additional 154 post-baccalaureate certificate

programs were offered primarily through distance education, with 90 offered completely through distance education.

The Florida Distance Learning Consortium

The Florida Distance Learning Consortium (FDLC) was authorized in statute (section 1004.091, F.S.) in 2009 “to facilitate collaboration among public postsecondary educational institutions in their use of distance learning to increase student access to associate and baccalaureate courses and degree programs, to support institutions in their use of technology, and to help build partnerships among institutions, businesses, and communities.” The FDLC also serves in an advisory capacity to the State Board of Education and the Board of Governors.

The FDLC will play a critical role in helping both Boards determine the role of E-learning in strategic planning efforts to address the higher education needs of Florida. The Chancellor of the State University System and the Chancellor of the Florida College System have agreed to restructure the organization and work processes of the FDLC in 2011 to better position the Consortium to fulfill this role.

On its Web site (www.distancelearn.org), the FDLC maintains the Florida Higher Education Distance Learning Catalog, a searchable database of distance education courses and programs available from member institutions, along with links to other important educational technology initiatives and resources. The 2010 Legislature charged the FDLC with administering two workgroups related to distance learning. The online registration workgroup developed a plan¹ for

¹ <http://www.fdlc.org/pdfFiles/OregFINALreport.pdf>

implementing a streamlined, automated, online registration process for undergraduate students who have been admitted to a public postsecondary educational institution and who wish to enroll in a course listed in the Florida Higher Education Distance Learning Catalog. The open access textbook workgroup developed a plan¹⁶ for promoting and increasing the use of open access textbooks as a method for reducing textbook costs.

Orange Grove Texts Plus

The FDLC's Orange Grove Digital Repository entered into a partnership with the University Press of Florida, one of the State University System's Academic Infrastructure Support Organizations, to establish Orange Grove Texts Plus. The goal of this partnership is to reduce the cost of books to students by offering texts that are affordable, accessible, and adaptable to reader preferences. Orange Grove Texts Plus delivers access to a wide range of textbooks in a choice of electronic or bound book formats. These books are priced at 40-50% less than similar textbooks purchased at retail outlets, including online discounters.

Given its connection with the University Press, Orange Grove Texts Plus provides full publisher quality control through high-standard peer review, searchability aligned with the Florida Statewide Course Numbering System, print capabilities that accommodate both individual buyers and bookstores, and infinite adaptability for both faculty and students. Since its inception in September 2009, Orange Grove Texts Plus has become host to 200 textbooks and supplementary texts.

¹⁶ <http://www.fdlc.org/resources-randr.htm>

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

Areas of Programmatic Strategic Emphasis

To promote alignment of the State University System degree program offerings with the economic development and workforce needs of the state, the Board of Governors maintains a list of Areas of Programmatic Strategic Emphasis. The current areas identified for programmatic strategic emphasis include the following:

- Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
- Economic Development:
 - Globalization
 - Regional Workforce Needs
- Science, Technology, Engineering, and Math (STEM)

For this report, System-wide data were compiled regarding degrees conferred in each of five of the identified categories. The Regional Workforce Needs category was not included. Some universities highlight their progress in this area in their individual annual reports when they address Goal 4: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities.

The System-level information is displayed in Table 4H and Table 5C and appears in the System-level summary charts for three selected areas (Education, Healthcare, and STEM). At the baccalaureate level, 17.9% of the degrees granted in 2009-

10 were in at least one of the five areas of programmatic strategic emphasis. At the graduate level, 45.6% of the degrees granted were in at least one of the five areas of programmatic strategic emphasis.

Based on the list approved by the Board of Governors, 18.8% of degrees awarded in 2009-10 at all levels were awarded in the STEM fields. University representatives have reported that there is sufficient capacity in the System to accommodate more students in the STEM disciplines, particularly at the graduate level.

Each year, the State Board of Education identifies critical teacher shortage areas for the state. Currently, the list includes middle and high school level mathematics, middle and high school level science, middle and high school level English/language arts, reading, exceptional student education programs (ESE), English for speakers of other languages (ESOL), foreign languages, and technology education/industrial arts. In 2009-10, 1,678 of the education graduates across degree levels were in critical shortage fields. This number represents a 19.4% increase in graduates from these programs since 2005-06.

In the health professions, 5,684 students graduated in 2009-10 from degree programs in the related area of strategic emphasis. This number represents a 29.0% increase in graduates from these programs since 2005-06 compared to an overall increase in degree production during this time across all degree levels of 20.2%.

Even with the emphasis on areas of programmatic strategic emphasis, it is important that the System not focus too narrowly on the current set of targeted degree programs.

Many of the state's business, political, and community leaders are alumni of the System with degrees in disciplines such as English, psychology, political science, or law. Sufficient regard must be given to other professional programs, as well as programs in the liberal and fine arts. Significant contributions will be made, for example, by new social workers who will work with the Floridians who are most at risk, artists who will give the state a cultural depth and texture valued by residents and visitors alike, and new business graduates who will improve existing companies and start new ones.

Economic Needs Assessment Task Force

During 2010, Board of Governors staff members have been working closely with both private and public partners in a cross-sector Economic Needs Assessment Task Force. Participants include representatives of the Florida Council of 100, the Agency for Workforce Innovation, Workforce Florida Inc., the Office of Tourism, Trade and Economic Development, the Florida College System, Enterprise Florida, the Florida Chamber Foundation, and the Commission for Independent Education. The group's purpose is to create the conceptual and data foundation of a common strategic vision for state economic and educational needs. The group has been asked to quantify Florida's long-term (20-year) employment needs for existing, evolving, and emerging industries.

Recognizing data limitations that inhibit the ability to predict the evolution or emergence of industries, the group has outlined a multi-pronged approach that will use longitudinal tracking and national and international benchmarking to support actionable decision-making by the state's talent providers. The Task Force will submit its findings to the

Higher Education Coordinating Council in 2011 to help inform the Council's planning.

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

Academic Program Quality

The Board of Governors' system of accountability for the SUS includes regulations that guide the continuous improvement efforts of the state universities. The Board has directed each state university to maintain regional accreditation and encourages institutions to seek national or specialized accreditation for its colleges, schools, and academic programs for which there are established standards.

All 11 institutions maintain regional accreditation through the Southern Association of Colleges and Schools (SACS). The University of South Florida - St. Petersburg has also achieved SACS accreditation. Of the state university degree programs for which specialized accreditation exists, approximately 88% of the baccalaureate programs and approximately 90% of master's programs have achieved such accreditation. Others are planning or are in the process of seeking accreditation. Of the research doctorates, approximately 97% have achieved such accreditation, and 78% of the professional doctorates have achieved such accreditation, whereas the other 22% of the professional doctorates are seeking or plan to seek specialized accreditation.

These achievements translate into approximately 43% of graduates from baccalaureate programs, 62% from master's

programs, 22% from research doctoral programs, and 97% from professional doctoral programs completing degree programs in the State University System with specialized accreditation.

To supplement specialized accreditation reviews and to ensure that programs without such accreditation options receive sufficient attention, the Board requires the cyclic review of all academic degree programs in state universities at least every seven years. Academic program review has a lengthy history in the System and includes the periodic analysis of how degree programs provide students with high-quality education and preparation for successful work. The program review processes have been well aligned with regional and discipline-specific accreditation expectations.

All of the baccalaureate programs in the System have instituted a system of Academic Learning Compacts and related assessment processes. The Academic Learning Compact includes the identification of what students will learn in a given program and how that learning will be measured above and beyond course grades. The Academic Learning Compacts focus on content knowledge by discipline, communication skills, and critical thinking skills.

Nine of the state universities have also joined the national Voluntary System of Accountability (VSA). Each institution that participates in VSA has a Web-based College Portrait, which supplies basic comparable information regarding student and campus characteristics, cost of attendance, success and progress rates, campus safety, class size, student experiences on campus, and student learning outcomes. See http://www.voluntarysystem.org/index.cfm?page=about_cp for more information.

Professional licensure exam pass rates for graduates of State University System programs, albeit narrowly focused on a few disciplines, are useful indicators of program quality and effectiveness. This year's report captures five-year trends for first-time test taker pass rates in the following professional licensure areas: nursing (NCLEX); law (Florida Bar); pharmacy (NAPLEX); medicine (USMLE, 3 parts); dentistry (NBDE, 2 parts); and veterinary medicine (NAVLE). Reporting of universities' performance on licensure exams is accompanied by an appropriate national or state benchmark, because the most meaningful comparison of the university's performance is with the performance of all other relevant institutions in the state or country. At the System level, 2009 pass rates met the benchmark on all of these exams except for the NAPLEX for pharmacy; the State University System pass rate for the NAPLEX was 93.5%, whereas the national benchmark was 96.5%.

National and international recognition also serve as good indicators that a program or institution has reached or is on the track to preeminence. The individual annual reports included in this volume include examples of some of the institutions and programs in the System that have attained various forms of national or international recognition.

Research, Development, and Commercialization

Through its research endeavors, the State University System plays a critical role in transforming Florida's economy to one that has a national and global reputation. The System provides a highly educated workforce for high-skill, high-wage jobs and companies; employs researchers who tackle some of the most significant challenges facing the state, nation, and world; produces intellectual property that can be

commercialized through licenses and patents; establishes partnerships with local and regional industries; promotes the creation of start-up companies and spin-off companies; and helps attract new employers to the state.

System Response to the Deepwater Horizon Oil Spill

The State University System's response to the crisis created by the Deepwater Horizon's sinking and subsequent oil spill in the Gulf of Mexico demonstrates the critical role university researchers play in responding to the challenges faced by the state and the nation. The Oil Spill Academic Task Force (oilspill.fsu.edu) formed during the crisis to provide a venue for the researchers to focus their expertise. The Task Force is coordinated by Florida State University and consists of scientists and scholars from throughout the State University System working in collaboration with colleagues from private colleges.

The Florida Institute of Oceanography (FIO) (fio.usf.edu), a multi-university cooperative entity and one of three Academic Infrastructure Support Organizations, includes in its membership independent universities, private research labs, and state government agencies. The FIO represents an investment in State University System research that has particularly demonstrated the state and national benefits of an organized cooperative effort in the wake of the Deepwater Horizon oil spill. In August 2010, the Institute made awards to 27 research projects, many of them collaborations among multiple Florida universities, from \$10 million dollars paid by the BP oil company to support research on the impacts of the Gulf oil spill.

New Florida Initiative

Launched in 2010, the New Florida Initiative is the State University System's collaborative effort — alongside business and government — to deliver the economy, talent, and innovations that Florida must have to be globally competitive. The initiative is designed to ensure that Florida's knowledge and innovation economy is sustained by high-technology, high-wage jobs in the fields of science, technology, engineering and mathematics (or STEM), as well as in critical areas such as medicine and health care, finance, insurance, professional services, education, the humanities, and the arts.

The New Florida Initiative represents less a project than a major cultural shift for the state and a more effective return-on-investment approach for higher education. The three touchstones for this shift are (1) *focusing resources* to bear on Florida's economic transformation; (2) *expecting results* that are clearly articulated to the Board of Governors prior to allocation — including issues such as degree productivity in general, degree productivity in critical areas, retention rates, research and commercialization activity; and (3) *ensuring accountability* for the return on investment of state funds.

In 2010, the Legislature appropriated \$12 million for with New Florida activities, \$2 million of which was for the State University Research Commercialization Assistance Grants program. Priority was placed on the creation of high-wage jobs, potential for addressing state needs and enhancing the state competitiveness, and the potential to create businesses from university research. The Board of Governors invested the other \$10 million in two competitive programs: 15 Scholars Boost awards to assist in recruiting and retaining world-class faculty in areas critical to Florida, and 16

Clustering awards to promote new and exciting collaboration among faculty in teaching, research, and service especially important to solving certain of Florida's major challenges. The 2010 Scholars Boost awards will support faculty in the following areas: mechanical, ocean, and biomedical engineering; renewable energy; nanomedicine; marine fisheries and ecosystems; nanoscience and chemistry; chemistry (National Magnetic Lab); veterinary medicine; health science; health services; marine science; and geology and geophysics. The areas being supported by the 2010 Clustering awards include community health, neuroscience, climate change, Southwest Florida coastal watersheds, aerospace, geophysical threats, cyber-infrastructure, prostheses, family medicine, biomedical engineering, Professional Science Master's degree programs, Smart Sensors, vector-borne diseases, and aging.

R&D Awards and Expenditures

The State University System continues to improve yearly in the most meaningful and generally accepted productivity indicators associated with university research and development (R&D). During this year, faculty brought \$1.3 billion in outside (federal, and all private and other resources) contracts and grant awards. This amount equaled half of the General Revenue and Lottery funds used to support the System during the year.

Contract and grant awards represent a broad measure that includes research, public service and outreach grants, and non-research training grants. However, the most commonly used measures for national comparisons are based on research-only expenditures as reported to the National Science Foundation. In 2008-09, the State University System research-

only activities consisted of \$1.1 billion in awards and \$1.62 billion in expenditures (a 32% increase from its level five years earlier in 2004-05). The State University System's R&D expenditures have been consistently ranked 4th in the nation among public institutions.

The total academic R&D expenditures per full-time, tenured or tenure-earning faculty member in the System increased by \$28,900 or 17% between 2004-05 and 2008-09, resulting in an average of \$195,236 per faculty member. In 2008-09, the System ranked 11th in the nation among four-year public institutions in research expenditures per faculty member.

Patents and Licenses

Other indicators of universities' contributions to economic development are patents and licenses. These key metrics often represent the initial movement from laboratory bench to retail shelf. System patents increased 18.7% between 2004-05 and 2008-09. Of note in the System was UCF's 3rd place ranking in the annual Patent Power Scorecards by the Institute of Electrical and Electronics Engineers (IEEE), the world's leading professional association for the advancement of technology. This ranking placed UCF with peers that included MIT, Harvard, the University of Texas, and Stanford. Licenses and options executed increased in the System by 80% between 2005 and 2009. UF is nationally regarded as a leader in commercialization, increasing its annual licensing revenue from \$37.4 million to \$53.9 million over the past five years.

Centers of Excellence

Florida's investment in creating 11 Centers of Excellence is paying substantial dividends. Since their inception with an

initial \$84.5M state investment, the Centers have returned \$251 million in competitive grants, and these Centers have made 223 invention disclosures, executed 43 licenses/options, received nearly a half million dollars in licensing income, started 30 companies in Florida, created 745 jobs, and provided more than 100 specialized industry training sessions. [Reports for each of Centers of Excellence are included in Volume II of the Annual Report.]

State University Research Commercialization Grants

The State University Research Commercialization Grants demonstrate that positive results are interspersed with the challenges associated with gaining traction in difficult fiscal times. For instance, at UF, the Phase I ASEDRA grant was determined technologically valid, with a company formed and work on the way to secure its first contract. Neuromagnetix is still under active development as a company. A Self-Serilization company was formed, with investment capital still being raised. Curfactork has formed a company and raised \$1 million in capital investment, and Sharklet has raised \$1.5 million in private investments.

At FSU, its commitment, to support the formation of a start-up company to develop products such as "buckypaper", was based on technology from the FSU High Performance Materials Institute, a Center of Excellence. Efforts to organize a company, however, have yet to succeed due to current physical constraints on buckypaper manufacture. UCF is in the process of opening up its Real World Laboratory, defining the partnerships, funding, and facility to begin product development. At USF, its Phase I Early Stage RAID grant saw the submission and review of three RAID commercial applications, the first of which was declined but

recommended for resubmission. The application is currently being redrafted for potential submission in the coming cycles, the process becoming streamlined and more efficient, with completion expected over the next year. [Reports on each of the State University Research Commercialization Grants are included in Volume II of the Annual Report.]

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

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

Community Engagement

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

Many of the universities' clinics provide services to members of their communities, mostly free or at extremely reduced costs.

In 2009, FAMU, FAU, FSU, and UF were named to the President's Higher Education Community Service Honor Roll based on their commitment to community service. The program is part of the Corporation for National and Community Service and is supported by the U.S. Departments of Education and Housing and Urban Development, Campus Compact, the American Council on Education, and other higher education associations.

All accredited, degree-granting colleges and universities in the United States represented in the National Center for Education Statistics IPEDS system are eligible for inclusion in the Carnegie Classification for Community Engagement, an elective classification that focuses on the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." Currently, USF has received the Community Engagement classification in the Outreach & Partnerships category. UCF and FGCU have received the Community Engagement classification in the Outreach and Partnerships and Curricular Engagement categories. Several other institutions in the System are in the process of seeking the Community Engagement Carnegie Classification.

System Response to the Earthquake in Haiti

Community engagement often extends beyond local geographic boundaries. Within days of the 2010 earthquake in

Haiti, the State University System mobilized to organize its resources as part of America's comprehensive efforts to help the people of Haiti. The universities had strong connections to Haiti, with more than 1,000 students and hundreds of employees from the island nation, as well as many friends and family members there.

Board and university staff quickly developed an inventory of relevant talent and expertise within the State University System and made the information available to appropriate organizations and agencies. Faculty, students, and alumni became extensively involved in Haiti and in Florida, providing medical care, immigration assistance, translation services, financial support, and other services.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

In their multi-year University Work Plans, institutions were asked to identify "institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated." Each year, universities will be asked to provide updates on their progress on articulated goals and metrics. Although the first copies of University Work Plans were only received by the Board of Governors in June 2010, institutions have provided updates in their individual Annual Reports.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

The State University System's 11 institutions have dozens of other campuses, instructional sites, and centers. The System has more than 3,700 facilities and 82.2 million gross square feet of classrooms, laboratories, offices, residence halls, and other facilities. More than 1.7 million gross square feet were added to the physical plant at various campuses in the 2009-10 fiscal year. This expansion included more than 30 major projects. The System has a large and complex workforce, employing about 60,000 people in a variety of faculty and staff roles.

State University System Funding and Expenditures

The System has an overall budget in excess of \$9.3 billion. The budget is divided into four major components: Education and General, Contracts and Grants, Auxiliary Services, and Local Funds.

The Education & General (E&G) budget funds the general instruction, research, public service, plant operations and maintenance, student services, libraries, administrative support, and other enrollment-related and stand-alone operations of the universities. The E&G budget consists of two primary sources of revenue: state support and tuition support.

- Before recent successive annual cuts (2005-06), state support provided approximately 70% of the funds used to provide general instruction. State support includes general revenue and lottery proceeds. Student tuition makes up the balance of funds.

- Over the last several years (2007-08 to 2010-11), the universities have seen a decrease in base state funds in excess of \$600 million (24%).
- In 2010-11, the state support has dropped to 60% with tuition making up 36%. The remaining support comes from one-time federal stimulus funding.
- With the passage and implementation of the tuition differential fee, the student portion of support for E&G will most likely increase over the next several years. No policy decision has been made as to what percentage resident students should pay for their cost of instruction. (Non-resident students must pay at least 100% of their cost of instruction).

Other components of the State University System budget include the following:

- Contracts and Grants.
- Auxiliary Enterprises.
- Local Funds Local Funds – includes the following activities:
 - Student Activities,
 - Intercollegiate Athletics,
 - Concession Fund,
 - Student Financial Aid, and
 - Technology.

A review of main campus actual expenditures from all funding sources in the System by program activity over a four-year period (from 2006-07 to 2009-10) reveals the following:

- Overall expenditures have decreased 1.0%.
- Instructional expenditures have decreased 2.9%.

- Student support expenditures have increased 0.4%.
- Library expenditures have decreased 5.6%.
- Plant operations & maintenance expenditures have increased 5.3%.
- Administration and support services expenditures have increased by 5.1%.

New Fees and Flexible Tuition Policies

Statutory changes following the State University System Governance Agreement with the Legislature included providing the Board of Governors with authority to approve university proposals for flexible tuition, such as block rate tuition and market rate tuition. Informed by research and recommendations from a Board of Governors Tuition and Fee Work Group, the Board approved a regulation in November 2010 outlining the criteria for such university proposals and the process by which the Board will consider and approve the proposals. The Board will entertain proposals from universities for the first time early in 2011, and any approved proposals could be implemented as early as the fall 2011 term.

Productivity, Efficiencies, and Shared Services

With the current environment of budget cuts and rising costs, efficient operation of the State University System of Florida is more important than ever before. With the state ranking 46th in the nation relative to state funding (in combination with tuition) for public universities, it is only through the efficient allocation of limited resources that a consistent educational experience can be provided year after year. To this end, the member institutions of the State University System have addressed the issue in a number of innovative, and more importantly, substantive ways.

Funding and Degree Productivity

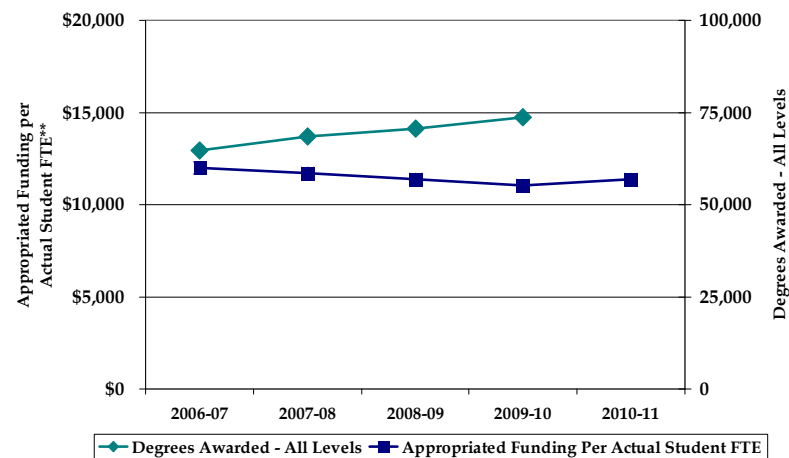
The efficiency of the State University System of Florida has been recognized in various national publications. For instance, in 2009, in conjunction with the Delta Cost Project, Patrick J. Kelly released a report titled "The Dreaded "P" Word: An Examination of Productivity in Public Postsecondary Education."¹⁷ Several items in the report are worth noting:

- Florida's top ranking reflects the overall success of its public postsecondary systems, including the articulation mechanisms that exist between the Florida College System and the State University System.
 - Florida is ranked 1st in productivity as measured by total funding per credential (degrees and certificates) for all public postsecondary education.
 - Florida is ranked 8th in productivity as measured by total funding per credential for public bachelor's and master's granting institutions.
 - Florida is ranked 5th in degrees (and certificates) awarded per 100 FTE students for public postsecondary education (weighted by the value of degrees and certificates in the state employment market – median earnings by award type and level).
- The report suggests that a good course of action for states like Florida whose postsecondary institutions are already achieving high productivity with relatively few resources would be to focus on where to target resources in order to increase degrees in high-demand fields and increase levels of degree completion.

¹⁷ http://deltacostproject.org/resources/pdf/Kelly07-09_WP.pdf

As can be noted in the following graph, the State University System has continued to produce more graduates, even as funding levels have declined. In 2006-07, the System awarded 64,778 degrees, and the appropriated funding per actual student FTE was \$12,008. In 2009-10, the System awarded 73,580 degrees (a 13.6% increase), but the appropriated funding per actual student FTE had dropped to \$11,031 (an 8.1% decrease). Although the System is above average on many productivity measures, the Board of Governors and the System recognize that they must be able to demonstrate to their governmental partners and the greater public that they are continuing to be good stewards of public funds and that they are seeking opportunities and support to improve and to advance Florida's citizens' educational attainment and the State's economic development.

Trends in State University System Funding and Degrees Awarded



** FTE - IPEDS Definition

Viability Studies of Academic Programs and Institutes and Centers

In response to budget contractions during the past several years, the state universities have conducted a variety of program evaluations to address projected funding shortfalls and to make informed decisions on the continued viability of programs, services, and activities. To gain greater efficiency, some universities have reduced the array of general education courses available to students, optimizing the utilization of faculty resources. When possible and academically appropriate, universities have reduced the number of “like” courses delivered across departments (e.g., research methods and/or statistics), choosing to consolidate them into college-wide courses serving larger numbers of students with fewer faculty resources.

Since 2007, the State University System has closed or placed in an inactive status more than 100 institutes and centers, closed or suspended dozens of full degree programs and numerous other tracks within degree programs, and merged some departments and colleges. During 2009-10 alone, the universities closed 26 more institutes and centers and put an additional 11 in an inactive status. The universities closed an additional 20 degree programs this year and placed another 23 in an inactive status. Again this year, they closed or suspended many additional tracks within degree programs.

Pursuant to Section 1004.03 (1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives, and the Governor listing new degree program reviews conducted within the preceding year, and the results of each review. Tables 4A and 5A in Volume II of this report provide a

summary by broad discipline level of all new programs approved, programs terminated, and programs in which enrollments have been temporarily suspended. More programs were either terminated or suspended than were approved during this reporting period. At the baccalaureate level, there were 7 new programs implemented, 3 suspended, and 10 terminated. At the graduate level, 15 new programs were implemented, 10 were terminated, and 16 were suspended. Of this group, four new doctorates were approved by the Board of Governors and one was terminated.

During this reporting period, no new degree programs were reported by the universities as having been considered for approval but denied by their board of trustees. However, it is important to note that the new degree approval process includes review by multiple university faculty and administrative committees before a proposal is taken to the trustees for consideration. This process is designed specifically to ensure that each proposal submitted to the trustees meets certain criteria and that each proposed program supports the mission and goals of the university and the System.

Coordination of Academic Programming in the System

The Board of Governors Academic and Student Affairs Committee has been working with a Council of Academic Vice Presidents (CAVP) work group to determine if there are better ways to organize and coordinate academic program delivery across the State University System. The work group has outlined the following objectives: (1) to ensure an optimal level of accountability with regard to the efficient use of state and tuition-based resources in addressing the broad goals of the State University System and its member institutions; (2) to

facilitate collaboration, articulation, and coordination across the State University System with regard to meeting access and statewide needs when considering recommendations for approval, inactive status, and/or termination of state-subsidized degree programs; and (3) to develop and implement a systematic process for the annual review of the degree productivity of academic units across the State University System. This team has been reviewing System and institution data on academic degree program delivery, participation, and productivity at all levels and will submit findings and recommendations to the Board of Governors early in 2011.

Administrative and Operational Efficiencies and Shared Services

The efficient use of resources provided by the state, students, parents, and private donations has been a priority of the System for many years. The universities have looked at various operations to determine whether certain functions could be done better and/or more efficiently if privatized or outsourced than if performed by in-house personnel. Universities have outsourced numerous functions over time, e.g., food service, lawn maintenance, custodial services, bookstores, building maintenance, and printing services. Universities conduct ongoing reviews of services to determine if additional functions should be outsourced. Universities also continue to review and to act upon numerous shared services opportunities.

Although each university has made progress across multiple fronts, most of the efficiencies gained in 2010 fall into two broad categories: administrative and operational. In terms of administrative efficiencies, some institutions have

implemented hiring freezes, early retirement incentives, or even layoffs to streamline their payrolls. Additionally, as referenced above, savings have been realized through the internal reorganization of departments to eliminate redundancies and therefore to increase overall efficiency.

The operational efficiencies achieved by the universities illustrate the creativity and innovative nature of higher education in Florida. From the use of solar power to offset power needs and to heat water, to the use of power during off-peak times to make ice that will be used later, saving energy has been at the forefront of the improvements in operations. Such conservation not only saves the taxpayers of the State of Florida money, but also preserves the environment shared by all Floridians.

The State University System has made great progress in reducing campus energy consumption and costs over the past three years. These reductions have afforded tremendous benefit to the System and resulted in significant operational savings. From 2007-08 to 2009-10, the total amount spent on energy (electricity, natural gas, and other fuels) did not increase, even though the amount of conditioned space increased by more than 6%, and student FTE increased by 3%. Using the national EPA EnergyStar benchmark, the energy performance indicator (EPI), the State University System reported a 3% EPI decrease, or reduction in the kBtu consumption per gross square foot of energy.

Each university has specific metrics related to energy reduction, sustainability, and green initiatives, but they share the common goal of improving energy efficiency while maintaining the desired level of service to the campus community. These efforts include vigorous participatory

student and staff education and behavior modification efforts. Further, the institutions have adopted the U.S. Green Building Council (USGBC) Leadership in Energy and Environmental Design (LEED) Certified standards (or equivalent alternative) for all major new construction and renovation projects, with schools typically adopting LEED silver or gold.

Libraries

Recognizing that the current economic uncertainty underscores the need for cooperation and collaboration among all sectors, and recognizing the need to thoughtfully plan for the future of libraries, the Chancellor of the State University System and the Chancellor of the Florida College System jointly appointed the *Task Force on the Future of Academic Libraries in Florida* in July 2010. Appointees include library directors, chief information officers, and provosts from the State University System and the Florida College System, as well as representatives from Independent Colleges and Universities, public libraries, public schools, the State Library, and the Department of Education. The Task Force has been charged with determining a vision and developing a strategic plan for public academic libraries by January 2012.

State University System Central Office

The State University System is governed by a 17-member Board of Governors, 14 of whom are appointed by the Governor, one is a representative of the faculty, one is a student representative, and one is the Commissioner of Education. The Board of Governors has a staff of 53 legislatively authorized positions to carry out the day-to-day operations of the System. These functions include, but are not limited to, System coordination; ensuring accountability;

collaborative data collection, research, analysis, policy development, and strategic planning related to academic, student, research, and economic development issues; budget and finance activities; facilities planning; cross-sector articulation; and compliance monitoring.

Like the overall state budget, the Board's general office budget has seen a decline in positions and funding over the last several years. Positions have decreased from a high of 65 to the current 53, and the operating budget has dropped from \$7.1 million in 2006-07 to \$6.2 million in 2010-11 (equal to less than one-tenth of 1% of the System's total budget). By comparison, the North Carolina Governing Board has 98 employees with an \$11.5 million budget, the Texas Coordinating Board has 307 employees with a \$51 million budget, and the Georgia Board of Regents has 388 employees with a \$95 million budget.

Personnel costs constitute 81% of the Board's general office operating budget. The largest expense obligation is the rental fee of \$240,000 paid to the Florida Department of Management Services.

The 2010-11 operating budget includes \$1.5 million in federal stimulus funds that is supporting approximately 20 of the 53 authorized positions. If these funds are not replaced, there will be a detrimental impact on the Board's ability to carry out its constitutional obligations.

ADDITIONAL RESOURCES

- Data on State University System institutions are available through the Fact Book and Quick Facts links at <http://www.flbog.edu/resources/ditr/>.
- National Center for Education Statistics “College Opportunities On-Line” has individual institution data: <http://nces.ed.gov/ipeds/cool/>.
- National Center for Education Statistics Documentation for the Graduation Rate Survey and other Integrated Postsecondary Education Data System (IPEDS) surveys: <http://nces.ed.gov/ipeds/>.
- State Higher Education Executive Officers information on the limitations of graduation rates as accountability measures and current accountability initiatives: <http://www.sheeo.org/>.
- The National Center for Higher Education Management Systems (NCHEMS) provides comparative data for states and counties, as well as useful contextual information, to help higher education policymakers and analysts make sound policy decisions: <http://www.higheredinfo.org/>.
- University College Portraits: <http://collegeportraits.org/>.
- Carnegie Classifications: <http://classifications.carnegiefoundation.org/>.
- College Results Online provides comparative data regarding graduation rates, as well as other metrics, for

institutions of higher education around the country:
<http://www.collegeresults.org/>.

- The National Research Council provides an assessment of research-doctorate programs in the United States: <http://www.nap.edu/rdp/>.
- The Delta Project on Postsecondary Education Costs, Productivity, and Accountability: <http://www.deltacostproject.org/>.

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State University System of Florida
2010 Data Tables

Data definitions are provided in the Appendices.

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

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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Recurring State Funds (GR & Lottery)	\$1,995,016,921	\$2,030,421,362	\$1,903,364,717	\$1,684,412,734	\$1,730,339,412
Non-Recurring State Funds (GR & Lottery)	\$133,439,104	\$89,599,784	\$84,112,594	\$11,300,003	\$21,335,697
Tuition (Resident & Non-Resident)	\$806,912,971	\$844,968,884	\$901,764,013	\$978,155,573	\$1,024,829,413
Tuition Differential Fee	\$0	\$0	\$10,156,021	\$39,270,961	\$74,891,147
Other Revenues (Includes Misc. Fees & Fines)	\$32,275,558	\$31,534,916	\$30,599,606	\$30,720,576	\$35,073,688
Phosphate Research Trust Fund	\$7,141,734	\$7,268,856	\$7,287,963	\$7,304,874	\$7,312,164
Federal Stimulus Funds	\$0	\$0	\$0	\$133,923,488	\$129,012,316
TOTAL	\$2,974,786,288	\$3,006,899,546	\$2,937,284,914	\$2,885,088,209	\$3,026,434,209

TABLE 1B. University Education and General Expenditures

	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Instruction/Research	\$1,758,722,078	\$1,757,169,183	\$1,707,787,840	\$1,706,949,577	\$2,045,866,195
Institutes and Research Centers	\$22,257,869	\$25,032,069	\$21,865,038	\$20,928,676	\$21,185,814
PO&M	\$264,992,767	\$270,254,181	\$274,869,631	\$278,921,326	\$292,817,811
Administration and Support Services	\$305,727,873	\$316,006,696	\$307,213,085	\$321,454,958	\$353,267,237
Radio/TV	\$4,886,997	\$4,892,840	\$4,656,001	\$4,998,434	\$4,790,537
Library/Audio Visual	\$118,190,046	\$118,583,551	\$115,034,669	\$111,547,518	\$111,859,369
Museums and Galleries	\$12,097,229	\$18,196,684	\$17,396,921	\$16,093,219	\$16,680,102
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Student Services	\$175,916,454	\$183,072,416	\$185,163,451	\$176,411,040	\$186,486,991
Intercollegiate Athletics	\$2,526,241	\$2,487,962	\$2,175,571	\$2,168,539	\$2,238,336
TOTAL	\$2,665,317,554	\$2,695,695,582	\$2,636,162,207	\$2,639,473,287	\$3,035,192,392

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

Section 1 – Financial Resources (continued)

TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student

	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	\$ 7,763	\$ 7,605	\$ 6,830	\$ 5,686	\$ 5,717
Lottery Funds per FTE	\$ 631	\$ 577	\$ 756	\$ 649	\$ 751
Tuition & Fees per FTE	\$ 3,586	\$ 3,525	\$ 3,739	\$ 4,168	\$ 4,505
Other Trust Funds per FTE	\$ 29	\$ 28	\$ 28	\$ 528	\$ 503
Total per FTE	\$ 12,008	\$ 11,729	\$ 11,353	\$ 11,031	\$ 11,390
Actual Funding per FTE					
Tuition & Fees per FTE	\$ 3,346	\$ 3,383	\$ 3,607	\$ 3,939	\$ 4,203
Total per FTE	\$ 11,769	\$ 11,592	\$ 11,221	\$ 10,803	\$ 11,174

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

TABLE 1D. University Other Budget Entities

	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Auxiliary Enterprises					
Revenues	\$1,048,565,232	\$1,163,629,784	\$1,163,088,578	\$1,112,939,484	\$1,136,196,800
Expenditures	\$907,543,274	\$968,023,572	\$1,072,303,795	\$979,073,104	\$1,145,751,687
Contracts & Grants					
Revenues	\$1,705,967,613	\$1,641,565,188	\$2,058,974,553	\$1,823,052,907	\$2,015,321,724
Expenditures	\$1,458,324,450	\$1,463,169,784	\$1,791,312,709	\$1,815,446,317	\$2,006,711,349
Local Funds					
Revenues	\$1,413,008,560	\$1,485,614,581	\$1,594,185,102	\$2,032,506,624	\$2,208,775,260
Expenditures	\$1,317,531,229	\$1,416,456,994	\$1,581,357,967	\$2,032,535,861	\$2,271,882,144

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

TABLE 1E. University Total Revenues and Expenditures

	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Total Revenues	\$7,142,327,693	\$7,297,709,099	\$7,753,533,147	\$7,853,587,224	\$8,386,727,993
Total Expenditures	\$6,348,716,507	\$6,543,345,932	\$7,081,136,678	\$7,462,945,415	\$8,459,537,572

Section 1 – Financial Resources (continued)

TABLE 1F. Voluntary Support of Higher Education					
	2004-05	2005-06	2006-07	2007-08	2008-09
Endowment Market Value (Thousand \$)	\$ 2,042,470	\$ 2,361,682	\$ 2,855,060	\$ 2,889,870	\$ 2,214,026
Annual Gifts Received (\$)	\$ 351,834,368	\$ 366,267,585	\$ 424,605,846	\$ 423,198,732	\$ 352,182,688
Percentage of Graduates Who are Alumni Donors	5.8 %	8.1 %	8.7 %	8.4 %	7.5 %

TABLE 1G. University Federal Stimulus Dollars (ARRA) Expenditures		
	2009-10 Actual	2010-11 Estimates
Jobs Saved/Created	\$ 141,285,479	\$ 113,909,877
Scholarships	\$ 1,507,058	\$ 2,827,473
Library Resources	\$ 500,000	\$ 700,000
Building Repairs/Alterations	\$ 9,885,754	\$ 16,238,537
Motor Vehicles	\$ 0	\$ 0
Printing	\$ 0	\$ 0
Furniture & Equipment	\$ 306,535	\$ 1,025,500
Information Technology Equipment	\$ 1,218,705	\$ 5,081,410
Financial Aid to Medical Students	\$ 0	\$ 0
Other	\$ 4,556,518	\$ 4,888,054

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Section 1 – Financial Resources (continued)

TABLE 1A. Medical School Education and General Revenues					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Recurring State Funds (GR & Lottery)	\$209,187,739	\$209,587,383	\$218,046,969	\$218,083,845	\$241,537,378
Non-Recurring State Funds (GR & Lottery)	\$10,252,981	\$9,360,709	\$1,961,453	\$15,296,480	\$6,000,000
Tuition (Resident & Non-Resident)	\$42,164,954	\$51,019,084	\$59,884,163	\$68,433,163	\$74,338,290
Tuition Differential Fee	\$0	\$0	\$111,799	\$501,511	\$995,431
Other Revenues (Includes Misc. Fees & Fines)	\$4,868,317	\$249,489	\$130,077	\$341,178	\$456,585
Federal Stimulus Funds	\$0	\$0	\$0	\$16,398,029	\$15,658,535
TOTAL	\$266,473,991	\$269,520,365	\$280,134,461	\$326,125,640	\$347,037,466

TABLE 1B. Medical School Education and General Expenditures					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Instruction/Research	\$161,166,671	\$174,406,640	\$184,815,528	\$216,390,586	\$274,595,625
Institutes and Research Centers	\$202,840	\$154,396	\$1,153	\$0	\$0
PO&M	\$28,447,903	\$29,089,014	\$30,932,467	\$32,323,357	\$36,671,275
Administration and Support Services	\$21,277,432	\$21,911,974	\$21,893,039	\$23,034,543	\$23,504,896
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/ Audio Visual	\$7,257,339	\$7,299,561	\$8,863,228	\$8,836,639	\$8,361,355
Museums and Galleries	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Teaching Hospital & Allied Clinics	\$17,921,857	\$17,585,317	\$15,753,373	\$15,186,920	\$16,804,413
Student Services	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics	\$0	\$0	\$0	\$0	\$0
TOTAL	\$236,274,042	\$250,446,902	\$262,258,788	\$295,772,045	\$359,937,564

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

Section 1 – Financial Resources (continued)

TABLE 1D. Medical School Other Budget Entities					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Auxiliary Enterprises					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Contracts & Grants					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Local Funds					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. All Contracts & Grants activities (for E&G, Health-Science Centers and IFAS) are managed and reported by each institution's Division of Sponsored Research, and are all reported in the University Other Budget Entities table.

TABLE 1E. Medical School Total Revenues and Expenditures					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Total Revenues	\$281,369,697	\$284,577,626	\$293,878,884	\$330,202,645	\$351,253,875
Total Expenditures	\$236,274,042	\$250,446,902	\$262,258,788	\$295,772,045	\$359,937,564

Section 1 – Financial Resources (continued)

TABLE 1A. IFAS Education and General Revenues					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Recurring State Funds (GR & Lottery)	\$141,948,970	\$138,387,951	\$129,273,382	\$122,854,148	\$131,797,053
Non-Recurring State Funds (GR & Lottery)	\$ 1,800,000	\$ 2,156,191	\$ 1,281,391	\$ 0	\$ 0
Tuition (Resident & Non-Resident)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Tuition Differential Fee	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Revenues (Includes Misc. Fees & Fines)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Operating Trust Funds	\$10,719,978	\$12,991,149	\$14,830,589	\$15,413,537	\$18,157,189
Federal Stimulus Funds	\$ 0	\$ 0	\$ 0	\$ 8,978,531	\$ 0
TOTAL	\$154,468,948	\$153,535,291	\$145,385,362	\$147,246,216	\$149,954,242

TABLE 1B. IFAS Education and General Expenditures					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Instruction/Research	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Institutes and Research Centers	\$ 75,126,816	\$ 81,735,684	\$ 73,184,626	\$ 71,486,090	\$ 71,771,400
PO&M	\$ 13,763,765	\$ 11,492,884	\$ 15,017,009	\$ 16,950,588	\$ 15,465,908
Administration and Support Services	\$ 10,242,485	\$ 11,955,090	\$ 10,208,066	\$ 6,782,386	\$ 17,088,174
Radio/TV	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Library/Audio Visual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Museums and Galleries	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Agricultural Extension	\$ 42,388,428	\$ 43,489,720	\$ 41,304,133	\$ 39,716,754	\$ 42,398,754
Student Services	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Intercollegiate Athletics	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL	\$141,521,494	\$148,673,378	\$139,713,834	\$134,935,818	\$146,724,236

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

Section 1 – Financial Resources (continued)

TABLE 1D. IFAS Other Budget Entities					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Auxiliary Enterprises					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Contracts & Grants					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Local Funds					
Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Expenditures	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. All Contracts & Grants activities (for E&G, Health-Science Centers and IFAS) are managed and reported by each institution's Division of Sponsored Research, and are all reported in the University Other Budget Entities table.

TABLE 1E. IFAS Total Revenues and Expenditures					
	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Estimates
Total Revenues	\$154,468,948	\$153,535,291	\$145,385,362	\$147,246,216	\$149,954,242
Total Expenditures	\$141,521,494	\$148,673,378	\$139,713,834	\$134,935,818	\$146,724,236

Section 2 – Personnel

TABLE 2A. Personnel Headcount										
	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Total Tenure/ Tenure-track Faculty	8,004	212	8,240	194	8,224	222	7,969	244	7,805	253
Total Non-Tenure Track Faculty	3,910	1,821	4,184	1,799	4,495	2,271	4,395	2,223	4,537	2,142
Instructors Without Faculty Status	65	1,572	58	1,556	62	1,579	76	1,691	47	2,080
Total Graduate Assistants/Associates	0	12,532	0	13,359	0	13,398	0	13,174	0	13,243
Total Executive/Administrative / Managerial	3,203	47	3,144	46	3,334	44	3,477	49	3,545	51
Total Other Professional	11,051	341	11,783	359	12,296	375	12,355	350	12,124	393
Total Non-Professional	12,198	285	12,256	268	12,456	277	12,288	247	12,018	431

Section 3 – Enrollment

TABLE 3A. University Full-Time Enrollment (FTE)						
	2008-09		2009-10		2010-11	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	63,771	63,689	63,471	65,609	62,879	66,170
Upper	86,372	89,275	86,372	92,567	87,006	93,316
Grad I	22,525	23,210	19,377	19,910	19,576	20,122
Grad II	4,566	4,646	7,881	9,012	7,791	8,730
Total	177,234	180,819	177,101	187,099	177,252	188,339
NON-FLORIDA RESIDENTS						
Lower		3,240		3,063		3,514
Upper		3,958		3,676		4,166
Grad I		3,937		3,824		3,974
Grad II		2,720		3,068		3,143
Total	14,958	13,856	14,963	13,632	14,744	14,799
TOTAL FTE						
Lower		66,929		68,673		69,684
Upper		93,233		96,243		97,481
Grad I		27,147		23,735		24,096
Grad II		7,366		12,080		11,874
Total FTE (FL Definition)	192,192	194,675	192,064	200,730	191,996	203,137
Total FTE (US Definition)	256,256	259,566	256,085	267,641	255,995	270,849
Headcount for Medical Doctorates						
Florida Residents	2,062	2,041	2,186	2,150	2,302	2,278
Non-Residents	23	51	23	72	23	83
Total	2,085	2,092	2,209	2,222	2,325	2,361

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

Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2009-2010			
CIP Code and Program Title	Number of Programs Implemented	Number of Programs Suspended	Number of Programs Terminated
03 - Natural Resources & Conservation	2	0	3
04 - Architecture	1	0	1
13 - Education	0	0	3
14 - Engineering	0	0	0
15 - Engineering Technology	0	0	0
16 - Foreign Language	0	0	0
24 - Liberal Arts	0	0	0
27 - Mathematics	0	0	0
30 - Interdisciplinary	1	0	0
31 - Recreation	1	0	0
45 - Social Sciences	0	0	0
50 - Arts	0	0	0
51 - Health Professions	1	0	2
52 - Business Administration	1	1	1
54 - History	0	2	0
TOTAL	7	3	10

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2009 and May 4, 2010. **New Programs** are proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Suspended Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.

Section 4 – Undergraduate Education (continued)

TABLE 4B. First-Year Persistence Rates					
Term of Entry	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Cohort Size Full-time FTIC	35,326	36,021	36,199	35,568	34,503
<i>From Same University</i>					
% Still Enrolled	87.9%	87.1%	88%	88.1%	89.4%

TABLE 4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time First-Time-in-College (FTIC) Students					
Term of Entry	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Cohort Size Full-time FTIC	29,734	30,474	32,915	34,501	35,326
6 – Year Rates					
<i>From Same University</i>					
% Graduated	63.9%	63.5%	64.6%	64.7%	64.4%
% Still Enrolled	9.0%	8.6%	8.6%	8.9%	9.4%
% Success Rate	72.8%	72.2%	73.2%	73.6%	73.9%

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

Section 4 – Undergraduate Education (continued)

TABLE 4D. SUS Definition - Undergraduate Progression and Graduation Rates for First-Time-in-College (FTIC) Students					
Term of Entry	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Cohort Size <i>Full- & Part-time</i>	31,541	32,526	34,487	36,015	36,713
4 – Year Rates					
<i>From Same University</i>					
% Graduated	32.1%	32.0%	32.7%	32.8%	34.0%
% Still Enrolled	36.8%	36.5%	37.1%	37.3%	36.9%
<i>From Other SUS University</i>					
% Graduated	1.8%	1.7%	1.8%	1.7%	1.6%
% Still Enrolled	4.7%	4.4%	4.6%	4.5%	4.5%
<i>From State University System</i>					
% Graduated	33.9%	33.7%	34.5%	34.5%	35.6%
% Still Enrolled	41.5%	41%	41.7%	41.8%	41.4%
% Success Rate	75.5%	74.7%	76.3%	76.4%	77.0%
6 – Year Rates					
<i>From Same University</i>					
% Graduated	57.2%	57.0%	58.2%	58.4%	59.6%
% Still Enrolled	7.0%	6.9%	6.9%	7.2%	6.6%
<i>From Other SUS University</i>					
% Graduated	5.2%	4.9%	5.2%	5.0%	3.6%
% Still Enrolled	2.2%	2.1%	2.0%	2.0%	3.1%
<i>From State University System</i>					
% Graduated	62.3%	61.9%	63.3%	63.4%	63.3%
% Still Enrolled	9.2%	9.0%	8.8%	9.2%	9.7%
% Success Rate	71.6%	71.0%	72.2%	72.7%	73.0%
Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.					

Section 4 – Undergraduate Education (continued)

TABLE 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students					
Term of Entry	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Cohort Size <i>Full- & Part-time</i>	11,401	11,430	11,963	11,995	12,341
2 – Year Rates					
<i>From Same University</i>					
% Graduated	32.8%	31.7%	31.9%	31.4%	31.9%
% Still Enrolled	52.1%	54.0%	54.0%	53.6%	54.0%
<i>From Other SUS University</i>					
% Graduated	0.2%	0.3%	0.3%	0.2%	0.2%
% Still Enrolled	2.0%	1.6%	2.0%	1.8%	1.8%
<i>From State University System</i>					
% Graduated	33.0%	32.0%	32.2%	31.6%	32.2%
% Still Enrolled	55.9%	55.3%	55.8%	54.1%	55.8%
% Success Rate	87.1%	87.7%	88.1%	86.9%	88.0%
4 – Year Rates					
<i>From Same University</i>					
% Graduated	67.2%	68.3%	69.0%	67.1%	68.5%
% Still Enrolled	9.0%	8.7%	8.9%	9.2%	9.0%
<i>From Other SUS University</i>					
% Graduated	1.8%	1.5%	1.7%	1.7%	1.0%
% Still Enrolled	1.1%	1.1%	1.3%	1.2%	1.8%
<i>From State University System</i>					
% Graduated	69%	69.9%	70.6%	68.9%	69.5%
% Still Enrolled	10%	9.8%	10.2%	10.3%	10.7%
% Success Rate	79%	79.7%	80.8%	79.2%	80.2%
Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.					

Section 4 – Undergraduate Education (continued)

TABLE 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students					
Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Cohort Size <i>Full- & Part-time</i>	11,425	11,745	11,764	11,054	12,116
5 – Year Rates					
<i>From Same University</i>					
% Graduated	57.9%	58.5%	59.0%	59.5%	59.4%
% Still Enrolled	5.9%	6.3%	6.1%	5.5%	5.5%
<i>From Other SUS University</i>					
% Graduated	2.2%	2.2%	2.2%	2.5%	2.0%
% Still Enrolled	1.0%	1.0%	0.9%	1.0%	1.2%
<i>From State University System</i>					
% Graduated	60.2%	60.8%	61.1%	62.0%	61.4%
% Still Enrolled	6.9%	7.2%	7.0%	6.5%	6.7%
% Success Rate	67.1%	68.0%	68.1%	68.5%	68.1%
Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.					

TABLE 4G. Baccalaureate Degrees Awarded					
	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate Degrees	45,015	47,326	49,779	51,447	53,392

TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis					
	2005-06	2006-07	2007-08	2008-09	2009-10
Education	614	646	745	807	739
Health Professions	2,226	2,240	2,474	2,489	2,579
Science, Technology, Engineering, and Math	8,075	8,198	8,660	9,051	9,531
Security and Emergency Services	2,253	2,344	2,495	2,388	2,522
Globalization	3,439	3,888	3,953	4,220	4,387

Section 4 – Undergraduate Education (continued)

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups					
	2005-06	2006-07	2007-08	2008-09 <i>BASELINE YEAR</i>	2009-10
Non-Hispanic Black					
Number of Baccalaureate Degrees	5,780	5,968	6,409	6,470 <i>8 Increase & 3 Maintain *</i>	6,477
Percentage of All Baccalaureate Degrees	13.2%	12.9%	13.2%	12.8% <i>6 Increase & 5 Maintain *</i>	12.7%
Hispanic					
Number of Baccalaureate Degrees	7,086	7,790	8,271	8,818 <i>9 Increase & 2 Maintain *</i>	9,730
Percentage of All Baccalaureate Degrees	16.2%	16.9%	17%	17.5% <i>9 Increase & 2 Maintain *</i>	19%
Pell-Grant Recipients					
Number of Baccalaureate Degrees	15,969	16,667	17,196	17,697 <i>8 Increase & 3 Maintain *</i>	19,324
Percentage of All Baccalaureate Degrees	36.5%	36.1%	35.3%	35.1% <i>5 Increase & 6 Maintain *</i>	37%
Note: Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation. This does not include degrees awarded to students whose race/ethnicity code is missing (or not reported) or for students who are non-resident aliens. <i>Note*: Directional goals for the 2012-13 year as reported in the 2010 University Workplan.</i>					

TABLE 4J. Baccalaureate Completion Without Excess Credit Hours					
	2005-06	2006-07	2007-08	2008-09	2009-10
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	53.7%	51.7%	50.7%	51.8%	48.9%

TABLE 4K. Undergraduate Course Offerings					
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Number of Course Sections	23,561	23,662	23,752	22,430	22,741
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	59.6%	59.8%	59.3%	57.5%	56.5%
30 to 49 Students	25.2%	24.9%	25.1%	25.7%	26.1%
50 to 99 Students	10.6%	10.4%	10.6%	11.6%	11.9%
100 or More Students	4.7%	4.9%	5%	5.2%	5.4%

Section 4 - Undergraduate Education (continued)

TABLE 4L. Faculty Teaching Undergraduates					
	2005-06	2006-07	2007-08	2008-09	2009-10
Percentage of Credit Hours Taught by:					
Faculty	63.8%	65.8%	67.1%	67.6%	66.4%
Adjunct Faculty	19.7%	19.1%	17.6%	18.2%	18.4%
Graduate Students	13.1%	12.8%	12.0%	11.7%	13.1%
Other Instructors	3.1%	2.3%	3.3%	2.5%	2.1%
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.					

TABLE 4M. Undergraduate Instructional Faculty Compensation					
	2005-06	2006-07	2007-08	2008-09	2009-10
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	N/A	\$ 85,893	N/A	\$ 87,986	\$ 90,624
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22. System-level averages were not calculated for 2005-06 and 2007-08 because institutional data were incomplete for those years					

TABLE 4N. Student/Faculty Ratio					
	2005-06	2006-07	2007-08	2008-09	2009-10
Student-to-Faculty Ratio	22.8	22.4	22.7	22.7	23.6
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).					

TABLE 4O. Professional Licensure Exams - Undergraduate Programs					
	2005-06	2006-07	2007-08	2008-09	2009-10
Nursing: <i>National Council Licensure Examination for Registered Nurses</i>					
Examinees	1,068	1,151	1,237	1,292	1,206
Pass Rate	89.9%	91.4%	89.4%	92.4%	94.7%
National Benchmark	86.7%	88.3%	86.4%	87.5%	89.5%

Section 4 - Undergraduate Education (continued)

TABLE 4P. Tuition Differential Fee			
	2008-09	2009-10	2010-11 Projected
Total Revenues Generated By the Tuition Differential	\$10,267,820	\$39,156,091	\$75,886,587
Unduplicated Count of Students Receiving Financial Aid Award Funded by Tuition Differential Revenues	4,223	13,278	
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	881	21,276	
Number of Students Eligible for FSAG	31,430	44,837	
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	0	559	
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	\$0	\$55,628	

Section 5 – Graduate Education

TABLE 5A. Graduate Degrees Program Changes in AY 2009-2010

CIP Code and Program Title	Number of Programs Implemented		Number of Programs Suspended		Number of Programs Terminated	
	Master's & Specialist	Doctoral	Master's & Specialist	Doctoral	Master's & Specialist	Doctoral
3 - Natural Resources	0	0	0	0	0	0
4 - Architecture	0	0	0	0	0	0
9 - Communication	0	0	0	0	0	0
11 - Computer Science	1	0	0	0	0	0
13 - Education	2	0	7	4	3	0
14 - Engineering	0	0	0	0	0	0
15 - Engineering Technology	0	0	0	0	1	0
22 - Law (LL.M.)	1	0	0	0	0	0
23 - English	0	0	0	0	0	0
24 - Liberal Arts	0	0	0	0	1	0
26 - Biology	2	0	0	0	0	0
27 - Mathematics & Statistics	1	0	0	0	0	0
30 - Interdisciplinary	1	1	0	0	0	0
31 - Recreation	0	1	1	0	0	0
40 - Physical Science	0	0	0	0	0	0
42 - Psychology	1	0	0	0	2	1
43 - Security	0	0	0	0	0	0
44 - Public Administration	0	0	0	0	0	0
45 - Social Sciences	0	1	1	2	0	0
50 - Arts	0	0	0	0	0	0
51 - Health Professions	0	1	0	0	1	0
52 - Business Administration	2	0	0	0	1	0
54 - History	0	0	1	0	0	0
TOTAL	11	4	10	6	9	1

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2009 and May 4, 2010.

New Programs are proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. **Suspended Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.

Section 5 – Graduate Education (continued)

TABLE 5B. Graduate Degrees Awarded

	2005-06	2006-07	2007-08	2008-09	2009-10
Masters and Specialist	12,908	13,786	14,613	15,162	15,957
Research Doctoral	1,501	1,673	1,735	1,714	1,835
Professional Doctoral	1,791	1,993	2,299	2,291	2,396
a) Medicine	244	288	287	312	340
b) Law	806	838	1,005	970	907
c) Pharmacy	464	557	642	590	623

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

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis

	2005-06	2006-07	2007-08	2008-09	2009-10
Education	791	849	819	959	939
Health Professions	2,180	2,484	2,682	2,770	3,102
Science, Technology, Engineering, and Math	3,299	3,542	3,860	4,047	4,328
Security and Emergency Services	246	191	243	239	259
Globalization	433	452	459	443	572

Section 5 – Graduate Education (continued)

TABLE 5D. Professional Licensure Exams - Graduate Programs					
Law: Florida Bar Exam					
	2006	2007	2008	2009	2010
Examinees	728	737	861	835	813
Pass Rate	82.0%	83.0%	85.4%	79.0%	81.9%
State Benchmark	77.1%	81.3%	84.2%	79.3%	79.3%
Medicine: US Medical Licensing Exam (Step 1)					
	2006	2007	2008	2009	2010
Examinees	288	313	345	361	360
Pass Rate	96.2%	97.1%	95.7%	96.4%	94.4%
National Benchmark	95%	94%	93%	93%	92%
Medicine: US Medical Licensing Exam (Step 2) Clinical Knowledge					
	2005-06	2006-07	2007-08	2008-09	2009-10
Examinees	268	273	273	322	326
Pass Rate	95.9%	98.5%	100%	99.4%	99.7%
National Benchmark	94%	95%	96%	96%	97%
Medicine: US Medical Licensing Exam (Step 2) Clinical Skills					
	2005-06	2006-07	2007-08	2008-09	2009-10
Examinees	236	239	230	280	292
Pass Rate	97.8%	96.9%	98.1%	98.1%	98.2%
National Benchmark	98%	97%	97%	97%	97%
Veterinary Medicine: North American Veterinary Licensing Exam					
	2005-06	2006-07	2007-08	2008-09	2009-10
Examinees	80	76	83	84	89
Pass Rate	97.6%	92%	95%	90.5%	97%
National Benchmark	87.8%	89.9%	92.2%	93.1%	95.9%

Section 5 – Graduate Education (continued)

TABLE 5D. Professional Licensure Exams - Graduate Programs					
Pharmacy: North American Pharmacist Licensure Exam					
	2005	2006	2007	2008	2009
Examinees	261	327	409	439	418
Pass Rate	91.2%	89.6%	97.6%	95.0%	93.5%
National Benchmark	91.3%	92.5%	95.3%	96.6%	96.5%
Dentistry: National Dental Board Exam (Part 1)					
	2005	2006	2007	2008	2009
Examinees	-	-	82	82	77
Pass Rate	-	-	98.8%	97.6%	100%
National Benchmark	-	-	96.5%	92.6%	94.8%
Dentistry: National Dental Board Exam (Part 2)					
	2005	2006	2007	2008	2009
Examinees	-	-	83	82	81
Pass Rate	-	-	100%	97.6%	88.9%
National Benchmark	-	-	93.6%	94.7%	86.5%

Note: The Dental Board Exam is a national standardized examination not a licensure examination. Students also take the Florida Licensure Examination if they wish to practice in Florida. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development					
	2004-05	2005-06	2006-07	2007-08	2008-09
R&D Awards					
Federally Funded Awards (Thousand \$)					\$ 740,456
Total Awards (Thousand \$)					\$1,059,160
R&D Expenditures					
Federally Funded Expenditures (Thousand \$)	\$ 665,866	\$ 701,588	\$ 724,171	\$ 744,597	\$ 773,859
Total Expenditures (Thousand \$)	\$ 1,351,163	\$ 1,421,325	\$ 1,532,460	\$ 1,551,592	\$ 1,616,747
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$ 166,317	\$ 172,721	\$ 177,980	\$ 182,176	\$ 195,236
Technology Transfer					
Invention Disclosures	N/A	706	660	650	630
Total U.S. Patents Issued	132	152	165	156	165
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	16	18	19	18	20
Total Number of Licenses/Options Executed	105	119	124	125	159
Total Licensing Income Received (\$)	\$44,688,769	\$46,595,139	\$53,281,321	\$55,885,510	\$57,167,065
Total Number of Start-Up Companies	22	21	19	24	18
Note: Awards and Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.					

Section 6 – Research and Economic Development (continued)

TABLE 6B. Centers of Excellence			
Name of Center:	SUS Summary for Centers of Excellence	Cumulative (since inception to June 2010)	Fiscal Year 2009-10
Year Created:			
Research Effectiveness			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For	1,238	502	
Value of Competitive Grants Applied For (\$)	\$1,028,432,370	\$351,251,883	
Number of Competitive Grants Received	693	322	
Value of Competitive Grants Received (\$)	\$251,071,991	\$51,160,949	
Total Research Expenditures (\$)	\$183,592,883	\$45,180,383	
Number of Publications in Refereed Journals From Center Research	1,240	486	
Number of Invention Disclosures	223	75	
Number of Licenses/Options Executed	42	8	
Licensing Income Received (\$)	\$462,321	\$3,000	
Collaboration Effectiveness			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions	295	140	
Collaborations with Private Industry	508	178	
Collaborations with K-12 Education Systems/Schools	194	69	
Undergraduate and Graduate Students Supported with Center Funds	1110	445	
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>	30	1	
Jobs Created By Start-Up Companies Associated with the Center	745	118	
Specialized Industry Training and Education	110	60	
Private-sector Resources Used to Support the Center's Operations	\$24,390,046	\$12,300,019	

Section 6 – Research and Economic Development (continued)

TABLE 6C. State University Research Commercialization Assistance Grants		
Project Name by Type of Grant	Cumulative	
	Awards	Expenditures
Phase I Grants		
Total	\$ 543,155	\$ 494,707
Phase II Grants		
Total	\$ 250,000	\$180,602
Phase III Grants		
Total	\$1,052,881	\$779,329
Total for all SURCAG Grants	\$1,846,036	\$1,454,637

TABLE 6D. 21st Century World Class Scholars Program					
World Class Scholar(s)	Grant Dollars		Report the cumulative activity since each scholar's award.		
	Amount Awarded (Thousand \$)	Cumulative Amount Expended (Thousand \$)	External Research Awards (Thousand \$)	Patents Filed / Issued	Licensing Revenues Generated (\$)
SYSTEM TOTAL	\$ 18,000	\$ 15,635	\$ 45,869	16	\$ 0

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Individual University Annual Reports

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Florida Agricultural and Mechanical University

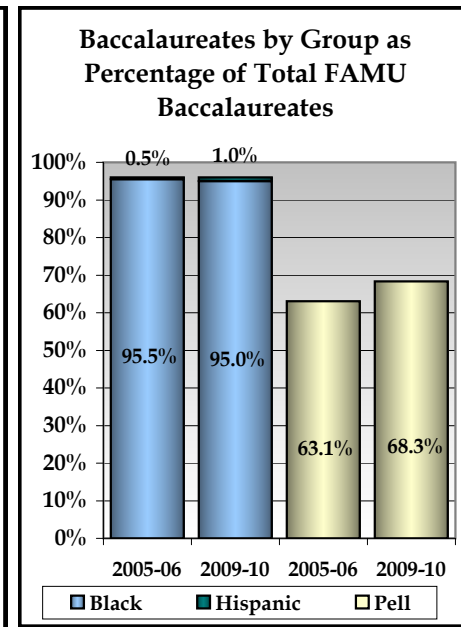
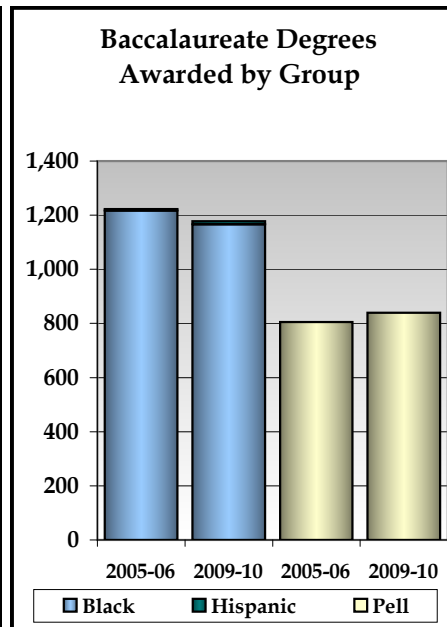
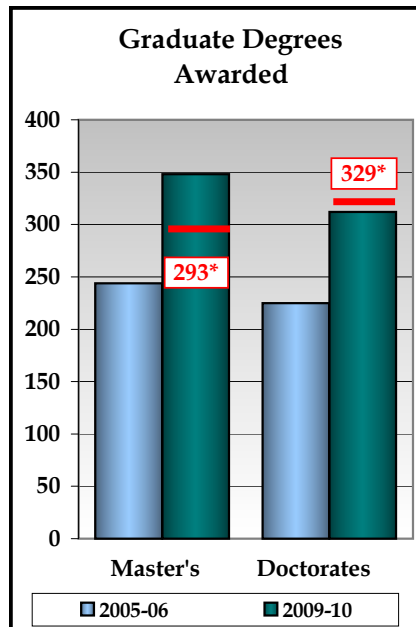
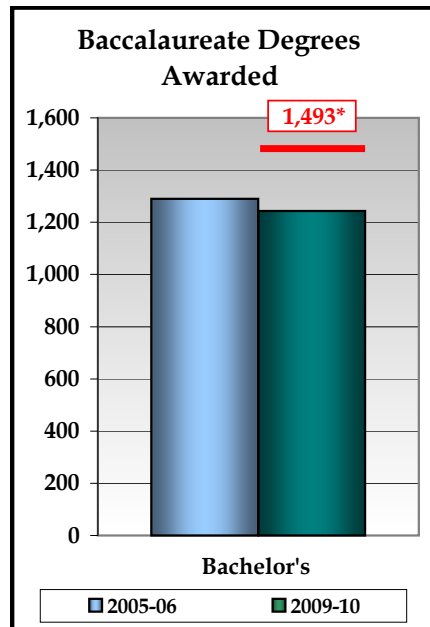
Data definitions are provided in the Appendices.

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

Florida A&M University 2010 Annual Report

Sites and Campuses			Main Campus, College of Law					
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2010)			Carnegie Classification		
TOTAL (Fall 2009)	12,261	100%	TOTAL		116	Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate coexistence	
Black	11,123	91%	Baccalaureate		62	Graduate Instructional Program:	Doctoral, professions dominant	
Hispanic	261	2%	Master’s & Specialist’s		39			
White	586	5%	Research Doctorate		12	Enrollment Profile:	High undergraduate	
Other	291	2%	Professional Doctorate		3	Undergraduate Profile:	Full-time four-year, selective, lower transfer-in	
Full-Time	10,970	89%	Faculty (Fall 2009)	Full-Time	Part-Time	Size and Setting:	Large four-year, primarily nonresidential	
Part-Time	1,291	11%				Basic:	Doctoral/Research Universities	
Undergraduate	10,083	82%	TOTAL		623	140	Elective Classification:	N/A
Graduate	1,993	16%	Tenure/T. Track		458	1		
Unclassified	185	2%	Other Faculty/Instr.		165	139		

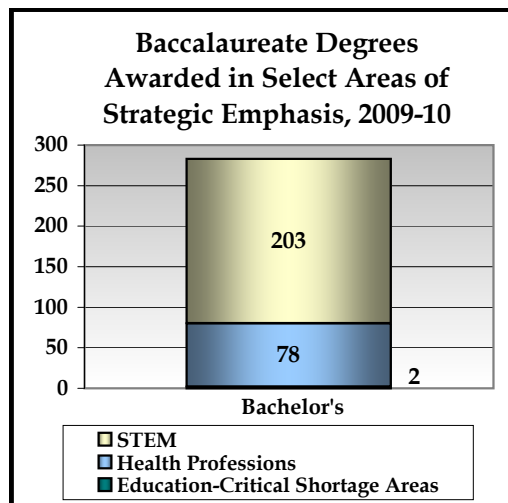
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



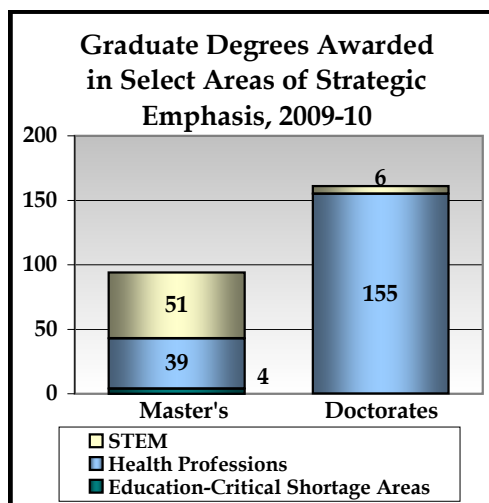
***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

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

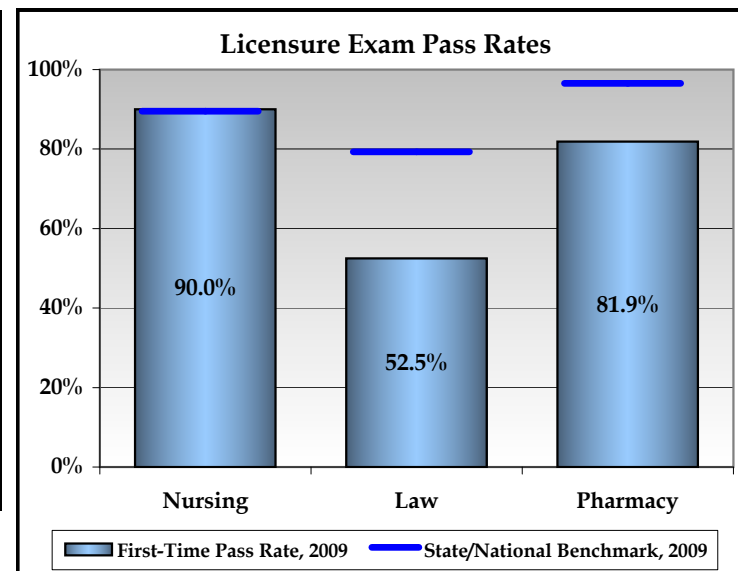
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



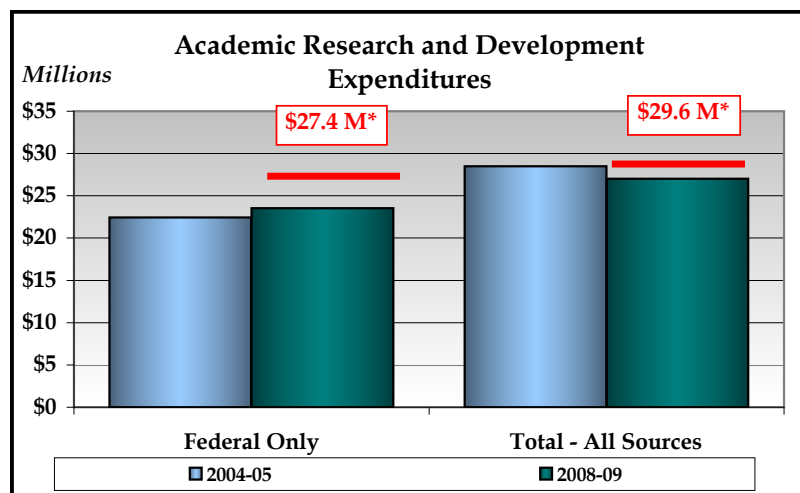
2012-13 Target: Increase
(2008-09 Baseline: 368 Total)



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



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



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

Key University Achievements

► Student awards/achievements

1. School of Business and Industry students won first place in the national Institute of Supply Chain Management Case Competition and first place in the national PNC Bank Case Competition.
2. Three Environmental Science undergraduate students placed first, second, and third respectively in oral presentations at the annual meeting of the National Oceanic and Atmospheric Agency (NOAA) Combined Student Scholarship Program.
3. Several FAMU students received US Department of State scholarships and internships, including one who received a prestigious *Charles Rangel Scholarship* for the 2010-2011 academic year.

► Faculty awards/achievements

1. Two FAMU faculty members received Fulbright awards.
2. Faculty and staff at FAMU received five new patents in 2009.
3. C.J. Chen, Dean of the FAMU-FSU College of Engineering, received the prestigious Fluids Engineering Award from the American Society of Mechanical Engineers.

► Program awards/achievements

1. The FAMU Law School received its first full accreditation, and in the same year ranked third nationally in producing African American JDs and was ranked first in Most Diverse Law School by US News for the second year in a row.
2. The College of Pharmacy and Pharmaceutical Sciences was named to the 2009 Higher Education Community

Service Honor Roll by President Obama for its commitment to volunteering, service-learning, and civic engagement.

3. The 2009 Design Futures Council ranked the School of Architecture second in the State of Florida and listed it in the Design Intelligence publication as a program *With Distinction*.

► Research awards/achievements

1. Florida A&M University College of Pharmacy and Pharmaceutical Sciences has been awarded a \$14 million grant to enhance its infrastructure, thereby increasing cutting-edge research conducted in the College.
2. The awards in 2009-10 included several awards of over a million dollars each, including a NOAA award in interdisciplinary scientific environmental technology for \$2,345,000.
3. The Environmental Sciences Institute, as principle investigator in some projects and co-investigator in others, received 5 of 27 research projects awarded by the Florida Institute of Oceanography to address the Gulf oil spill.

► Institutional awards/achievements

1. On December 8, 2009, the Southern Association of Colleges and Schools (SACS) reaffirmed FAMU's accreditation for a 10-year period with no further reports required and no recommendations.
2. FAMU produces more African American baccalaureate graduates than any other traditional university.
3. FAMU is a top producer of African American graduates in a number of fields, including physical sciences and health professions at undergraduate and graduate levels, first professional degree in all disciplines combined, and in law.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4:
MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

The tables below demonstrate that nationally, FAMU is a top producer of African American graduates in a number of fields.

Florida A&M University Rankings* (Baccalaureate)

Rank	Major
2	All Disciplines Combined
2	Health Professions and Related Clinical Sciences
3	Agriculture, Agriculture Operations and Related Sciences
6	Physical Sciences
7	Education
9	Social Science and History
11	Business, Management, Marketing and Related Support Services
12	Engineering
13	Biological and Biomedical Sciences
13	Psychology

Florida A&M University Rankings* (Graduate)

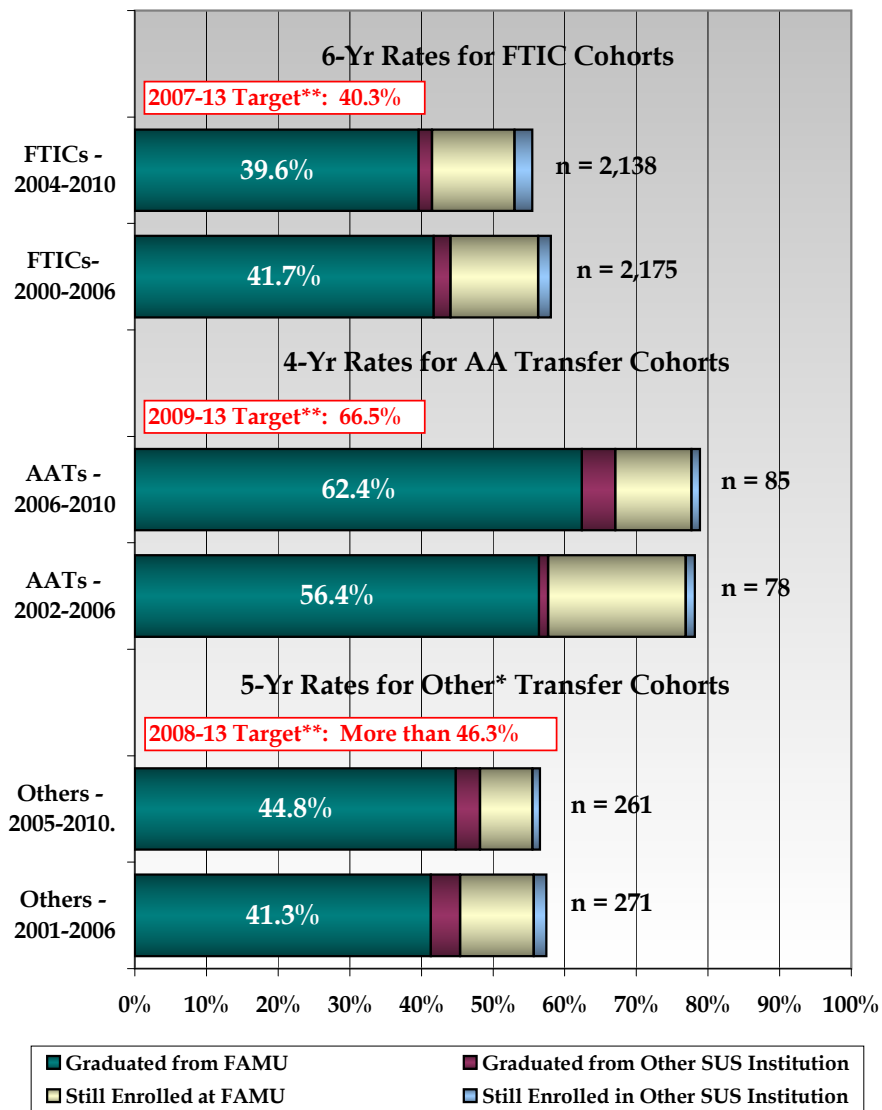
Rank	Degree Type	Major
1	Masters	Physical Sciences
3	Masters	Social Sciences and History
4	Doctorate	Health Professions & Related Clinical Sciences
7	Doctorate	Engineering
2	First Professional	All Disciplines Combined
3	First Professional	Law

* Source Diverse Issues, Top 100 degree producers 2010 www.diverseeducation.com

[More information is available regarding this Goal in the subsequent narrative section of this report.]

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

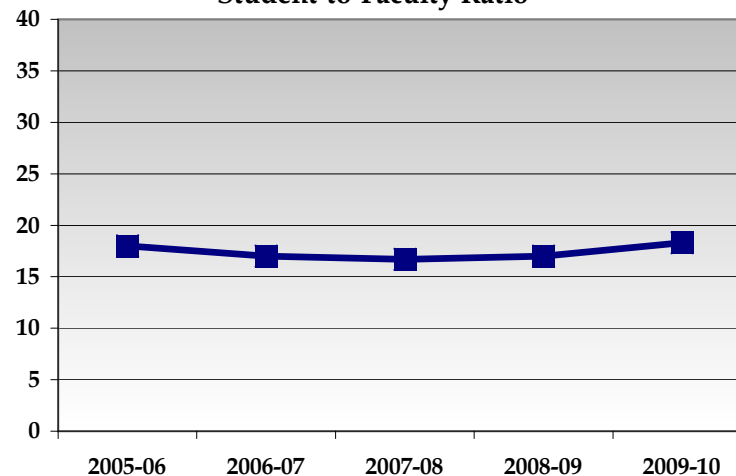
Undergraduate Retention and Graduation Rates



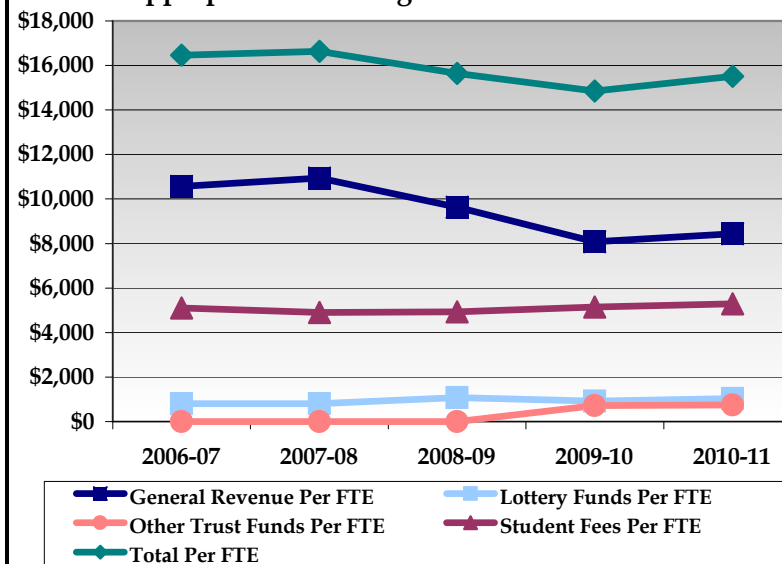
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

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INTRODUCTION

Mission

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues, and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral, and professional levels, preparing graduates to apply their knowledge, critical thinking skills, and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins, and nationalities as life-long members of the University community.

Vision

Florida A&M University (FAMU) will be internationally recognized as a premier land-grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

During the 2009-10 academic year, FAMU had several major accomplishments that have positioned the University at a crossroads of possibilities, intersecting its strategic plan and creating a 21st century learning center of excellence. A new strategic plan "2020 Vision With Courage" was approved by the Board of Trustees to guide this journey.

FAMU secured the first full accreditation of the College of Law this academic year and the reaffirmation of Accreditation by the Southern Association of Colleges and Schools (SACS) for the next ten years. This annual report summarizes some of the significant accomplishments that support the Board of Governor's Strategic Plan as well as the goals of the University's Work Plan submitted to the Board in June 2010.

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

FAMU provides access to higher education for scholars, as well as many students who may not otherwise have such access, as part of FAMU's mission. The University reached its highest enrollment ever in Fall 2010 with 13,284 students (an increase of 8.3% when the System average is 4%). This increase was attained while maintaining the academic credentials of the incoming freshmen class as noted in the information below:

	2010	2009
Enrollment	13,284	12,261
SAT3 - (average) (verbal, math, & writing)	1397.4	1397
ACT	19.89	19
GPA (average)	3.03	3.03

In addition to increasing access through enrollment growth, the University has initiated a number of activities to increase the production of degrees, including the establishment of an Office of Retention. As outlined in the University Work Plan, specific actions and targets were established to enable the University to reach its goals of increased graduation rates. Many of these are described in the “Progress on Primary Institutional Goals” section of this report. Another initiative is the Literacy and Numeracy Project, with funding from the Carnegie Foundation, to provide online, skill-enhancing techniques for students to improve math, reading, and English competencies, which resulted in increased pass rates in those courses.

FAMU produces more African American baccalaureate graduates than any other traditional university. FAMU focuses on graduating all students, particularly African Americans, in programs where they are severely underrepresented in disciplines targeted by the Board of Governors within the New Florida Initiative. For example, at the national level, in the production of African American graduates, FAMU’s production accounted for 25% of PharmDs, 25% of PhDs in pharmaceutical sciences, and 38% of PhDs in environmental sciences (2008 IPEDS data). In addition, among institutions ranging in size from 10,000 – 19,999 in enrollment, in the production of African American graduates, FAMU produced 100% of PhDs in civil engineering, 25% of PhDs in physics, and 20% of PhDs in electrical engineering in 2008. Similarly, for 2008-09 in the SUS production of African American graduates, FAMU produced over 80% PharmDs, over 60% JDs, over 40% PhDs in the physical sciences, and over 50% of the PhDs in engineering disciplines. In regard to graduate degrees in 2008-09, 36% were awarded to students in Science, Technology,

Engineering, and Mathematics (STEM) and health professions identified by the Board of Governors as strategic areas of emphasis.

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

The tables below demonstrate that nationally, FAMU is a top producer of African American graduates in a number of fields.

Florida A&M University Rankings* (Baccalaureate)

Rank	Major
2	All Disciplines Combined
2	Health Professions and Related Clinical Sciences
3	Agriculture, Agriculture Operations, and Related Sciences
6	Physical Sciences
7	Education
9	Social Science and History
11	Business, Management, Marketing, and Related Support Services
12	Engineering
13	Biological and Biomedical Sciences
13	Psychology

Florida A&M University Rankings* (Graduate)

Rank	Degree Type	Major
1	Master's	Physical Sciences
3	Master's	Social Sciences and History
4	Doctorate	Health Professions & Related Clinical Sciences
7	Doctorate	Engineering
2	First Professional	All Disciplines Combined
3	First Professional	Law

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

Financial aid and scholarships are essential to providing access to students from disadvantaged backgrounds, and FAMU makes considerable efforts to provide such funding. For example, the School of Allied Health Sciences applied for, and was awarded, a grant from the federal Department of Health and Human Services for \$1.2 million for "Scholarships for Disadvantaged Students (SDS) who are enrolled in Occupational and Physical Therapy graduate programs."

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

FAMU offers more professional programs than most universities of its size. These include professional programs in pharmacy, public health, nursing, allied health, social work, education, business, journalism and graphic communication, architecture, engineering, engineering technology, and law.

In 2009-10, 692 FAMU graduates, who constituted 32% of the total graduates, were awarded degrees in the Board of Governors Areas of Strategic Emphasis.

The University also focuses on graduating minority students to help address the underrepresentation of minorities in many fields, especially the STEM disciplines, the health professions, and law. FAMU ranks in the top 10 in the nation in the number of African American graduates produced in several fields, as discussed in Goal 1.

The FAMU Law School, in the few short years since its reestablishment, already ranks **third** in the nation for the production of African American JDs (source: *Diverse Issues, 2010*) and was ranked **first** in the nation as the most diverse law school by US News and World Report for the second consecutive year (source: US News and World Report, *America's Best Graduate Schools, 2011 Edition*).

Dr. James Hawkins, Dean of the School of Journalism and Graphic Communication, was named Educator of the Year in 2010 by the National Association of Black Journalists (NABJ) for his commitment to journalism education. FAMU continues to be one of the premier programs producing African American graduates in the profession of journalism.

FAMU's program in Architecture also received recognition for excellence in the profession. The 2009 Design Futures Council's ranking of architecture programs in the US ranked FAMU School of Architecture second in the State of Florida and listed it in the Design Intelligence publication as a program *With Distinction*.

The University has successfully prepared students to be “job ready” and excel in their professions. This effort is demonstrated by the success of students in national competitions that simulate real-world issues. Below are some of the successes of FAMU students in 2009-10:

- School of Business and Industry (SBI) students won:
 - First Place – Institute of Supply Chain Management Case Competition;
 - First Place – PNC Bank Case Competition; and
 - Second Place – National Selling Team Case Competition.
- Three engineering technology majors were awarded the Eisenhower Transportation Fellowship.
- A FAMU College of Law team placed second in the 2009 National Moot Court Competition of the US Navy Judge Advocate General Corps.
- An Environmental Sciences graduate student won second place at the National Oceanic and Atmospheric Administration (NOAA) Education Partnership Program Science and Education Forum.
- Three Environmental Sciences undergraduate students placed first, second, and third respectively in oral presentations at the annual meeting of the NOAA Combined Student Scholarship Program.

As part of its initiative to stimulate the entrepreneurial mindset of its students, FAMU’s SBI launched its First Annual FAMU SBI Industry Global Leadership Conference in July 2010. The conference involved accomplished business leaders sharing knowledge and ideas on being competitive in the global economy.

Further, this year, two of the University’s most popular programs, the PharmD and the MBA, collaborated to begin

offering a joint PharmD-MBA major that would prepare students to enter the workforce with excellent skills to succeed as entrepreneurs in the pharmaceutical industry.

In order to meet regional workforce needs, the University is partnering with the City of Crestview, Florida, to provide educational programs in the health disciplines. This center will permit students in the Crestview region to access high-demand disciplines.

In Fall 2010, FAMU received nearly \$1.5 million in a grant from the U.S. Department of Commerce to establish the FAMU Center for Public Computing and Workforce Development. The Center will provide an economic boost to the community by providing training and computer access to a segment of the population who may not have access otherwise. Through this center, FAMU will help build a highly skilled workforce for Tallahassee and the region.

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

Despite its size, FAMU’s research productivity rivals that of other universities which are larger. In 2008-09 (most recent data available), FAMU’s federally financed R&D expenditures exceeded \$23.5 million and total sponsored research expenditures were almost \$27 million.

The awards in 2009-10 included several awards of over a million dollars each, including a NOAA award in interdisciplinary scientific environmental technology for

\$2,345,000 and a Department of Defense award of \$1,412,000 for light detection of explosives.

In order to demonstrate FAMU's commitment to enhancing research activities at the University and increasing faculty research productivity, the "Researcher of the Year" award was instituted in 2009-10. Eight principal investigators were honored during this inaugural year for research in fields ranging from pharmaceutical sciences to history.

To promote research activities among students, the University held its 30th annual Student Research Forum. The Forum attracted presentations and displays from 52 students comprising both undergraduate and graduate students across multiple disciplines, including the areas of biological sciences, physics/engineering, chemistry, nanosciences, and clinical/population studies.

The College of Pharmacy currently ranks fourth in the Southeast in terms of National Institutes of Health (NIH) funding per FTE PhD faculty member (Source: AACP 2009).

As FAMU enhances its activities in technology transfer, in 2009-2010 individuals at FAMU received five (5) new patents. These include patents relating to estrogen receptors, antidepressants, herbal formulations for treatment of skin disorders, a pole/finger flag assembly, and a Cerenkov detector to detect radioactive materials.

The Environmental Sciences Institute (ESI) faculty participated in addressing the adverse impact of the BP oil spill in the Gulf of Mexico in 2010. As a member of the Oil Spill Academic Task Force, FAMU is actively addressing the Gulf Oil Spill. ESI, as principal investigator in some projects and co-

investigator in other projects, is the recipient of five (5) of 27 research projects awarded by the Florida Institute of Oceanography (FIO) Council. The projects were selected from 233 proposals submitted by researchers at the 20 FIO member institutions and reviewed by top scientists from around Florida. ESI is also the recipient of an oil spill grant award from the National Science Foundation (NSF) to study the effect of certain bacteria on the bacterial community under oil conditions. Furthermore, FAMU was instrumental in the formation of the Historically Black Colleges and Universities (HBCU) Gulf Coast Sustainability and Public Policy Research Consortium. The Consortium will address community and ecosystem health and resilience. It is noteworthy that FAMU's Vice President for Research, Dr. Larry Robinson, was appointed by President Obama as Assistant Secretary of Commerce for Oceans and Atmosphere at the NOAA in 2009-10.

The University is committed to developing academic programs to address sustainability. FAMU received an NSF grant for \$691,428 to develop a program in sustainability science to enhance the workforce in this emerging field. The School of Architecture was awarded a grant from Wachovia Foundation to develop a Sustainable Architecture Studio. As a result of the grant, FAMU Architecture and Landscape Architecture students will work with a Leon County school in a "hands-on" sustainability project. In early 2011, FAMU will host a *Sustainability Forum* that reconnects all of the participants in these activities and shares knowledge to build the network of scholars on this topic. Further, the University has a global perspective and has received research awards related to the US-Brazil Sustainability and Sustainable Development Education Initiative which is a project involving two US and three Brazilian universities.

Finally, the College of Engineering Sciences, Technology, and Agriculture received a grant to establish a Storm Water Educational Facility, and the Center for Water and Air Quality received grants to build a Soil and Water Analysis Laboratory and to study the biological parameters of freshwater streams in North Florida.

**BOARD OF GOVERNORS – STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES**

The University's commitment to community service and outreach has garnered national attention. The College of Pharmacy and Pharmaceutical Sciences received President Obama's national recognition for community service, the 2009 President's Honor Roll for Community Service, which is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. The College of Pharmacy and Pharmaceutical Sciences operates a new record of 11 contracted Pharmaceutical Care Centers around the State of Florida, filling more than 160,000 prescriptions annually for the indigent and the uninsured statewide.

The University is actively engaged in creating an informed citizenry. For example, prior to the passage of the Health Care Reform bill, FAMU held a Health Care Reform forum to inform students and the community through presentations by a panel of experts on the subject.

In accordance with its mission as a land-grant university engaged in extension and outreach, FAMU continues to be an

important resource for small, limited-resource farmers and minority farmers. FAMU hosted the first National Goat Conference, which was organized to help address critical issues and challenges faced by goat producers and farmers. FAMU is also actively engaged in many communities giving families important information regarding nutrition and food choices. FAMU has directly reached over 15,000 Florida consumers and producers through its extension and outreach efforts in the past year, not including many more the University has reached through the mass media. CESTA is offering courses in Gadsden County to assist 2,744 Hispanic farm workers to learn English.

The Viticulture Center was recently selected by the Board of the National Clean Plant from USDA/ APHIS to become one of four Regional Clean Plant Centers in the nation to produce and distribute certified clean grapevines for warm climate grapes for the nation. Through this award and recognition, the Center joins the elite group consisting of the University of California, Davis; Cornell University; and Washington State University.

FAMU established a Haiti Relief Fund to help assist in the recovery process for its students from Haiti and their families.

FAMU has submitted a proposal to the Board of Governors to establish an instructional center at Crestview, Florida, utilizing a building donated to the University. If approved, the Crestview Instructional Center will provide education in health disciplines to help prepare the workforce of Northwest Florida in these high-demand fields.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

Goal: Enhance visibility and productivity as a Doctoral/Research University

Since the submission of the University Work Plan, the following progress has been made to meet the goals related to research:

- The Division of Research (DoR), in an attempt to increase faculty awareness of and activity in sponsored research, has initiated roundtable discussions, workshops, and visits to many of the colleges/schools and the institutes to increase faculty research activity and to understand faculty needs in order to better serve them. The goal is to encourage, stimulate, and strengthen faculty submissions of competitive proposals that are both interdisciplinary and multidisciplinary in approach.
- The DoR website is being enhanced, providing additional information and tools to researchers to increase their sponsored research activity.
- The University is also evaluating and enhancing its business processes related to sponsored research to maximize accountability and efficiency.
- The University submitted two (2) proposals for the New Florida Scholars Boost Grant program and seven (7) proposals for the New Florida Cluster Grants program. The University received one award in each category.
- The DoR is developing its Strategic Plan to meet the target goals in increased research activity articulated in the University Work Plan.

Goal: Increase University activities to address healthcare disparities among underserved populations

Some of the contracts and grants awards FAMU faculty members received in 2009-10 are aimed at directly addressing issues of major concern to the communities and populations the University serves by building coalitions and convening conferences. Examples include:

- a) the coalition to address childhood obesity;
- b) a mental health conference focusing on African American women and the stigma of mental illness and depression;
- c) a pre-conception health peer educator training workshop (co-sponsored by the national Office of Women's Health and the Florida Department of Health) to address black infant mortality in Florida ; and
- d) a \$750,000 grant to address environmental health disparities in Jacksonville, Florida.

The University has submitted a proposal to the Board of Governors to establish the Crestview Instructional Center, which will focus on delivery of education programs and services in health care. FAMU is ready to begin renovation of the facility as soon as funds are released.

The University also undertook activities to further its exploration of establishing a College of Dentistry to address healthcare disparities in oral health.

Goal: Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates

The University's strategy is to enhance the support of recruitment, retention, progression, graduation, and critical thinking of its students. Plans for doing so have been developed in 2009-10 and will be implemented in 2010-11. Specific actions planned include the following:

- Students will be introduced to orientation programs which will provide specific major information and academic maps, provide early exposure to that major, and build a student/advisor rapport. The students' schedules will be created with a minimum of 15 credits as part of the "Take 15" initiative.
- The First Year Experience Course will provide successful transition from high school to college; establish critical thinking skills; and establish student accountability. (*On-going strategy from 2009-10*).
- Upgrade the Academic Advisor Module (Technology). The purpose is to monitor each student's current academic status. This in turn will improve customer service, increase student accountability, provide automated system of delivery of information, monitor/document student progression, and provide an effective student tracking system.
- Location of academic advisors has been decentralized to the colleges and schools, allowing advisors to keep abreast of curriculum changes, provide early engagement with advisors in majors, and build collaboration between advisors and schools/colleges. (*On-going strategy from 2009-10*).
- Financial aid is a very critical part of the students' matriculation; therefore, FAMU has instituted a

Satisfactory Academic Progress (SAP)/Individualized Educational Plan (IEP)/Graduation Audit combination which will help meet financial aid requirements. The students are required to meet with advisors, discuss issues that hinder progression, and conduct a general education requirements check. This will enhance the timely progress toward the completion of degree requirements. (*On-going strategy from 2009-10*).

- Establishment of the Retention Council. The Council provides faculty and staff input for reviews of academic policies/procedures and evaluates retention/progression/graduation. As a result, the Council is abreast of relevant policies/procedures, national policies/procedures, and current strategies used to increase retention, progression, and graduation rates. (*On-going strategy from 2009-10*).
- The Academic Advisor Blackboard Site is utilized to provide a central location for information. The Site provided informed decisions and access to case studies, upcoming events, and advisor interaction (*On-going strategy from 2009-10*).

Goal: Initiate online academic degree programs

Since the submission of the Work Plan in June 2010, FAMU has been engaged in intensive preparation for potentially launching three online programs in 2011:

1. Master's in Business Administration
2. Master of Science in Nursing
3. Master's in Public Health

The following indicate progress made on the Work Plan goal:

- A presentation was made to the Board of Trustees regarding the plans for distance learning, and the trustees are considering the requested distance learning fees.

- Extensive discussions and negotiations are occurring in preparation for forging a partnership with a private company to assist with support services in this effort.
- Twenty (20) Smart Classrooms have been developed and are currently operational. This method of instruction serves as a component of the distance learning initiative, because faculty have the ability to capture and record lectures for online students to access video on demand. One hundred and thirty three (133) faculty members have completed training for the smart technology in the classrooms.
- The video conferencing facility in the Office of Instructional Technology has been upgraded with state-of-the-art technology to support the distance learning program.
- The Blackboard 9.0 upgrade is complete.

Goal: Increase international opportunities for faculty and students.

- Since the submission of its Work Plan, FAMU has engaged a consultant, who is a national expert in the field and is the former Chief, Africa Bureau of the Education Division of the US Agency for International Development. The consultant has outlined her vision to the faculty and met with several faculty to develop a planning document in 2010-11 for increasing the international activities and international presence of the University. An International Advisory Board has been established and had its initial meeting in Fall 2010. The Board includes former ambassadors, international corporate leaders, and educators with a wealth of international expertise. Additional activities planned for 2010-11 include

presenting the FAMU plan at the White House Initiative on HBCUs and identifying sources of funding.

- In 2009-10, FAMU hosted two Fulbright teaching assistants who are offering Portuguese and Hausa language classes to FAMU students and the community through continuing education. Both languages comprise the initial stages of a proposed Critical Languages Institute.
- Two FAMU faculty received Fulbright awards. Dr. Peter Kalu, professor in Mechanical Engineering, received a Fulbright grant to spend a year at the University of Abuja in Nigeria conducting research in the hardening of steel using the cassava leaves and bark. Dr. Ralph Wills Flowers, professor and research scientist specializing in entomology in the Florida A&M University College of Engineering Sciences, Technology, and Agriculture, was selected as a Fulbright scholar to Ecuador.
- Dr. Joe Ritchie, School of Journalism and Graphic Media, in collaboration with Shantou University, Guangdong Province of China, led a delegation of journalism students from FAMU and Shantou University to cover the 2010 FIFA World Cup in Johannesburg, South Africa. The students provided stories, blogs, photographs, and video about the World Cup and features about everyday life in today's South Africa.
- In addition to participating in several on-going study abroad experiences, FAMU students engaged in new service/experiential learning projects, including a Spring Break service learning and health education mission coordinated by the Health Education Relief for Guyana, a FAMU-FSU organization, and a community outreach and research project in Ghana. In 2009-10, the University also planned a new service learning project to occur in December 2010 which will focus on installing wells and

water purifiers for safe drinking water in rural villages of Senegal.

- Several FAMU students received US Department of State scholarships and internships, including Calvin Hayes, a political science student and former vice president for the FAMU student government association, who received a prestigious *Charles Rangel Scholarship* for the 2010-2011 academic year and an *internship* in Washington, D.C.
- Each year, the US State Department provides FAMU with a Diplomat-in-Residence who promotes international activities and experiences and serves as a valuable resource to encourage students to pursue careers in the US Diplomatic Corps.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

The University engaged in several initiatives designed to increase effectiveness and efficiency of university processes. Several of these initiatives are summarized below.

1. Business Process Reengineering

The Division of Administrative and Financial Services has implemented an approach to improve, by means of elevating efficiency and effectiveness, fifteen (15) business processes that exist within the Division and across the University. The key is to evaluate each business process from a "clean slate" perspective and then enhance it through the use of technology. Effective reengineering will yield processes that are efficient, effective, customer focused, end-to-end focused, streamlined, and aligned with the University's mission.

2. ImageNow

The Division of Administrative and Financial Services has implemented ImageNow. This is a user-friendly document imaging and management tool that easily captures, organizes, and manages data. The use of ImageNow has alleviated the time-consuming inefficiencies of manually filing and retrieving documents, has minimized the cost and space issues associated with maintaining paper, and has allowed indexed images to be retrieved simultaneously by different users on campus with the click of a mouse.

3. Siemens

The University has completed energy conservation measures in lighting, pipe insulation, and steam trap repairs. These conservation measures have resulted in annual energy savings of \$400,000 and annual net savings of \$70,000.

4. Sustainability

FAMU's Green Coalition, a student/faculty/staff organization that is promoting sustainability on the campus, won funding from the "Home Depot: Retool Your School Grant" and completed a project involving the collection of rainwater for irrigating a landscaped area in the heart of campus. Students in the School of Architecture completed the landscape design, incorporating all indigenous plants and sustainable materials.

5. Sampson & Young Renovation

The renovation of Sampson and Young Residence Halls is underway and will be completed in time for occupancy in Fall 2011. The renovation will correct problems related to fire safety, deteriorated walls and ceilings, deficient electrical, plumbing, heating and air conditioning systems, and ADA compliance. The renovated space will result in 238 rooms

with newly finished walls and ceilings, as well as remodeled bathrooms and recreation areas. New windows and elevators will outfit these buildings, also.

Efficiencies in Student Registration and Academic Progression

In 2009-10, the University initiated two events designed to enhance the efficiency of the registration process and to increase student progression and graduation rates, which were very successful and FAMU intends to repeat each year:

1. One Stop Shop

The One Stop Shop brought together in one location personnel from all offices and academic advisors that students would need in order to register successfully. This event was designed for students who had not already successfully registered online for the Fall 2010 semester, and it significantly increased the efficiency of registering these students who would otherwise had to visit a number of offices to remove holds on their registration and pay fees.

2. Change of Major Fair

The University changed previous policies of long-standing that inhibited some students from changing their majors. Following this change, a well-publicized event was held with personnel and information from all colleges and schools, to facilitate students changing their majors to majors that were better suited to their interests and academic backgrounds. Research on student progression and graduation has indicated that students who change majors are more likely to graduate than those who do not.

ADDITIONAL RESOURCES

As the University faces opportunities of the 21st Century, private gift support must increase. As such, FAMU is planning its first comprehensive campaign in 2011. FAMU's Division of University Relations will organize and lead the overall campaign effort, with the professional assistance of the campaign counsel. Based on a formal feasibility study and other assessments, an internal working goal of \$50 million over a five-year span has been recommended for the campaign. The public campaign goal will be determined following an assessment of gift commitments secured during the first stage of the Campaign.

Three of the top priorities to fund through the capital campaign are the following:

- Scholarship funding. One of the University's highest priorities remains attracting and recruiting the best and brightest students from in and out of state. To remain competitive, FAMU must keep pace in its ability to offer attractive scholarship packages, which can only occur with additional scholarship funding.
- Faculty development and student research. An additional attraction for top students is to have the opportunity to study under the tutelage of world-renowned faculty. FAMU must attract, recruit, and retain faculty who are at the top of their respective academic fields. Accordingly, the Campaign will seek funding for faculty development and student research.
- Responding to new opportunities and unexpected needs. Finally, as the University continues to attract extraordinary educators, scholars, and students, and advances its international recognition as a premier land-grant and research institution, the need for annual support will be

more critical than ever. These unrestricted, current-use funds will provide University leadership with maximum flexibility for responding quickly to new opportunities and meeting unexpected needs.

- University Strategic Plan
<http://www.famu.edu/strategic>
- Common Data Set
<http://www.famu.edu/index.cfm?oir&CommonDataSet>
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=Florida+A+%26+M+University&s=all&id=133650>
- Institutional Peers
 - Cleveland State University
 - Howard University
 - North Carolina A&T State University
 - Nova Southeastern University
 - University of Texas, Arlington
- Aspirational Peer Institutions
 - Old Dominion University
 - University of Louisville
 - George Mason University
 - University of Arkansas-Main Campus
 - Temple University
- Office of Institutional Research
<http://www.famu.edu/oir>

Florida Atlantic University

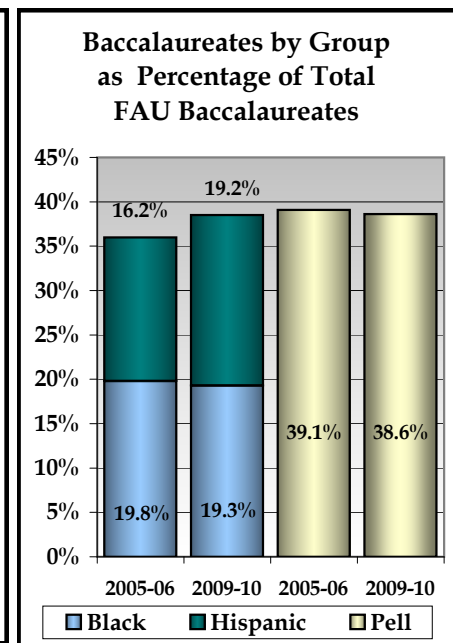
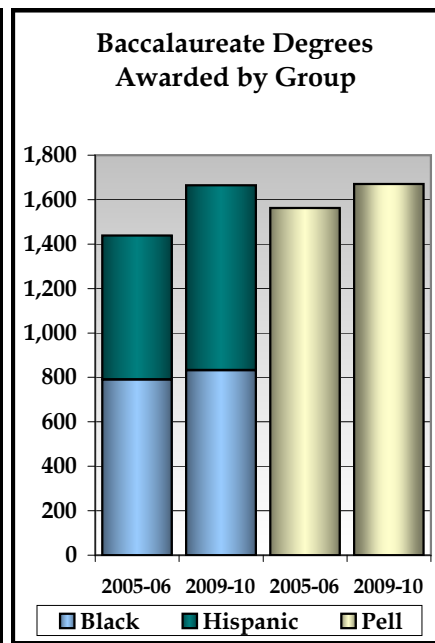
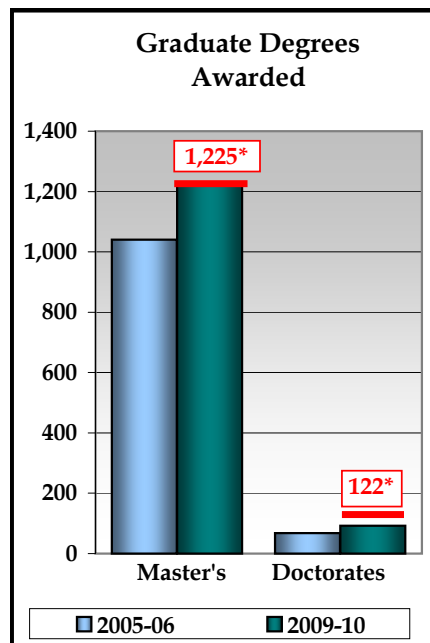
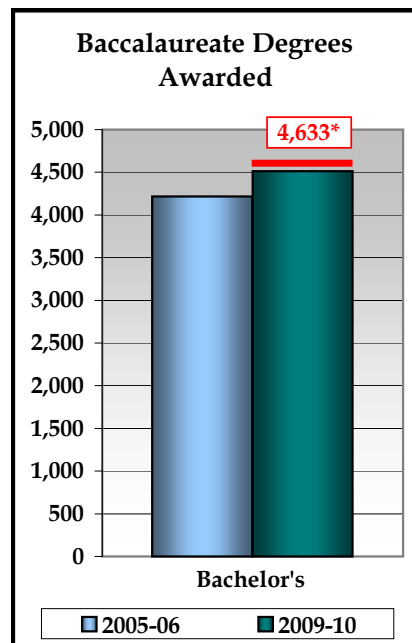
Data definitions are provided in the Appendices.

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

Florida Atlantic University 2010 Annual Report

Sites and Campuses			Boca Raton Campus, Davie Campus, Ft. Lauderdale Campus, Jupiter Campus, Port St. Lucie Campus		
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification
TOTAL (Fall 2009)	27,707	100%	TOTAL	152	Undergraduate Instructional Program: Balanced arts & sciences/professions, high graduate coexistence
Black	4,757	17%	Baccalaureate	64	Graduate Instructional Program: Doctoral, professions dominant
Hispanic	5,148	19%	Master's & Specialist's	66	
White	15,243	55%	Research Doctorate	21	Enrollment Profile: High undergraduate
Other	2,559	9%	Professional Doctorate	1	Undergraduate Profile: Higher part-time four-year
Full-Time	14,911	54%	Faculty (Fall 2009)	Full-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	12,796	46%		Part-Time	
Undergraduate	21,527	78%	TOTAL	843	Basic: Research Universities (high research activity)
Graduate	4,146	15%	Tenure/T. Track	578	
Unclassified	2,034	7%	Other Faculty/Instr.	265	
				585	Elective Classification: N/A

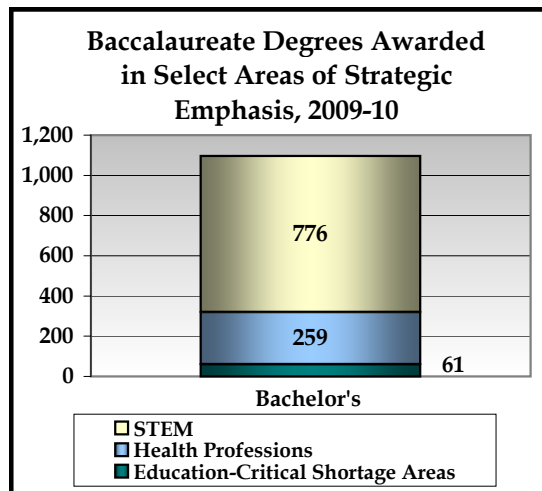
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



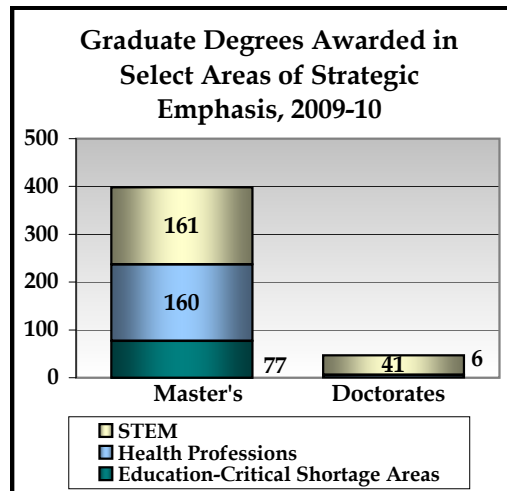
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

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

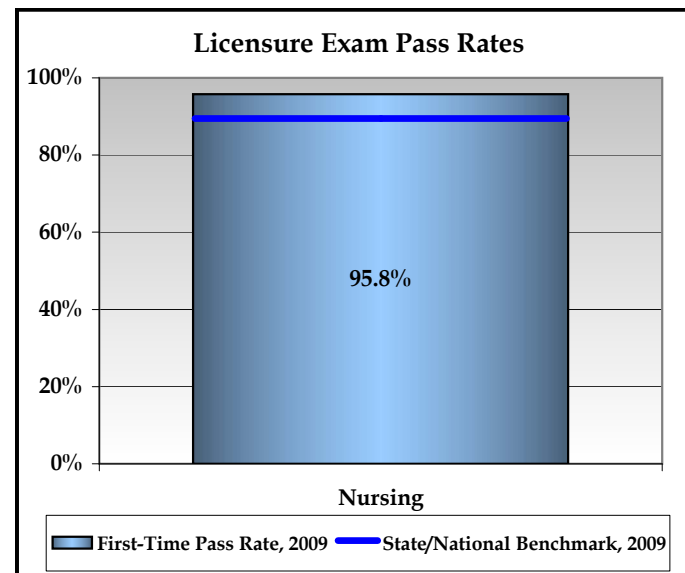
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



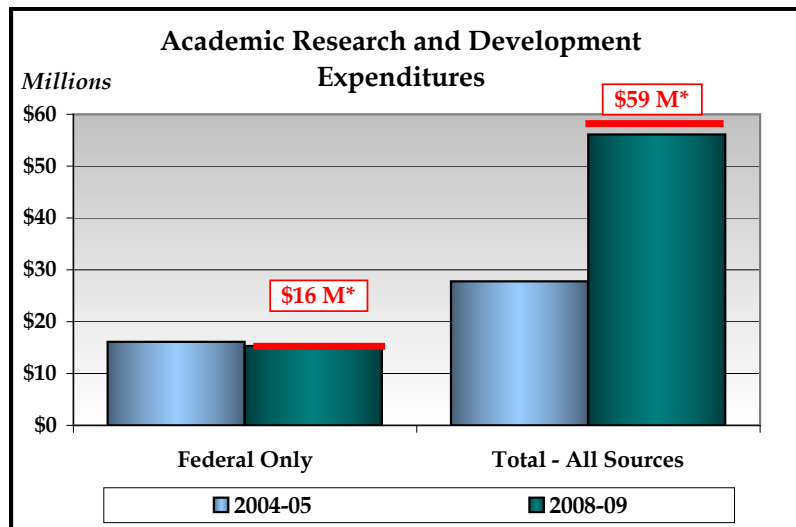
2012-13 Target: Increase
(2008-09 Baseline: 1,080 Total)



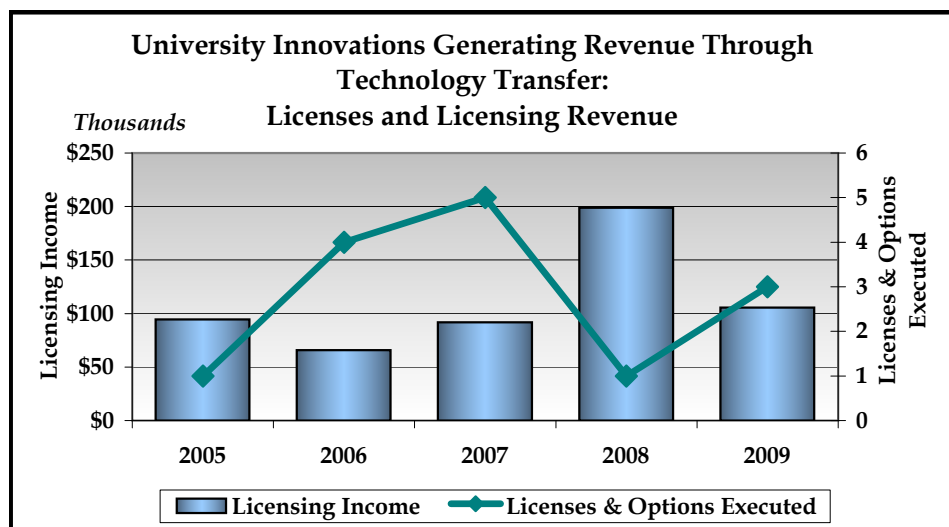
2012-13 Target: Increase
(2008-09 Baseline: 393 Total)



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



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



2011-12 Targets: Licenses - Increase (2008 Baseline = 1)
Licensing Revenue - Increase (2008 Baseline = \$198,880)

Key University Achievements

► Student awards/achievements

1. Michael Metzner, a junior in the Harriet L. Wilkes Honors College, completed a Research Experience for Undergraduates at the Sloan-Kettering Cancer Institute in Summer 2010.
2. Angelique Cloyd was named Outstanding First Year Teacher for the St. Lucie County School District.
3. 81% of pre-professional students coming through the committee interview process were accepted into medical, dental, or veterinary school.

► Faculty awards/achievements

1. Blane de St. Croix was one of 180 artists, scholars, and scientists selected from a field of more than 3,000 candidates for the coveted Guggenheim award.
2. Lucy Guglielmino received the Lifetime Career Achievement Award from the Commission of Professors of Adult Education.
3. Ruth McCaffrey was selected as a Fulbright Senior Specialist to work with Naresuan University faculty in Thailand.

► Program awards/achievements

1. The Counselor Education program ranked 6th in the nation on the Faculty Scholarly Production Index.
2. The national Council for Economic Education has selected the College of Business Center for Economics Education at FAU and its director, Bill Bosshardt, to receive its prestigious Albert Beekhuis Award.

3. The U.S. Department of Energy recently announced the selection of FAU's Center for Ocean Energy Technology as the third national center focused on developing ways to tap the power of oceans as a source of clean, affordable energy.

► Research awards/achievements

1. "Brain Function, Damage and Repair" and "An SUS Climate Change Task Force" were selected for funding through New Florida 2010.
2. FAU received a State University Research Commercialization Assistance Grant to support the culturing of queen conch pearls.
3. FAU was among the Florida universities to receive part of a \$10 million block grant from British Petroleum to conduct research on the effects of the oil spill.

► Institutional awards/achievements

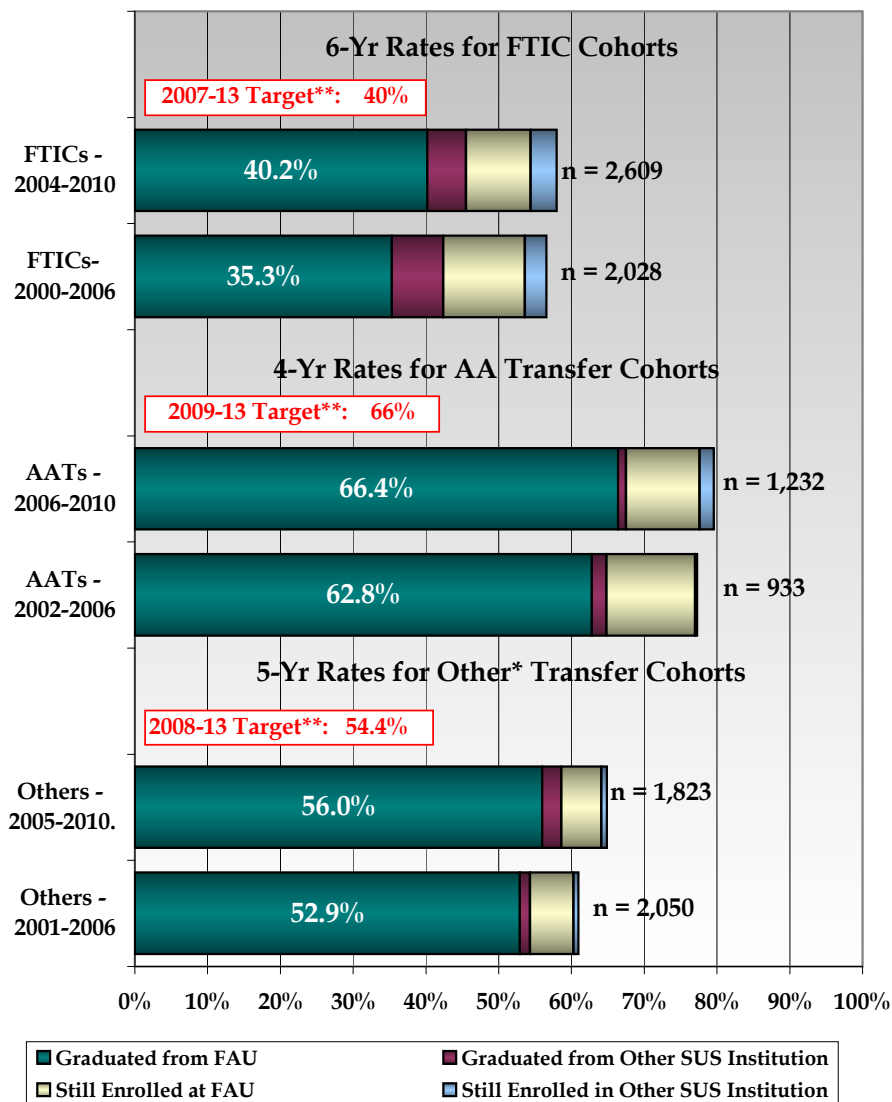
1. FAU was awarded a five-year, \$1.632 million grant from the U.S. Department of Education to support at-risk students entering their second year.
2. FAU was recognized as a model of diversity by Minority Access Inc., at its 2010 National Role Models Conference.
3. FAU's new Engineering and Computer Science Building was designed to attain LEED Platinum certification from the U.S. Green Building Council.

**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4:
MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

- The Charles E. Schmidt College of Science collaboration with Max Plank Florida Institute, Scripps Florida, and Torrey Pines Institute for Molecular Studies has produced joint grant applications and publications, joint faculty appointments, and increased opportunities for both graduate and undergraduate students serving as research interns and fellows.
- The Dorothy F. Schmidt College of Arts and Letters collaboration with the Living Room Theaters, an enterprise specializing in screening state-of-the-art independent digital movies, resulted in the construction of four digital movie theaters on the Boca Raton Campus that will serve to support the teaching of film and video courses and attract community audiences each evening for first-run digital movies.
- In February 2010, FAU's Peace Studies Program welcomed His Holiness the 14th Dalai Lama of Tibet, who offered a public address for students, faculty, staff, and the general community.
- The national Council for Economic Education (CEE) has selected the College of Business Center for Economic Education at FAU and its director, Dr. Bill Bosshardt, to receive its prestigious Albert Beekhuis Award. The Center will receive the award for outstanding outreach in providing the best and most effective economic education to public school educators in South Florida and the Treasure Coast.
- A team of scientists from the Harbor Branch Oceanographic Institute responded to the Deepwater Horizon Oil Spill. Data obtained during their mission to the Gulf of Mexico will provide better understanding of the spill's actual and potential environmental impact.
- FAU, through its Lifelong Learning Society (LLS), is a well-known and well-respected national model for community-based lifelong learning and educational and cultural programming. LLS students – primarily men and women of retirement age – attend non-credit classes and performances at the Boca Raton and Jupiter campuses. Celebrating its 30th anniversary and with an enrollment of approximately 20,000, the Lifelong Learning Society is believed to be one of the largest and most successful organizations of its kind in the United States.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

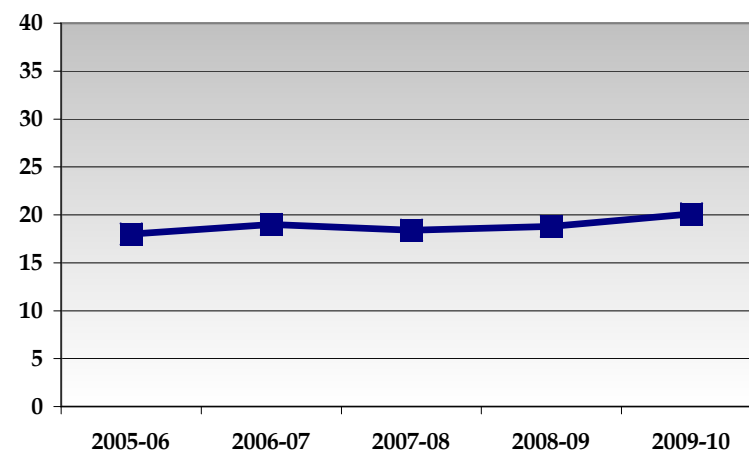
Undergraduate Retention and Graduation Rates



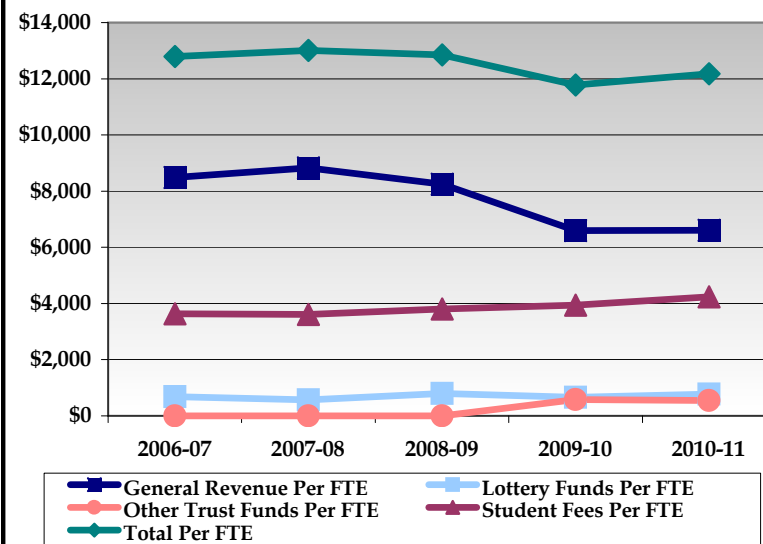
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

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INTRODUCTION

Mission

Florida Atlantic University (FAU) is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement, and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

Vision

Florida Atlantic University aspires to be recognized as a university of first choice for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses, emulated for its collaborations with regional partners, and internationally acclaimed for its contributions to creativity and research.

Other Contextual Introductory Comments

Over the course of the past year, a national search was conducted to find a new leader for FAU, following the departure of President Frank Brogan to lead the State University System as its Chancellor. A field of 43 candidates was narrowed down to three finalists who were interviewed on campus by an eleven-member search committee. On March 3, 2010, Dr. Mary Jane Saunders was named Florida Atlantic University's sixth President by unanimous vote of the

FAU Board of Trustees. She began her term of service on June 7, 2010, and engaged the University community with her 2010 State of the University Address: Engaging Students, Preserving the Vision, Pursuing New Goals.

Evidence of this vision is already evident in several projects in varying stages of development. Construction is underway for Innovation Village, a housing, recreation, and retail complex approved by the FAU Board of Trustees – the housing portion of this project is due for occupancy in Fall 2011. The Florida Board of Governors unanimously approved the financial plan for a 30,000 seat open-air stadium in September 2010. The groundbreaking celebration took place in October, with completion scheduled for Fall 2011. One of the most important structures ever built on any university campus in Florida, FAU's new Engineering and Computer Science Building on the Boca Raton Campus is a living laboratory of the highest and best sustainability practices. It is the first academic building in Florida designed to meet the highest Platinum LEED standard, and it includes such features as a rainwater recycling system, solar panels, and a garden of native plants on the roof. At Harbor Branch Oceanographic Institute (HBOI), construction is underway on a laboratory research building that will support the development of the marine sciences. The remodeling of the Edwin A. Link building is nearly complete and will serve as the headquarters for HBOI administrative staff and operations.

In May 2010, Florida Governor Charlie Crist signed legislation authorizing the establishment of FAU's independent medical education program. This approval came after the doctor of medicine program was approved by the Florida Board of Governors in April and Florida Atlantic University Board of Trustees in February. FAU is currently in the process of

seeking accreditation from the Liaison Committee on Medical Education. In addition to offering the M.D. Degree, FAU proposes to offer a dual M.D./Ph.D. option in partnership with the Scripps Institute Kellogg School of Science and Technology, which would confer a doctorate degree.

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

FAU supports the Board of Governors goals for access to and production of degrees with an increasing enrollment of students from its traditional southeast Florida service area and beyond, as well as an increasing number of degrees conferred.

Completions

The number of baccalaureate degrees awarded increased to 4,511 in 2009-10, a seven percent increase from five years ago. Degrees awarded in Areas of Strategic Emphasis as identified by the Board of Governors increased nearly 10 percent during this period, with especially significant growth in areas of Education, the Health Professions, and Science, Technology, Engineering, and Math. Florida Atlantic University is especially proud of its service to traditionally underrepresented populations, and this is reflected in the fact that 19 percent of the baccalaureate degrees awarded last year were awarded to Black, Non-Hispanic students and another 19 percent to Hispanic students. In fact, with 46 percent of FAU's students classified as African-American, Hispanic, Native American, Asian, and international, FAU continues to rank as the most diverse university in the State University System and has been repeatedly recognized by national publications for

conferring degrees upon minority students. One example is the recognition of FAU's commitment to diversity by Minority Access, Inc., at its 2010 National Role Models Conference. It is also noteworthy that Pell Grant recipients average 38 – 41 percent of all baccalaureate recipients over the past five years, giving a significant number of students with financial challenges a chance at a more promising future. Recognizing the challenges FAU's students face in furthering their education, President Saunders and members of the FAU Foundation Board of Directors have established a matching gift fund called the President's Scholarship Challenge. The fund was initiated with a personal gift of \$50,000 from President Saunders.

FAU continues to enroll more transfer students than first-time-in-college students (FTICs). Transfer students who have earned Associate of Arts degrees from a Florida Community College experience considerable success, with 66 percent of the entering cohort having graduated after four years. Another significant source of undergraduate students at FAU is the cohort of students who transfer with something other than an AA degree. After five years, about 56 percent of this group has graduated. For both transfer groups, graduation rates have increased by three percentage points in the last five years.

FAU has historically experienced less success with FTIC students. The six-year graduation rate for this group is about 40 percent for the cohort entering in Fall 2004. However, graduation rates are steadily increasing; the rate for the Fall 2000 cohort was just 35 percent, and aggressive measures in recent years to retain FTICs will eventually pay dividends in the form of higher graduation rates for more recent entering cohorts. First-year retention for the cohort entering in Fall

2008 was 81 percent, up five percentage points over Fall 2004. As a primary institutional goal, the academic success and retention of FTIC students is further described later in this report. Another indicator of academic success, the NCLEX Nursing Examination pass rate reached 96 percent in 2009, seven percentage points above the national benchmark.

The number of graduate degrees conferred increased to 1,312 in 2009-10. This represents an increase of 17 percent in master's and specialist degrees from five years ago, and an increase of 35 percent in doctoral degrees. The number of graduate students enrolled grows steadily each year and reached 4,241 in Fall 2010, a 22 percent increase over Fall 2006.

Learning Resources

From Fall 2005 to Fall 2009, the number of undergraduate course sections offered by the University dropped 22 percent as a result of efficiencies gained by consolidating smaller classes in response to budget reductions. Another direct reflection of these actions is the decrease in smaller courses and subsequent increase in larger sections; the number of sections with more than 100 students has risen to 6 percent. The student/faculty ratio has increased from 18 to 20.

More and more FAU students are taking advantage of eLearning opportunities. Last year, 898 course sections were offered utilizing all types of eLearning venues. A total of 8,700 students were enrolled in these courses, representing over 15,000 course enrollments, a number that is expected to go up by quantum leaps in the near future. Upon her arrival at FAU, President Saunders commissioned an eLearning Task Force to examine ways to best increase the University's capacity to deliver quality eLearning programs, courses, and degrees.

The Task Force developed a set of principles and recommendations to guide this process, including the establishment of a Center for eLearning to coordinate faculty, instructional designers, technologies, tools, and finances to meet FAU's goals and to enhance service to both new and existing students. The process of staffing the Center for eLearning is now underway. eLearning has tremendous potential, not only from the point of view of responding to students' need for ease of accessibility, but also as an evolving educational pedagogy in its own right.

The University is actively engaged in a thorough review of all elements related to potential enrollment growth including an analysis of recent applicants, demographic and economic projections, the adequacy and availability of financial aid, academic space, student housing, the availability and growth of opportunities at neighboring institutions, and marketing and recruitment efforts. For the 2011-12 academic year, the University is planning to add 500 first-time-in-college students with particular emphasis on recruitment of well-prepared students with an interest in honors programs and the STEM fields, as well as out-of-state students. Significant further growth is anticipated in future years as space and resources permit as FAU pursues the Board of Trustees' vision of becoming more and more an institution of first choice for entering freshmen.

Facilities

Florida Atlantic University opened three new academic facilities in the Fall of 2010 that enhance student access to high-quality programs conducted in state-of-the art facilities. The Davie Campus is the home to a facility shared with the University of Florida and marking the expansion of the Davie

Campus to the west side of College Avenue. This new facility will house Florida Atlantic University programs in the sciences with a special emphasis on Everglades research. The College of Arts Letters will also occupy the building, including faculty and academic advisors.

The Culture and Society Building, located on the Boca Raton Campus, will expand the classroom space devoted to instruction in required writing and language courses and, in a unique partnership with the Living Room Theaters company, offer film and video students access to high-end digital media screenings in four theaters that will be used as classrooms during the day and for commercial public screenings of digital video film releases in the evenings and on weekends. The new building will also become the home of the School of Communications and the Departments of English; Sociology; and Languages, Linguistics, and Comparative Literature. Both of these facilities meet high standards of sustainability in their designs, use of materials, and energy-consumption.

The new Engineering and Computer Science Building offers students and faculty access to laboratories, offices, work areas, and assembly spaces that are energy-efficient, sustainable, and exciting places to learn and work. This Engineering building serves as a demonstration lab for both FAU students and the public. Continuously monitored building systems and controls will be highly visible and will enable observers to see how they function under changing environmental conditions daily.

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

FAU makes a significant contribution to the State's professional and workforce needs through its production of degrees in areas of strategic emphasis. In fact, over 36 percent of both baccalaureate and graduate degrees produced by FAU are in these areas. Degrees awarded in Areas of Strategic Emphasis as identified by the Board of Governors increased nearly 10 percent during this period, with especially significant growth in areas of Education; the Health Professions; and Science, Technology, Engineering, and Math.

Making Workforce Connections

The College of Education's A.D. Henderson University School, Karen Slattery Early Childhood Center, and Palm Pointe Educational Research School are laboratory schools that serve as sites for FAU teachers-in-training to work with highly qualified master educators in a model school environment. FAU High School and the Pine Jog Environmental Center also provide teacher-training opportunities. In addition to classroom study, education majors can develop their skills through varied field experiences that allow them to learn through observation, clinical practicum placements, student teaching, and innovative earn-and-learn programs such as those offered by the Florida Institute for the Advancement of Teaching (FIAT).

The Executive Leadership Program offered by the Adams Center for Entrepreneurship in the College of Business connects undergraduate junior and seniors and graduate students in all majors with experienced entrepreneurs and

business leaders in the local south Florida community. The program's mission is to strengthen community connections while providing the opportunity for mentors to help FAU students succeed in the workplace.

FAU maintains close ties with business and industry through membership in chambers of commerce, regional economic councils, and business development boards across its six county service area. Members of the advisory boards of the colleges encourage the development of needed programs and provide important links to the community and to the needs of FAU's region and future trends in the labor market.

Hundreds of students take advantage of the opportunities to gain hands-on practical work experience related to their academic majors through a broad range of programs offered by the FAU Career Development Center or by their colleges – internships, field practicum placements, clinical placements.

The Career Development Center (CDC) prepares FAU students for success as professionals in the workplace. The numbers of students accessing the Center's services in the past year show its status as a key resource in this period of economic crisis. In 2009-10, a total of 11,122 student visits to the CDC were recorded along with 6,290 student visits to the Career Resource Library/Lab, and 8,745 career counseling incidents. Walk-in traffic was up five percent from the previous year. There were significant increases in the number of career workshops offered and attendance at these and other presentations. CDC launched a new outreach presentation to 222 parents at Orientation. Career fairs reached over 2,000 students and alumni during the Fall and Spring semesters, with participation by 238 companies and 457 campus recruiters. Despite the downturn in the economy, most

employers maintained a dedicated on-campus presence and continued to recruit at FAU.

FAU regularly monitors its graduating student and alumni satisfaction with their preparation for the workforce through follow-up surveys. In the most recent graduating senior survey, three-quarters of respondents were satisfied or very satisfied with their preparation for the workforce.

Recent Workforce-Related Grants

A recently awarded five-year, \$1.632 million grant awarded by the U.S. Department of Education under the Title III Part A Strengthening Institutions Program will support career counseling and career assessment for a segment of the student population who has previously been underserved and at risk.

In 2010, FAU received a State University Research Commercialization Assistance Grant to develop innovations that will help create jobs and transform Florida into a knowledge-based economy for long-term economic growth. The award will support the culturing of queen conch pearls to yield an affordable alternative to natural pearls of the queen conch. This sustainable, Florida-based industry will supply export and retail segments and create skilled jobs.

FAU's Harbor Branch Oceanographic Institute received a \$1.6 million grant for a joint program with the USDA's Agricultural Research Service to address critical concerns holding back the advance of the marine aquaculture (fish farming) industry in the United States.

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

Academic Programs

Several graduate programs were added or received accreditation during 2009-10. New Professional Science Master's (PSM) degrees in Medical Physics and Business Biotechnology were developed and approved, and began enrolling graduate students Fall semester 2010. FAU's Doctor of Nursing Practice (DNP) program received accreditation from the Commission on Collegiate Nursing Education (CCNE), the national accreditation agency that ensures the quality and integrity of baccalaureate, graduate and residency programs in nursing.

The development of Palm Beach County into a center of excellence for the neurosciences was furthered by the launch of a new joint Integrative Biology and Neuroscience graduate program offered by FAU with the Max Planck Florida Institute. The program has already begun recruiting students and expects to attract top-notch graduate students locally, nationally, and internationally for its first class in Fall 2011.

A number of FAU's academic programs have achieved national recognition. Business Week has listed FAU's online MBA among the best programs of its kind in the South and has ranked the University's executive education program among the best in the country. For two years in a row, The Princeton Review has included FAU's College of Business on its list of the "Best Business Schools" in America.

Research Capacity

In FY 2010, FAU's total R&D expenditures reached \$56.1 million, a 22 percent increase over the past two years. This accomplishment is a testimony to faculty researchers and their diligence in pursuing and receiving very competitive grants in these challenging economic times. During 2009-10, FAU had 25 invention disclosures, filed 13 patent applications, and was granted six patents in the areas of electrical, mechanical, and ocean engineering; computer engineering and computer science; biology; chemistry/biochemistry; biomedical sciences; and marine biotechnology.

The U.S. Department of Energy recently announced the selection of FAU's Center for Ocean Energy Technology as the third national center focused on developing ways to tap the power of oceans as a source of clean, affordable energy. Now designated as the Southeast National Marine Renewable Energy Center, this new enterprise received **\$2 million** from the U.S. Department of Energy to continue cutting-edge research and development of ocean renewable energy.

FAU set important new goals in 2009-10 when, for the first time, a competitive internal grant submission process was held to identify three research priority areas. The three proposals that were selected for funding are all interdisciplinary initiatives that bring together faculty researchers from a broad cross section of colleges. Further details on this program are outlined in the "Progress on Primary Institutional Goals" section of this report.

FAU's department of computer and electrical engineering and computer science in the College of Engineering and Computer Science joined Florida International University (FIU) as one of

only nine National Science Foundation (NSF) supported centers in the U.S. and one of two in the state of Florida in the area of information technology, communication, and computing. FAU received a five-year grant from the NSF to create a site for the Center for Advanced Knowledge Enablement (CAKE) to provide a framework for interaction between University faculty and industry to pursue advanced research in these fields.

Recent Research Grants and Federal Appropriations

Research scientists at the Harbor Branch Oceanographic Institute captured the national media spotlight in July, 2010, when NBC and other national and international media outlets reported on their work in the Gulf of Mexico after the Deepwater Horizon oil spill. The story was reported worldwide. Additionally, FAU was among the Florida universities selected to receive part of a **\$10 million** block grant from British Petroleum to conduct research on the effects of the oil spill.

Dr. Keith Brew, Chair and Professor of Biomedical Science in FAU's Charles E. Schmidt College of Medicine, received a five-year renewal grant for **\$2.6 million** from the National Institutes of Health for a project aimed at developing and evaluating a novel approach for osteoarthritis treatment by employing engineered proteins and other molecules responsible for degrading cartilage.

FAU received **\$2 million** from the U.S. Department of Defense, Office of Naval Research, to continue its cutting-edge research and development in the area of underwater laser sensing and robotics.

In a joint initiative with Nova Southeastern University and the Naval Surface Warfare Center, FAU received **\$2 million** from the U.S. Department of Defense, Office of Naval Research, to develop novel technologies that reduce the magnetic signatures of U.S. ships and submarines, thereby protecting American military men and women from submerged threats.

Dr. Marc Kantorow, Professor of Biomedical Science in FAU's Charles E. Schmidt College of Medicine, received a RO1 grant renewal of **\$1.6 million** from the National Institutes of Health (NIH) to investigate natural eye repair systems that could be used to treat age-related eye diseases including macular degeneration and cataracts.

Dr. Amy Wright, Professor and Director of the Center for Marine Biomedical and Biotechnology Research at FAU's HBOI, received a **\$1 million** grant from the National Institutes of Health to expand a unique collection of marine organisms with the potential for biotechnological applications and drug discovery.

The South Florida Water Management District Governing Board awarded Dr. Dale Gawlik, Associate Professor in Biological Sciences in FAU's Charles E. Schmidt College of Science, and his colleagues **\$1 million** for continuing support of a unique study that is helping scientists protect and restore wading bird colonies in the Everglades.

**BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES**

Florida Atlantic University remains committed to the development of partnerships that are aligned with the University's strategic initiatives and that support regional needs. All of FAU's colleges have established collaborative research and service endeavors with community partners focused on the region's most pressing economic, cultural, and environmental issues. Examples of significant partnerships include the following:

- The Charles E. Schmidt College of Science collaboration with Max Plank Florida Institute, Scripps Florida, and Torrey Pines Institute for Molecular Studies has produced joint grant applications and publications, joint faculty appointments, and increased opportunities for both graduate and undergraduate students serving as research interns and fellows. This fall, the University and Max Plank Institute co-hosted a two-day Neuroscience Symposium attracting more than 150 students, faculty, and fellow scientists who showcased some of the latest scientific advances in neuroscience research. The business and economic development organizations in the region are extremely supportive of these partnerships that will develop the region into a center for excellence in the neurosciences and facilitate the growth of targeted bioscience industries in South Florida.
- The Pine Jog Environmental Education Center, a long-time unit of the College of Education, celebrated its 50th anniversary this year. Susan Toth, Director of Education,

was awarded the national Elizabeth Abernathy Hull Award for her effectiveness in helping children connect to the environment.

- The Dorothy F. Schmidt College of Arts and Letters collaboration with the Living Room Theaters, an enterprise specializing in screening state-of-the-art independent digital movies, resulted in the construction of four digital movie theaters on the Boca Raton Campus that will serve to support the teaching of film and video courses and attract community audiences each evening for first-run digital movies.
- In February 2010, FAU's Peace Studies Program welcomed His Holiness the 14th Dalai Lama of Tibet, who offered a public address for students, faculty, staff, and the general community.
- The national Council for Economic Education (CEE) has selected the College of Business Center for Economic Education at FAU and its director, Dr. Bill Bosshardt, to receive its prestigious Albert Beekhuis Award. The Center will receive the award for outstanding outreach in providing the best and most effective economic education to public school educators in South Florida and the Treasure Coast.
- The College for Design and Social Inquiry students and faculty serve the community through innovative collaborative projects that champion sustainability and service to our urban communities. A prototype for a new generation of bus shelters for Broward County, created by architect student Laura Daniels, was recently selected by Broward County for design, development, and

implementation. Architect students assisted disabled residents with design modifications to their homes that support mobility and self-sufficiency. Student-driven projects included design and construction of wheel chair ramps, as well as doorway and bath modifications.

Volunteer and academic service learning opportunities continue to increase through the expansion of programs offered by the Weppner Center for Civic Engagement and Service in the Division of Student Affairs and the Office of the Dean Undergraduate Studies. During 2009-10, students completed 96,000 academic service hours through courses available in nine colleges and 66,000 volunteer hours for a total of \$1.2 million investment in our community. This represents a 9 percent increase from 2008-09. The Weppner Center was recently named to the Presidential Honor Roll for Community Service, the highest recognition a volunteer organization can attain.

FAU, through its Lifelong Learning Society (LLS), is a well-known and well-respected national model for community-based lifelong learning and educational and cultural programming. LLS students — primarily men and women of retirement age — attend non-credit classes and performances at the Boca Raton and Jupiter campuses. Classes are offered during the Fall, Winter, and Spring terms. Celebrating its 30th anniversary and with an enrollment of approximately 20,000, the Lifelong Learning Society is believed to be one of the largest and most successful organizations of its kind in the United States.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

Improving Retention

FAU has made considerable progress on one of the primary objectives of its Strategic Plan, to promote the academic success and improve the retention rate of FTIC students. During the last five years, the first-year retention of FTICs has increased from 76 to 81 percent, exceeding projections and the median of FAU's peer institutions. During the next three years, FAU's goal is to increase first-year student retention to 84 percent or better. FAU plans to achieve this goal by continuing initiatives already begun, including a major program in Supplemental Instruction (a form of peer-assisted learning), faculty workshops and faculty learning communities focused on the pedagogy of teaching, and improving the quality of instruction and tutoring in lower-division math courses. In the past two years, FAU has seen the D/F/W rates in the most difficult math courses fall by at least half. FAU will seek comparable improvements in other "bottleneck" lower-division courses, especially in the sciences. A new Center for Teaching and Learning, to open by Fall 2011, will house all student academic support services in a "one stop shop," affording the student body far better access to tutoring and other forms of assistance necessary for students to succeed.

FAU has also launched several initiatives to improve the six-year graduation rate of FTICs. A five-year, \$1.632 million grant awarded under the Title III Part A Strengthening Institutions Program of the U.S. Department of Education, to run from October 1, 2010, to September 30, 2015, will enable

the institution to provide critical support to at-risk students entering their second year through intrusive advising, career counseling, and tutoring in high-risk courses. FAU has also committed internal resources to ensure student success and timely graduation. A paramount priority will be to restructure its system of academic advising. By Fall 2011, the freshman advising office will be transformed into a larger unit handling all first- and second-year advising and first-semester transfer students. The University has also committed to hiring additional advisors in the individual colleges over the next three years, so that student-to-advisor ratios reach nationally accepted standards. Lastly, a recently organized Student Success Task Force has been examining impediments to degree completion and will make recommendations to change University policies and procedures.

Improving Technology

FAU has made great progress toward meeting its Strategic Plan goal to offer faster, more reliable, and scalable technological services for use in teaching, research, service, and administrative arenas. A total of 47 of the generally scheduled classrooms, more than 50 percent of such classrooms, were updated during this last year to the latest technology standards. In the last year, 10 computer labs with more than 300 computers were also updated. This latest refresh maintains FAU's goal that no centrally managed teaching or open computer lab exceeds five years in age. Equipment to upgrade the network in 27 locations was purchased this year. At the completion of these upgrades, the oldest infrastructure will be around 10 years in age. This upgrade will bring FAU closer to reducing the overall age and improving the performance of the University's network.

Strengthening Research

In 2010, the Division of Research sponsored a major targeted collaborative effort among units to identify research priorities. This is a strategic move designed to focus efforts in areas that have the potential to elevate FAU to a position of national prominence in the research arena, supporting projects that show immediate promise. After an exhaustive year-long review process, three proposals were selected from the 43 pre-proposals that were invited to submit. The selected areas are: (1) Climate Change – Research, Engineering, and Adaptation to a Changing Climate; (2) Brain Function, Damage, and Repair; and (3) Healthy Aging: Interdisciplinary Research to Improve Quality of Life and Quality of Care for Aging Americans. Guidelines to measure progress and success of each priority are being developed, with results reported annually. It is expected that at the end of three years, each of the research priority areas will increase funding that is two to three times greater than the current funding base of \$1.5 million over three years. With the assistance of the Division of Research, other promising research proposals that were not selected as a priority are being connected with federal and state agencies, as well as private organizations, to help them fund their research initiatives.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Examples of Efficiencies in the Colleges

The colleges report efficiencies gained by increasing class sizes, reducing the number of sections, decreasing use of adjuncts, and ensuring that faculty have fully appropriate

teaching loads. The Christine E. Lynn College of Nursing reports implementation of a pilot project ("Clock Stop") focused on increasing efficiency and going green by having staff clock in/out using a controlled web-based system. In the Harriet L. Wilkes Honors College, orientation activities have been integrated with the general orientation schedule for the campus. Staff duties have been consolidated and student workers have assumed some tasks in the dean's office. The College of Engineering eliminated non-essential low-enrollment courses during the academic year. Duplicate course offerings have been replaced by single offerings that serve all students. The consolidation of all engineering student support services in one location and elimination of duplicate laboratory and shop facilities on the Boca Raton campus resulted in better utilization of space and a reduction in support staff. Restructuring of positions has also occurred in the College of Education. The College's increased use of videoconferencing reduces travel among campuses. All colleges are engaged in a University-wide enrollment management effort to maximize class enrollments and instructor and room utilization.

Examples of Efficiencies in Regional Campus Offerings

Academic services have been reviewed and consolidated on partner campuses to provide efficient services and meet student needs while expending fewer resources. Formerly, three vice presidents were responsible for oversight of branch campus operations. Beginning in summer 2009, a single Vice President of Regional Campuses was appointed to coordinate all academic and support services on branch campuses, resulting in the reduction of two senior staff level positions. Branch Campus staff are no longer assigned to one campus, but serve multiple sites. This has decreased personnel

expenditures while maintaining sufficient levels of support services. There is an increased infusion of technology to support campus operations. For example, Treasure Coast Campus students now receive academic advising from staff on the Jupiter campus utilizing webcam. Campus meetings are transmitted via video-conference. When appropriate, both internal and external communication pieces are distributed via the web resulting in decreased printing and postage and expenditures. Finally, community leaders who serve on campus advisory boards have facilitated both staff and student development workshops eliminating costs associated with the hiring of consultants.

Examples of Efficiencies in Student Affairs

University-wide student health operations were consolidated into one clinic with several sites, making the fiscal, personnel, and management functions the responsibility of a single director. A similar consolidation of University-wide counseling and psychological services into one center has resulted in better utilization of staff and resources. Both moves will strengthen the University's upcoming application for accreditation in each of these areas. In addition, a vacant assistant dean position on the Treasure Coast campus was eliminated and those responsibilities assigned to the Jupiter Campus associate dean.

Examples of Efficiencies in Financial Affairs

The Division of Financial Affairs has revamped business processes, including vendor payments, with a subsequent savings in personnel costs while raising service levels. In addition, FAU contracted with Trane to perform an investment grade energy audit that would serve to develop an

energy performance contracting project. Energy performance contracting is a unique project delivery process that allows for facility upgrades that are funded directly from those energy savings. The thrust of this first phase was to continue with the retrofit of state-of-the-art lighting and controls, add efficiencies to the central chiller plant, and add metering to help baseline our energy use for future projects. The estimated savings from this project is just over \$200,000 per year. The energy savings is equivalent to the removal of 3,715,274 pounds of atmospheric carbon dioxide produced by a power plant. Processes were put in place to reduce energy consumption and food waste.

ADDITIONAL RESOURCES

- University Strategic Plan
<http://www.fau.edu/strategicplan/>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/FAU>
- Common Data Set
<http://www.fau.edu/iea/cds/a09.php>
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=Florida+Atlantic+University&s=all&id=133669>
- University Institutional Research Unit
<http://www.fau.edu/iea/>
- Departmental Dashboard Indicators
<http://www.fau.edu/iea/deptreview.php>
- Peer data comparisons
<http://iea.fau.edu/inst/peers.pdf>

Florida Gulf Coast University

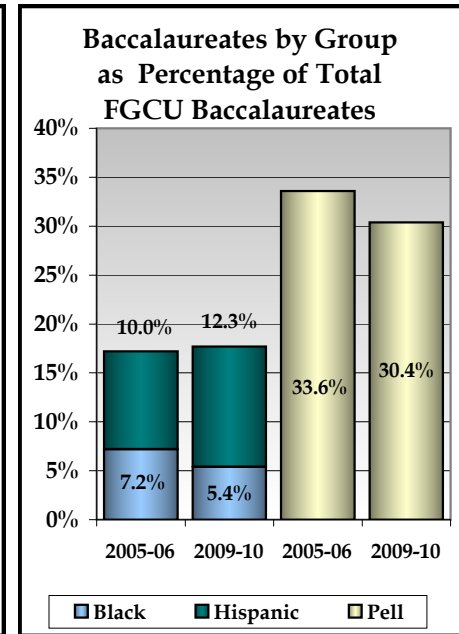
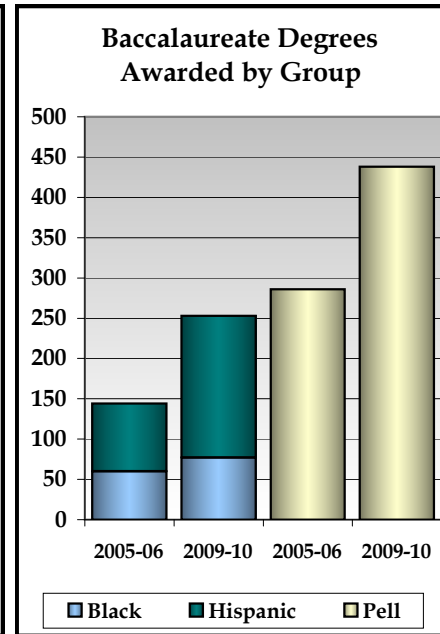
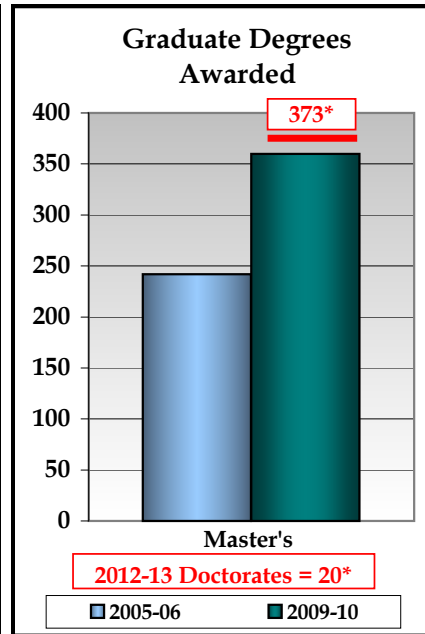
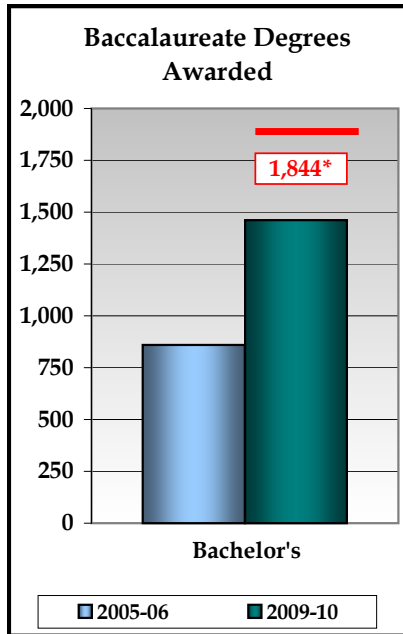
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Florida Gulf Coast University 2010 Annual Report

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

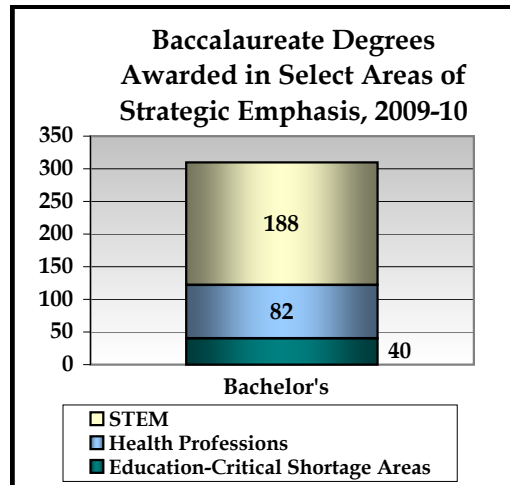
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



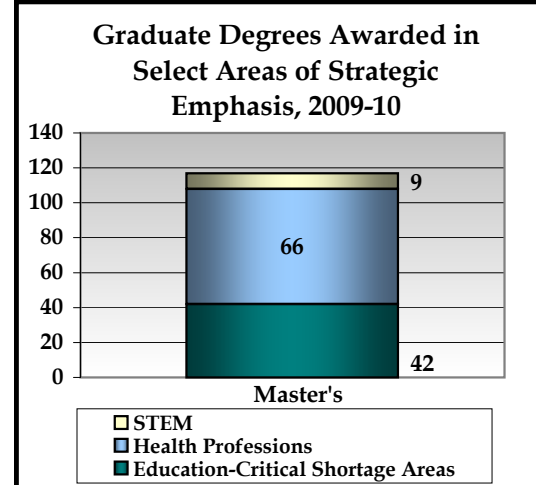
***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

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

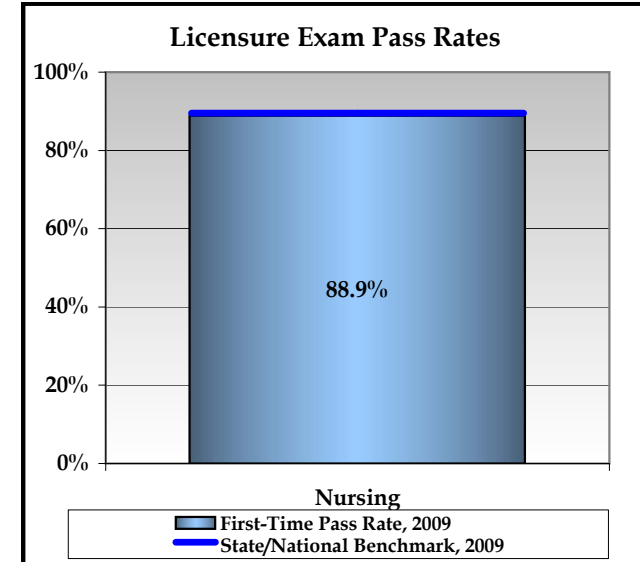
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



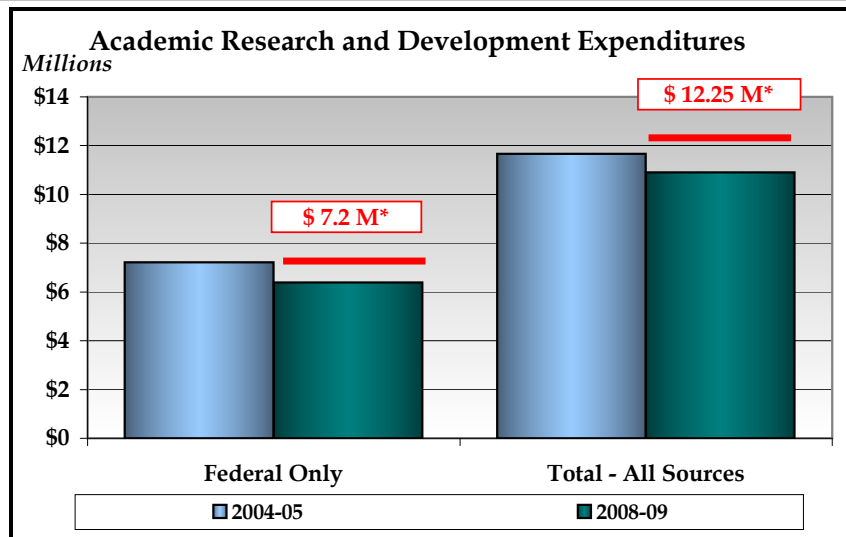
2012-13 Target: Increase
(2008-09 Baseline: 272 Total)



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



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



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

Key University Achievements

► Student awards/achievements

1. Alexander Pena, "Roving Reporter of the Year" ABC News national competition.
2. Tamara Paquette, won competitive internship at the U.N.
3. Chris Sale, *Collegiate Baseball's* 2010 Player of The Year.

► Faculty awards/achievements

1. Jessica Rhea, Florida Campus Compact Faculty Service Award for 2010-2011.
2. Tanya Kunberger, "ASEE Southeastern Section Outstanding New Teacher Award."
3. Anne Nolan, "2010 Best of Journal of Obstetric, Gynecologic, & Neonatal Nursing (JOGNN) Writing Award."

► Program awards/achievements

1. Lutgert College of Business was named by Princeton Review again as among the top 300 business programs in the country.
2. Achieved initial ABET accreditation for bio-, civil-, and environmental engineering programs.
3. FGCU had its first research doctoral degree (EdD) approved by the Board of Governors.

► Research awards/achievements

1. \$322,000 to study environmental impact of the BP oil spill.
2. \$458,326 "Detoxification and detection of natural toxins to defend against a potential bio-weapon attack."
3. \$1.2M, Defense Threat Reduction Agency, "Mechanistic Studies of Flavivirus Inhibition and Nanoparticle-catalyzed decontamination."

► Institutional awards/achievements

1. After only 12 years of operation for FGCU and for the first time, US News ranked FGCU among the top 50 public regional universities in the South.
2. FGCU will receive \$2.3M from two Federal Trio awards over the next five years for its Student Support Services program to help low-income, first-generation, or disabled students to succeed at FGCU and to pursue STEM degrees.
3. FGCU's new science laboratory building recently received LEED Platinum level designation. The building is officially the 4th Platinum-level project in Florida. It is the second university building and the first university academic/lab building in Florida to achieve this honor.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Community Engagement

As a regional university, meeting community needs is a major focus of FGCU's mission. The academic programs intended to do this have already been mentioned, but FGCU also engages its community through acts of service. FGCU at its inception instituted a unique student service requirement of 80 hours of contributed effort to the community for native students and 40 hours for transfer students. Through this program, students are available to provide support to about 200 organizations that can call upon FGCU to assist in the delivery of programs and services throughout the region. Faculty, students, and staff annually contribute about 80,000 hours of service learning to non-profit organizations striving to meet the needs of the region.

Economic Impact and Economic Diversification

Economic diversification continues to be a major focus of the University's engagement with the community it serves. This summer, FGCU announced a collaboration with Jackson Laboratory that creates a framework for serving the region as plans for Jackson to locate in Collier County move ahead. This proposed collaboration includes academic program development in fields such as bioinformatics and genomics, public affairs, clinical laboratory science, and personal medicine. It also extends to student internships, the sharing of human and fiscal resources, and other possibilities that might arise. FGCU also intends to press ahead with its plans for the IHUB, a 240-acre research park dedicated to "green" technologies, and is working closely with Algenol (a biofuels company) as it expands its presence in southern Lee County.

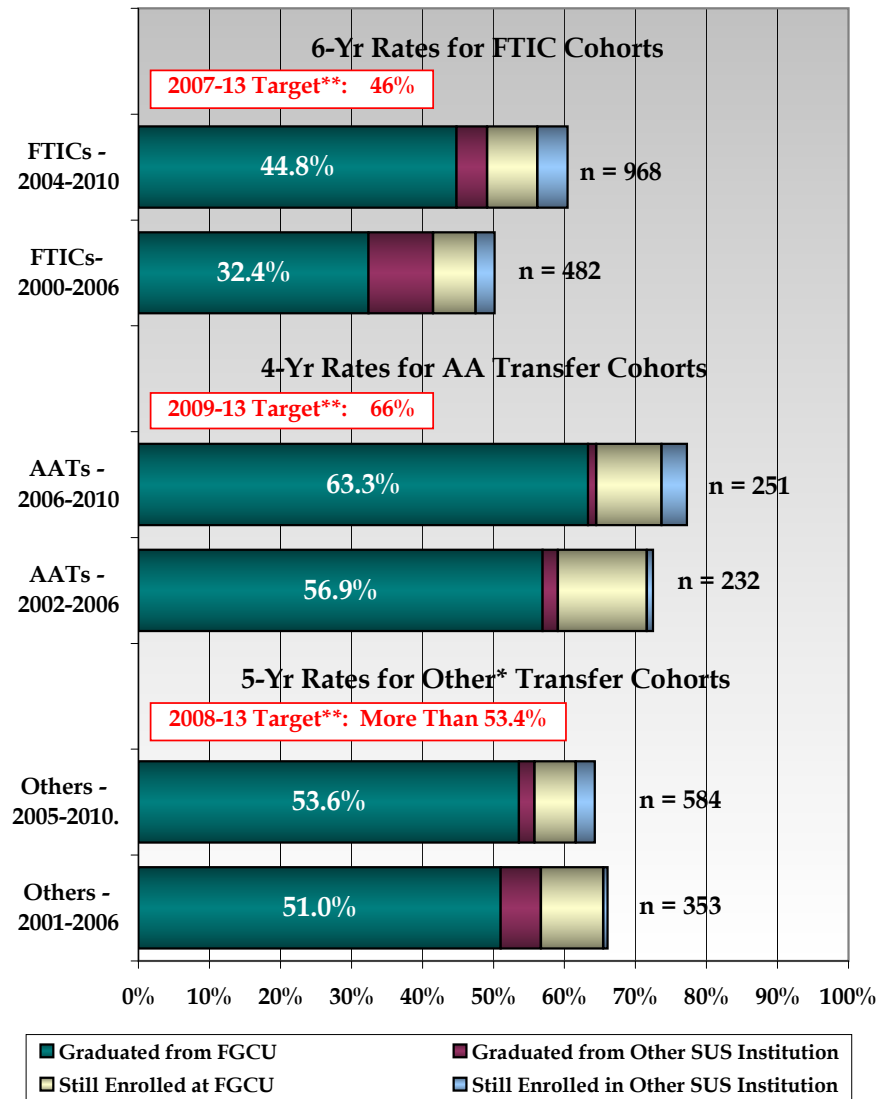
FGCU also provides service to the community through its Small Business Development Center, which assists in the creation of 40-50 new businesses annually and helps to retain and/or create hundreds of local jobs each year. Through FGCU's Regional Economic Research Institute, also in the Lutgert College of Business, vital statistics and insight on the growth and direction of Southwest Florida's economy are regularly disseminated. FGCU also sustains its community through its own economic impact of roughly \$400M in annual expenditures that account for about 3,500 area jobs.

Social and Cultural Contributions

FGCU's Bower School of Music is the newest addition to the Campus Arts Complex. Theatre, musical recitals, and art exhibits all open to the public occur throughout the year. FGCU's Renaissance Academy provides lifelong learning non-credit offerings that enroll thousands at convenient times and locations in Lee, Charlotte, and Collier Counties.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

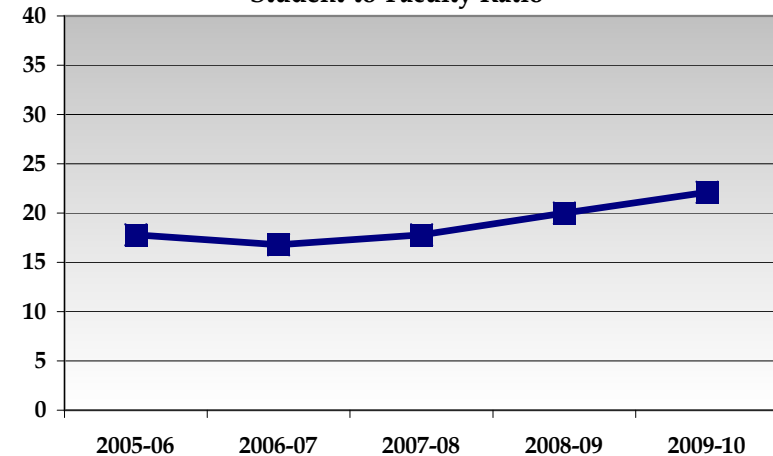
Undergraduate Retention and Graduation Rates



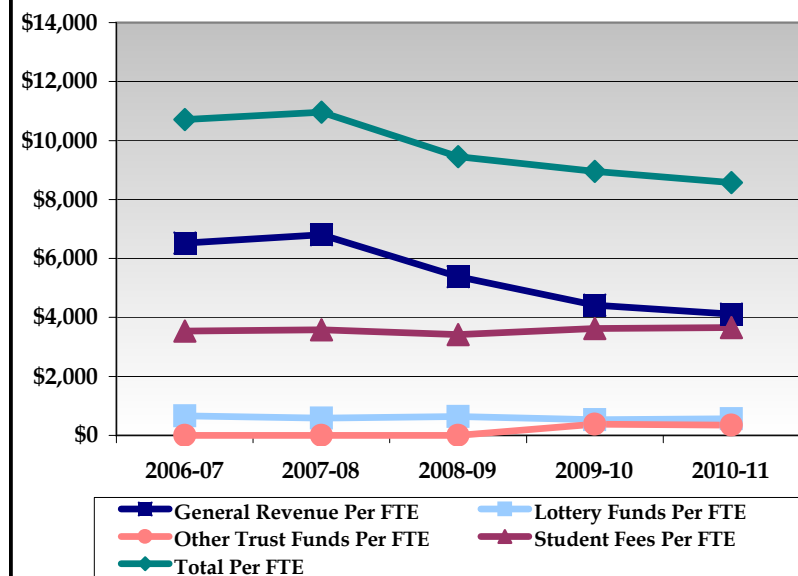
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

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INTRODUCTION

Mission

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Working together, faculty and staff of the University transform students' lives and the southwest Florida region.

Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the University's purpose.

Vision

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs.

Other Contextual Introductory Comments

As the only public comprehensive university serving over one million people in the SW Florida region, Florida Gulf Coast University has a special obligation to meet the needs of the region's citizens. To do this, FGCU has focused on two objectives in its brief 13-year history: growth and meeting the career aspirations of its students. Since its opening in fall 1997, enrollment has nearly quintupled and the number of degrees awarded annually now exceeds 1,800 from just 49 in its first year. Simply stated, FGCU is the fastest growing institution in the State University System (SUS) and is only about half-way through its projected growth curve. Recognizing its special obligation to SW Florida, the University has implemented during the past decade more than 80 undergraduate and graduate degree programs in fields essential to the region's economy, including health professions, business, education, resort and hospitality management, the sciences, the arts, and engineering. The University's progress cannot be easily marked by traditional measures alone, but rather in the way it transforms the lives of its students and the region. Annual employment data compiled by the Florida Education and Training Placement Information Program (FETPIP) consistently place FGCU graduates among the State University System leaders in terms of Florida employment of its graduates. Through FGCU's unique student service requirements, students and staff annually contribute about 80,000 service-learning hours to non-profit regional organizations providing critically needed support.



Florida Public Universities 2008-2009 Bachelor Graduates

2009 Fall Findings

University	Graduates	Continuing Education	Employed # %	Full Qtr Employed	% Full Qtr Employed	FQ Avg. Wages
Florida A&M University	1,374	310 23%	743 54%	541	73%	\$8,007
Florida Atlantic University	4,325	805 19%	2,878 66%	2,278	79%	\$9,752
Florida Gulf Coast University	1,124	238 21%	784 70%	602	77%	\$9,342
Florida International University	5,366	1,159 22%	3,539 66%	2,828	80%	\$9,819
Florida State University	7,332	1,420 19%	3,983 54%	2,705	68%	\$8,298
New College of Florida	158	21 13%	56 35%	21	38%	\$8,403
University of Central Florida	9,166	1,766 19%	6,036 66%	4,547	75%	\$9,106
University of Florida	8,883	2,346 26%	4,009 45%	2,517	63%	\$9,040
University of North Florida	2,863	469 16%	2,027 71%	1,545	76%	\$9,081
University of South Florida	1,945	354 18%	1,231 63%	975	79%	\$9,859
University of West Florida	1,768	334 19%	1,031 58%	765	74%	\$8,247
Totals	44,301	9,222 21%	26,314 59%	19,323	73%	\$9,139

Note: Graduates represent a total count of individuals by school with valid Social Security Numbers. All employment outcomes contained in this report are based on the October - December quarter of 2009. All continuing education outcomes are based on enrollment data for the fall semester of 2009 and preliminary winter/spring semester of 2010.

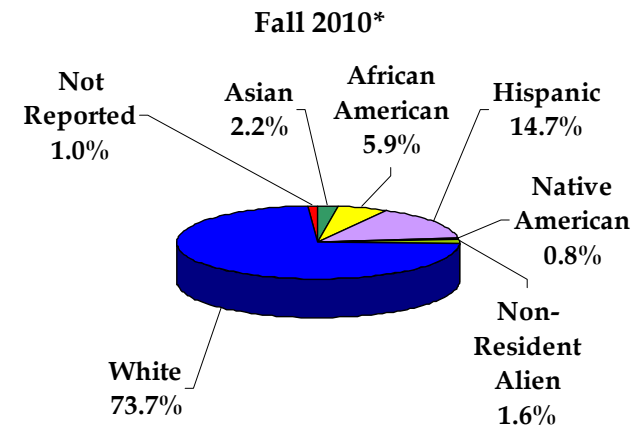
10/4/2010

Source: FETPIP (www.ftos.org/fetpip/)

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

FGCU has responded to this goal in three major ways. First, it has steadily increased its enrollment over the course of its existence at the highest rate within the SUS. It has been so strongly committed to the principle of access for the SW Florida region, a region historically under-served, it has chosen to enroll new students despite receiving no additional funding from the State. This past year alone enrollment grew by 8% over the previous fall. This fall, FGCU increased its

FTIC population by 14% above the fall 2009 level. Total minority enrollment has also grown at the fastest rate within the System during the last decade. Minority enrollment now amounts to 23.6% of the total student population up from 14% of FGCU's total enrollment at the beginning of the decade, representing a 69% increase in the last 10 years.



* Preliminary Data

Just in the last five years alone the number of bachelor's degrees awarded annually to minority students increased by 75% and the number awarded to Pell grant recipients by 53% [See Table 4I in Volume II]; and the six-year graduation rate for African American students exceeds that of white students by 5 percentage points.

Second, FGCU has steadily added to its degree program inventory to provide more choice to FGCU students. From its inception when it offered 12 undergraduate degree programs and 12 graduate degree programs, the number of

undergraduate programs has quadrupled to just over 50 programs currently, and the number of graduate degree programs has roughly tripled to 32 programs. The list of programs includes the Doctor of Physical Therapy (DPT) and the Educational Specialist (EdS) degrees, which enrolled their first student cohorts in fall 2008, and, most recently, the Doctor of Education which will enroll its first cohort in fall 2011.

Third, the percentage of students persisting and earning bachelor's degrees within six years of matriculation has grown by roughly 13 percentage points in the last five years (32% - 2006 vs. 45% - 2010; see Table 4D). Indeed, FGCU exhibits the highest rate of degree production growth within the SUS, rising in the last five years alone by 70% at the baccalaureate level and 49% at the graduate level. The level of degree production within areas of strategic emphasis, as determined by the Board of Governors, has also increased significantly during the last four years, rising 100% at the baccalaureate level [See Table 4H] and 59% at the graduate level [See Table 5C].

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

FGCU has focused on addressing statewide professional and workforce needs primarily through its emphasis on professional programs. Roughly 70% of declared student majors (both undergraduate and graduate) are among the University's four professional colleges: Health Professions, Business, Education, and Professional Studies.

In its efforts to meet regional needs, FGCU offers a very successful resort and hospitality management program; an AACSB International-accredited college of business; ABET-accredited engineering programs; and accredited programs in nursing, clinical laboratory science, occupational therapy, physical therapy, athletic training, professional golf management, counseling, social work, and public administration.

Given the relative youth of the institution, the success of the University cannot be simply gauged in terms of absolute numbers of degrees conferred or in graduation rates. Rather it is best revealed by the success of FGCU's graduates. In the health professions, recent licensing exam pass rates in fields like nursing, nurse anesthesia, nurse practitioner, acute care nurse practitioner, occupational therapy, physical therapy, and clinical laboratory science range from 90 to 100%. FGCU graduates also are very likely to be employed within Florida's workforce following graduation. In this regard, Florida Education and Training Placement Information Program data clearly show FGCU graduates employed after graduation among the highest rates within the SUS and earning competitive wages, this despite the devastating impact of the recession upon the SW Florida region.

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

As a comprehensive regional institution, FGCU does not attempt to match the research infrastructure that characterizes most of the SUS research-intensive institutions. Consequently, the success enjoyed by FGCU in just a decade is noteworthy.

Last year alone (2009-2010), FGCU generated annual research and sponsored program awards of \$14.4 million. FGCU's annual R&D expenditures amount to roughly \$33,000 per full-time faculty member [See Table 6A], while this same full-time faculty provides instruction for about 80% [See Table 4L] of all student credit hours. FGCU's sponsored research and grants are especially strong in the College of Education and the College of Arts and Sciences. Research strengths have emerged in the life sciences, particularly biotechnology and environmental and marine sciences. With a gift of \$1M, John Backe recently endowed a chair in Renewable Energy within the College of Arts and Sciences that will be significantly enhanced with the addition of \$200,000 in New Florida funding recommended by the Board of Governors. The University's Vester Marine Laboratory on Estero Bay is taking a major role in monitoring the impact of the recent BP oil spill upon the Gulf region ecosystem.

In terms of the quality of its academic programs, FGCU now has earned 13 specialized accreditations and is actively pursuing others.

The Bower School of Music intends to seek initial accreditation in 2011 and the College of Education in 2012.

In addition to ensuring quality through accreditation, FGCU has taken care to ensure that growth of enrollment does not affect student experience. Despite its growth, FGCU has consistently kept its focus on student learning, keeping the percentage of total undergraduate student credit hours taught by full-time instructional faculty close to 80% [See Table 4L].

Current and Prospective* Specialized Accreditations

Lutgert College of Business - AACSB International-The Association to Advance Collegiate Schools of Business.

U.A. Whitaker School of Engineering - Engineering Accreditation Commission of ABET

B.S. Bioengineering

B.S.C.E. Civil Engineering

B.S. Environmental Engineering

Master of Public Administration - National Association of Schools of Public Affairs and Administration

Master of Science in Nursing Anesthesia - Council on Accreditation of Nurse Anesthesia Educational programs

Master of Science in Occupational Therapy - American Occupational Therapy Association Accreditation Council for Occupational Therapy Education

Doctor of Physical Therapy - Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association

M.A. in Mental Health and M.A. or M.Ed. School Counseling - Council for Accreditation of Counseling and Related Educational Programs/ American Counseling Association

B.S.N. and M.S.N. (in Nursing) - Commission on Collegiate Nursing Education

Bachelor of Science in Social Work - Council on Social Work/Division of Standards and Accreditation

Master of Science in Social Work - Council on Social Work/Division of Standards and Accreditation

Bachelor of Science in Clinical Laboratory Science - National Accrediting Agency for Clinical Laboratory Sciences

B.S. in Professional Golf Management Major - Professional Golf Association of America

B.S. in Athletic Training - Commissions on Accreditation of Athletic Training Education

**In addition, the University is actively seeking accreditation for the Bower School of Music and the College of Education.*

**BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES
(see page 6)**

**PROGRESS ON PRIMARY INSTITUTIONAL GOALS
AND METRICS AS OUTLINED IN THE UNIVERSITY
WORK PLAN**

FGCU has included three major goals of its current strategic plan (2010-2015) within its University Work Plan:

- 1) Strategic Growth defined by increased access through enrollment growth, increased faculty and staff resources to support enrollment growth, additional physical and financial resources to sustain growth, and increased degree production as an outcome of that growth.
- 2) Academic Excellence to be achieved by additional breadth of its program offerings to meet state and regional needs; quality assurance through assessment and accreditation; enhanced diversity through internationalization; effective academic support services; and expansion of opportunities for FGCU students to pursue studies, research, and scholarship.
- 3) Environmental Sustainability and Innovation as demonstrated through construction of green buildings; actions to reduce energy costs; student engagement geared to environmental awareness; research into green technology; and public/private partnerships to advance economic diversification.

FGCU is making significant progress toward the achievement of these goals. Fall enrollment this year matches its projection; over 20 new faculty were hired for this fall and recruitment has begun for an equal number of new faculty positions for next fall. A new performing arts building, home of the Bower School of Music, was opened this fall. Degree production rose 10% last year over the previous year. In August, FGCU received notification that its three engineering programs had achieved ABET accreditation. Early enrollment figures for the fall show the number of international students jumped 6% over fall 2009. Student Government has provided funds to increase hours the library is open by about 15%. Freshman enrollment in FGCU's Honors program more than doubled over last year. FGCU achieved its first Platinum standard LEED certification for its new Laboratory Science Building and the search to fill the Backe endowed chair in renewable energy is underway.

**ADDITIONAL INFORMATION ON QUALITY,
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS**

In order for FGCU to sustain its quality in the face of rapid growth, it has learned to make efficient and effective use of its resources. Indeed, FGCU has the lowest state appropriation per FTE student in the State University System. One way FGCU has done this is through achieving economies of scale. For example, economies of scale have been achieved by increasing class sizes, limiting growth of the number of course sections offered, and making fuller use of facilities. The success of FGCU's efforts can be seen from several statistics. Average class size increased from 24 to 33 students from 2004-2008, keeping FGCU close to, but slightly below, the average of 34 for the SUS as a whole.

While enrollment has grown by 53% in the last five years, the number of total course sections has grown only 23%. FY 2009 space utilization figures continue to show FGCU's classroom utilization rates well above the State-defined 100% definition of 60% seat occupancy for 40 hours per week, and above the average for the SUS as a whole.

While cost per student credit hour (SCH) has increased by 9% for the system as a whole during the FY2004- FY2009 period, FGCU's cost per credit hour has decreased by 4% and was about 9% less than the SUS average of \$344/SCH. All these statistics point to enhanced efficiency. FGCU is also working to keep energy costs in check. It utilizes multiple chillers, has increased the ambient temperature in its buildings, and has implemented the largest solar field on a university campus in the Southeast to enhance the conservation and wise use of energy.

ADDITIONAL RESOURCES

- [Strategic Plan](#)
- [Carnegie Classification](#)
- [Voluntary System of Accountability College Portrait of Undergraduate Education](#)
- [Common Data Set](#)
- [College Navigator](#)
- [University Institutional Research Unit](#)
- [Aspirational Peer List](#)
- [Institutional Peer List](#)

Florida International University

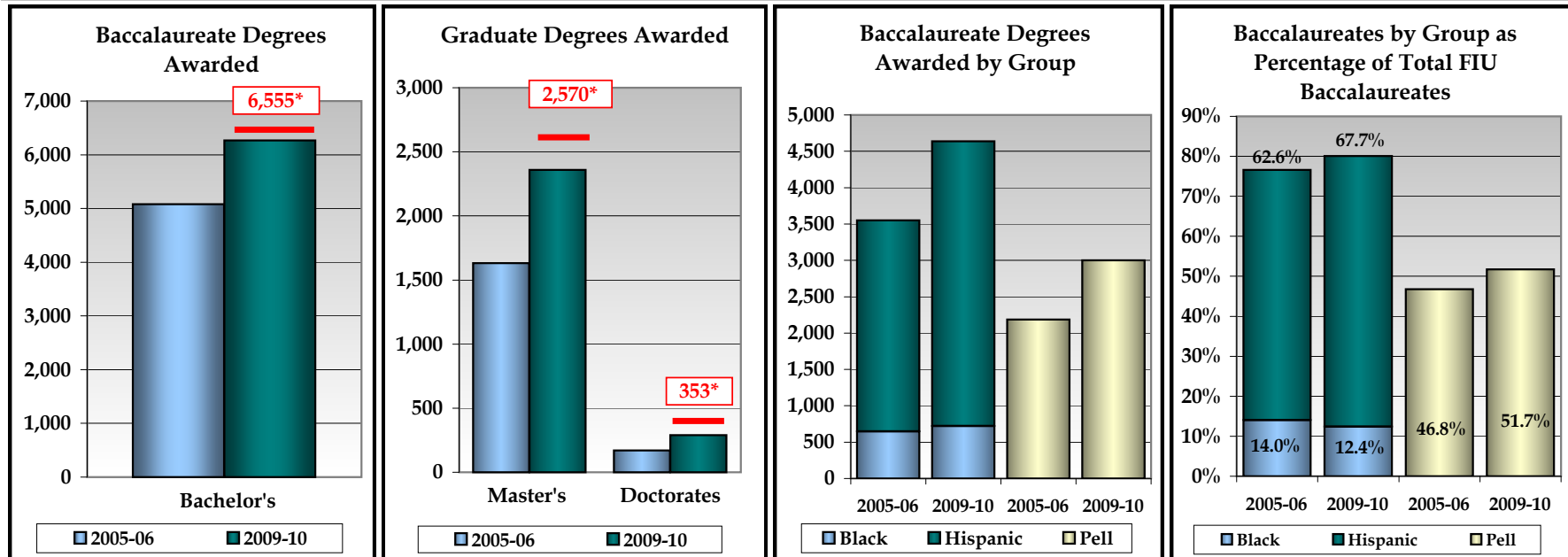
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Florida International University 2010 Annual Report

Sites and Campuses			University Park Campus, Biscayne Bay Campus, Pines Center Site		
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification
TOTAL (Fall 2009)	40,455	100%	TOTAL	174	Undergraduate Instructional Program: Professions plus arts & sciences, high graduate coexistence
Black	4,910	12%	Baccalaureate	65	Graduate Instructional Program: Comprehensive doctoral (no medical/veterinary)
Hispanic	24,094	60%	Master's & Specialist's	78	
White	6,299	16%	Research Doctorate	28	Enrollment Profile: High undergraduate
Other	5,152	13%	Professional Doctorate	3	Undergraduate Profile: Medium full-time four-year, selective, lower transfer-in
Full-Time	24,074	60%	Faculty (Fall 2009)	Full-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	16,381	40%		Part-Time	
Undergraduate	30,927	76%	TOTAL	871	Basic: Research Universities (high research activity)
Graduate	7,299	18%	Tenure/T. Track	633	
Unclassified	2,229	6%	Other Faculty/Instr.	238	
					Elective Classification: N/A

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

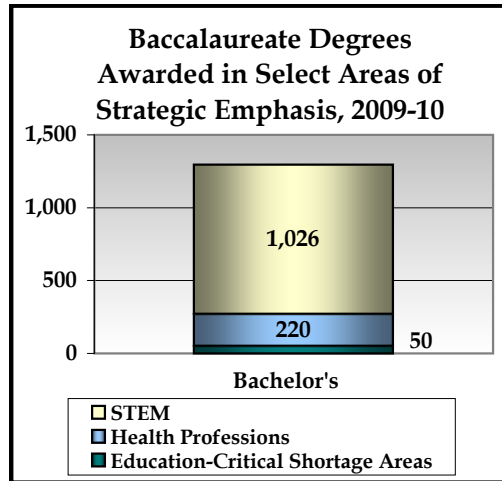


***2012-13 Targets for Degrees Awarded.**

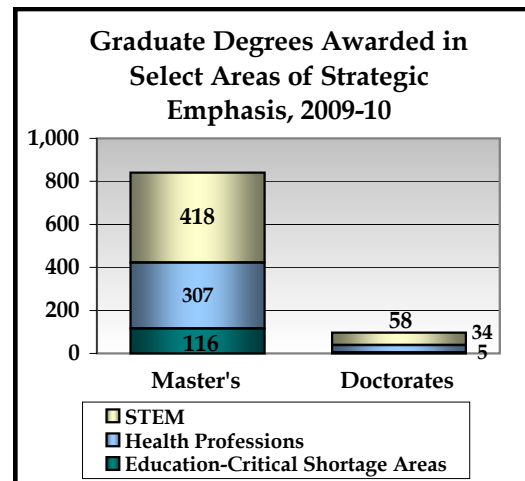
Note: All targets are based on 2010 University Workplans.

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

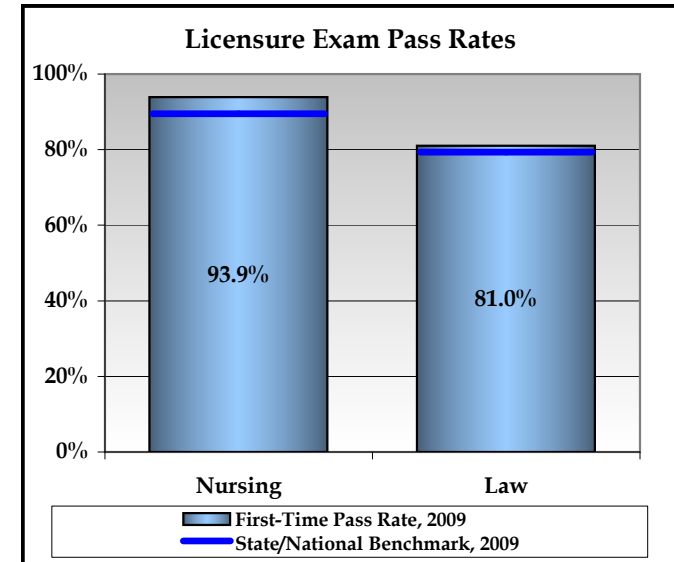
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



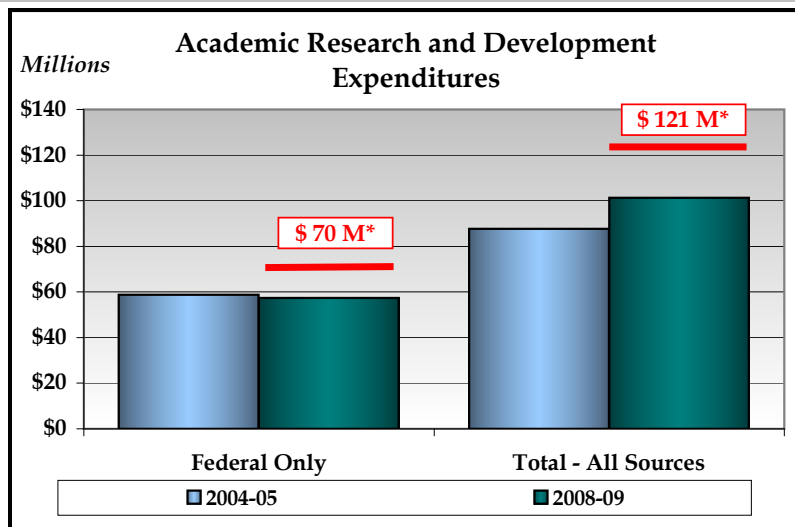
2012-13 Target: Increase
(2008-09 Baseline: 1,186 Total)



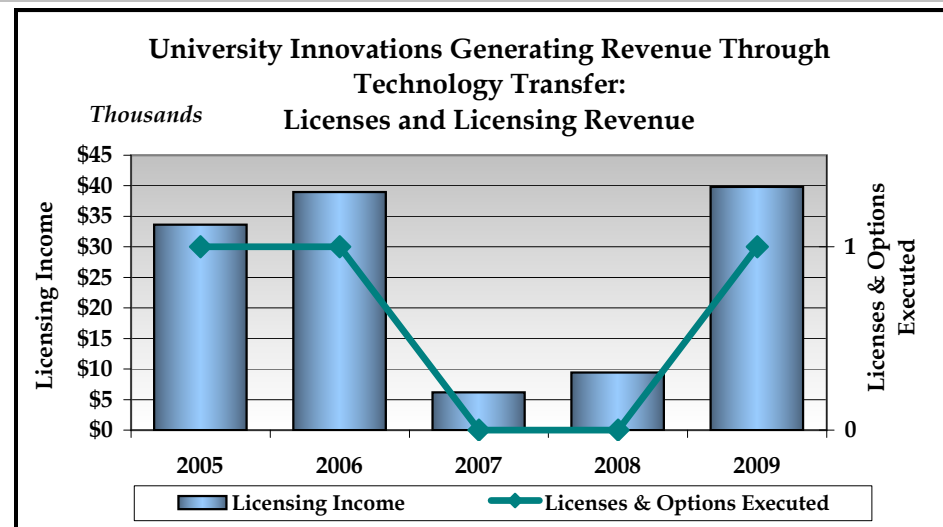
2012-13 Target: Increase
(2008-09 Baseline: 985 Total)



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



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



2011-12 Targets: Licenses - Increase (2008 Baseline = 0)
Licensing Revenue - Increase (2008 Baseline = \$9,423)

Key University Achievements

► Student awards/achievements

1. FIU's College of Law team finished fourth in the 2010 Robert Orseck Memorial Moot Court Competition.
2. FIU's team, composed of students from the College of Architecture + the Arts and the College of Engineering and Computing, was one of 20 teams in the world selected to participate in the 2010-2011 Department of Energy Solar Decathlon.
3. Majelissa Luna '07, MIB '10, Heidi Smith and Miryam Rodriguez '10 received Fulbright awards for 2010-2011.

► Faculty awards/achievements

1. Dr. Nezih Pala, professor in the Department of Electrical Engineering, and Dr. Vagelis Hristidis, assistant professor in the School of Computing and Information Sciences, received National Science Foundation CAREER awards.
2. Dr. Vagelis Hristidis, assistant professor in the School of Computing and Information Sciences, received a Google Research Award.

► Program awards/achievements

1. América Economía, the leading business magazine in Latin America, ranked FIU Chapman Graduate School 26th among U.S. business schools and 44th in the world.

2. FIU's Undergraduate International Business Program ranked in top 15 in U.S. News and World Report for the seventh year in a row.
3. FIU's Latin American and Caribbean Center and the University of Miami's Center for Latin American Studies formed the Miami Consortium for Latin American and Caribbean Studies in 2009. The U.S. Department of Education awarded a \$1 million Title VI National Resource Center grant to the consortium.

► Research awards/achievements

1. Dr. Joe Leigh Simpson, Executive Associate Dean in the College of Medicine, received a \$1.4 million grant from the Department of Defense for his research in Mass Scale Biosensor Threat Diagnostic for In-Theater Defense Utilization.
2. The Howard Hughes Medical Institute awarded FIU's Department of Physics \$1 million to expand its unique approach of teaching physics education.
3. Rebecca Vega-Thurber, FIU assistant professor of biology in the School of Environment and Society (SEAS), was awarded a three-year, \$600,000 grant from the National Science Foundation (NSF) to study viruses in coral reefs around the world.

► Institutional awards/achievements

1. FIU's Biscayne Bay Campus was designated as an Arbor Day Foundation "Tree Campus USA." It's the first campus in Florida to receive the designation.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4:
MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

FIU enhanced several of its community foci under the leadership of President Mark B. Rosenberg. In response to the earthquake that struck Haiti on January 12, 2010, President Rosenberg created a task force of university leaders who were charged with coordinating university efforts and forming a unified FIU response to the Haiti disaster. Highlights of the task force's efforts include the development of a memorandum of understanding with the University of Haiti to ensure a successful and sustained collaboration between FIU and the University of Haiti; the creation and use of a Creole interpreter database made up of more than 200 volunteers from the community; and fundraising efforts that included a student campaign, as well as staff and alumni efforts to collect money to assist in Haiti's recovery. Additionally, FIU received a Title V grant to rescue the patrimony of Haiti by expanding the Digital Library of the Caribbean.

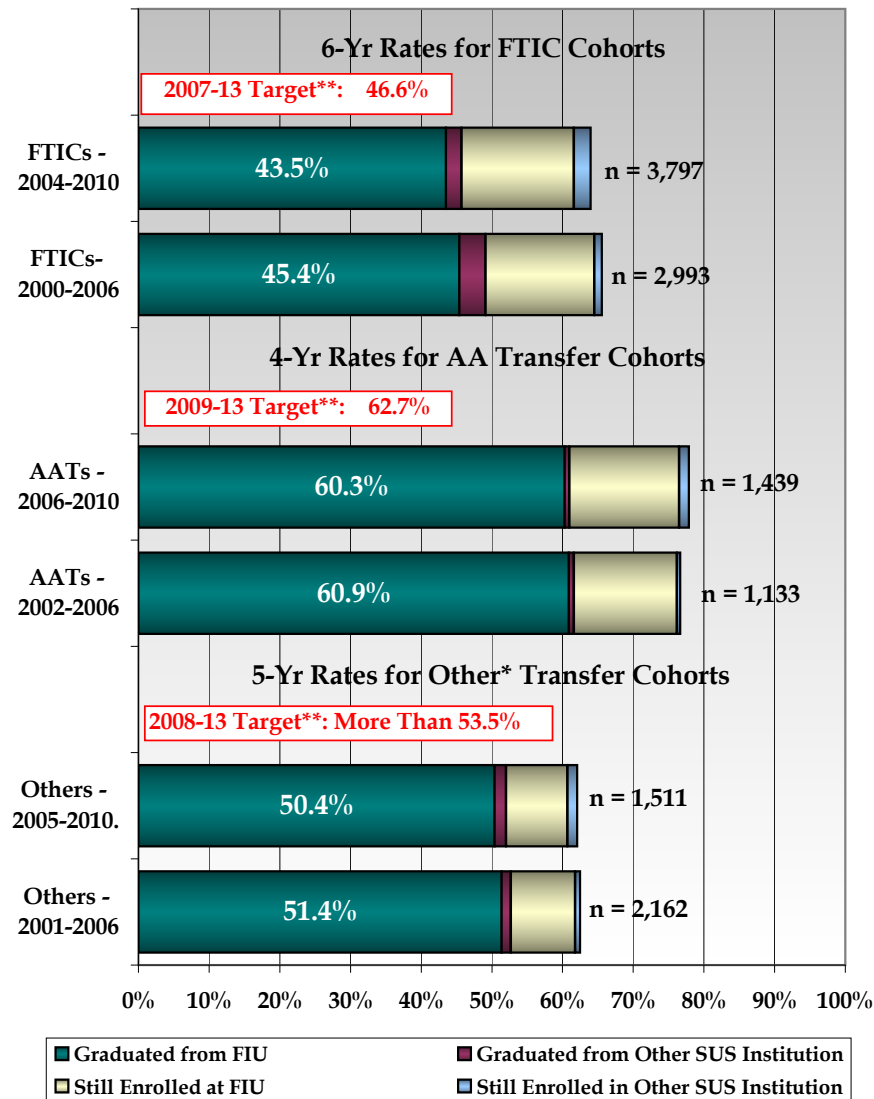
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FIU College of Law's Clinical Programs have expanded with the launch of Investor Advocacy Clinic, Green Family NeighborhoodHELP™ Clinic (inter-disciplinary collaboration), and an Environmental Clinic.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

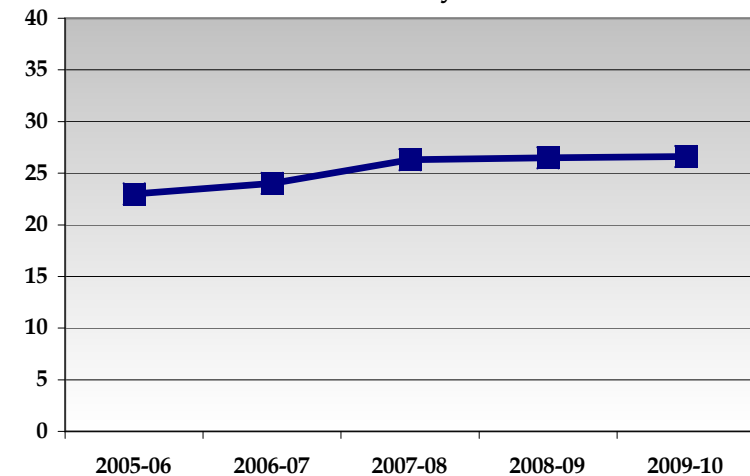
Undergraduate Retention and Graduation Rates



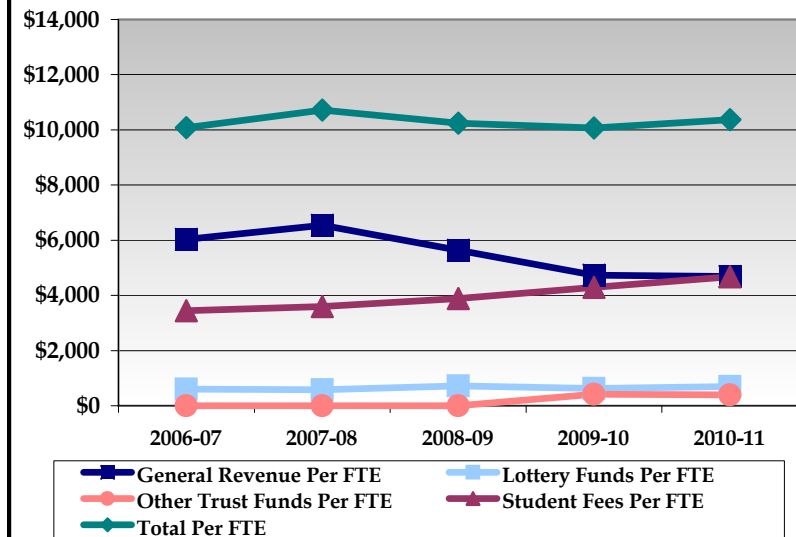
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

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INTRODUCTION

Florida International University (FIU) has been following its current Millennium Strategic Plan, which concludes at the end of the 2010 calendar year. With the arrival in August of 2009 of FIU's fifth president, Dr. Mark Rosenberg, the University began with new initiatives focusing on the President's "Hit the Ground Running" action paper cited in the University's 2010 Work Plan:

- Revitalize and expand the financial base,
- Achieve results-oriented student-centered academic excellence,
- Enhance quality and impact of research and creative initiatives, and
- Engage the community locally and globally.

In 2009-2010, the University participated in a very successful SACS (Southern Association of Colleges and Schools) site visit which demonstrated the excellence of FIU's faculty, staff, and programs.

Mission

Florida International University is an urban multi-campus, public research university serving its students and the diverse population of South Florida.

Vision

Florida International University will be a leading urban public research university that focuses on student learning and provides leadership in local and global engagement.

Building on its historical foundation and the guiding principles of its fifth president, the University, with broad representation from its many constituencies, has spent much of the year completing the Worlds Ahead Strategic Plan. The link is <http://stratplan.fiu.edu>. The plan, to be approved by the Board of Trustees in December 2010, centers the University on its mission as an urban, multi-campus, public research university serving its students and the diverse population of South Florida. FIU will provide high-quality teaching, engage in state-of-the-art research and creative activity, and enhance the educational, cultural, and economic vitality of the local and global community.

The Worlds Ahead Strategic Plan describes specific initiatives FIU will undertake to fulfill its mission and goals. These initiatives include the following: (1) achieve enhanced student learning and academic excellence; (2) enhance the quality, quantity, and impact of research and creative initiatives; (3) engage with the community in collaborative problem solving; and (4) revitalize and expand FIU's infrastructure and financial base.

FIU has identified four themes for strategic investment: arts, environment, globalization, and health. In the arts, FIU builds on strengths in its College of Architecture + the Arts and its two accredited museums: the Patricia and Philip Frost Art Museum and the Wolfsonian-FIU. In the environment, FIU has just established a School of the Environment, Arts, and

Society. In globalization FIU's School of International and Public Affairs (SIPA) will move into its new building in January 2011.

FIU also used the opportunity of its positive SACS reaffirmation of accreditation site visit to develop a QEP (Quality Enhancement Plan) initiative, Global Learning for Global Citizenship, which is transforming its curriculum to place greater emphasis on preparing students for success in a global environment. In Health, FIU is creating an Academic Health Center that will encourage interdisciplinary approaches to teaching and research.

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

During the academic year 2009-10, FIU enrolled over 39,000 students in 179 degree programs from 180 countries. Seventy-seven percent of FIU's students are minority students. FIU's most defining feature is this diversity and the University's success in producing an educated workforce with leadership capabilities for South Florida, the state, the country, and the world.

FIU continues to expand its access to the residents of Florida. In the last five academic years, FIU has increased its degree production by just over 28%. During the 2009-10 academic year, FIU awarded over 9,200 total degrees. Of those, just over 6,600 were at the baccalaureate level, and 92% of those were granted to residents of the state of Florida. During this time of growth, FIU has maintained its commitment to access and diversity by awarding 73% of its

total degrees to minority students. Additionally, 51% of FIU's baccalaureate degrees are awarded to Pell-Grant recipients, the largest percentage in the state, and one of the largest in the nation. During the 2009-10 year, FIU continued to serve first-generation students with 7,089 of such students receiving financial aid.

FIU's commitment to access and production of degrees is also demonstrated through FIU's focus on strengthening its strategic alignments with the P-12 community and truly building a P-20 model in South Florida for student success. One of the exciting initiatives that began last year was the partnership with Miami-Dade Public Schools that enables the system's top students to take classes on FIU's campus. Students at the Academy for Advanced Academics (AAA) take all of their classes at the Modesto A. Maidique Campus and build class schedules based on their academic interests. By the time the students graduate from high school, they will have completed up to two full years of college. Currently, FIU has 97 AAA students on campus and has already graduated 19 students.

FIU has also renewed its commitment to access to degrees by focusing on its partnership with one of the largest school systems in the nation. Leaders from Miami-Dade County Public Schools and Florida International University have formed a task force to identify and leverage each organization's strengths for the benefit of students and families throughout Miami-Dade County. Currently, FIU and the public schools are involved in more than 50 collaborative projects that directly impact more than 25,000 students annually. FIU President Mark Rosenberg and Miami-Dade Public Schools Superintendent Alberto Carvalho, along with Miami Dade College representatives, also participated in two

public town hall meetings over the past year discussing the future of P-20 education in the county.

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

Continuing efforts to increase the number of healthcare professionals for the region and the state, FIU nursing, physical therapy, and other health programs awarded 975 degrees in the 2009-2010 year. Student internships required for certification in these disciplines resulted in tens of thousands of hours to these professions in the community.

FIU's second-year medical students began visiting families who are medically underserved as part of the Green Family NeighborhoodHELP™ program, a component of the innovative Green Family Medicine and Society curriculum of the Herbert Wertheim College of Medicine. The program pairs every medical student with a household in North Miami-Dade, including areas of the cities of Miami Gardens and Opa-locka and unincorporated Miami-Dade. Medical students will visit the households regularly during the last three years of their medical education along with colleagues from social work and nursing, under the supervision of a faculty member. The student-household relationship is expected to help improve health indicators in the area, while giving students a unique first-hand learning experience. Depending on the needs of a household, students from public health, law, education, business, and other disciplines may join the team in the future.

The MBA in Healthcare Management, offered through FIU's Alvah H. Chapman Jr. Graduate School of Business, is an 18-month program geared toward individuals with at least four years of professional experience. The program has been designed to put all the pieces of the complex healthcare picture together. In addition to taking nine core MBA courses and five courses specific to healthcare, students network with senior executives of hospitals, physician groups, clinics, and HMOs. Many of their professors serve on boards of the area's prominent healthcare organizations, enabling them to bring real-world insights on current issues directly to the classroom.

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

The 2009-2010 fiscal year represented a milestone in the long-term upward trajectory of research growth at FIU. During that 12-month period, FIU faculty obtained over \$100 million in total research awards. Not only does this represent a 13% increase from the previous fiscal year, but it is also the first time FIU exceeded \$100 million in research awards during a single fiscal year. Moreover, this increase comes on the heels of a 22% increase in research funding during the 2008-2009 fiscal year. This tremendous achievement reflects the commitment, effort, and creativity of FIU's faculty, students, and staff. This accomplishment is made all the more remarkable by the challenging economic and funding climate experienced during this period.

During this past year, FIU faculty members have been awarded several Major Research Instrumentation awards, which will enhance FIU's existing research infrastructure and

stimulate future research and creative activities. Several prestigious NSF CAREER awards were obtained by faculty in the College of Engineering and Computing, as well as the College of Arts and Sciences. In addition, faculty from across the University successfully competed for large grants awards to support undergraduate and graduate student research and education. Examples include the \$4 million NIH grant awarded to RISE (Research Initiative for Scientific Enhancement), the continuing NSF award to CHEPREO for \$1.6 million, the recent \$3.5 million dollar Title V grant to the College of Arts and Sciences, the Howard Hughes Medical Institute's \$1 million award to the Physics Education Program, numerous individual awards totaling \$3.4 million to the College of Education in the area of special education, and the \$2 million PIRE (Partnership for International Research and Education) grant.

In STEM education and student success, the University received several key grant awards, and expects additional ones in the next fiscal year. The University received a \$3.5 million, 5-year Title V Grant from the U.S. Department of Education focusing on undergraduate student success in secondary teacher education.

In areas pertaining to FIU's Globalization focus, the U.S. Department of Education awarded a \$1 million Title VI National Resource Center grant to Florida International University, in partnership with the University of Miami (UM). Last year, FIU's Latin American and Caribbean Center and UM's Center for Latin American Studies formed the Miami Consortium for Latin American and Caribbean Studies. This is the Consortium's first federally funded project. The four-year Title VI grant will enable FIU and UM to expand Latin American and Caribbean educational and training

opportunities. This includes new course offerings in Portuguese and Haitian Creole, expansion of the universities' library collections, travel funding for faculty, and greater support of K-12 outreach programming.

The Global Water for Sustainability (GLOWS) program is a consortium financed by the United States Agency for International Development (USAID) working to increase social, economic, and environmental benefits to people of the developing world. The GLOWS Consortium is led by Florida International University and includes CARE, WaterAid America, Winrock International, World Vision, and the World Wildlife Fund (WWF). The program was awarded a new \$32 million grant to develop an initiative in West Africa (WA). This WA Water, Sanitation, and Hygiene (WA-WASH) Program will be conducted simultaneously in four countries (Ghana, Mali, Niger, and Burkina Faso). FIU will be the lead institution, and the entire four-year program will be coordinated from Miami and a regional office located in Ouagadougou, Burkina Faso. This program will allow for hiring of new faculty across several disciplines (law, public health, environmental sciences, and engineering), which will create unique expertise at FIU in this area of research.

In areas pertaining to sustainable communities and the environment, FIU and the Miami-Dade Expressway Authority (MDX) signed an agreement for up to \$500,000 to fund research at the FIU Lehman Center for Transportation Research leading the development of an advanced bus transportation system running from the Miami International Airport and across the county. In other areas pertaining to the environment, faculty in the newly formed School of Environment, Arts, and Society (SEAS) received a large NSF grant for Major Research Instrumentation, which will support

the School's future research endeavors, and another significant grant to study diseases of the coral reefs.

There were two other notable new grant awards pertaining to the environment. One grant for \$1 million, from the U.S. Department of Energy, will supplement FIU's Wall of Wind (WoW), which is part of the state-funded Center of Excellence. FIU researchers also received \$1.6M funding for research pertaining to climate change in tropical and arctic environments.

In April 2010, the U.S. Department of Energy announced the selection of a team of students and faculty advisors from FIU's College of Architecture + The Arts and the College of Engineering and Computing as one of twenty teams to compete in the 2011 Solar Decathlon on the Washington Mall. The Department of Energy contributed seed funding of nearly \$100,000 to support the project.

The Center for Children and Families, which focuses on treatments for Attention Deficit and Hyperactivity Disorders, received \$5.7 million in funding from the NIH. HIV/AIDS researchers from the Herbert Wertheim College of Medicine received a \$2.5 million NIH grant to develop magnetic nano-carriers to deliver medication to the brain. Researchers in the Robert Stempel College of Public Health and Social Work received \$2.5 million to study interactions between HIV/AIDS, alcoholism, and liver disease, and an award of \$1.8 million to study factors associated with racial disparities in HIV survival rates. The faculty from the Robert Stempel College of Public Health and Social Work and the Herbert Wertheim College of Medicine also received a \$1.6 million dollar award from NIH focusing on breast cancer research, as

well as \$2 million for genetic and environmental factors associated with cancer.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

FIU enhanced several of its community foci under the leadership of President Mark B. Rosenberg. In response to the earthquake that struck Haiti on January 12, 2010, President Rosenberg created a task force of university leaders who were charged with coordinating university efforts and forming a unified FIU response to the Haiti disaster. Highlights of the task force's efforts include the development of a memorandum of understanding with the University of Haiti to ensure a successful and sustained collaboration between FIU and the University of Haiti; the creation and use of a Creole interpreter database made up of more than 200 volunteers from the community; and fundraising efforts that included a student campaign, as well as staff and alumni efforts to collect money to assist in Haiti's recovery. Additionally, FIU received a Title V grant to rescue the patrimony of Haiti by expanding the Digital Library of the Caribbean.

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PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

The University is making progress on the three goals identified in the work plan.

Support strategic priorities in teaching and research

The University hired over 40 new faculty for the 2010-2011 year, exceeding the goal of 31 faculty. In the 2009-2010 academic year, the University exceeded \$100 million in external funding and awarded 114 research doctorates and 176 professional doctorates.

Improve Academic Success

The University was able to complete two of the three metrics in this goal during the fall 2010 semester by hiring 11 advisors and converting 20 adjuncts into full-time lecturers. Twelve classrooms will undergo modernization during summer 2011.

Expand Community Partnerships

The Office of Engagement has been established with Vice President Divina Grossman providing strategic direction. The University has submitted its application for the Carnegie designation of Community Engagement. Additionally, the Green Family NeighborhoodHELP™ program has expanded to include faculty and students from the College of Nursing and Health Sciences and the School of Social Work. With funding recently received from the National Institutes of Health, FIU will be able to expand the Green Family NeighborhoodHELP™ program into Little Haiti.

The family practice plan, FIU Health Care Network was established.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Academic Success in Mathematics

FIU won a Wal-Mart Foundation grant for the success of First Generation (FG) students in gateway Mathematics courses with peer learning assistants (LAs) in Summer

2009. The program has shown significant success improving passing rates for first generation students. Passing rates in College Algebra were 78% for FG students in the program compared to 34% for the FG control group. The programs preliminary results for intermediate Algebra show similar success (65% compared to 46%).

Energy Conservation

FIU has implemented various initiatives to help reduce the consumption of energy on all campuses. Some of these projects are the following: installation of motion sensing switches and energy management controls; monitoring of chill-water temperature; use of water-efficient urinals; standardization of the use of energy saving lights; replacement of metal halide bulbs in Parking Garage 5 with fluorescent bulbs; and the MMC residence halls have upgraded network systems for air-conditioning to be better able to respond to energy concerns.

Recycling

FIU students took on this initiative as their own. The students adopted a national program for re-cycling. As a result, recycling bins have been added across FIU's campuses. Additionally, they have put together a movie festival highlighting the go-green initiative.

Renegotiation of Construction and Maintenance Contracts

To maximize efficiencies, the University renegotiated minor construction contracts resulting in lower overhead percentages as well as lower profit for contractors; used the State University System's risk insurance contract

negotiated by FAU at a reduced cost; and renegotiated lower rates in Landscaping and Uniforms Contracts.

Implementing Technology

The graduation and certification process is on-line. The Office of Orientation developed a fully online transfer orientation module.

Imaging technology continues to be implemented across campus. Most recently, Human Resources and the Office of Records and Registration digitized all paper records to increase efficiencies in record recovery, space utilization, and employee access time.

ADDITIONAL RESOURCES

Institutional Peers

Criteria - Public, Part-time greater than 10%, Urban, Carnegie High Research or Very High Research with comparable levels of research expenditures and doctoral degree production.

George Mason University
University of Louisville
Georgia State University
University of Houston – University Park

Aspirational Institutional Peers

Criteria - Institutions are urban, public research universities in the Carnegie Very High Research Classification.

Arizona State University
Wayne State University
University of Cincinnati
University of New Mexico

Strategic Plan

<http://stratplan.fiu.edu/docs/msp.pdf>

Voluntary System of Accountability College Portrait

<http://www.collegeportraits.org/FL/FIU>

Common Data Set

<http://w3.fiu.edu/irdata/portal/cds.htm>

College Navigator

<http://nces.ed.gov/collegenavigator/?q=florida+international+university&s=all&id=133951>

Office of Planning and Institutional Research

<http://w3.fiu.edu/irdata/portal/>

Florida State University

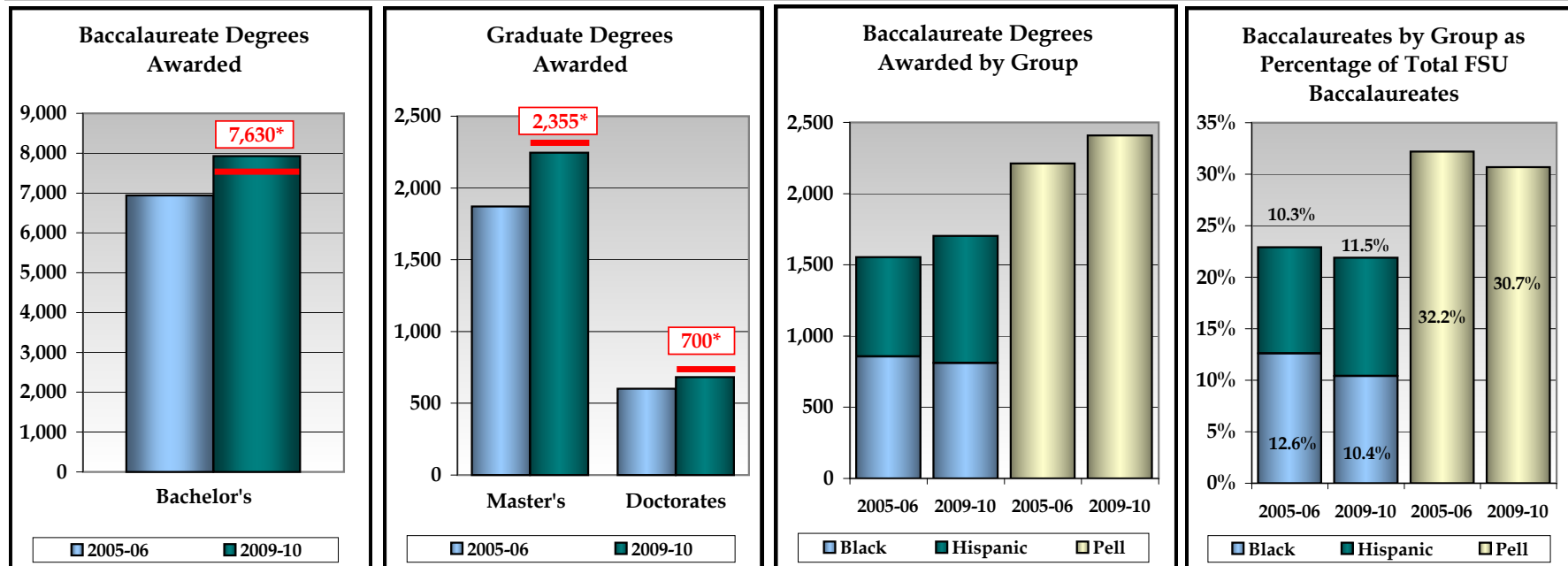
Data definitions are provided in the Appendices.

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

Florida State University 2010 Annual Report

Sites and Campuses			Main Campus, Panama City Campus, Off Campus				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	40,201	100%	TOTAL		323	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	4,027	10%	Baccalaureate		101	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	4,522	11%	Master's & Specialist's		144		
White	27,843	69%	Research Doctorate		75	Enrollment Profile:	High undergraduate
Other	3,809	9%	Professional Doctorate		3	Undergraduate Profile:	Full-time four-year, more selective, higher transfer-in
Full-Time	34,044	85%	Faculty (Fall 2009)	Full-Time	Part-Time	Size and Setting:	Large four-year, primarily nonresidential
Part-Time	6,157	15%				Basic:	Research Universities (very high research activity)
Undergraduate	30,399	76%	TOTAL	1,721	603	Elective Classification:	N/A
Graduate	8,572	21%	Tenure/T. Track	1,074	5		
Unclassified	1,230	3%	Other Faculty/Instr.	647	598		

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

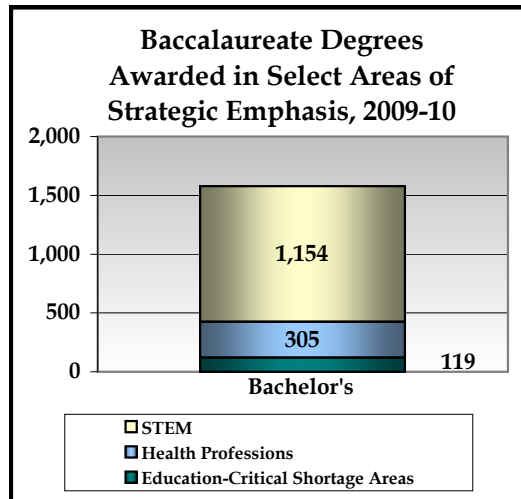


*2012-13 Targets for Degrees Awarded.

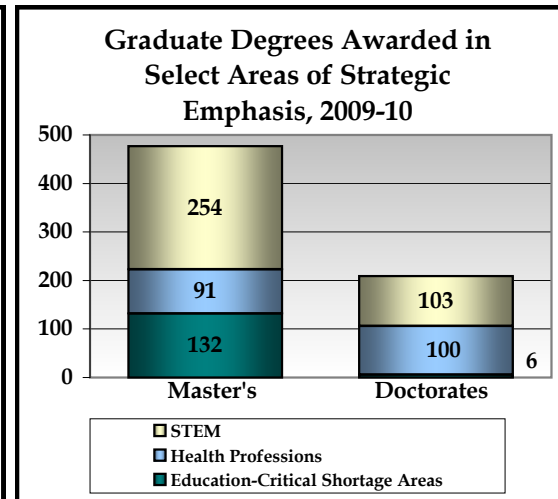
Note: All targets are based on 2010 University Workplans.

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

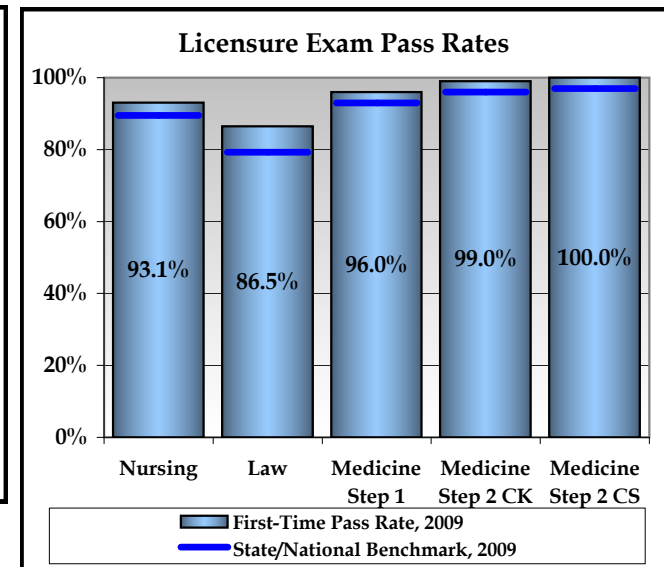
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



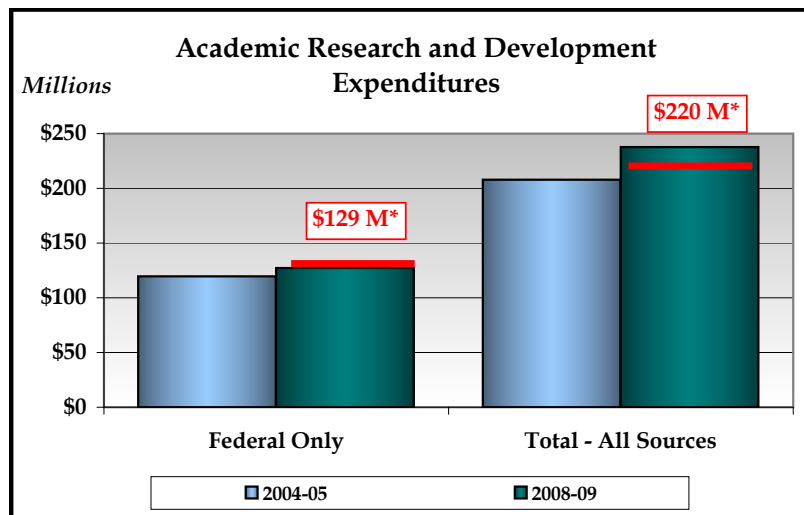
2012-13 Target: Increase
(2008-09 Baseline: 1,497 Total)



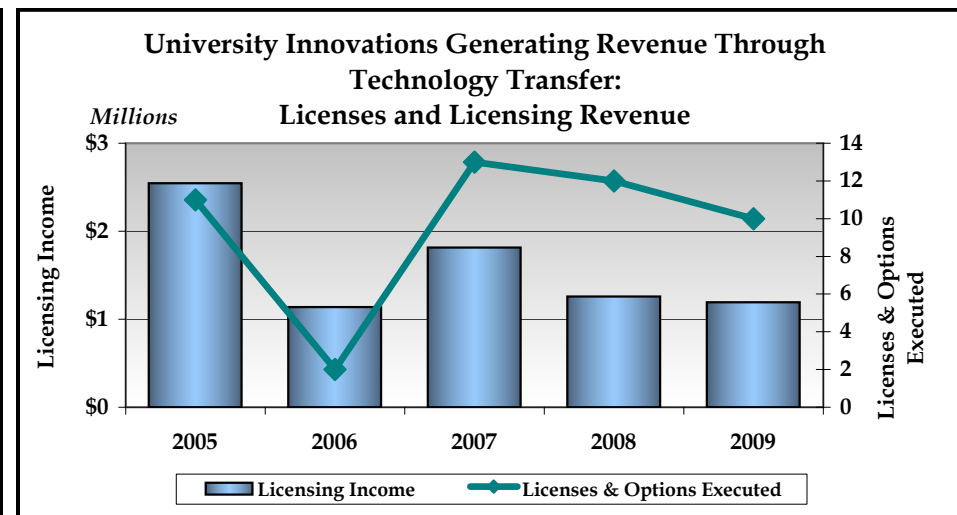
2012-13 Target: Increase
(2008-09 Baseline: 669 Total)



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



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



2011-12 Targets: Licenses - Increase (2008 Baseline = 12)
Licensing Revenue - Increase (2008 Baseline = \$1,257,266)

Key University Achievements

► Student awards/achievements

1. Erin Simmons was named as a finalist for the Rhodes Scholarship.
2. Kristen Ramsey won the Barry M. Goldwater Scholarship.
3. Aleksey Sanchez received a Thomas R. Pickering Graduate Foreign Affairs Fellowship.

► Faculty awards/achievements

1. Sociology professor, Jill Quadagno was elected a member of the Institute of Medicine of the national academies.
2. Barbara Hamby was awarded a 2010 Guggenheim and 2010 Iowa Short Fiction Award.
3. Suzanne Bennett was elected president of the American Psychological Association for 2012.

► Program awards/achievements

1. The NSF awarded \$2.5 million to the Antarctic Research Facility.
2. The Institute of Government played a major role in securing \$30 million to increase access to broadband and high-speed internet service in North Florida.
3. The average federal award per faculty member has increased 25.5% over the past 5 years.

► Research awards/achievements

1. The National High Magnetic Field Lab was funded by a \$17.5 million grant from the National Science Foundation.
2. The Florida Center for Reading Research was awarded a total of \$26 million to help solve problems in education.
3. The Autism Institute has over \$9 million in projects funded through the Institute of Health.

► Institutional awards/achievements

1. The University's graduation and retention rates continue to improve: 73.8% 6-year graduation and 91.8% for first year retention.
2. FSU recently received the "Most Engaged Florida Campus of the Year Award," which is Campus Compact's highest honor.
3. FSU was listed #4 Best Value College for 2010 by Princeton Review.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

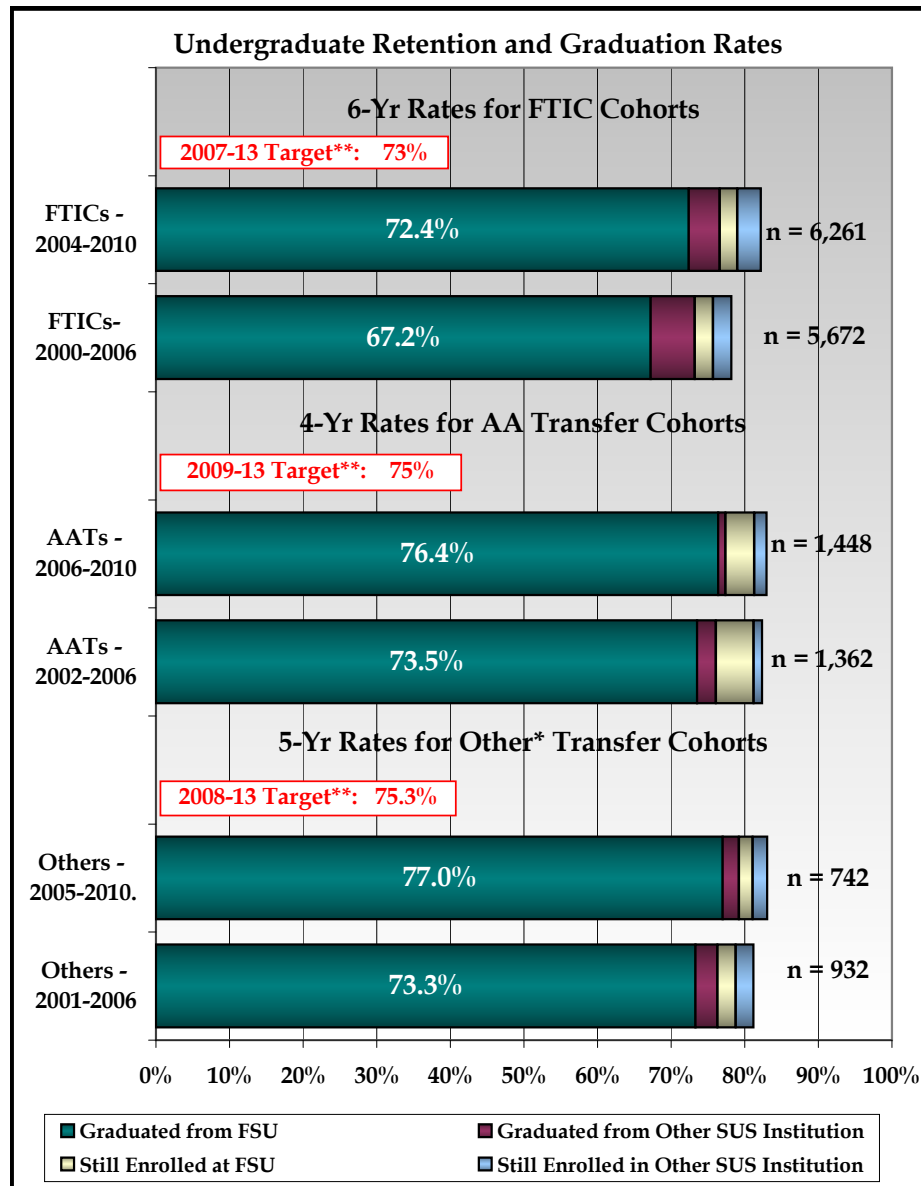
Through experiential learning within the community, Florida State students are engaged in solving community problems through application of their knowledge and skills and through the application process for Carnegie's Engaged Campus status. The University is creating a comprehensive web-based resource for the local and state community to learn, understand, and engage with University resources. This will build on the students' already substantial involvement in community activities - totaling over 200,000 hours per year.

The Florida Campus Compact, a coalition of more than 50 colleges and universities formed to promote community service, service learning, and civic engagement, presented Florida State with its highest honor, the "Most Engaged Florida Campus of the Year" award. The award recognizes institutions of higher education that show an exemplary commitment to being an "engaged campus." Community engagement has been strongly emphasized at Florida State for 16 years through the center. In the most recent academic year, Community involvement and service learning, in fact, have become essential aspects of Florida State's identity.

FSU recognizes the importance of service within a liberal arts education by giving students the opportunity to record hours of community service on their official FSU transcripts. Participation in this program provides a useful way for students to illustrate their community service involvement to potential employers, as well as graduate and professional schools.

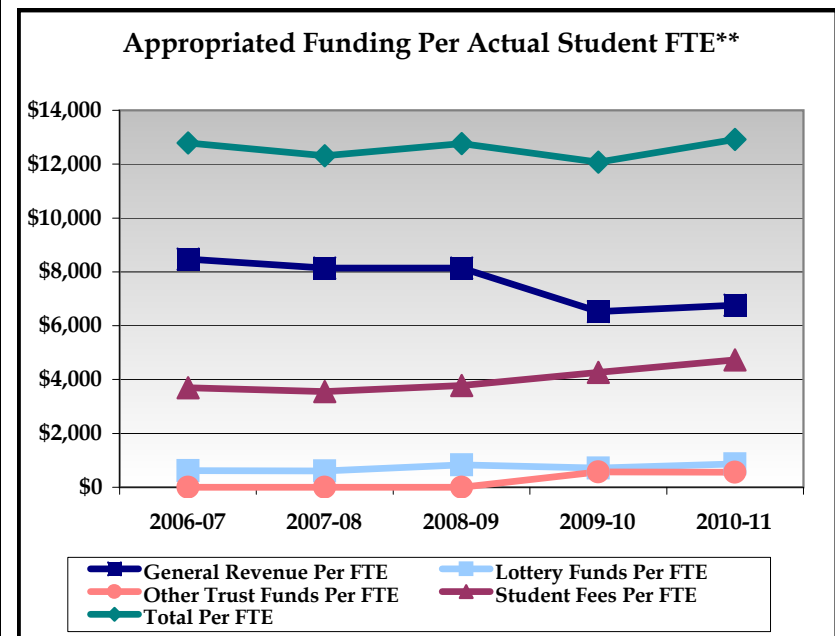
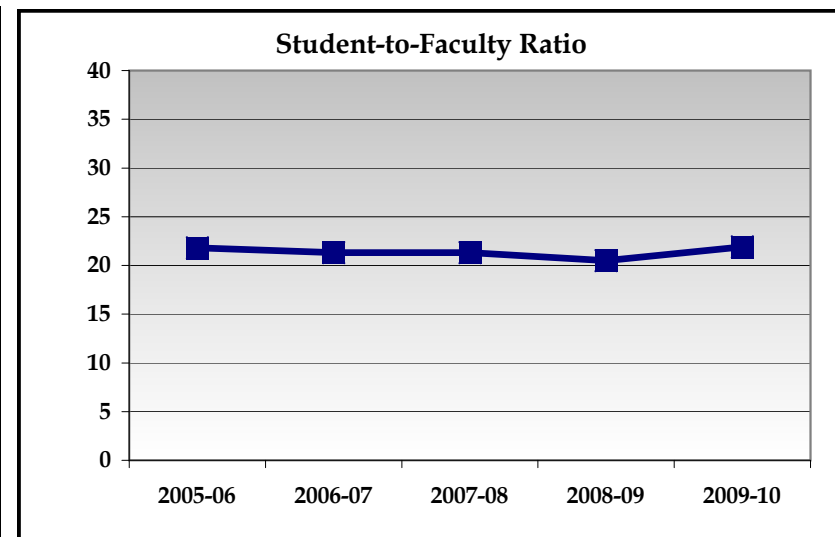
The University engages in many programs designed to work with the community. Examples of just a few of the many programs include the following: Young Scholars Program (high schools students); Saturday-at-the-Sea; Sea -to-Sea; Science on the Move; Great Explorations in Math and Science; Challenger Learning Center Program; SSTRIDE; and Bridge programs. Another example of a successful partnership with the community is Seven Days of Opening Nights. The event is a performing-arts festival that spotlights Florida State University's commitment to the arts — music, theatre, dance, visual art, film, and literature. The event is widely embraced as the high point on Tallahassee's cultural calendar; the festival began in 1999 and was an immediate success with both the University and the Tallahassee community.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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

** Graduation Rate from SAME Institution.



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

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INTRODUCTION

Mission

The Florida State University (FSU) preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The University is dedicated to excellence in teaching, research, creative endeavors, and service. The University strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity. <http://fsuspc.fsu.edu/>

Vision

The Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of its students, shaping the future of the state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement. <http://fsuspc.fsu.edu/>

Other Contextual Introductory Comments

As a premier graduate-research university, Florida State University is among the 20 largest public universities in the United States. It operates several international sites and a branch campus in Panama City, Florida. The University sponsors more than 90 centers and institutes and conducts more than \$215 million in research annually. The University's Strategic Plan established eight strategic priorities and ten urgent initiatives. The Strategic Priorities are:

SP 1.0 Recruit and graduate outstanding and diverse students.

SP 2.0 Enrich the student experience while supporting and improving undergraduate, graduate, and professional education.

SP 3.0 Recruit, develop, and retain outstanding and diverse faculty and staff.

SP 4.0 Enhance research and creative endeavors.

SP 5.0 Foster academic excellence.

SP 6.0 Ensure operational excellence while maintaining financial integrity.

SP 7.0 Strengthen the public service mission of the University.

SP 8.0 Build the University's national reputation.

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

The Florida State University adopted a new Strategic Plan in February 2009 that identified the priorities of the institution. These priorities are geared towards achieving the State University System (SUS) and University goals. After identifying priorities, goals were adopted to support realization of the priorities and specific measures were identified to measure progress towards the goals, along with key initiatives.

The specific priorities identified in the University's Strategic Plan that align with the SUS goal of providing access to and production of degrees include Strategic Priorities 1.0, 2.0, 3.0, 5.0, and 6.0.

One of the University's highest priorities has been providing access to students and graduating these students in a timely fashion. The FSU FTIC six-year graduation rates show continuous improvement and reflect one of the highest

increases in the SUS in the last five years (from 68.2% for the 2000 cohort to 73.8% for the 2004 cohort). During this same period, FSU made great improvements in the six-year graduation rate of blacks. More than 70% of black or African American students (who make up 11% of FSU's student body) graduate within six years. According to the October 2009 report of the Integrated Postsecondary Education Data System (IPEDS), this compares very well nationally where the median percentage for all others in the comparison group was 59%. The IPEDS report also showed that Florida State was ahead of the median FTIC first-year student retention rates with 89 percent, while the median percentage for the comparison group was 88 percent. Nationally, fewer than half of African-American students who enroll in college graduate within six years, according to an April 2008 report from Education Sector, a non-partisan think tank based in Washington, D.C. That report – "Graduation Rate Watch: Making Minority Student Success a Priority" – singled out Florida State for its success, noting that no other large public university had matched it and "many aren't even close."

FSU has continued to expand the number of graduate and professional degrees, with an increase of 24.3% in the number of doctoral degrees awarded over the last five years (from 276 in 2004 to 343 in 2008).

FSU has requested additional state enrollment funds to continue to provide access to students. FSU's intent is to be very close to the funded enrollment plan and to err on being slightly over-enrolled providing the maximum access while maintaining quality. Currently, FSU enrolls over 9,000 new FTIC and transfer students and 3,000 graduate students and produces over 1 million student credit hours a year. In order to meet enrollment demand, approximately 100,000 student

credit hours are being funded using stimulus and non-recurring funds.

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

The specific priorities identified in the University's Strategic Plan that align with the SUS goal of meeting statewide professional and workforce needs include Strategic Priorities 1.0, 2.0, 3.0, 5.0, 6.0, and 7.0.

Meeting the state's future professional workforce needs begins with the recruitment of talented students who will pursue majors in the disciplines most needed: education, nursing, allied health, science, technology, engineering, and mathematics.

FSU's Admissions Office coordinates all undergraduate recruitment activities and they have made these majors a priority. These majors have been emphasized visually in FSU's recruitment literature, website, and campus tour routes, and they have been emphasized verbally in FSU's recruitment visits to high schools and in visitor sessions and tours. FSU has also engaged in activities to increase the pipeline by reaching out to rural and underserved populations, encouraging them to consider higher education in these disciplines.

Once enrolled, students are provided with all the resources necessary to help ensure their retention and graduation. During orientation, all students receive instruction on FSU's academic MAPPING system – a unique resource that lays out in specific detail an academic map for each of the majors.

Likewise, all students are assigned an academic advisor who meets with them regularly to keep them on track to graduation.

FSU's students have a number of opportunities to enrich their academic experience. The Office of Undergraduate Research and Creative Endeavors strives to educate students to the research opportunities available to them as undergraduates. Living Learning Centers in the residence halls group students by interest: everything from academic interests like music, women in science and engineering, and education to community service and social justice. Students also have the opportunity to broaden their perspectives through completion of a Global Pathways certificate that guarantees their exposure to other cultures throughout the world, making them more aware of the global society in which they live.

By graduating talented students with baccalaureate, graduate, and professional degrees, Florida State University contributes to the workforce needs of the community, region, and nation. The goals identified in the University's strategic plan include developing well-rounded students who demonstrate excellence in their majors, exceptional leadership, and the ability to engage in lifelong learning, as well as contribute to a diverse and global society. FSU strives to create an engaged intellectual community among faculty and students that fosters excellence and communication across disciplines, and prepares graduate and professional students to succeed in the 21st century global workforce.

Growth in the number of degrees awarded in the areas of strategic emphasis has continued to climb, and the University's academic MAPPING program has helped to improve student progression in these and other majors. The number of baccalaureate degrees awarded in the areas of

strategic emphasis increased approximately 15% over the last five years (from 3028 in 2004 to 3480 in 2008). The number of graduate degrees awarded in these areas increased 20% over this same time period (from 753 in 2004 to 910 in 2008). FSU's continued improvement in graduation and retention rates allows the University to prepare more students for the professional and workforce needs. The six-year graduation rate of 73.8% is up, and the one-year retention increased from 89.3% in 2007-2008 to nearly 92% for 2009-10. Undergraduate engineering degrees increased over 5% since 2005-06.

The Office of National Fellowships is an example of setting public expectations of achievement. FSU reinforces high expectations by emphasizing academic excellence on the www.fsu.edu thumbnail stories. Mapping is another way that FSU is setting concrete goals and expectations not only for taking the right courses, but taking them in an appropriate and timely sequence.

It should be noted that the University continues to employ a substantial number of postdoctoral students who are typically devoted to research activities. Nationally, it is understood that postdoctoral opportunities are directly related to supporting economic development needs and provide "high end" workforce needs.

The University has identified timely intervention in tutoring efforts as key to continued progression in critical workforce areas. It has already begun an expansion of its tutoring activities for undergraduates with continued growth aimed at achieving this critical success factor.

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

The specific priorities identified in the University's Strategic Plan that align with the SUS goal of building world-class academic programs and research capacity include Strategic Priorities 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, and 8.0.

Florida State University has been designated a "Doctoral/Research University-Extensive," the top designation by the Carnegie Foundation, and many of the University's research programs consistently rank among the nation's top twenty-five public universities. In the 2010 National Research Council's Data-Based Assessment of Research-Doctorate programs, several FSU disciplines stood out in the top quartile of public universities in terms of overall attributes, including English, mechanical engineering, oceanography, political science, psychology, and public administration and policy.

U.S. News & World Report ranked Florida State's graduate program in nuclear physics 8th among public universities; the College of Law's Environmental Law Program 11th in the nation, the College of Education's Program in Secondary Teacher Education 21st in the nation, the College of Criminology and Criminal Justice 7th in the nation; the College of Information 14th among all US Library and Information Studies (LIS) schools, 3rd in school library media and children and youth services, and 11th in digital librarianship amongst LIS schools.

The Atlantic ranked the doctoral program in Creative Writing among the top five in the nation. The College of Engineering is ranked 6th in the U.S. in the number of master's degrees to African Americans and 9th in the number of doctoral degrees.

Some examples of faculty awards and achievements have included the following:

- FSU faculty garnered several important national and international awards. Five faculty were awarded Fulbright Fellowships; two faculty were awarded Guggenheim Fellowships; two faculty were awarded the NSF CAREER award; one received an NEH Fellowship; and three won the Air Force Office of Research Young Investigator Award. Two scholars received major book awards. Additionally, seven faculty from three different colleges were elected to Fellow in their professional organizations and six faculty from three colleges were recognized as Research Fellows. Sixty-nine external faculty awards were reported to the Office of Faculty Recognition for 2009-10, including 10 early career awards, 12 research awards, and one state-level Art Teacher of the Year award.
- Jill Quadagno, one of Florida State University's most eminent scholars, was elected a member of the prestigious Institute of Medicine (IOM) of the National Academies. Earlier this year, Dr. Quadagno was awarded the Leo G. Reeder Award for Distinguished Contribution to Medical Sociology from the American Sociological Association.
- FSU Music Dean, Don Gibson, was elected president of the National Association of Schools of Music. It is the nation's oldest and largest accrediting agency for the arts.
- Michael Blaber earned an international patent for his development of a mutant protein that may soon aid patients with chronic heart disease, and he was recognized

by the Ion Channel Media Group as having one of the most influential structural biology labs in the world.

- The Southeastern Section of the American Physical Society selected Kirby Kemper to receive its 2010 Francis G. Slack Award, given for “excellence in service to physics in the Southeast.”

The University is home to the National High Magnetic Field Laboratory, funded by the National Science Foundation, and the Center for Advanced Power Systems, supported by the U.S. Departments of Defense and Energy. The NHMFL and CAPS, among other major labs, place Florida State University at the cutting-edge of research and its application to industry. A major effort is underway to develop and build a free electron laser facility (“Big Light”) at the NHMFL site. This facility will be unique in the world and will exploit the high magnetic fields available at the Magnet Lab.

Major new research initiatives include efforts in materials science and in areas of energy technology, sustainability, economics, and policy. A new Aero-Propulsion, Mechatronics, and Energy (AME) building is under construction. Housed in portions of the AME Building will be the Florida Center for Advanced Aero-Propulsion (FCAAP), an SUS Center of Excellence. The National Science Foundation has recently funded a \$3.3 million hypersonic wind tunnel to be installed in this facility.

External contract and grant awards for research, service and training grew from \$200 million in 2008-09 to \$215 million in 2009-10. Federal awards accounted for \$180 million of this total. Awards from the National Institutes of Health rose to \$28 million. National Institute of Health awards have doubled in four years reflecting the growth in the research portfolio of

faculty in the College of Medicine and other units. In the area of patents, 65 new applications were filed and 21 patents were granted during this period.

The University has implemented new research activities in several areas ranging from materials to imaging. It has addressed critical success factors such as the provision of scientific equipment, new facilities, and core infrastructure through a series of initiatives involving both federal and Sponsored Research and Development (SRAD) funds. In addition, it has worked to expand on campus high-performance computing and to continue implementation of the Pathways of Excellence Program.

Some of the research grants have included the following:

- A distinguished group of Florida State University oceanographers, meteorologists, and marine biologists and ecologists share a new, \$500,000 grant from the Northern Gulf Institute to conduct a comprehensive study of the Deepwater Horizon oil spill’s impact on coastal and ocean marine ecosystems in the northeastern Gulf of Mexico.
- A state-of-the-art magnet system that will advance chemical analysis was funded by a \$17.5 million grant from the National Science Foundation.
- The Florida Center for Research in Science, Technology, Engineering, and Mathematics, (FCR-STEM) received \$2 million from the Florida Department of Education to continue several successful projects that provide professional development and online curriculum tools for state educators.
- (FCR-STEM): FSU researchers were awarded a \$1 million grant to help teens become more proficient in science.
- FSU Researchers will collaborate with researchers from Vanderbilt University, the University of Wisconsin-

Madison, and the Education Development Center on a new \$13.6 million grant from the U.S. Department of Education to help improve high-school performance in Florida and Texas. The FSU team is led by Lora Cohen-Vogel of the Department of Educational Leadership and Policy Studies.

- Dr. Kenn Apel and Dr. Shurita Thomas-Tate are co-investigators on the “Reading for Understanding Research Network” project. The five-year, \$100 million grant was awarded by the U.S. Department of Education’s Institute of Education Sciences (IES) to Florida State and five other research teams. Florida State’s researchers will receive \$26 million.

Our graduate students continue to excel. One of our doctoral students was the only recipient in the State of Florida to have been awarded the prestigious Philanthropic Educational Organization (P.E.O.) Scholar Award.

Eight students were selected by Governor Charlie Crist as 2010 Gubernatorial Fellows.

We had a record number of students who were selected to receive highly competitive and valuable National Science Foundation (NSF) Graduate Research Fellowships. In the past, on average 2 to 3 students receive these fellowships. This year, 7 of our students received fellowships.

Two students received the prestigious Fulbright-Hays Dissertation Research Abroad Award for their outstanding graduate research proposals through the Fulbright-Hays Doctoral Dissertation Research Abroad Fellowships. Peter Hoelsing, a Ph.D. candidate in the College of Music's

Ethnomusicology Program, will be traveling to Uganda for research on the interplay of music and healing.

The Career Center provides students with information on state and national needs and helps students prepare for employment.

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

The specific priorities identified in the University’s Strategic Plan that align with the SUS goal of meeting community needs and fulfilling unique institutions responsibilities include Strategic Priorities 3.0, 4.0, 5.0, 6.0, 7.0, and 8.0.

As one of the nation’s elite research universities, Florida State University – with the Carnegie Foundation’s highest designation, Doctoral / Research University-Extensive – offers a distinctive academic environment built on its cherished values and unique heritage, welcoming campus on the oldest continuous site of higher education in Florida, championship athletics, and prime location in the heart of the state capital.

Combining traditional strength in the arts and humanities with recognized leadership in the sciences, Florida State University provides unmatched opportunities for students and faculty through challenging academics, cultural discovery, and community interaction. FSU’s Panama City and international sites challenge students to be learners, leaders, achievers, and contributors within the local and global communities.

Underlying and supporting the educational experience is the development of new generations of citizen leaders, based on the concepts inscribed in our seal: Vires, Artes, Mores — Strength, Skill and Character. Florida State's 40,000 students are dedicated to academic excellence and providing leadership in our complex world. This is epitomized by the number of recently named national award winners. In 2010, national award winners include a Rhodes Scholar Finalist, ten Fulbright scholars, a Pickering Fellowship and a Pickering Finalist, two Truman Finalists, two Goldwater Scholars, and three Hollings Scholarships, a USA Today 1st Academic Team member, and a Glamour Top 10 College Women winner.

Florida State University's 16 colleges offer more than 275 undergraduate, graduate, doctoral, professional, and specialist degree programs, including medicine and law, covering a broad array of disciplines critical to society today. Each year, the University awards close to 3,000 graduate and professional degrees.

With its impressive breadth of leading graduate, professional, and undergraduate programs, FSU is a demanding, intellectually stimulating, yet warm and caring environment for students and faculty. Recognized nationally for its commitment to diversity, Florida State University is a national leader in the number of doctorates awarded to African-American students and in the graduation rate of African-American undergraduates. The Colleges of Medicine and Law are ranked in the nation's Top 10 for Hispanic students.

Florida State University's arts programs — dance, film, music and theatre — rank among the finest in the world, offering an arts education comparable to leading conservatories. The creative writing program is ranked among the nation's best

and is home to the most consistently honored and published student body in the United States. Florida State is responsible for governance of the John and Mable Ringling Museum of Art and associated arts programs, one of the largest museum/university complexes in the nation.

Other programs consistently included in the top public university list include physics (particularly nuclear), chemistry, political science, psychology, criminology, public administration, library science, information, English, business, and law.

The collaborative research between the Florida State University School (FSUS) and the Florida State University advances knowledge not just in Florida, but nationally, and internationally. In 2009-10, FSUS hosted more than fifty research projects.

Through experiential learning within the community, Florida State students are engaged in solving community problems through application of their knowledge and skills and through the application process for Carnegie's Engaged Campus status. The University is creating a comprehensive web-based resource for the local and state community to learn, understand, and engage with University resources. This will build on the students' already substantial involvement in community activities - totaling over 200,000 hours per year.

The Florida Campus Compact, a coalition of more than 50 colleges and universities formed to promote community service, service learning, and civic engagement, presented Florida State with its highest honor, the "Most Engaged Florida Campus of the Year" award. The award recognizes institutions of higher education that show an exemplary

commitment to being an “engaged campus.” Community engagement has been strongly emphasized at Florida State for 16 years through the center. In the most recent academic year, Community involvement and service learning, in fact, have become essential aspects of Florida State’s identity.

FSU recognizes the importance of service within a liberal arts education by giving students the opportunity to record hours of community service on their FSU transcripts. Participation in this program provides a useful way for students to illustrate their community service involvement to potential employers as well as graduate and professional schools.

The John Scott Dailey Florida Institute of Government at The Florida State University played a major role in securing more than \$30 million in funding to increase access to broadband and high-speed Internet service across a 14-county region in North Florida. High-speed, wireless connectivity is seen as critical to jumpstarting and sustaining economic activity throughout the region, which has been designated as a Rural Area of Critical Economic Concern by the state of Florida.

The University engages in many programs designed to work with the community. Examples of just a few of the many programs include: Young Scholars Program (high school students), Saturday-at-the-Sea, Sea-to-Sea, Science on the Move, Great Explorations in Math and Science, Challenger Learning Center Program, SSTRIDE, and Bridge programs. Another example of a successful partnership with the community is Seven Days of Opening Nights. The event is a performing-arts festival that spotlights Florida State University's commitment to the arts — music, theatre, dance, visual art, film and literature. The event is widely embraced as the high point on Tallahassee's cultural calendar; the

festival began in 1999 and was an immediate success with both the University and the Tallahassee community.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

In response to Strategic Priority 1.0, Recruit and graduate outstanding and diverse students, and the key initiative to ensure that graduate student stipends and benefits are nationally competitive increasing the average teaching assistant and research stipends while providing for graduate student health care, the Florida State University increased the minimum stipend level for graduate students to \$4,050 per semester and increased the health insurance subsidy for graduate students to \$700 for a .50 FTE.

In response to concerns raised by members of the Board of Governors, the University reviewed data regarding the rising cost of education and the need to keep tuition and fees under control and whether higher tuition makes college less accessible to students. FSU leaders found that access to the University is open to Florida’s top students, regardless of financial need. In fact, FSU will ensure that all need-based Florida resident undergraduate students receiving a Pell Grant have their full tuition and fees paid for, without loans.

The University is publishing, advising, and directing students to seek financial aid as early as possible. FSU has increased the number of e-mails, workshops, and information on the web to encourage students to apply early. This appears to be working as seen by the numerous scholarship awards received by the students.

In response to Strategic Priority 2.0, Enrich the student experience while supporting and improving undergraduate, graduate, and professional education, the University is developing a garnet and gold program to recognize students who participate in activities fostering the skills of Leadership, Service, Internship, International Experience, and Research. All students who prove their worth in three of these areas will receive special recognition upon graduation. The purpose of this initiative is to encourage students to become well-rounded citizens during their time at FSU. The University has hired additional coaches. Even though FSU still does not have enough coaches to advise all of its students, the University contracted with a private firm to provide coaching services for a reduced fee to students to support them in achieving their educational goals.

Faculty and staff bonuses were provided in August 2010 in an effort to retain personnel and in concert with Strategic Priority 3.0, Recruit, develop, and retain outstanding and diverse faculty and staff.

A new degree program in Materials Science is being considered by the Board of Trustees and, if approved, by the Board of Governors. This program supports interdepartmental collaborations and advances the State's desire to increase access and competence in the STEM fields.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

At the November 2009 Board of Trustee meeting, Provost Abele gave a presentation titled "How FSU Stacks Up To Its Peers: National Views of FSU." The entire presentation can be

viewed at the web address: <http://president.fsu.edu/search/fsuinfo.html>. The highlights show that FSU is larger than most of its comparable or aspirational peers; it is more diverse than its peers, its freshmen arrive very well prepared, the quality of our graduate student quality has been consistently increasing and is well above average; the in-state undergraduate tuition and fees are low compared to its peers, FSU has less to spend in every category than its peers, the students per faculty is greater than its peers; faculty salaries are less than their peers; graduate student stipends are less than their peers; nonetheless, performance is generally high. Degree production is high, retention and graduation rates have steadily improved, first-year retention is at an all-time high; the quality of teaching is rated high by students, diversity in graduate student degrees is high; students continue to win national awards; and faculty continue to have a strong record of publications and research expenditures. On most metrics, university efficiency, the ratio of output to resources, is exceptionally high and far above national benchmarks.

There are areas that need improvement, such as smaller classes, more classes, more papers, more research opportunities, and more research availability. All these improvements are likely to require additional resources. Other areas such as improved student collaboration and expansion of the culture of increased effort will not require additional resources.

The University is husbanding its resources carefully. In order to manage the financial crisis, the FSU Board of Trustees, with input from the administration, faculty and staff, outlined a Long-Term Plan of Action in Response to Budget Reductions beginning in 2007-08 to 2011-12. The University carefully used

recurring resources to build non-recurring funds to get FSU through the inevitable education funding recession. This plan requires a disciplined approach to meeting current obligations. Colleges and departments submitted budget reduction plans in January 2008 and again in the Spring of 2009. Based on these plans and direction from the trustees, guiding principles and a plan of action were developed to address the budget reductions.

Long-Term Plan of Action in Response to Budget Reductions

GUIDING PRINCIPLES APPROVED BY BOARD OF TRUSTEES:

1. Protect the integrity of the teaching, research and service mission of the University.
2. Continue to enhance the University's standing as one of the top research and graduate education institutions in the nation.
3. Protect the financial integrity of the University.
4. Ensure the safety and security of students, employees, and the campus.
5. Prepare for adverse financial consequences that result from lack of funding for enrollment growth, tuition vetoes, absence of technology fee, property tax reforms, declining State revenue projections, and flat tuition revenues in the foreseeable future.

ACTION PLAN BASED ON BOT'S CRISIS MANAGEMENT DIRECTIVE:

1. Allocate \$5 million of the created recurring reserve to offset impacts to critical services:
 - a. Continue offering courses to currently enrolled students and to keep them on course to graduate.
 - b. Ensure core services are not adversely affected.

- c. Ensure the safety and security of the campus.
 - d. Ensure the financial integrity of the University is not compromised.
 - e. Honor the financial aid commitments already made to students.
 - f. Ensure library hours are not reduced.
 - g. Honor Pathways to Excellence hiring commitments.
 - h. Ensure federal commitments on National High Magnetic Field Lab are honored.
 - i. Honor on-going commitment to graduate research and funded research projects.
2. Allocate additional \$5 million non-recurring for this current year and the next two years as adjustments creating a reserved balance to:
 - a. Honor employee contractual obligations.
 - b. Offset immediate effects of recurring cuts.
3. Utilize carryforward/"Rainy Day" funds to:
 - a. Fund course sections to meet student demand.
 - b. Honor graduate student stipend commitments made in accordance with student offer letters.
 - c. Honor commitment to on-going construction projects.
 - d. Implement plans to formally recognize planned use of carryforward/"rainy day" funds within established parameters.
 - e. Colleges and Departments will submit updated versions of their detailed plans for use of carry-forward/"rainy day" funds consistent with the guiding principles adopted by the Board in order to maintain status quo for the next year.
 - f. Honor Pathways to Excellence equipment and lab renovation commitments.
 - g. Continue implementation of new student software system.
 - h. Honor payout and leave commitments.

4. Cut back hiring/freeze.
5. Implement travel restrictions.
6. Implement unit reduction plans after adjustments in items 1 and 2.
7. Incorporate into the University's strategic plan a recommendation on the restructuring of the academic units with an aim towards reducing administrative costs.
8. Develop a plan to eliminate areas of duplication.
9. Evaluate increasing the number of out-of-state students and a collateral change in state policy.
10. Evaluate restructuring Summer Term B.
11. Evaluate summer employment contracts.
12. Further reduce freshmen enrollment to bring to funded plan.
13. Evaluate shifting freshmen enrollment to TCC/FSU partner program, Panama City campus, and international campus.
14. Maximize tuition differential option beginning Fall 2008.
15. Authorize technology fee beginning Fall 2009.
16. Approve tuition increase beginning Fall 2008.
17. Maximize material and supply fees and facility and equipment use fees.
18. Expedite construction to take advantage of current market trends.

The University continues to work from this plan and incorporate the use of federal stimulus funds. The first priority for the use of stimulus funds is to save, continue, or create jobs followed next by the need to replace scholarship funds. Stimulus funds have been used to accommodate Teach Out plans for suspended programs. Even with the recent reversal by an arbitrator of the University's decision to lay off

21 tenured faculty, FSU has still experienced the loss of over 120 faculty in the last 3 years.

In addition, the University has identified and realized many efficiencies on campus. Using the latest of technologies to reduce costs, improve discounts, and increase rebates, eProcurement and EMarket were instituted with online vendor catalogs. Use of the P-Card is on the upswing as nearly all blanket purchase orders have been eliminated which have high potential for misuse and abuse. In conjunction with Purchasing, the Controller's Office initiated an e-Payable model to allow for negotiations on vendor payments, i.e., the faster the vendor payments, the greater the discount to FSU. Through the bookstore vendor, Follett Higher Education Group, a cost-saving program for students, Rent-a-Text, was initiated whereby students are able to rent a new or used book at 45% of the new retail price. The pilot program during Fall term offered 30 titles for rent and rental fees collected were about \$79,370 with a resulting savings for students of more than \$100,000. Privatization is becoming increasingly important to provide needed services that have been lost due to budget cuts. Central printing has all but been eliminated with only basic services (business cards, letterhead, envelopes, etc.) remaining. FSU contracted with the UPS Store to handle residence hall mail and package services and to pick up the services previously provided by Printing Services.

Due to the significant changes in the level of available resources, from mid-year 2007-08 to beginning of year 2010-11, other efficiencies have resulted. On a per student basis, cumulative reductions over the period of \$85 million equate to \$3,171 less to spend per annual student FTE and caused the deletion of some 800 salaried positions.

Per the 2010 USNWR Survey of Top 50 Publics, FSU ranked 44th in tuition and fees and state support per student. The www.Collegemeasures.org website shows FSU to be among the most efficient universities in the country.

Although reductions may have a lagging, future impact on a number of University measures, FSU is nevertheless maintaining a high level performance in degree production.

At the National Level:

- Per the most recent (2008-09) ranking of Carnegie classification public, very high research universities, FSU ranked 8th in the annual production of baccalaureate degrees at 7,630-- and first for African Americans at 862.
- NIH funding increased by 103% in four years, from \$13.6 million to \$27.6 million in 2009-10.
- Total contract and grant expenditures increased by over \$22.0 million to \$184.5 million over the same period above.

ADDITIONAL RESOURCES

- Carnegie Classification
 - Basic: RU/VH: Research Universities (very high research activity).
 - Undergraduate Instructional Program: Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence.
 - Graduate Instructional Program: CompDoc/MedVet: Comprehensive doctoral with medical/veterinary.
 - Enrollment Profile: HU: High undergraduate.
 - Undergraduate Profile: FT4/MS/HTI: Full-time four-year, more selective, higher transfer-in.

- Size and Setting: L4/NR: Large four-year, primarily nonresidential.

http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=134097&start_page=institution.php&clq=%7B%22first_letter%22%3A%22F%22%7D

- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/FSU>
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=florida+state+university&s=FL&id=134097>
- University Institutional Research Unit
<http://www.ir.fsu.edu/>
- Quality Enhancement Review Website
<http://www.ir.fsu.edu/links.cfm?ID=qer>
- University Strategic Plan
http://fsuspc.fsu.edu/media/FSU-Strategic-Plan_2008-09-2013-14.pdf
- University Data Sources
 - Admissions Viewbook:
<http://admissions.fsu.edu/publications/viewbook/viewbook.pdf>
 - Pathways Initiative: <http://pathways.fsu.edu>

New College of Florida

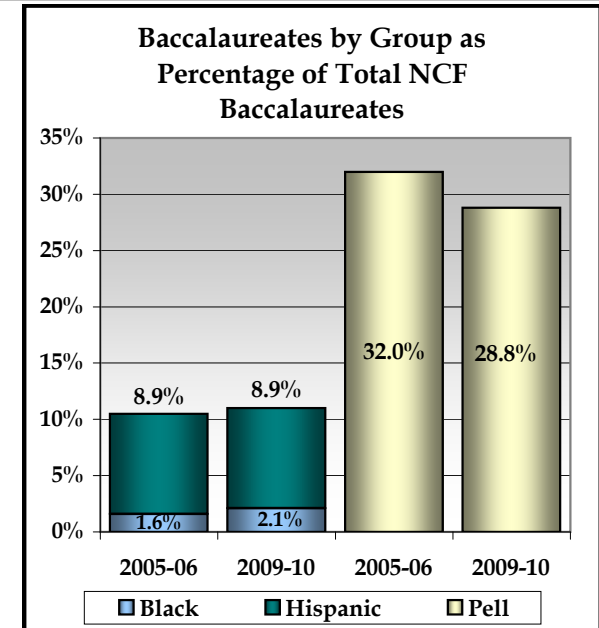
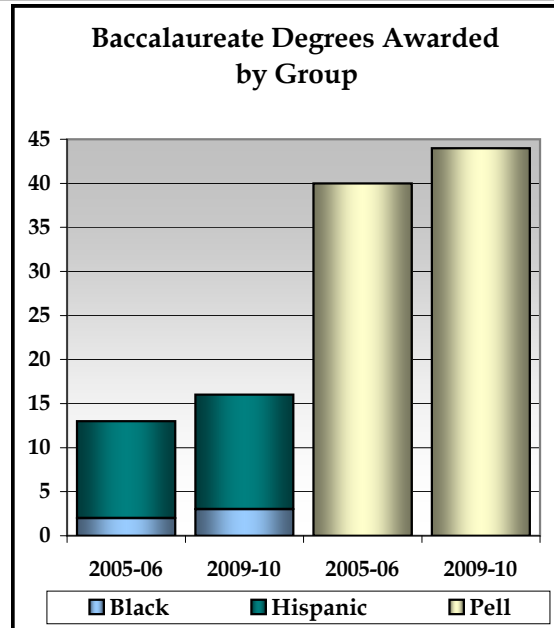
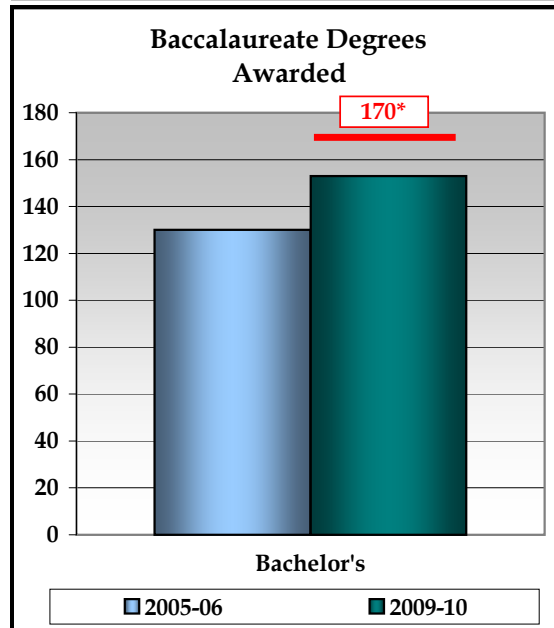
Data definitions are provided in the Appendices.

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New College of Florida 2010 Annual Report

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

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



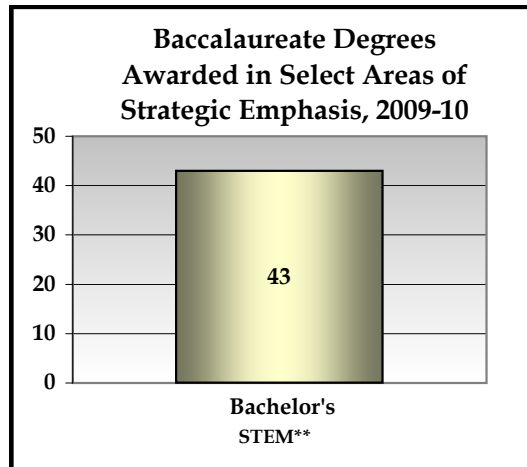
*2012-13 Targets for Degrees Awarded.

Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group

Reported in Volume II - Table 4I.].

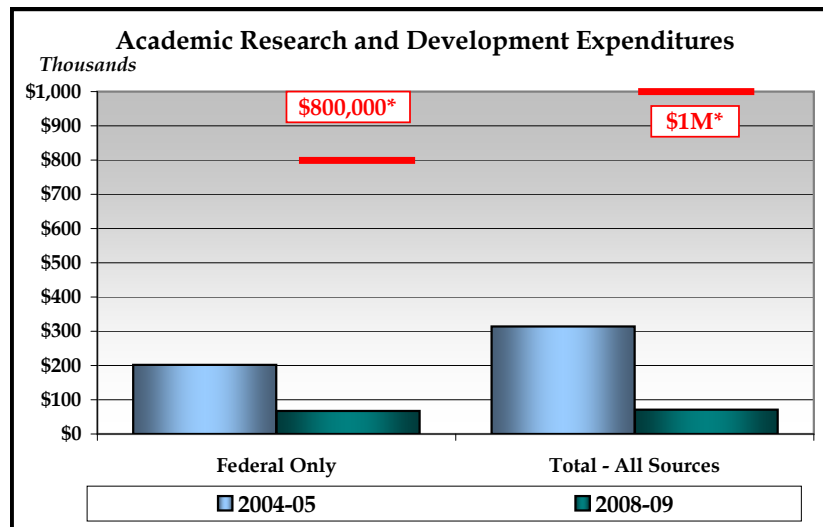
**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



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

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

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



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

Key University Achievements

► Student awards/achievements

1. Seven Fulbright U.S. Student Program Scholarships awarded to New College graduates for 2010-2011.
2. Nine students awarded NSF Research Experience for Undergraduates (REU) grants (summer of 2010).
3. Student Emily Moser's research paper published in the peer-reviewed *Journal of Veterinary Behavior*.

► Faculty awards/achievements

1. Dr. Frank Alcock, Political Science, named Senior Fulbright Scholar to New Zealand for research and lecturing (2011).
2. Dr. Mariana Sendova, Physics, participated in NSF-ADVANCE-PAID project focused on horizontal mentoring of senior women in chemistry and physics faculty at liberal arts colleges (2010).
3. Dr. Maria Vesperi, Anthropology, received American Anthropological Assn./Oxford U. Press Award for Excellence in Undergraduate Teaching (2009).

► Program awards/achievements

1. Chinese program awarded CIBER grants for courses in Chinese culture, social practices, and language. (2010)
2. IT received 5-year CampusEAI Consortium myCampus Portal Grant to cover costs/services. (2010)

► Research awards/achievements

1. Dr. Stephen Shipman, Chemistry, awarded research time on TeraGrid's computational network. (2010)
2. Dr. David Harvey, History, Franklin Research Grant, American Philosophical Society. (2010)
3. Dr. Gordon Bauer, Psychology, NSF award for "Manatee Vibrissae-A Mammalian Lateral Line?" (2010)

► Institutional awards/achievements

1. Forbes.com ranked NCF the 15th best public college in America. (2010)
2. U.S. News and World Reports ranked NCF No. 5 among all public liberal arts colleges in the U.S. (2010)
3. 2011 Fiske Guide to Colleges highlights NCF as one of 45 "best buy schools" in the U.S., U.K., and Canada.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

New College offers an undergraduate liberal arts education of the highest quality, in which students are academically challenged and engaged, and have significant gains in critical thinking and independent research competencies.

New College regularly participates in the National Survey of Student Engagement (NSSE), which has become a nationally recognized indicator of academic quality. New College's NSSE benchmarks support its claims of providing a superior academic environment. New College anticipates similar results in the 2011 NSSE.

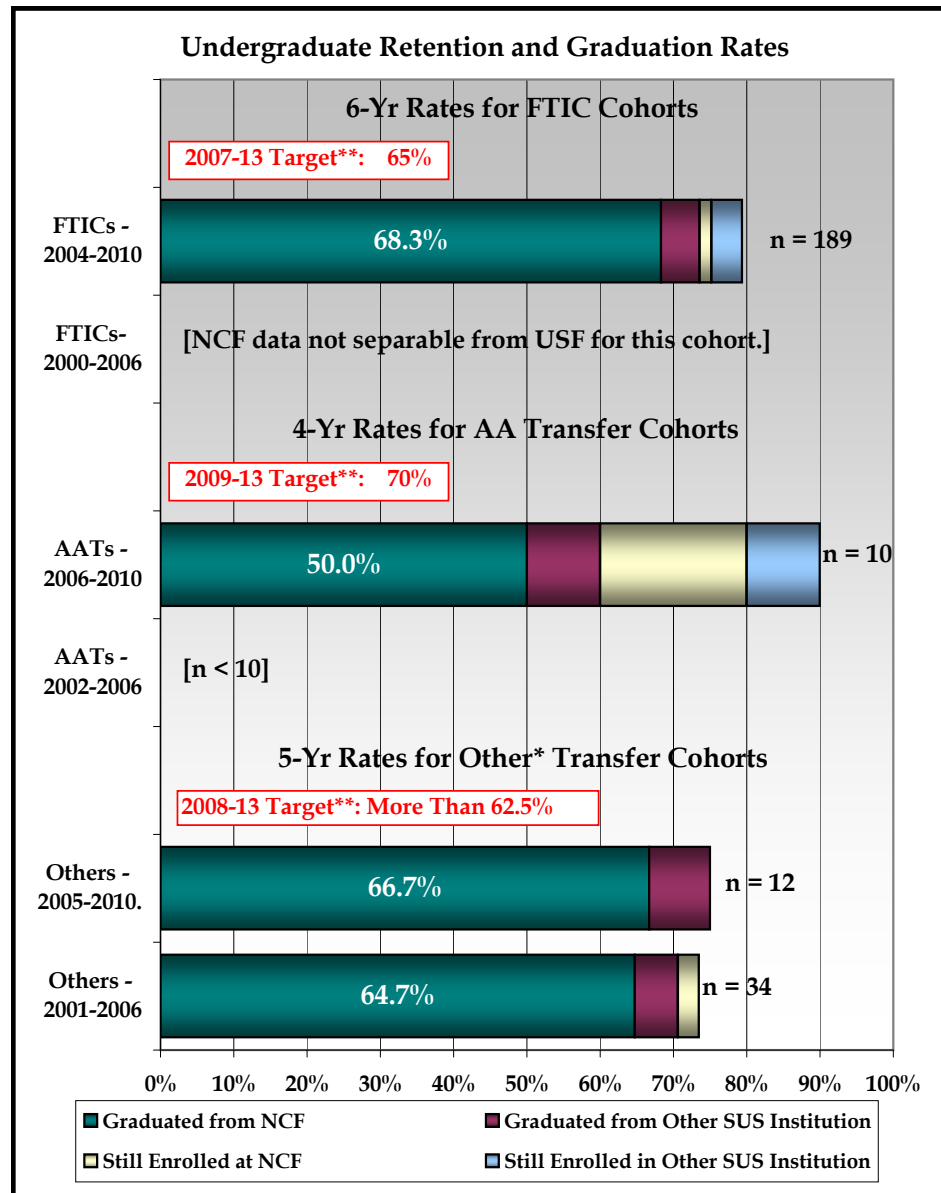
- The *level of academic challenge* that NCF students report is consistently higher than students at Carnegie peer institutions, at Council of Public Liberal Arts (COPLAC) member institutions, and by all freshman and seniors taking part in the survey.
- The level of *enriching educational experiences* reported by NCF students is significantly greater than reported by students at Carnegie peer institutions, at COPLAC member institutions, and by all NSSE 2008 respondents.

Furthermore, during their first two semesters, the Fall 2008 entering cohort significantly increased their CAAP Critical Thinking scores, and ranked first in critical thinking among 31 small colleges participating in the 2008 Wabash National Study of Liberal Arts Education. NCF theses compared favorably with six peer institutions in a 2009 external assessment of undergraduate senior theses.

New College practices intellectual and civic leadership in local and regional Florida communities. Students, faculty, and staff work toward identifying, highlighting, and meeting community needs.

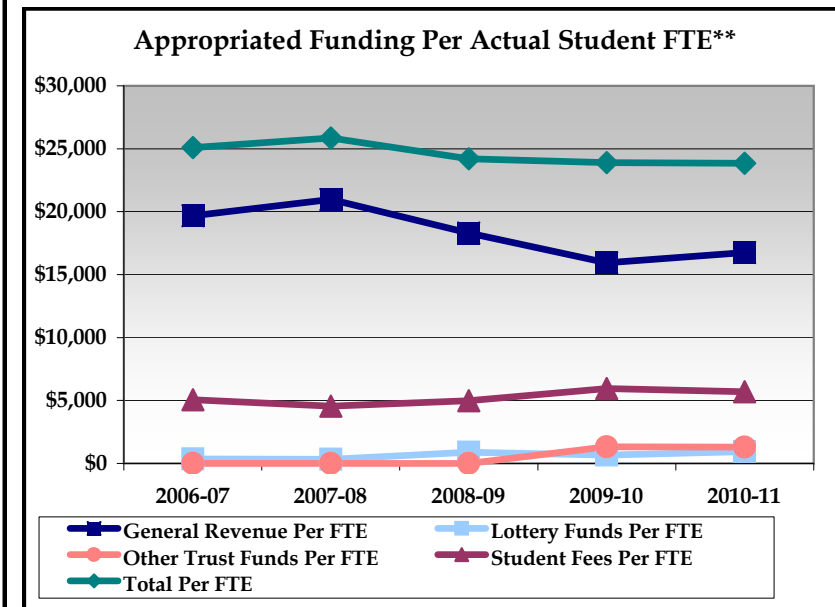
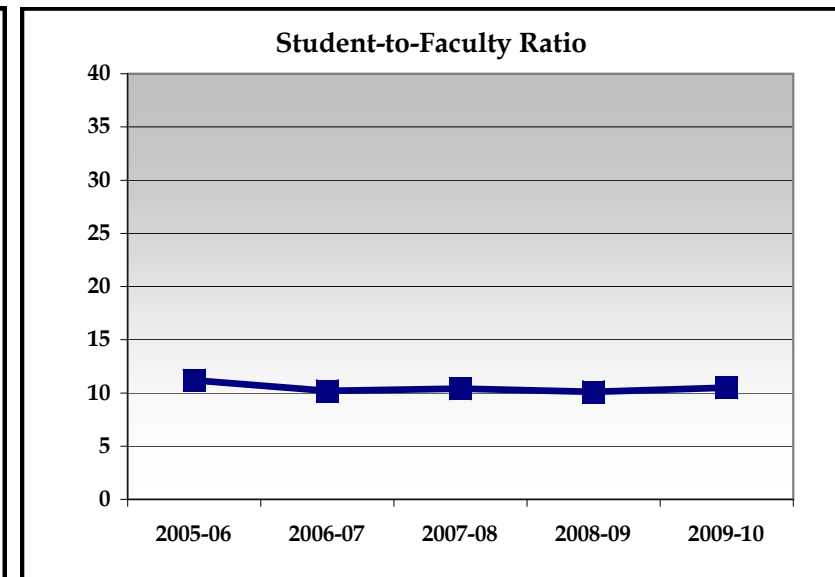
- More than half of graduating seniors from the last four years (2007-2010) report engagement in volunteer efforts, contributing a combined total of 45,000 hours to a wide range of activities with nearly 300 organizations.
- The Pritzker Marine Biology Research Center (PMBRC) frequently hosts workshops for local K-12 teachers to enrich their teaching and science understanding. PMBRC also hosts summer workshops for local middle and high school students from disadvantaged backgrounds, providing them with college-level science lab experience.
- New College students regularly tutor children at the Boys and Girls Club, and participate in the local Next Step Tutoring program. This program helps foster youth complete the GED, pass the FCAT, and prepare for the SAT.
- The entire campus annually participates in the Mayor's Feed-the-Hungry Campaign and the Holiday Adopt-A-Family program, and supports the United Way and a host of ad hoc charity programs.
- Professor Frank Alcock is a Fellow at the Collins Institute for Public Policy and a primary author of the Century Commission's report on "Potential Impacts of Oil and Gas Exploration in the Gulf of Mexico."

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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

** Graduation Rate from SAME Institution.



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

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INTRODUCTION

Mission Statement of New College of Florida:

New College offers an undergraduate liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

Vision, Guiding Principles, and Goals

New College of Florida, the 4-year residential liberal arts honors college of the State of Florida, preserves its distinctive mission as a residential liberal arts honors college. To maintain this mission, New College of Florida has the following goals:

- *To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.*
- *To engage in undergraduate educational reform by combining educational innovation with educational excellence.*
- *To provide programs of study that allow students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.*
- *To challenge undergraduates not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.*

New College pursues these goals through highly selective admissions, an individualized and intensive "academic contract" curriculum, frequent use of individual and small-group instruction, an emphasis on student/faculty collaboration, a required senior thesis or project, and innovative approaches to the modes of teaching and learning.

Other Introductory Contextual Comments

New College is a small, innovative, residential honors college with 825 students and 66 tenure/tenure track faculty. Eighty percent of all students are residential. Each student works directly with a faculty sponsor to plan his or her academic career.

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

New College provides Florida high school graduates the opportunity to attend a small, highly selective residential liberal arts and sciences honors program, where they can obtain the type of education normally characteristic of expensive, private institutions.

Access to high quality honors liberal arts for Florida students:

- The College attracts highly motivated, academically talented students and retains them in Florida for their undergraduate education.
- This in-state access to a challenging, nationally ranked, undergraduate liberal arts and sciences program provides

an important option for high-achieving Florida undergraduates.

- New College students are overwhelmingly Florida residents (83%) and receive their high school education in public schools (85%).

New College relies on highly qualified faculty and small class sizes to ensure the high quality of its honors program:

<http://www.ncf.edu/about-us/presidents-welcome/publications/fact-books>

- Ninety-nine percent of New College's regular faculty members have earned a doctorate or the terminal degree in their field.
- Eighty-seven percent of New College classes have 30 or fewer students.
- The average class size is 19 students.
- The student to faculty ratio is 10:1.
- Eighty-seven percent of New College classes are taught by full-time faculty.

Honors access for underrepresented students

- During the period of 2004-05 through 2009-10, New College awarded 881 Bachelor Degrees, an average of 147 degrees each year (Table 5D).
- One-third of the graduates in 2009-10 (29%) were Pell recipients (Table 5F).
- Between AY 2004-05 and AY 2008-09, New College has increased its recruitment, retention, and graduation rates for underrepresented students in general, with particular marked growth in the population of Hispanic students; the

number of Hispanic graduates has increased by 113% from 2003 to 2009 (Spring).

- The *percentage* of minority students in the student body increased from 13% to 17% from fall 2003 to fall 2009; the *number* of minority students increased by 70%:
<http://www.ncf.edu/uploads/1Q/PU/1QPUEPJEGemTYpKrU9Ut3g/New-College-Equity-Report-2009-BOT-Approved-2.pdf>

High quality education at lower cost

- As Florida's designated Honors College, New College provides students a unique opportunity to acquire a residential liberal art college education for a fraction of the cost they would pay at similar private colleges.
- The New College academic program consistently ranks in the upper tier of numerous national rankings and its academic program may be considered comparable to those of many prestigious private liberal art colleges.
- Despite recent budget reductions, New College continues to maintain a high quality educational program at a much smaller instructional cost per FTE when compared to high quality private peer institutions.

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

New College, as a four-year liberal arts and sciences honors college, provides advanced training in critical thinking, scientific inquiry, and communication skills. The students are well-prepared to enter the workforce and to continue their training in professional and graduate programs.

- Seventy-one percent of alumni from 1996 to 2006 reported enrolling in at least one graduate or professional program since graduation.
- The graduate/professional school attendance rate for students one year after college (2006 graduates) was 55% and five years after college (2002 graduates) was 73%. Six years after graduation, graduate and professional school attendance rates were close to or above 80%.
- Sixty-one percent of those who reported attending graduate or professional school received some type of financial support; 44% received scholarships, a validation of the value of their New College undergraduate training.
- The majority of New College students consistently enroll in graduate and professional programs within the State of Florida. The most frequently attended institutions were:
 - Medical Schools: University of Florida and University of South Florida.
 - Law School: University of Florida.
 - Doctoral Institution: University of Florida.
 - Masters Degree Institutions: University of South Florida, Florida State University, and University of Florida.

From 2005 to 2010, over half of New College's graduates have concentrated their undergraduate studies in three critical needs areas that the Board of Governors identified as areas of strategic emphasis:

- Science, technology, engineering, and math (STEM) (28%).
- Economic development—regional workforce demand (9%).
- Economic development—globalization (22%).

The New College academic program also provides the necessary foundation for New College graduates to pursue careers in industries directly related to two other critical needs areas identified by the Board of Governors: *

- Education (34% of employed alumni report working in education).
- Professional and business services (26% of employed alumni report careers in professional and business services).
- Health professions (18% of employed alumni report careers in health services).

*Data Source: NCF 2007-2008 Alumni Survey Report

http://www.ncf.edu/uploads/79/dE/79dEKjLCt4_hxliEhzDhLA/2007-2008-Alumni-Survey-Study-Report.pdf

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

New College, as the designated honors college of the state of Florida, offers a single program leading to the Bachelor of Arts degree in Liberal Arts.

- The College's honors curriculum emphasizes active learning and undergraduate research.
- Students are encouraged to take responsibility for their own education; all plan and negotiate each semester's work with faculty sponsors.
- Faculty members provide feedback to students in the form of *narrative evaluations* rather than grades, so that even the

best students receive guidance as to how they might improve.

- By requiring students to be intentional about their programs of study and to reflect on their learning and achievements, New College encourages the development of personal responsibility.
- Each student completes three month-long Independent Study Projects and a senior thesis or project.

The entire instructional faculty is devoted to teaching courses, tutorials, and independent study projects at the baccalaureate level, and to serving as mentors to undergraduate students.

- Recently New College faculty members have received external validation of their teaching proficiency:
 - Associate Professor Frank Alcock, Political Science, was awarded a Fulbright Grant to teach and conduct research in New Zealand (Spring 2011).
 - Professor Maria Vesperi was awarded the American Anthropological Association/Oxford U. Press Award for Excellence in Undergraduate Teaching (2009).

New College students' success in nationally competitive fellowships and scholarship programs provides validation of the strength of its academic program. The record for the last four years is representative of their exceptional achievements:

- Twenty-seven Fulbright Fellows (With 7 Fulbright awards in 2010, New College had the highest number of awards per capita in the nation).
- Thirty-eight NSF Research Experience for Undergraduates awards.
- Four NSF Graduate Research Fellows, 9 NSF Graduate Research Fellowships – Honorable Mention.

- Six Gilman International Scholars.
- One Gates Cambridge Scholar.
- One Goldwater Scholarship and Excellence in Education Scholarship.
- Two Udall Undergraduate Scholarships.
- Seven received grants from the Chinese Government to study in China through the Confucius Institute at the University of South Florida.

New College faculty regularly provide research opportunities for students to participate in externally funded projects.

Recent examples include:

- NSF's Division of Biological Organisms- Manatee Vibrissae.
- NSF's Major Research Instrumentation Grant.
- NSF's Plant Genome Research Grant – Endosperm Production in Corn.
- Department of Army, Army Research Lab (nanocomposite materials).

A comparison of two five-year periods, FY 2001-05 and FY 2006-10, shows that both numbers and amounts of research funding awards have increased dramatically.

- The number of annual awards increased:
 - 25 (FY 01 – FY 05) to 51 (FY 06 – FY 10).
- The amount of funding awarded increased:
 - \$1,921,907 (FY 01 – FY 05) to \$4,451,920 (FY 06 – FY 10).

PROGRESS ON INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORKPLAN

Goal 1: *Improving New College's first-year retention rate.* Overall enrollment management and retention are top priorities, but this goal was specifically targeted in the recent development of first year seminars and with the creation of a new Academic Resource Center.

Metrics:

Table X. Five-Year Trend in New College FTIC First Year Retention Rates

	Entering	Retained	Rate
Fall 2005	218	175	80%
Fall 2006	175	153	87%
Fall 2007	202	166	82%
Fall 2008	222	192	86%
Fall 2009	218	179	82%

Specific Targeted Academic Support Outcomes:

- *First-Year Seminars:* In fall, 2008, the first "Seminars in Critical Inquiry" introduced students to foundational research and writing skills. In A/Y 2008-9, 34 students enrolled in three seminars. During 2009-10, seven seminars were taught; enrollment increased to 99.
- *The Academic Resource Center:* The new ARC offers support services in writing, foreign languages, quantitative analyses, and educational technology. During spring 2010 (the first full term of operation), the ARC recorded 15,509 visits.

Goal 2: *Increased campus environmental sustainability and the comprehensive management of natural, historic and built campus resources.*

Metrics: Specific Targeted Outcomes

- *Climate Action Plan:* New College's participation in the Presidents' AC&U Climate Commitment culminated in the completion and formal submission of a detailed climate action plan (May 10, 2010).
- *LEED Square Footage:* Construction of New College's 35,000 square foot Academic Center continues on schedule and is expected to be completed in early 2011. The goal is to at least achieve Silver LEED certified building status, in keeping with our Campus Master Plan, comprising the first LEED certified square footage on the New College campus.
- *Utilities Savings:* During A/Y 2008-09, the estimated KWH per enrolled student was 1398. Last year, the KWH per student use dropped approximately 9 percent to 1255.
- *Restoration of Shoreline:* Field work to replace 1020 linear feet of failing seawall with a combination of seawall, revetment, and intertidal shoreline is complete and design work is underway. Preliminary designs call for the creation of +/- 500 linear feet of new intertidal shoreline.
- *Potable Water Purchase:* Increased water uses in the Chiller Plant and fire hydrants offset decreases in irrigation last year. As a result the amount of purchased potable water did not decrease significantly (A/Y 2008-09 = 125,408 gallons; 2009-10 = 125,437 gallons).

Goal 3: *Further internationalization of the New College curriculum to reflect the global interconnectedness of contemporary political, economic, and social issues.*

Metrics: Specific Targeted Outcomes

- *Majors in International and Area Studies and Foreign Language Programs:* The numbers of graduates declaring a concentration in International and Area Studies remained stable across A/Y 2008-09 and A/Y 2009-10 (6 per year). Students concentrating in Foreign Languages declined from 13 in A/Y 2008-09 to 8 in A/Y 2009-10.
- *Foreign Language Learning:* Language course enrollment increased 9% from A/Y 2008-09 (749 students) to A/Y 2009-10 (807 students). The new Language Resource Center experienced significant student demand. Opening in mid-fall of 2009, it documented 3,345 student sessions for A/Y 2009-10. This total does not include instructor/student meetings or individual study.
- *Study Abroad:* The number of graduates who studied abroad during their New College career dropped from 26 in 2009 (16% of the graduates) to 21 in 2010 (13% of the graduates). This reduction may reflect the impact of economic constraints rather than declining student interest in study abroad experiences.
- *International Studies Building:* Planning and fundraising efforts continue.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

New College shares operating costs associated with the following academic and administrative support functions with USF Sarasota-Manatee: Jane Bancroft Cook Library, Student Counseling and Wellness Center, Police Services, and Campus Bookstore Services. In another shared services function, the College and FSU Ringling Museum have co-located their

chiller plants in the same facility, providing each other with back-up chilled water capacity and other benefits.

Examples of Efficiencies Implemented in Past Two Years

- Restructured Finance & Administration, General Counsel, Student Affairs, Residence Life, Humanities Division, Custodial, and Maintenance staffing resulting in recurring annual savings in excess of \$500,000.
- Significant progress has been made in reducing consumption of purchased utilities (electricity, natural gas, water, and sewer) despite ever increasing per unit costs. A campus-wide energy management system is now in place to monitor and control heating and air conditioning in various buildings. Many buildings have been retrofitted with more efficient HVAC, lighting, window, and roof systems, yielding recurring annual savings in excess of \$150,000.
- Renegotiated contracts with various software companies, and internet and telecommunications providers resulting in recurring annual savings in excess of \$40,000.
- Cook Library has replaced many print journal subscriptions with electronic versions saving \$50,000 annually and is now a member of the Rapid Inter-Library Loan consortium which provides electronic journal articles quickly and free of charge. The Library is also taking advantage of a statewide contract with Coutts, a major book vendor, which will provide 8% to 10% deeper discounts than other discount providers.
- Environmental Health and Safety (EH&S) has enhanced user training and deployed hazardous waste consolidation and substitution measures which have reduced the College's hazardous waste stream and associated costs by 10%.

- Postal Services implemented a new sorting process to qualify for a pre-sorted discount rate for flats, resulting in recurring annual savings totaling \$8,000.
- Information Technology (IT) and Enrollment Services (Admissions and Financial Aid, Registrar) were reorganized. Staff productivity increased, despite the elimination of four full-time, high-level and/or technology-heavy positions. Examples of increased productivity include:
 - Received a grant award for \$2 million in IT training and campus portal services to enhance communication and collaboration between faculty and students.
 - Expanded wireless coverage to 100% in all Pei Campus residence halls.
 - Created a Tech Studio for IT and Educational Technology Services staff to advise students as they repair their own computer equipment.
 - Implemented and customized the College's new virtual learning environment (Moodle).
 - Installed and configured network data storage and server hardware for the Language Resource Center.
 - Designed and constructed an improved faculty reporting system (FARR).
 - Implemented new U.S. Federal Direct Loan Program.

Efficiencies Currently Underway

- Installation of a new well water system to supply both NCF and FSU Ringling Museum cooling tower needs for chillers is almost complete. Combined annual recurring savings involving domestic water is estimated at \$80,000 to \$100,000 annually.
- With increased use of temporary and part-time positions, the College is implementing a FICA alternative plan,

generating an estimated \$8,000 in annual FICA tax savings and providing a retirement plan for part time employees.

ADDITIONAL RESOURCES

- New College of Florida Strategic Plan
- <http://www.ncf.edu/uploads/pr/U8/prU805f3cux6NuCDtbAyCw/strategic-plan.pdf>
- Carnegie Classification:
<http://www.ncf.edu/uploads/Ig/o3/Igo3pag7yzFWVr7v8AIzFg/2008-2009-Fact-Book.pdf>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/NCF>
- Common Data Set:
<http://www.ncf.edu/uploads/Ig/o3/Igo3pag7yzFWVr7v8AIzFg/2008-2009-Fact-Book.pdf>
- College Navigator:
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=new+college+of+florida&s=all&id=262129>
- University Institutional Research Unit:
<http://www.ncf.edu/ira>

Institutional Peers:

- College of Charleston Honors College
- Earlham College
- Hampshire College
- University of Minnesota Morris

Aspirational Peers:

- Bard College
- Pitzer College
- St. Mary's of Maryland
- SUNY Geneseo

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University of Central Florida

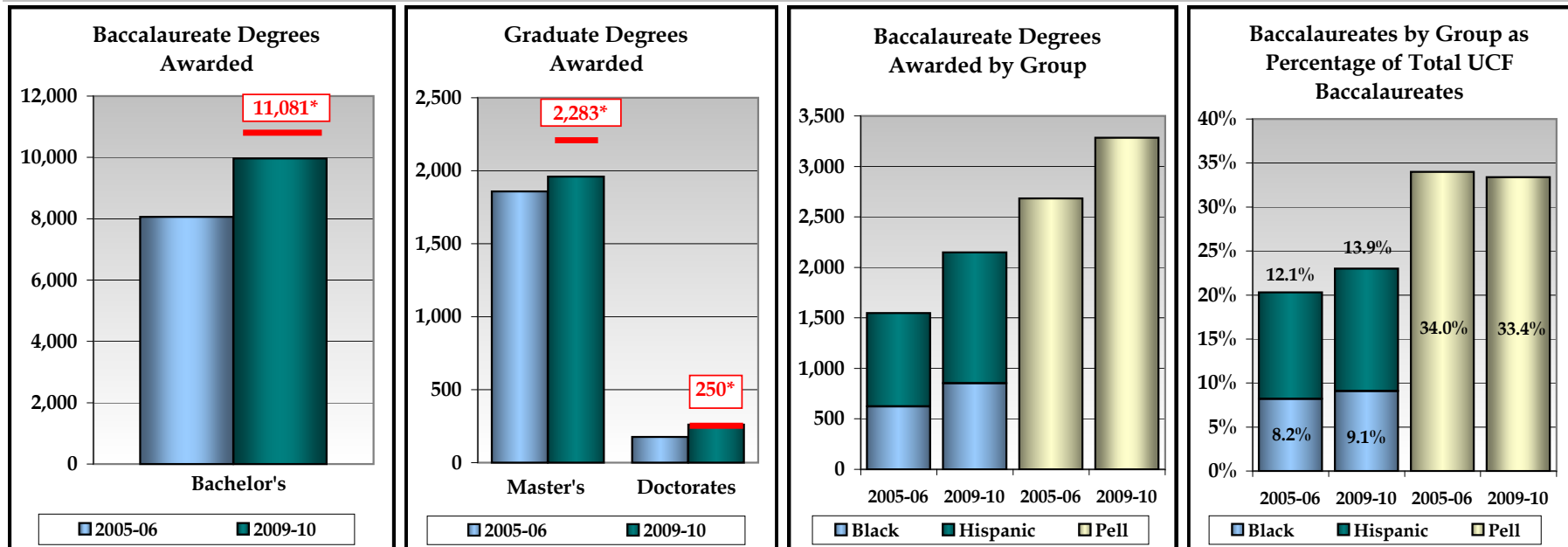
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University of Central Florida 2010 Annual Report

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

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



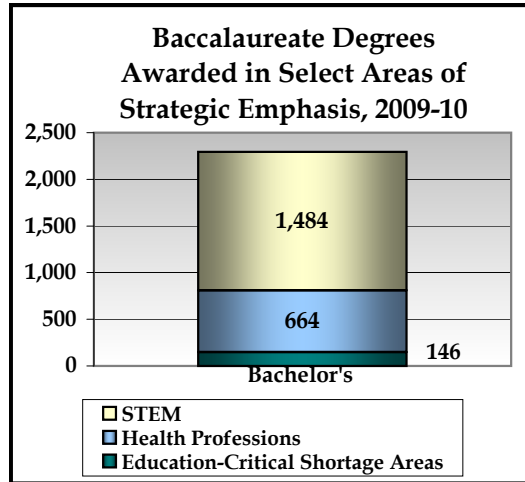
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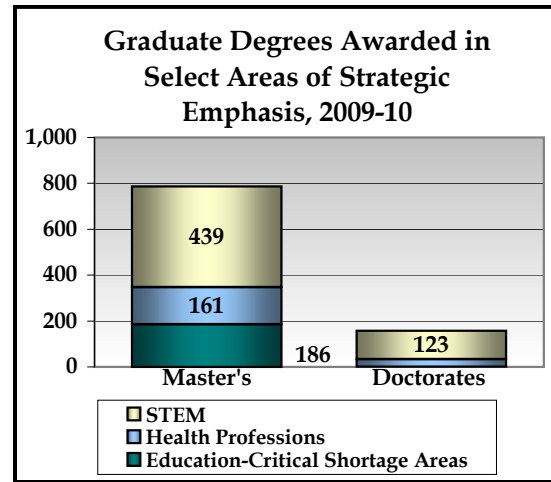
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Reported in Volume II - Table 4I].

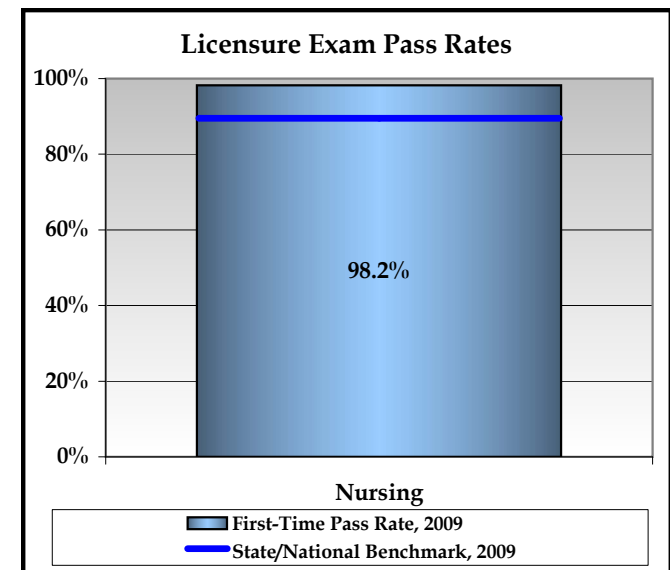
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



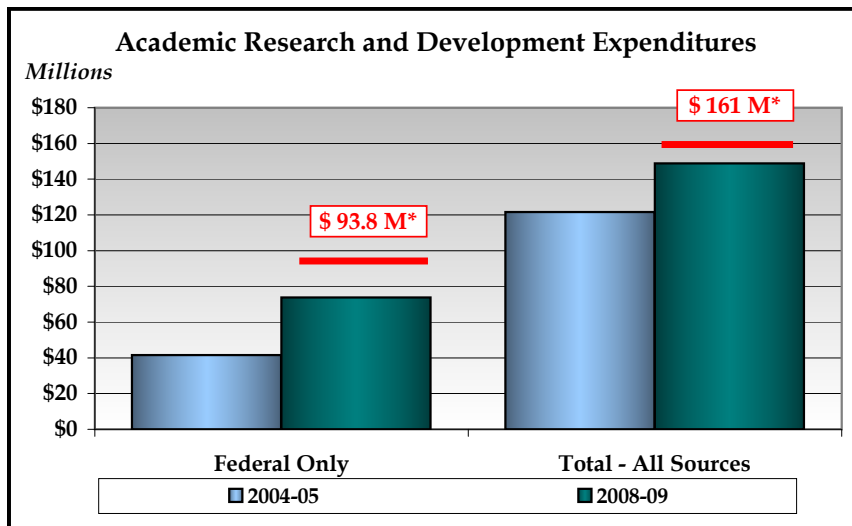
2012-13 Target: Increase
(2008-09 Baseline: 2,133 Total)



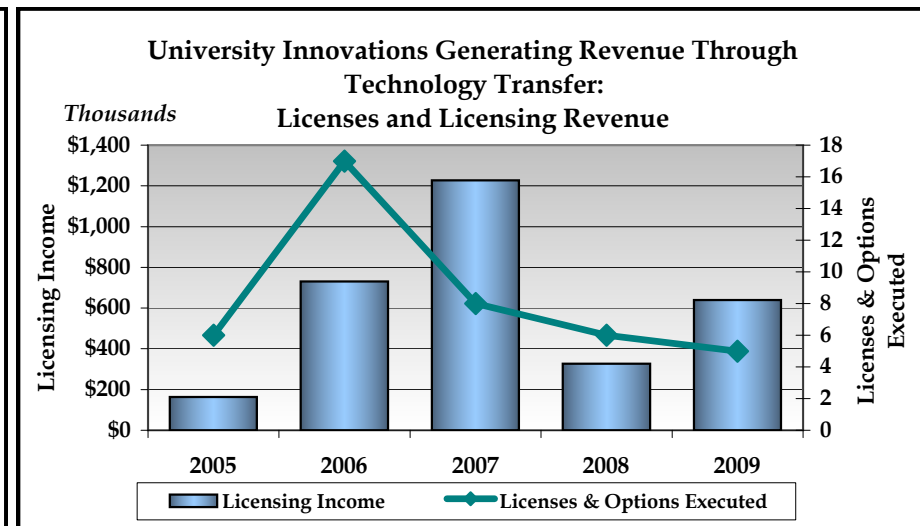
2012-13 Target: Increase
(2008-09 Baseline: 868 Total)



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



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



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

Key University Achievements

► Student awards/achievements

1. UCF students won prestigious scholarships and fellowships, including Fulbright Scholarships and the Fulbright Fellowship, Astronaut's Scholarship, Jack Kent Cooke Scholarship, & NSF Graduate Fellowship.
2. A Burnett Honors College student won the Honors Student of the Year Award from the Florida Collegiate Honors Council.
3. Sophomore guard Isaac Sosa was one of five league players voted on to the 2009-10 Conference USA Men's Basketball All-Academic Team (created in 2007). He is the first UCF student-athlete to earn a spot.

► Faculty awards/achievements

1. Three faculty members were awarded Fulbright Scholarships.
2. Seven UCF researchers received prestigious National Science Foundation CAREER awards, recognizing the nation's most outstanding young scientists.
3. UCF led Florida universities with four professors named American Association for the Advancement of Science Fellows.

► Program awards/achievements

1. Among UCF peer institutions, the PhD program in Biomedical Sciences ranked 1st in the Average Citations per Publications category and the PhD program in Optics ranked 1st in the Percentage of Faculty with Grants category by the National Resource Council's *A Data-Based Assessment of Research-Doctorate Programs in the United States* (2010).

2. *Business Week* has ranked the UCF College of Business Administration number one in the nation for return on investment.
3. UCF programs are accredited by SACSC and twenty-eight separate national or state-wide accrediting agencies.

► Research awards/achievements

1. UCF was ranked third in the nation by the IEEE Patents Scorecard for the strength and impact of patents.
2. A record number of 41 researchers were inducted into the UCF Millionaires Club. This year's principal investigators earned a total of \$84.6 million in funding.
3. UCF led the list of 26 DOD Multidisciplinary University Research Awards (MURI) winners, with three awards. Cal Tech tied UCF, followed by MIT, the University of Michigan, Penn State, and Arizona State, each of whom won two of these prestigious awards.

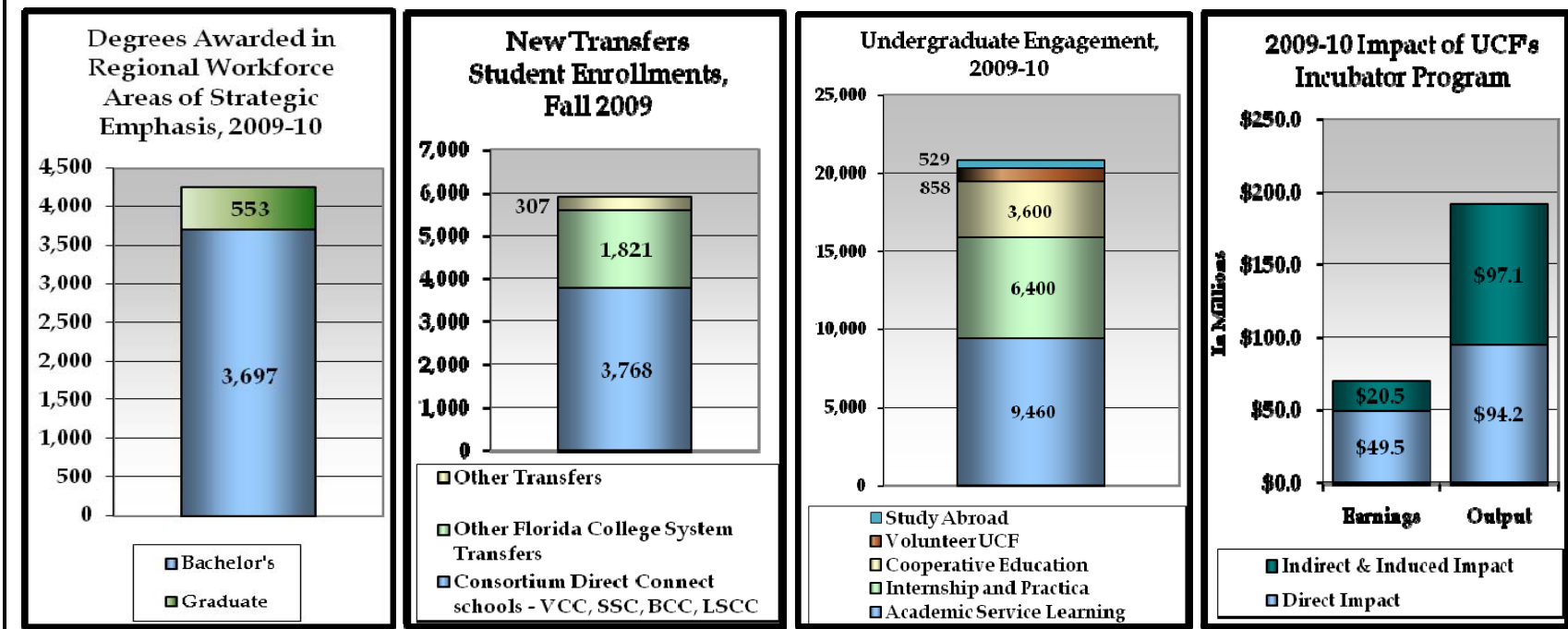
► Institutional awards/achievements

1. On behalf of UCF, President Hitt was chosen to be the honoree for the 2010 Gala of the Mennello Museum of American Art. He was ranked fourth among the *Orlando Sentinel's* 25 Most Powerful People in Central Florida and fourth among *Orlando Magazine's* 50 Most Powerful People in Orlando.
2. *U.S. News and World Report's* 2011 "America's Best Colleges" guide ranked UCF seventh among the "Top Up-and-Coming Schools."
3. *Kiplinger's* ranked UCF 36th on the magazine's annual list of the nation's 100 best-value public colleges and universities for in-state students.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4:
MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

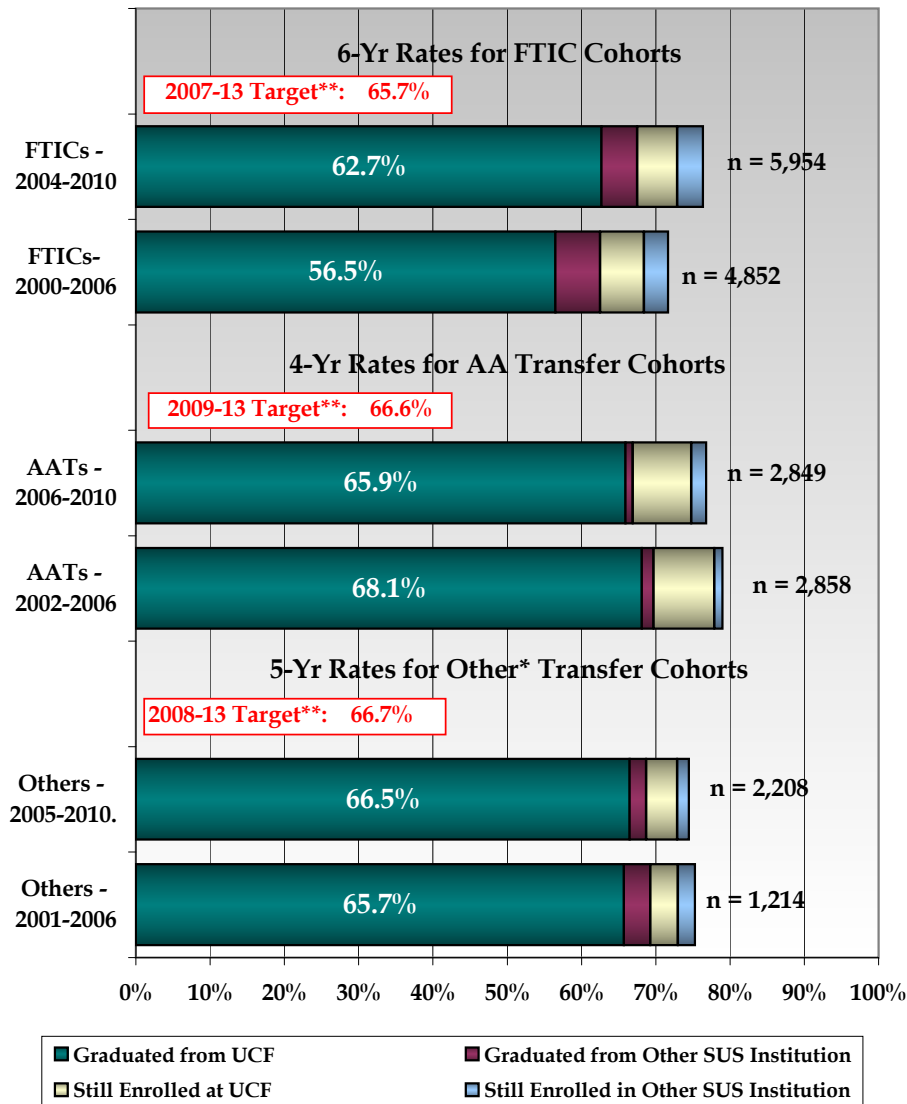
Chartered in 1963, UCF has progressed to become a major metropolitan research university. Today, UCF stands at a crossroads, and must clearly define its journey into the future. UCF will sustain its bedrock capabilities and continue to be “the people’s university,” offering access to a great university with a clear sense of itself and its role to offer an affordable, high-quality education to those with the ability, energy, and enterprise to pursue it. UCF will continue to champion and support a wide range of scholarship in the classic disciplines and emerging fields. UCF will sustain its abiding commitments to inclusiveness, excellence in all endeavors, and opportunity for all. UCF will be at the forefront of efforts to address the economic, cultural, intellectual, and societal needs of the Central Florida city-state.

Four examples of this strategic commitment are degrees awarded in disciplines that support local economic development, providing transfer student access, engaging undergraduate students, and providing incubator services with the aim of stimulating the development of the regional economy.

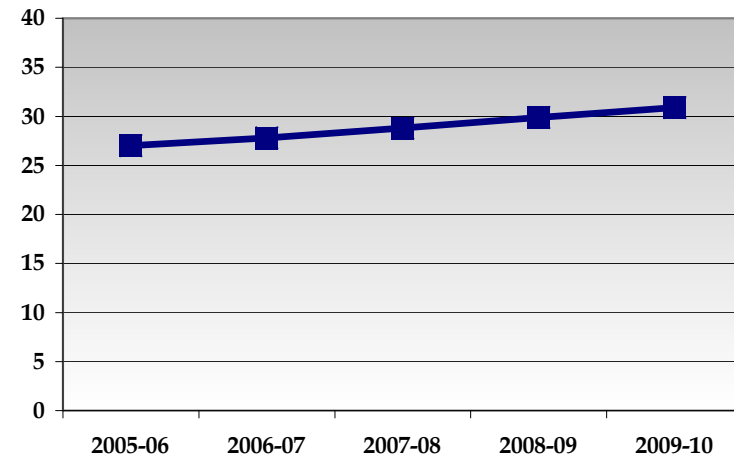


RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

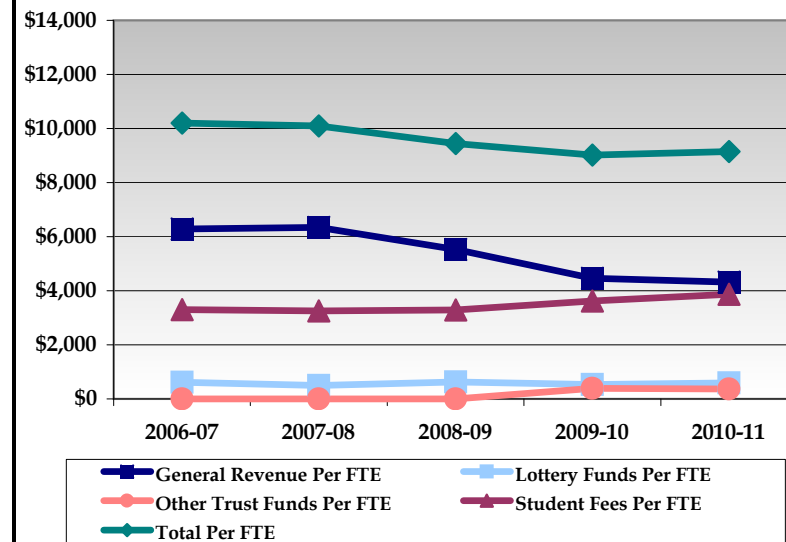
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

** Graduation Rate from SAME Institution.

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

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INTRODUCTION

Mission

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

Vision

UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the University will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all.

Introductory Comments

The University of Central Florida is a major metropolitan research university whose mission is to deliver a comprehensive program of teaching, research, and service. UCF seeks to:

- offer the best undergraduate education in the State of Florida;
- achieve international prominence in key programs of graduate study and research;
- provide an international focus to our curricula and research programs;
- become more inclusive and diverse; and
- be America's leading partnership university.

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

Enrollment:

- Enrollment for the Fall 2009 semester was 53,644. Undergraduate enrollment was 45,398, an increase of 5.7%, and graduate enrollment was 8,205, an increase of 11.8%, making UCF the third largest university in the nation.
- The Fall 2009 UCF student body reflected the demographics of its area: 55% women, 14% Hispanic, 9% African American, and 6% Asian American.
- The Burnett Honors College enrollment increased from 1,551 to 1,665 students.
- UCF enrolled 54 National Merit Scholars in the Fall 2009 Semester, the second highest number in the University's history and the second most in the state.
- The average high school GPA of the freshman class was 3.8, while the Burnett Honors College average weighted GPA was 4.1. The average fall freshman class SAT was 1225, while the Burnett Honors College SAT average was 1373. The national average for SAT scores was 1016, and the Florida average was 995.

- UCF's Fall 2009 freshman class had a minority enrollment of 29%. Total enrollment of African American and Hispanic students increased by 9.4% and 11.2%, respectively.
- For the second year in row, the College Board reports that more Florida students sent SAT scores to UCF than to any other university in Florida.
- The College of Medicine successfully matriculated 41 students into the medical education program's charter class from a state-wide record-breaking applicant pool of 4,307.
- UCF awarded \$345 million in financial assistance, providing more than \$83 million in scholarships.
- For the second consecutive year, the federal work-study program provided more than \$2 million in student employment aid.
- 109 College of Education undergraduate students received \$188,000 in Minority Teacher Education Scholarships, which was a 20% increase over the previous year.
- \$149,300 in international scholarships was awarded to 77 Rosen College of Hospitality Management students; six students were awarded a total of \$8,500 in scholarships from the American Hotel & Lodging Educational Foundation.
- 20% of all Florida pre-paid contract funds were disbursed to UCF.
- For the second year in a row, *G.I. Jobs* magazine has named UCF among the top 15% of universities, community colleges, proprietary institutions, and trade schools in the country that make recruiting and retaining military and veteran students a priority.
- Regional campuses increased student credit-hour production by 7% system-wide, and accounted for 45% of the University's total online student credit-hour production.

- Online learning accounted for slightly more than 19% of the University's total student credit hours.
- UCF enrolled more than 8,300 new community college transfer students in 2009-10, two-thirds of whom came from partnership institutions through *DirectConnect to UCF*.
- A Burnett Honors College student won the Honors Student of the Year Award from the Florida Collegiate Honors Council.
- UCF students won prestigious scholarships and fellowships, including Fulbright Scholarships and the Fulbright Fellowship, Astronaut's Scholarship, Jack Kent Cooke Scholarship, NSF Graduate Fellowship, United States Hispanic Leadership Institute Scholarship, Verizon Wireless Scholarship, Critical languages Scholarship, Next Generation Non-Profit Leaders Scholarship, Phi Kappa Phi Emerging Scholar Award, Beckman Scholarship, Leslie W. Joyce and Paul W. Thayer Fellowship, Ethnic Minority and Women's Enhancement Postgraduate Scholarship for Careers in Athletics, and the John McClendon Minority Postgraduate Scholarship.

Retention:

- The freshman retention rate was 87%, as compared to a rate of 80% for UCF's national peer institutions, and the six-year graduation rate was 63%, as compared to 52% for UCF's national peer institutions.
- The College of Graduate Studies implemented a new graduate student financial model, which provides students with health insurance and in-state tuition waivers, and waives out-of-state tuition fees.
- Student Development and Enrollment Services provided 32 orientation sessions for 22,962 new students and families.

- The First Year Advising and Exploration Office served 18,870 students, including 91% of the freshman class.
- The Sophomore and Second Year Center served 5,037 students. It also helped 83% of undeclared second-year students identify an academic major.
- The Student Academic Resource Center provided tutoring and supplemental instruction to more than 52,800 students.
- The Recreation and Wellness Center visits increased 6% to 739,470.
- Housing and Residence Life sponsored 2,270 programs focused on relationship building, academic success, careers, alcohol safety, and community service with over 38,000 attendees.
- Pass, an online advisor scheduling system, received the Student Affairs Administrators in Higher Education (NASPA) Excellence Bronze Award.
- The Academic Advising Enhancement Program was implemented through differential tuition funding.
- The Student Union and the Student Academic Resource Center collaborated to provide 24-hour access to the student union for more than 4,000 students during final exam week.

Degrees:

- UCF awarded 10,119 bachelor's degrees, an increase of 6.9% over the previous academic year, and ranked third nationally in the number of bachelor's degrees awarded (2008-09 rankings).
- UCF awarded 1,936 master's degrees, an increase of 4.8%; and 260 doctoral degrees, an increase of 35.4%. Nationally, UCF ranked in the top quartile for both master's degrees and doctoral degrees granted (2008-09 rankings).

- *Diverse: Issues in Higher Education* ranked several undergraduate and graduate programs for degrees awarded to minority students. Overall, UCF ranked 21st for bachelor's degrees, 24th for master's degrees, and 36th for doctoral degrees awarded to minority students. Additionally, several programs were ranked in the top 10 for degree production among specific racial categories.

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

Curricular:

- UCF awarded \$1 million to enhance the quality and efficiency of undergraduate education by funding seven pilot projects in Spring 2010.
- The Master's of Science program in Interactive Entertainment continues to achieve a 90% job placement rate of its graduates.
- The College of Medicine will be the first medical school in the nation to implement the World Health Organization's Patient Safety Curriculum.
- The College of Graduate Studies coordinated the Professional Science Master's Statewide Initiative funded by the Sloan Foundation.
- The Rosen College of Hospitality Management launched a dual degree international master's degree program with Portugal's Instituto Superior de Ciencias do Trabalho e da Empresa.
- An international master's degree program in lasers, materials science, and interactions was developed by UCF, Clemson, and universities in France and Germany.

- The College of Optics and Photonics and the College of Engineering and Computer Science collaborated to develop a new photonics specialization in the Bachelor of Science in Electrical Engineering program.
- Information Technologies and Resources developed 56 undergraduate online courses for eight colleges and helped create 12 online General Education Program courses.
- Information Technologies and Resources expanded graduate education access by developing 21 online graduate courses.
- UCF's general education unifying theme, "environment and global climate change," provides essential material to students and involves widespread faculty members.

Engagement:

- 19,600 students participated in experiential learning courses in 2009, including 9,460 in service-learning courses, 6,400 in internships through experiential learning and 52 different academic departments, and 3,600 students in cooperative education courses.
- Service learning students contributed over 143,985 volunteer hours to non-profit and governmental agencies, representing \$2.5 million saved by community partners.
- Cooperative education students worked at 960 learning sites and earned \$16.8 million.
- Volunteer UCF enlisted 858 volunteers who gave 7,897 hours of service. 587 students participated in the "Knights Give Back" initiative. Volunteer UCF planned 55 events.
- A total of 950 Honors students volunteered 5,810 hours to the Central Florida community.
- This past year the UCF Lockheed Martin Work Experience Program provided 425 students with career-related

experiences generating over \$5 million for UCF, including student wages. UCF continued to be Lockheed Martin's number one university for new hires with 75 program graduates transitioning to full-time positions.

- The Rosen College of Hospitality Management is home to two premier journals: the *International Journal of Hospitality Management* and the *International Journal of Contemporary Hospitality Management*.
- The School of Accounting has two faculty members serving as editors of the two major American Accounting Association Journals, *Accounting and the Public Interest* and the *Journal of the American Taxation Association*. The Association believes this is the first time in its 85 year history that two editors are from the same institution.
- The twelve school districts in the central Florida region provided 2,699 internship positions to College of Education students.
- Undergraduate and graduate science students were involved in 1,128 corporate and public partner internships through the region, state, and nation.
- The Rosen College of Hospitality Management, Continuing Education, and the Walt Disney Company developed a new undergraduate internship program.
- UCF maintained study abroad agreements with universities in 17 different countries.
- Enrollment in study abroad programs totaled 529 students, an increase of 18.0% over the previous year.

Partnerships:

- Regional Campuses and the College of Arts and Humanities partnered with Valencia Community College and the University of Florida to establish the Bachelor of Design in Architecture program.

- UCF and Valencia Community College leaders dedicated joint-use facility at Valencia's West Campus in October 2009.
- A joint-use facility opened in March 2010 to serve UCF and Seminole State College.
- The Office of Career Services sponsored four career fairs with 454 organizations.
- The College of Education provided partnerships and education programs that recruited, prepared, and retained educators. The experiences were valued at \$20.2 million.
- The UCF Business Incubator Program is serving 100 companies and is in negotiations to open its tenth location in partnership with governments across our region. Over the last 11 years, the program has graduated 38 companies (35 still in the region) that have collectively created 1,600-plus jobs. The overall economic impact of the program is estimated at \$200 million.
- A new program, GrowFL, is recruiting second-stage companies to be the economic catalysts of the next decade. Already, GrowFL has assisted more than 100 companies which have reported over 320 jobs created since the program began.
- Thirty-nine new international agreements were developed, bringing the total number of active agreements to 107.
- The Lockheed Martin-UCF Academy is an education, industry and community partnership aimed at improving mathematics, science, and technology education in central Florida.
- The Lockheed Martin-UCF Academy supported the teaching skills in STEM disciplines of 25 teachers.

Other:

- 1,200 people attended the UCF Countdown to Kickoff Luncheon at the UCF Arena and raised more than \$40,000 in scholarship funds for student-athletes.
- The inaugural White Coat Ceremony for the College of Medicine hosted more than 900 community friends, business leaders, elected officials, and donors.
- The Charles N. Millican statue was unveiled on November 13, 2009.
- The inaugural UCF Book Festival sponsored by the Morgridge International Reading Center was held on April 17, 2010. It featured more than 60 authors, and more than 3,000 people attended.
- Community Relations staff members coordinated the UCF team efforts benefiting the American Heart Walk, raising \$39,000.
- More than 105,000 UCF alumni live and work in the Central Florida region.
- The Office of Global Perspectives served more than 25,000 people through publications and programs.
- The UCF Institute for Economic Competitiveness prepared a regional report on "Cleantech," in addition to its quarterly statewide and national economic forecasts.

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

World-class Academic Programs:

- UCF programs are accredited by SACS and 28 separate national or statewide accrediting agencies.

- The Academic Rankings of World Universities has ranked UCF's College of Engineering and Computer Sciences among the best 100 in the world. Within the Engineering/Technology and Computer Science category, UCF ranked among the top 50 U.S. universities and the top 30 U.S. public universities.
- The Adult Nurse and Family Nurse Practitioner Examination pass rate was 100%; the NCLEX pass rate for first-time test takers was 98.1%-- higher than the state and national pass rates.
- The College of Medicine was named one of the 30 U.S. Molecular Centers of Excellence by Roche Molecular Diagnostics.
- *U.S. News and World Report's* 2011 "America's Best Colleges" guide ranked UCF seventh among the "Top Up-and-Coming Schools."
- *U.S. News* also gave UCF special recognition in the category "Great Schools, Great Prices" for being a top 20 national university for students graduating with the least amount of debt.
- *Kiplinger's* reported that UCF provides one of the nation's best values in education. UCF ranked 36th on the magazine's annual list of the nation's 100 best-value public colleges and universities for in-state students.
- *The Princeton Review*, in partnership with *USA Today*, chose UCF to be among its 50 "Best Value Public Colleges for 2010."
- *Bloomberg Businessweek* has ranked the UCF College of Business Administration first in the nation for return on investment.
- The MBA program in the UCF College of Business Administration is among the nation's top 10 "best administered" programs, according to *The Princeton Review*.
- The Department of State sponsored 27 teachers from the International Schools program to study space education at UCF.
- The College of Engineering and Computer Sciences ranked sixth among the top graduate programs in the nation in *Hispanic Business Magazine's* 2009 "Best Schools for Hispanics" report.
- The Robotics Club placed first in the 2009 International Autonomous Surface Vehicle competition and placed fourth of 30 teams in the 2009 International Autonomous Underwater Vehicle competition.
- UCF students won individual awards and recognitions, including the Collegiate Timpani Competition at the Percussive Arts Society International Conference, 2009 Outstanding Student from the Florida Health Information Management Association, the Student Social Worker of the Year from the Florida Chapter of the National Association of Social Workers, Best Essay from the American College of Legal Medicine's national essay contest, the Teaching Innovations and Professional Development Award from the American Sociological Association, Best Essay from the American College of Healthcare Executives' national graduate student essay contest, 2009 Essay Contest of the Jane Austen Society of North America, and had a book selected for a Native Storiers series of 2010 by the University of Nebraska Press.
- New construction was completed or continued on facilities supporting research and academic activities, including the Burnett Biomedical Sciences building, the College of Medicine's Medical Education building, Physical Sciences II building, Phase I of the new Arts Complex, and the Morgridge International Reading Center.
- The Department of News & Information strengthened UCF's academic reputation by placing more than 15,000

news stories in publications with national and international audiences. Notable national media outlets included *The New York Times*, *The Chronicle of Higher Education*, NBC Nightly News, FOX Business News, *The Wall Street Journal*, *USA Today*, Inside Higher Ed, *National Geographic*, *The Washington Post*, *U.S. News & World Report*, and the Associated Press.

Student Research:

- UCF's undergraduate research programs earned the University the designation of "Leadership Institution" from the nationally recognized Carnegie Foundation for the Advancement of Teaching. Only 10 universities in North America received that designation.
- 310 students along with their faculty sponsors presented 236 poster presentations at the Showcase of Undergraduate Research Excellence, and ten students published nine articles in the UCF *Undergraduate Research Journal*.
- 170 students applied for 100 positions in the Summer Research Academy. More than 50% of the students who attended the academy were transfer students.
- The Office of Research and Commercialization provided \$177,001 in matching salary funds to support 103 students participating in undergraduate research.
- Nearly 300 students, a UCF record and representing nearly all majors, participated in Honors in the Major research.
- 125 graduate students presented at 2010 Research Forum.

Faculty Member and Staff Member Research:

- UCF ranked third in the nation by the IEEE Patents Scorecard for the strength and impact of its patents, up from seventh place in the last report.

- The Office of Research and Commercialization reported external-sponsored awards of \$133.3 million or \$157,841 per tenure or tenure-track FTE faculty member.
- Intersil Corporation donated a 100,000 square-foot semiconductor manufacturing plant and five-acres of real estate in Palm Bay to the university. The gift is valued at approximately \$13 million.
- UCF's "Millionaires Club" recognizes faculty members for sponsored research funding of \$1 million or more during a fiscal year. A record number of 41 researchers were inducted into the club in 2009-10. This year's principal investigators earned a total of \$84.6 million in funding.
- UCF led the list of 26 DOD Multidisciplinary University Research Awards (MURI) winners, with three awards. Cal Tech tied UCF, followed by MIT, the University of Michigan, Penn State, and Arizona State, each of whom won two of these prestigious awards.
- UCF hosted five NSF funded Research Experiences for Undergraduates (REU) programs, two of which had substantial international participation.
- Additional external recognition of faculty members included the award of the Joseph Fraunhofer/Robert M. Burley Prize, the Bayer HealthCare prize, Changjiang Endowed Chair Professorship from the Ministry of Education of China, and the Wang Kuan-Cheng Foundation Award, the Wiley Young Investigator, election to the Board of Directors of the American Institute for Medical and Biomedical Engineering, the Overseas Young Investigator Award from the Natural Science Foundation of China, the Innovation in Accounting Education Award from the American Accounting Association, the 2010 Gold Award for Excellence in K-12 Online Instruction from the Distance Learning Association, the 2010 Sloan-C Award for

Excellence in Online Teaching, the Notable Essay of 2009, and inclusion in the Best American Essays of 2010.

Institutes and Centers:

- UCF's interdisciplinary research centers and institutes generated 47% of all externally funded research dollars.
- The College of Medicine received a \$7.6 million federal grant to establish a Health Information Technology Regional Extension Center.
- The Florida Solar Energy Center (FSEC) was awarded \$21 million in contract and grant activity.
- FSEC was funded by the Florida Department of Community Affairs to create a facility to train weatherization personnel in Florida on how to conduct home audits and diagnostics. Workforce Florida, Inc., funded FSEC for the second consecutive year to operate the Banner Center for Clean Energy, which trained 35 instructors and 350 students at both the secondary and post-secondary level in solar energy technologies. In addition, FSEC provided more than 92 short courses, which trained 1,790 professionals, qualifying many of them for state and national certifications that allow specific energy services to consumers and government agencies. Over 600 students were trained as green home certifying agents, over 350 as PV installers and over 90 as solar thermal hot water installers.
- FSEC is in the fourth year of a \$8 million, five-year contract from DOE to be the lead contractor Building America Industrialized Housing Partnership, received a \$10 million award to install 10kw photovoltaic systems at Florida, and was awarded a \$2.8 million contract to operate the DOE Solar Installer Instructor Training for the Southeast region of the seven-region national.

- The Small Development Center and Orange County Government's Advisory Board Council program received the 2009 Florida Best Practice award.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Economic Impact and Development:

- The Office of Student Involvement has been actively engaged in the Sunshine Census to count Florida's college and university students.
- The Office of State and Local Government Affairs in the Division of University Relations managed eight UCF students that served as interns in 12 key Central Florida legislative offices.
- UCF and our students had a \$1.9 billion impact on the regional economy. UCF and its neighbor the Central Florida Research Park created more than 45,000 jobs with an economic impact of \$3.5 billion on the regional economy.
- The Florida High Tech Corridor Matching Funds Program funded 51 projects with 32 companies, totaling \$7.4 million.
- In October 2009, the International Economic Development Council (IEDC) recognized the Florida High Tech Corridor Council as the best example of Partnerships with Educational Institutions by organizations serving areas with populations exceeding 200,000.

Outreach:

- College of Nursing students provided more than 30,000 hours of community service in 16 community nursing coalitions, serving 16,000 people across five counties.
- Theatre majors in the Undergraduate Studies Arts Bridge program taught art appreciation to 129 elementary and middle schools students, contributing 315 hours of service to the community.
- The College of Education contributed the equivalent of \$20.2 million in internships, field experiences, and practica to Central Florida school districts.
- 99% of freshmen students enrolled at UCF for the Fall 2009 semester completed the online workshop AlchohEDU.
- The Community Counseling Clinic in the College of Education provided free counseling services to more than 1,200 clients.
- The Communication Disorders Clinic served 1,062 children and adults with speech, language, and hearing problems.
- The Center for Multilingual and Multicultural Studies enrolled 813 international students.
- Community Relations staff members served on more than 25 community boards and chambers of commerce boards in leadership capacities throughout the year.
- The University created Task Force H.O.P.E. (Healing, Outreach, Partnership, and Education) to coordinate UCF's assistance and support for Haiti after the January 2010 earthquake.
- UCF Health Services provided care to 56,603 patients, conducted 24,298 lab tests, administered 3,516 seasonal flu shots and 2,612 H1N1 vaccinations, and filled 63,584 prescriptions.

- The Student Health Dental Clinic was established, and it served an average of 85 patients per week.
- Knight-Thon raised \$113,990 for the Children's Miracle Network in 2009 and 2010, representing 28% of the \$400,000 raised in the past 14 years.

Foundation Fundraising:

- The UCF Foundation received private support of \$32 million from 15,643 donors.
- The UCF Annual Fund increased donors from companies by 14%, from foundations by 29%, and from friends by 2%.
- The initiative to include students' parents increased 68% in its second year, resulting in 3,022 parent donors.
- The First Generation Scholarship program received an additional \$178,588 through state matching funds.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN**Research and Development:**

By 2011-12, federal academic research and development expenditures are expected to be \$93,800,000; total academic research and development expenditures are projected to be \$161,000,000; ten licenses or options will be executed; licensing income is projected to be \$700,000; and 1,800 jobs will be created by current or graduated incubator clients. Results for 2008-09 include federal expenditures - \$73,736,000; total expenditures - \$148,803,000; five licenses or options executed; licensing income - \$640,008; and 1,600 plus jobs created by incubator clients.

High Quality Undergraduate Education:

English Undergraduate Education Enhancement Initiative: UCF created a Department of Writing and Rhetoric in July 2010, increased the number of sections using the new curriculum, and is working to implement a Writing across the Curriculum program.

Math Undergraduate Education Enhancement Initiative: UCF successfully extended the alternative mixed-mode delivery system to all College Algebra classes in Fall 2010, and increased the number of tutors, hours, and space available to the Mathematical Assistance and Learning Lab. Spring 2011 goals include the extension of the delivery mode into the Pre-Calculus sections and the Phase III construction plan completion.

Access to and Production of Degrees:

Increase AA transfers by 500 during AY 2010-11 and increase the number of AA transfers completing their bachelor's degree program to 5,200 during 2010-11: Through Fall 2010, UCF has enrolled an additional 503 AA transfers.

Increase web-based course offerings to 25 percent of the university's total student credit hours (SCH) by 2012-13: In 2009-10, web-based courses generated 18.8% of UCF's SCH.

Graduate and Professional Education:

The UCF College of Medicine is on target to seek and obtain provisional LCME accreditation in 2011 and full LCME accreditation in 2013. The College will graduate its inaugural

class in 2013 and match these graduates with residency programs.

UCF will enhance excellence in doctoral degree programs with a focus on increasing student quality, retention, and graduation rates.

The recent release of the National Resource Council's *A Data-Based Assessment of Research-Doctorate Programs in the United States (2010)* reveals the following accomplishments when comparing UCF to its peer institutions:

- The PhD program in Biomedical Sciences was ranked first in Average Citations per Publications and Median Time to Degree categories among our peer institutions.
- The PhD program in Optics was ranked first in the Percentage of Faculty with Grants category among our peer institutions.
- Several PhD programs had findings within the top quartile.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Facilities and Sustainability Efforts:

- In spite of budget cuts, construction continues on campus as we respond to the increased demand for access:
 - Recent projects completed include the Burnett Biomedical Sciences Research Center, Hazardous Waste Building expansion, Physical Sciences II, Arts Complex I, Public Safety Center, College of Medicine's Medical Education Building, and Thermal Storage Tank.

- Projects under construction include Partnership III, Physical Sciences II, Career Services and Experiential Learning, Morgridge International Reading Center, Parking Garage VI, and Expansion of Recreation and Wellness Center.
- UCF's first LEED-certified building – Physical Sciences – achieved gold status in 2009. All new construction on campus must meet at least the silver LEED standard.
- Sustainability and Energy Management received recognition by the United States Department of Energy for its fourth annual Student Energy Conservation competition that saved \$41,240 in electricity.
- UCF's thermal energy storage tank earned the University a \$637,000 rebate from Progress Energy and will save the University approximately \$800,000 annually.
- The University has reduced its energy consumption by 25% per square foot since 2007 and continues to work toward more savings.
- Increased energy efficiency is producing more than \$2.2 million in current and projected annual savings for the University.
- The UCF Police Department reduced crime by 8.2%.
- Parking and Transportation shuttle bus services transported 2.1 million passengers, an increase of approximately 15% over the previous year.
- Emergency Management implemented a campus emergency notification system, enabling UCF to have emergency notification in 47 buildings.
- UCF received recognition as a "Storm-Ready University" by the National Oceanic and Atmospheric Administration.
- UCF became the first university in the state and the largest in the nation to launch Zimride, an online carpooling

service that hooks into users' Facebook accounts and Google Maps to help commuters seek or offer rides.

- UCF's green efforts were in the national spotlight, thanks to a video produced by the U.S. Department of Energy, which is displayed on its Energy Efficiency and Renewable Energy web page. The video encourages college students to help America save energy, save money, and cut pollution. It features UCF's student housing competition "Kill-a-Watt," a program designed to reduce energy use and energy bills on campus.

Administrative Enhancements:

- The Add/Drop Schedule Task Force won a 2010 Prudential-Davis Productivity Award. The change of the add/drop policy led to more students having access to classes they need and fewer empty seats in classrooms.
- PeopleSoft delivered electronic W-2's for Tax Year 2009. This resulted in 4,337 less printed and physically distributed W-2 forms.
- Online learning sections accounted for 18.8% or 265,966 semester credit hours of the University's total semester credit hours. Fully online semester credit hours grew by 23.3% over the previous year. 51.3% of all UCF students registered in one or more online course. UCF's online courses are rated "excellent" by students more frequently than courses delivered by any other modality.
- The increase in online instruction saved nearly \$24 million in construction costs with an associated annual \$1.4 million in operation and maintenance costs.

Athletics:

- NCAA Academic Progress Rates indicate that UCF's football program ranked second in the state with a score of 972. This score ranks as 16th overall and seventh among national, public institutions.
- Seven players for UCF's 2009-10 football team had already earned their bachelor's degree before the season, ranking 10th nationally.
- The UCF Knights basketball team recorded a 2.865 GPA in 2009-10, the best mark among the 12 teams in Conference USA. The top score earned the UCF men's basketball team the Conference USA Sport Academic Award.
- UCF had the highest all-sports cumulative GPA of any public university in Conference USA with a 3.058 GPA.
- UCF was one of four Conference USA schools to boast an all-sports GPA in excess of 3.0, and UCF was the only public institution in the group.
- For the fourth consecutive year, UCF leads public institutions in Conference USA in the number of student-athletes on its Commissioner's Honor Roll, 221 in number.
- Sophomore guard Isaac Sosa was one of five league players voted on to the 2009-10 Conference USA Men's Basketball All-Academic Team – the first UCF student-athlete to earn a spot on the all-academic team since it was created in 2007.
- Since joining the league 5 seasons ago, UCF has gone from an athletics program in transition to winning nine team titles and accumulating 20 NCAA postseason invitations, including earning a place in the St. Petersburg Bowl.
- The women's soccer team won a Conference USA championship. Becca Thomas was selected as a NSCAA/ Adidas Collegiate Scholar All-American (a first for UCF) and the Conference USA Midfielder of the Year.

- Men's golf claimed UCF's second consecutive Conference USA title.
- The women's track program won a Conference USA outdoor championship. Jackie Coward earned NCAA Outdoor All-American honors, the first in UCF history.
- Bruce Miller (Football) was named the 2009 Conference USA Defensive Player of the Year.
- Tiki James (Track & Field) earned NCAA Indoor All-American honors.
- Katie Detlefsen (Golf) has been named to the Conference USA's Women's All-Academic Team.
- LeKendra Thames (Track & Field) was selected for the Conference USA Spirit of Service Award.
- Rockie Ross (Football) became just the second ESPN The Magazine Academic All-American pick in school history and was also named to the Conference USA Football All-Academic team.

ADDITIONAL RESOURCES

- **Carnegie Classification:**
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=132903&start_page=institution.php&clq=%7B%22first_letter%22%3A%22U%22%7D
- **Voluntary System of Accountability College Portrait of Undergraduate Education:**
http://www.iroffice.ucf.edu/college_portrait/index.html
- **Common Data Set:**
<http://www.iroffice.ucf.edu/commondataset/index.html>
- **College Navigator:**
<http://nces.ed.gov/collegenavigator/?q=University+of+Central+Florida&s=all&id=132903>
- **University Institutional Research Unit:**
<http://www.iroffice.ucf.edu/home.html>

University of Florida

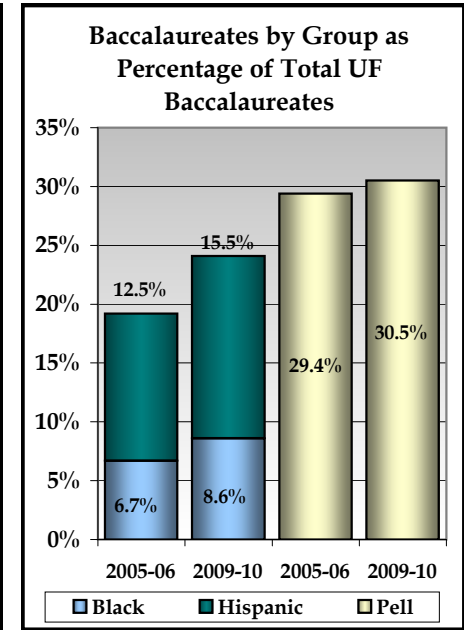
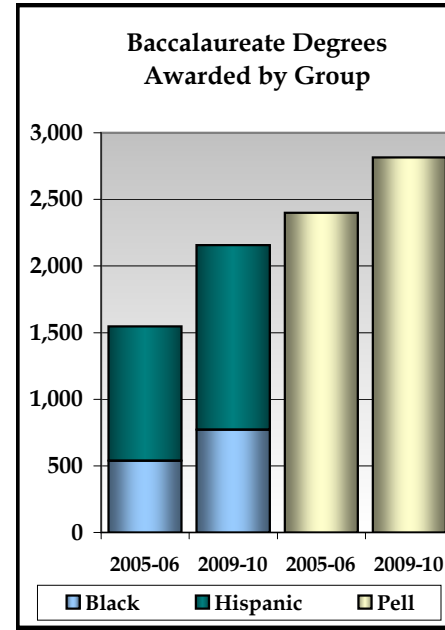
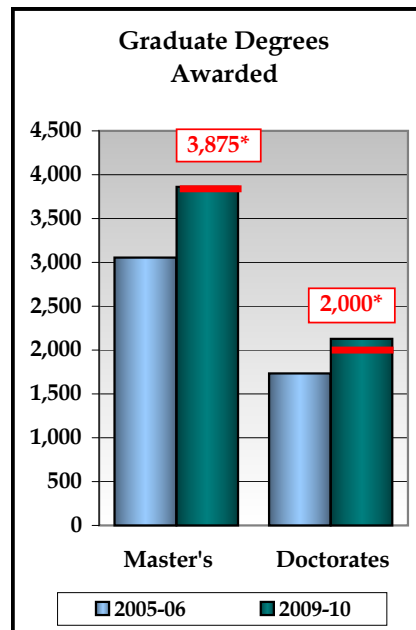
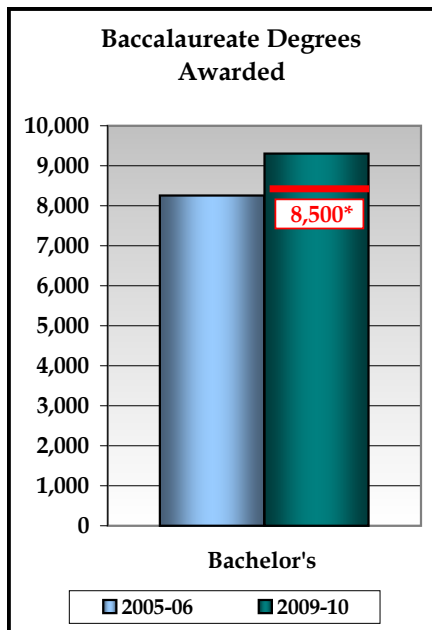
Data definitions are provided in the Appendices.

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

University of Florida 2010 Annual Report

Sites and Campuses			Main Campus, Jacksonville Site, St. Petersburg Site, Orlando Site			
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification	
TOTAL (Fall 2009)	50,841	100%	TOTAL	337	Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate coexistence
Black	4,305	8%	Baccalaureate	102	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	6,622	13%	Master's & Specialist's	143	Enrollment Profile:	Majority undergraduate
White	30,032	59%	Research Doctorate	82	Undergraduate Profile:	Full-time four-year, more selective, higher transfer-in
Other	9,882	19%	Professional Doctorate	10	Size and Setting:	Large four-year, primarily nonresidential
Full-Time	43,866	86%	Faculty (Fall 2009)	Full-Time	Basic:	Research Universities (very high research activity)
Part-Time	6,975	14%		Part-Time		
Undergraduate	33,015	65%	TOTAL	4,207	Elective Classification:	N/A
Graduate	16,296	32%	Tenure/T. Track	2,562		
Unclassified	1,530	3%	Other Faculty/Instr.	1,645		

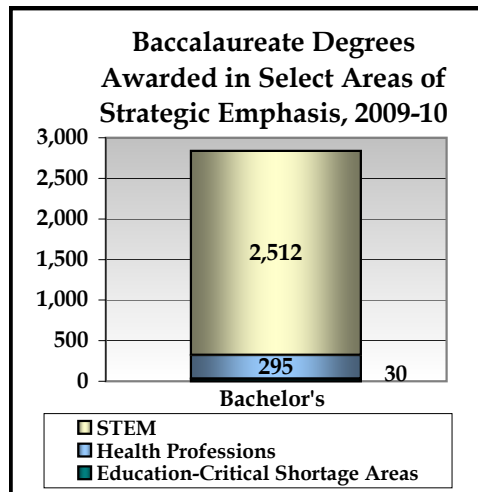
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



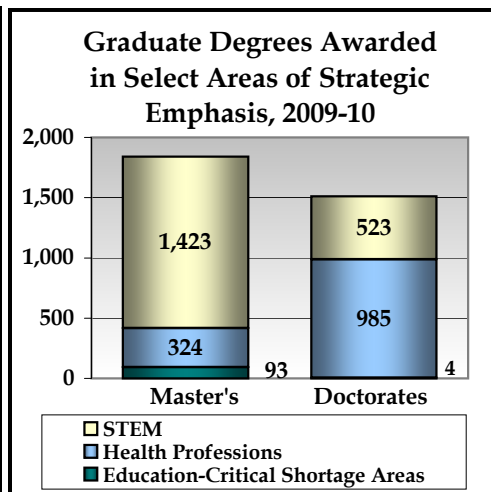
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

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

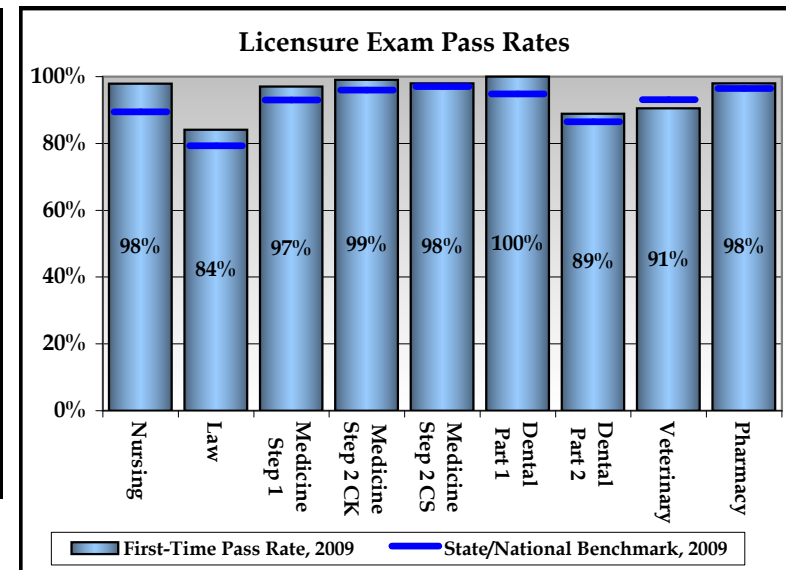
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



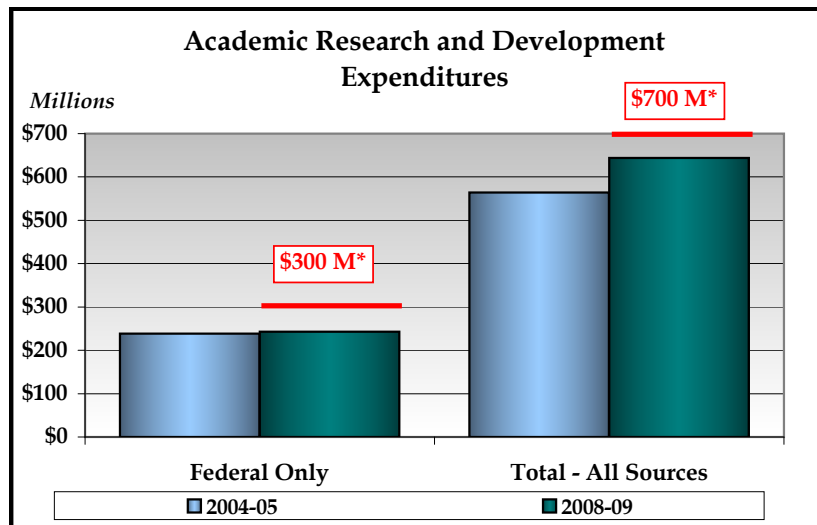
2012-13 Target: Maintain
(2008-09 Baseline: 2,686 Total)



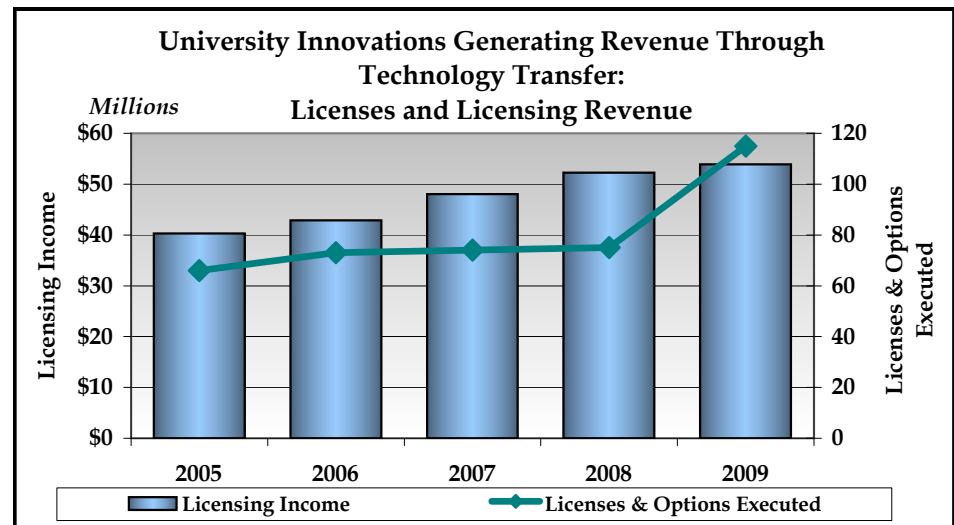
2012-13 Target: Increase
(2008-09 Baseline: 3,074 Total)



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



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



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

Key University Achievements

► Student awards/achievements

1. UF's 800-sq-ft solar-powered zero-energy home placed 8th at Solar Decathlon Europe 2010 in Madrid.
2. Steven Robinette first UF student to win a Marshall scholarship to study as graduate student in U.K.
3. Anthropology doctoral student Edward Gonzalez-Tennant first winner of the new Eleanor Roosevelt Global Citizenship Award presented by the Center for a Public Anthropology.

► Faculty awards/achievements

1. Prof. Emeritus of Anthropology H. Russell Bernard elected to National Academy of Sciences.
2. Todd E. Golde awarded 2010 Met Life Foundation Award for Medical Research in Alzheimer's disease.
3. Mary Robison was awarded the 2009 Rea Award for the Short Story. Her novel was selected for the 2009 Summer reading list of Oprah Winfrey book club.

► Program awards/achievements

1. College of Agricultural and Life Sciences the first college in the U.S. to complete the curricular reform process from NRC report *Transforming Agricultural Education for a Changing World*.
2. Established tobacco-free campus.
3. Opened world-class Small Animal Hospital at College of Veterinary Medicine.

► Research awards/achievements

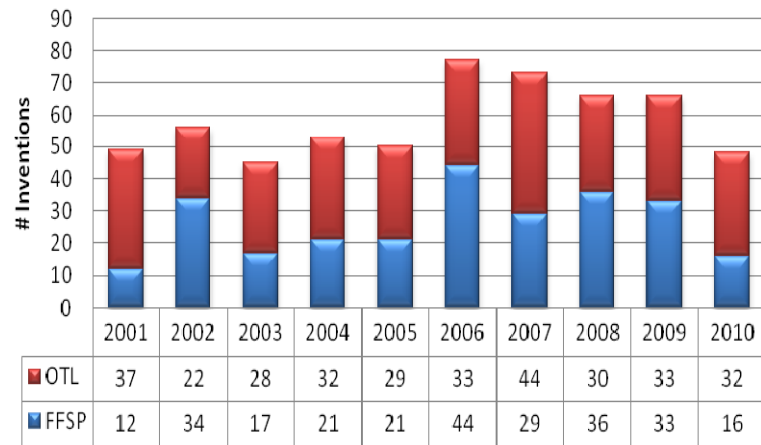
1. 2009-2010 external research awards of \$678 million.
2. \$15 million NIH construction grant to build an Institute on Aging facility.
3. UF astronomers led multinational team to win \$8 million to build a major new astronomical instrument for world's largest optical telescope.

► Institutional awards/achievements

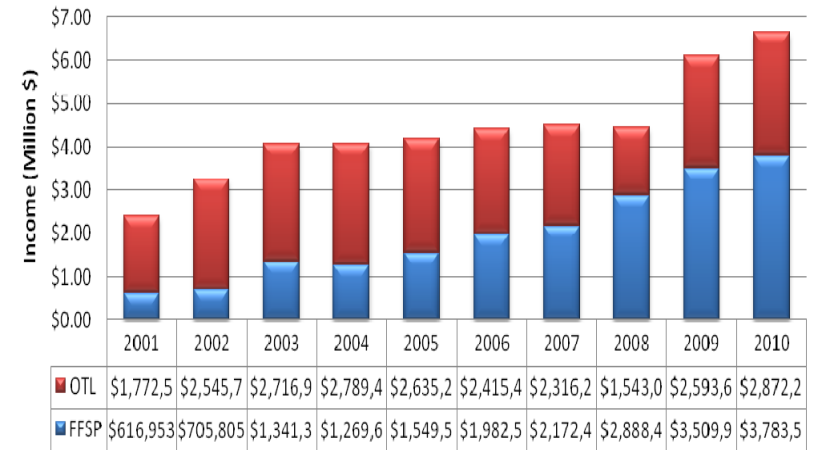
1. UF placed 9th in Wall Street Journal survey of institutions where corporate recruiters found the best hires.
2. UF has broken ground on the Florida Innovation Hub and the Research and Academic Center at Lake Nona.
3. Popular Science named HyGreen hand-washing system (based on UF research) a "Best of What's New" product. Time magazine dubbed the Grooveshark online music service developed by UF student Josh Greenberg one of its 50 best websites of 2010.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4:
MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

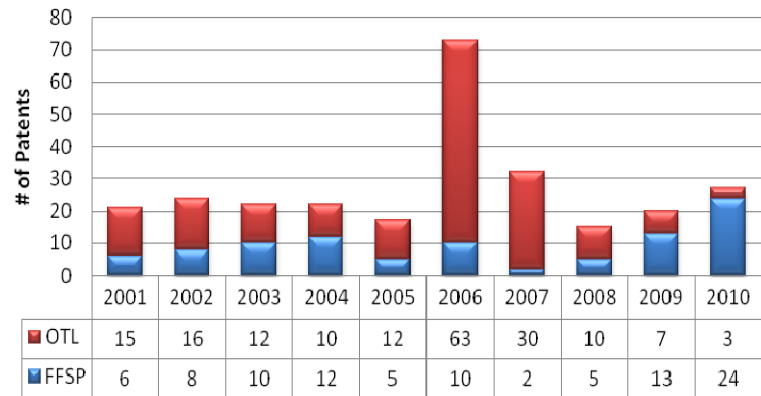
IFAS Inventions



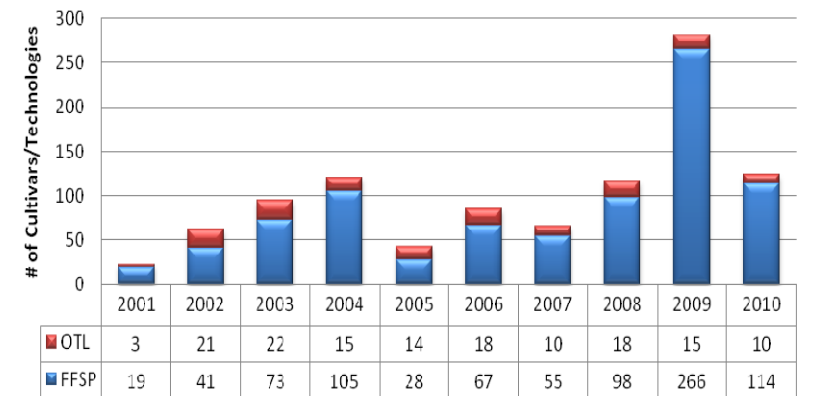
IFAS License Income



U.S. Patents Issued

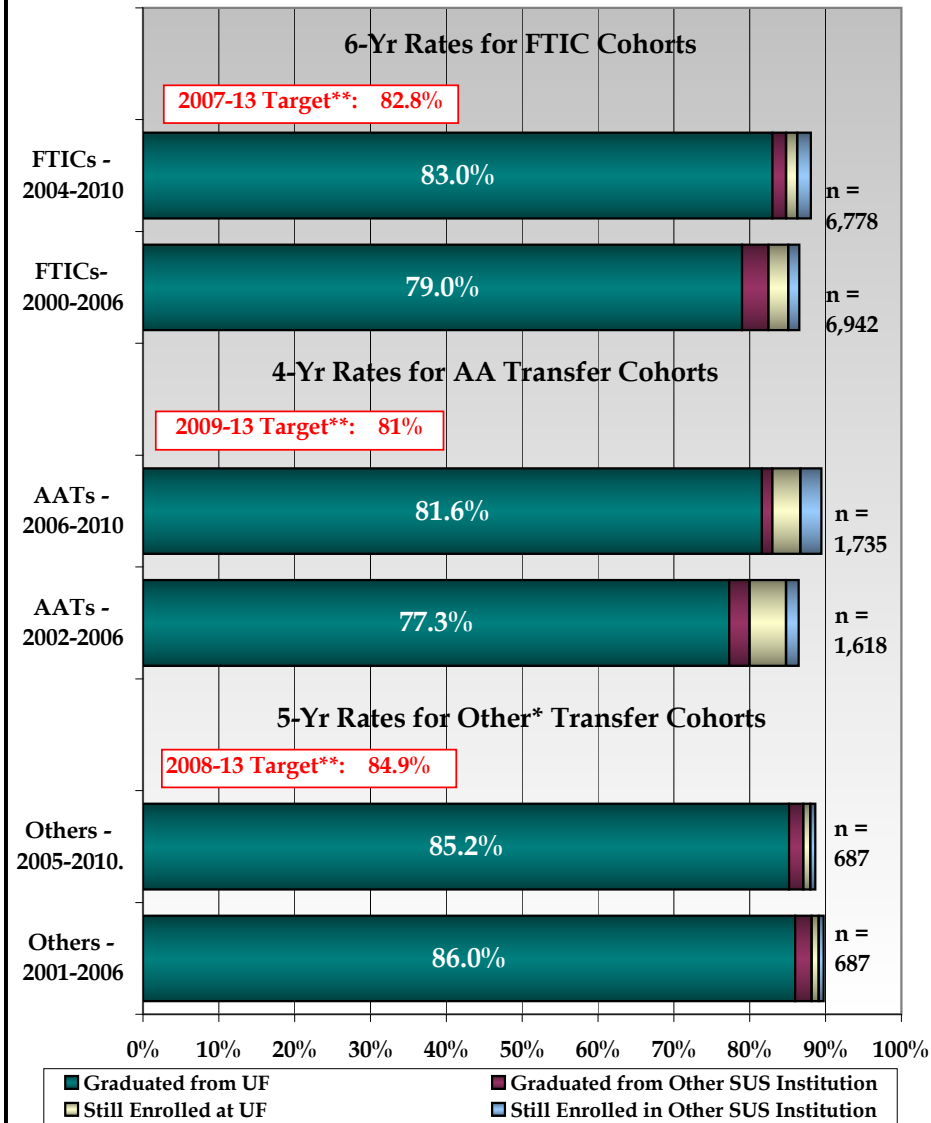


License Agreements



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

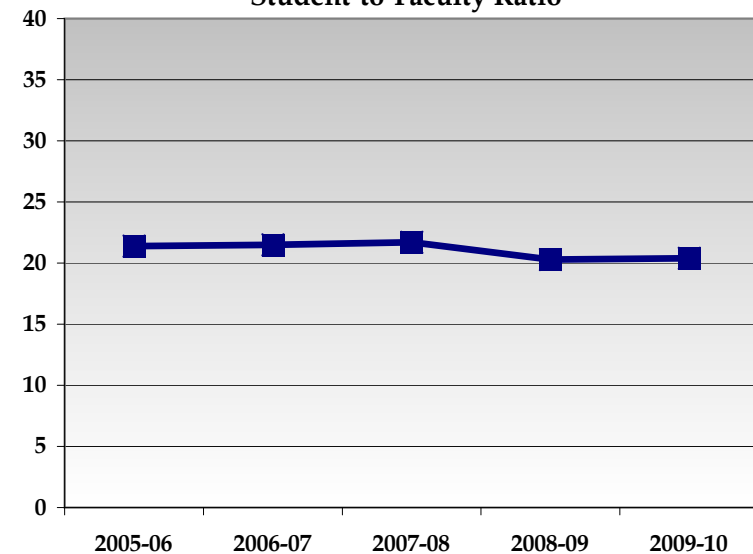
Undergraduate Retention and Graduation Rates



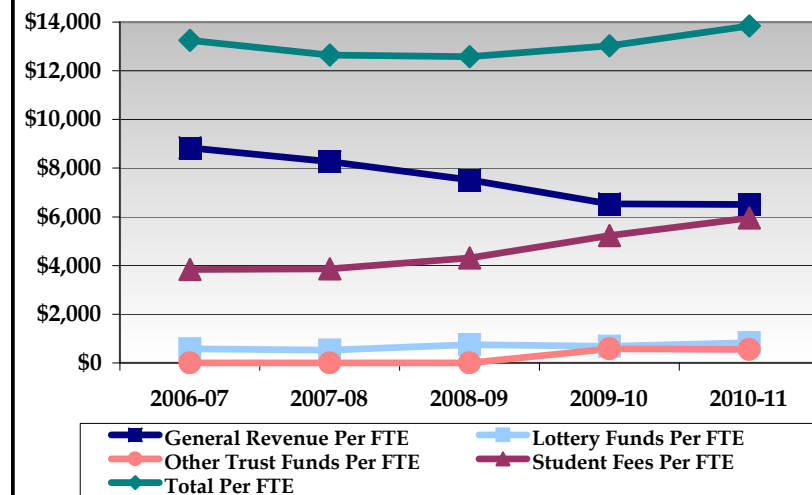
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

**Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

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INTRODUCTION

Mission

The University of Florida is a public land-grant, sea-grant, and space-grant research university, one of the most comprehensive in the United States. The University encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities, and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the University's threefold mission: teaching, research, and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, University of Florida faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes, and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies. The University welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this University at both the undergraduate and graduate levels. Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect, and the senses. Service reflects the University's obligation to share the benefits of its research and knowledge for the public good. The University serves the nation's and the

state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership, and workforce. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements span all the University's academic disciplines and represent the University's commitment to lead and serve the State of Florida, the nation, and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The University aspires to advance by strengthening the human condition and improving the quality of life. (See: From Achievement to recognition: A Strategic Workplan for the University of Florida March 8, 2007 <http://www.president.ufl.edu/workPlan.html>)

Vision

The University of Florida aspires to join the ranks of the nation's top public research universities. The best universities are aided by careful planning; a commitment to excellence by faculty, staff, students, alumni, and donors; and by a determination to invest in areas that enhance quality. It is this commitment to academic excellence and the resulting achievements that will lead to the University's recognition as one of the top public research universities.

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

Undergraduate: Top quality high school graduates continue to apply in large numbers for entry to the UF freshman class. During the last admission cycle, nearly 28,000 students applied. UF admitted 11,439 of the applicants and, as of the first day of the Fall semester, enrolled 6,390 freshmen. 95% of the enrolled students are Florida residents. The scholarly credentials of the freshman class are outstanding. For example, the GPA and SAT scores range between 4.0 - 4.4 and 1840 - 2060, respectively, for the middle 50% of the class.

UF strives to ensure access for traditionally underrepresented groups, including African-Americans, Hispanics, and first generation students from families without a tradition of higher education. (The first-generation students comprise the Florida Opportunity Scholars Program with a total of 1,442 students this year. The average family income of the entering FOS class is \$20,471, and 77% of these students belong to underrepresented groups. Funding for this program from non-state sources will exceed \$6.2 million this year.) In addition, through its growing catalog of e-learning programs, UF is increasing access to degrees for students around the state who may not be able to spend four years on the Gainesville campus engaged in full-time study. UF has begun to count systematically the number of enrolled students who do not attend the main campus for the bulk of their instruction. There are 4,627 such students this year, as compared to 4,406 last year.

UF also admits upper-division AA students, mostly from Florida community colleges. During the summer and fall of 2010, 4,272 AA students applied and 1,482 enrolled.

The majority of undergraduates are full-time. This fact, coupled with several other influences such as the quality of the student body and UF's Universal Tracking system for advising, contributes to a six-year graduation rate for FTICs of 83%. (The six-year graduation rate is a national measurement for FTICs.) This graduation rate is nationally competitive. UF continues to pursue incremental improvement in this rate. UF also seeks incremental improvement in its four-year graduation rate of 58.2%. Doing so will further increase access to the University, since the quicker students graduate, the more room there is for students to enter.

The graduation rate for transfer students is equally impressive. Their four-year graduation rate is 81.6%. (The four-year graduation rate is a national measurement for AA transfer students.)

UF's ability to increase access to baccalaureate degrees on the Gainesville campus has been hampered by cuts in state appropriations and by a strained campus infrastructure, at least in the fall term. UF plans to experiment with a cohort of students who will attend the University in the spring and summer terms, when the campus still has a small amount of capacity available. UF also plans to experiment with a block tuition and fee structure to help accelerate student progress to degree and to improve graduation rates.

UF is expanding access to baccalaureate degrees through e-learning. Online programs in Business Administration and Fire and Emergency Services are already fully implemented.

Building on the success of these programs and on more extensive campus experience with distance learning programs at the graduate level, the deans of the colleges are exploring the feasibility of new offerings. See <http://www.distancelearning.ufl.edu>

In particular, UF is beginning to partner with state colleges to offer upper-division baccalaureate degree programs to their students. Degree programs in Business Administration and Sports Management are operational at Santa Fe College. Degree programs in Recreation and Tourism and Digital and Fine Arts are in the offing, and a program in Nursing is being explored. UF is partnering with Miami-Dade College to make a baccalaureate degree in Microbiology and Cell Science available to their students. Most of the instruction will be offered through distance education, although two laboratory courses will be offered on the MDC campus.

UF is also engaging the services of an external provider of distance education infrastructure. This company will enable faculty to concentrate on providing content, instead of worrying about the technical problems involved with getting content on the web and the mechanics of delivering it. UF expects to have the contract completed by the end of the Fall semester, after which colleges will be expected to engage fully in developing distance education projects.

UF continues to revise its undergraduate offerings so that they meet the demands of both undergraduates and State for high-quality training in critical disciplines. Among recent developments are the following:

- Creation of the Center for Undergraduate Research. There is growing consensus nationally that undergraduates need to be exposed to, and participate in, research projects.

They will be faced with the next generation of technical and social challenges and must understand research techniques and methodology to address them adequately.

- An inventory of programs in entrepreneurship is underway. The goal is to coordinate a campus-wide program in entrepreneurship for students and faculty.

Graduate and Professional: The President and the UF Board of Trustees have reaffirmed the centrality of research and graduate education in UF's mission. UF is uniquely positioned among SUS institutions to increase access to high quality graduate degrees in many critical need areas, particularly in STEM fields. This is due, in part, to the century of partnership between the State of Florida and UF. UF has developed into a comprehensive research university with remarkable breadth of expertise and depth in quality scholarly infrastructure. These factors are fundamental to success in basic and applied research and to the quality of graduate education. For example, in studying pathogenic organisms, UF is one of very few universities able to bring to bear on its campus state-of-the-art expertise in human medicine, veterinary medicine, agriculture, biomedical engineering, pharmacy, and basic sciences. Graduate students mature best in an interdisciplinary environment equipped with the resources to attack problems from multiple angles. They are also major contributors to UF's research programs, which have won \$678 million in external funding this past year.

In the wake of the recent NRC report on doctoral education, UF is launching an internal review of doctoral programs this year with an eye to strengthening key areas.

UF has a strong commitment to diversity at the graduate level and is a recognized national leader in the production of

African-American Ph.D.s (#17 last year) and Hispanic Ph.D.s (#6 last year).

UF has an extensive catalog of graduate degrees offered through distance learning. Most of these have been offered at little or no additional cost to the State. The University plans expanded access to graduate degrees on the Gainesville campus, at many IFAS locations throughout the State, and through distance learning. See <http://www.distancelearning.ufl.edu>. UF plans to request BOG approval to implement market rates for several of its graduate distance education programs, pursuant to recent legislation authorizing market rates for such programs.

Additional access to degrees is also being provided in the Health Science Center. The College of Public Health and Health Professions is prepared to offer a Ph.D. in Public Health. The College of Veterinary Medicine has begun an expansion of its DVM class from its historical level of 88 students to its eventual level of approximately 140 students. This year, it admitted 100 students. The College of Dentistry is exploring the possibility of expanding its DDM class.

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

Undergraduate: In 2009-10, over 27% of UF baccalaureate degrees were awarded in STEM disciplines, which are of critical importance to the State. Nearly 30% of UF baccalaureate degrees were awarded in STEM and Health Professions disciplines.

While only 30 undergraduate degrees were produced in Education, UF is working to address this in several ways. UF is participating in a national program (UTEACH) to replicate success at the University of Texas in preparing STEM educators. UFTeach is designed to dramatically strengthen the recruitment and retention of middle and high school mathematics and science teachers, a critical workforce need in Florida. See <http://ufteach.clas.ufl.edu/about.html>. By 2012, UFTeach expects to graduate 90 students each year into the mathematics and science teaching ranks. In addition, UF has just joined SMTI, the national Science and Mathematics Teacher Imperative. This is a national consortium of universities dedicated to addressing the shortage of teachers in STEM disciplines.

With funding from the Howard Hughes Medical Institute, UF has created the Science for Life Program “to strengthen and transform undergraduate research and interdisciplinary laboratory education in the life sciences.” An 18-credit science education minor has been developed for students majoring in any scientific or engineering discipline. Successful completion of the minor will qualify students for a Florida teaching certificate through the “Professional Training Option.” See <http://sfl.chem.ufl.edu/index.php?link=minor>.

The mission of the “Science for Life” program is more extensive than teacher preparation. It is stimulating increased interest in STEM disciplines, particularly in the life sciences.

Graduate: Through its research and graduate education mission, UF’s impact in meeting professional and workforce needs is considerable.

In 2009-10, 37% of master's degrees and more than half of all research doctoral degrees were in STEM fields. In Health Professions, there were over 324 master's degrees and 985 doctoral degrees produced. As was mentioned above, UF is a net importer of graduate students in STEM disciplines into the State, in part because there are not enough qualified Florida residents who apply for entry and in part because UF competes for the very best nationally and internationally. In STEM and Health disciplines, UF provides very high quality graduate education and research opportunities. This is demonstrated in a quantitative way by UF's success in securing external research grants and contracts. These provide graduate students with remarkable opportunity to participate in exploring important scientific and engineering challenges facing society. UF also fosters substantial linkages between graduate students and Florida industries through college and faculty relationships. Of more recent vintage is the developing relationship between UF and several biotechnology firms that have settled in central and south Florida. UF anticipates continued growth in graduate degrees in STEM and Health Professions areas. As was mentioned above, the College of Veterinary Medicine has begun expansion of its Doctor of Veterinary Medicine class from its current size of 88 students admitted per year to an eventual 140 students per year. This year it has enrolled approximately 100 students.

In the area of education, there is a burgeoning master's degree program. The College of Education has identified this as a key need of teachers in the state and an important component in retention and professional advancement of teachers. The College has been a leader in distance learning and currently offers eight comprehensive degree programs online, including the degrees Master of Education (M.Ed.), Master of Arts in Education (M.A.E.), Specialist in Education (Ed.S.), and Doctor

of Education (Ed.D.). In 2009-10, the College had 2,775 student enrollments online.

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

UF is one of 63 leading public and private research universities in the U.S. and Canada that comprise the Association of American Universities (AAU). The 61 AAU universities in the U.S. award more than one-half of all U.S. doctoral degrees and 55 percent of those in the sciences and engineering. This is a quantitative statement, and it is no surprise that most of the AAU universities are large. But this is also a statement about quality, because only large universities can assemble the range of talents and resources needed to tackle large, complex, and multidisciplinary problems.

Modern science demands a multidisciplinary approach and interdisciplinary techniques to tackle the grand challenges of this century. Fortunately, UF is one of the nation's most interdisciplinary universities, with more fields of study than most other universities in the country. This has enabled the University to establish world-class academic programs and multidisciplinary initiatives that draw upon the resources of many academic departments, including the Emerging Pathogens Institute, the Water Institute, the Institute on Aging, the Florida Institute for Sustainable Energy, the Nanoscience Institute for Medical and Engineering Technology, and the Digital Worlds Institute. That these, and other, academic programs are world-class is demonstrated by their reputations, their funding, and their products. The funding is

the most easily demonstrated and quantifiable. For example, the National Institute on Aging recently granted the UF Institute on Aging the largest award the University has received to date: \$64 million to pursue a conclusive answer about whether physical activity can help older adults retain their mobility longer. The NIH awarded a \$26 million Clinical and Translational Science Award to the College of Medicine. This award is an entry point for select universities to the next decade's major NIH competitions. All told, UF faculty won over \$678 million in external grants and contracts last year for research and development. This is testimony to the quality of the research enterprise and the vitality of the faculty. The funds also provide a large spur to economic development in the State.

Another hallmark of research strength can be found in technology transfer. In the last fiscal year, the University executed 67 licenses or options and had 279 invention disclosures. There were 144 patents applications. Royalty and licensing income exceeds \$25 million annually, and technologies developed at UF have led to the founding of dozens of companies. See <http://www.research.ufl.edu/otl/>. The federal Economic Development Administration has awarded UF an \$8.2 million grant to help create the Florida Innovation Hub at UF. This 45,000 square-foot incubator, currently under construction and scheduled for completion by December 2011, will nurture startup companies and house UF's commercialization efforts.

World-class research and education are closely interwoven. For example, as part of its effort to win the Clinical and Translational Science award, the College of Medicine created a program in Medical Informatics, which strengthens both research and education programs in the college. UF is

currently exploring creation of a program in computational biology to tap into research and education opportunities in that emerging field. Graduate education and research go hand-in-hand. The great discoveries of the twenty-first century will undoubtedly come from the creative efforts of university faculty working closely with bright and motivated graduate students. The University's graduate programs have produced generations of professionals in a wide variety of disciplines, many of whom have risen to positions of prominence in our state, the nation, and the world. Spurred by the recent release of the NRC rankings, UF is launching a comprehensive review of doctoral programs at the University to decide how best to invest limited resources in bringing more programs to greater prominence.

Undergraduate education and research are increasingly linked. One of the wonderful benefits UF can offer undergraduates is the opportunity to participate in the research enterprise with faculty and graduate students. These young students are the problem-solvers of tomorrow, and there is no better way to prepare them than by pairing them with today's problems-solvers. To better facilitate undergraduate connections with research and to ensure that undergraduate education remains current, exciting, and relevant, UF is in the midst of a multi-year project to reexamine the undergraduate experience and curriculum. UF has recently created the Center for Undergraduate Research to encourage and facilitate the involvement of undergraduates with research experiences.

**BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES**

UF is the State's oldest and most comprehensive university. It has many world-renowned academic and research programs and a presence in every county in the State, notably through IFAS and the Health Science Center. Consequently, UF emphasizes its statewide mission and the unique resources it can bring to bear on that mission.

IFAS is a federal-state-county partnership dedicated to developing knowledge in agriculture, human and natural resources, and the life sciences, and to enhancing and sustaining the quality of human life by making that information accessible. See http://www.ifas.ufl.edu/IFAS_facts.html. IFAS is the research and development center for Florida's agricultural and natural resource industries that have a \$93 billion annual impact. Major components of IFAS include the College of Agricultural and Life Sciences, twelve Research and Education Centers, and County Extension Offices.

The UF College of Medicine is a partner with the Shands Health Care System in the delivery of health care to the people of the State. The College is acknowledged as having one of the strongest medical education programs in North America. It operates UF campus clinics plus 37 regional clinics. The new Shands Cancer Hospital was opened in Fall 2009 opposite Shands Teaching Hospital and the College of Medicine. This positions UF and Shands as leaders in the treatment of cancer. In addition to the new hospital, several other major initiatives are underway, including a project to implement electronic

medical records and further integration between the College of Medicine and Shands Health Care. In FY 09-10, the College received \$329.8 million in research awards and \$324.1 million in clinical income.

The College of Public Health and Health Professions (PHHP) is newly accredited in public health. This accreditation opens a multitude of educational opportunities and new research vistas in public health and provides the state with a new source of critically needed professionals. PHHP is ranked first in the nation in NIH awards among colleges of health professions.

There is only one accredited College of Veterinary Medicine in the State. Florida is a net importer of veterinarians, who are critical participants in animal care, food safety, emerging pathogens, and homeland security. Having recognized the State's need, the College has begun implementing a plan to increase the size of each Doctor of Veterinary Medicine class from 88 students to 140 per year. This will be accomplished without additional state funding.

Through its Working Professional Pharm.D. program, the College of Pharmacy teaches nearly 750 students across the U.S., Canada, Europe, and the Caribbean. This program has been a major factor in meeting the pharmacist shortage in Florida. The College has initiated a program in partnership with the U.S. Food and Drug Administration aimed at attracting scientists and health professionals to careers in the FDA Center for Drug Evaluation and Research. See <http://www.cop.ufl.edu/departments/PHCA/Newsite/Graduatestudies/Prospectivestudents/popmasters.htm>

The College of Nursing plays a central role in addressing the nursing shortage in Florida. It is a major provider of BSN/RNs in the state, and it has instituted several innovative education programs to address the national shortage of nurses and nursing faculty. The College recently instituted a new Doctor of Nursing Practice (DNP) degree for advanced practice roles. The College's graduates consistently exceed national and state pass rates on the professional licensure exam with pass rates averaging above 96%.

The College of Dentistry is ranked 7th of 57 U.S. dental schools for NIH/NIDCR funding. It operates clinics in Gainesville, Jacksonville, Naples, Seminole, and Hialeah. It is the only state-supported dental institution in Florida completing over 101,000 patient visits last year. The College is nationally recognized for its oral health research enterprise, emphasizing infectious diseases in dentistry, bone biology, pain and neurosciences, and translational research to improve clinical dental care.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

Graduation Rates. In the short time since submission of the University's first work plan, there has been no significant change to graduation rates. The four-year and six-year rates for FTICs are 58% and 83%. The four-year rate for upper-division transfer students is 81.6%. UF will propose introduction of a block tuition model to serve as incentive for students to make more rapid progress to degree. In addition, UF is beginning a project to identify the reasons that groups of

students leave the University, which affects the graduation rate.

Distance Education. UF is finalizing a contract with an external provider of distance education infrastructure to facilitate creation of new distance degree programs. Over 50 degree programs are already available through distance education. UF will also propose moving some of the programs to the new market-rate mode.

Internationalization of the campus. The Dean of the International Center has developed a strategic plan for the center and is now charged with developing a campus-wide Quality Enhancement Program for SACS on this topic. UF anticipates completion of the first draft in Spring 2011.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

UF has implemented an e-procurement product ("MyUF Market") which all units are required to use. While it has not saved a lot of money in the short run since its implementation last year, UF expects savings to increase to several million dollars per year.

UF is implementing a new budget model based on Responsibility Centered Management (RCM). This new model promises more transparency in budgeting and it provides administrators with incentives to increase revenues and to cut costs through greater efficiencies.

UF's educational program is highly effective. In an atmosphere of declining budgets, UF has maintained the

quality of the student body and its nationally competitive graduation rates. As indicated by many quantitative and qualitative measurements, UF's academic programs are of extremely high quality. UF is beginning a review of all University doctoral programs, based on NRC data and internal data, to determine appropriate resource allocation.

UF's research enterprise is also quite successful, as evidenced by over \$678 million of external grant and contract awards. UF provides enormous service to the State through its educational and research programs and through its service and outreach components provided by IFAS and the colleges in the Health Science Center.

ADDITIONAL RESOURCES

- Carnegie Classification
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=134130&start_page=institution.php&clq=%7B%22first_letter%22%3A%22U%22%7D
- Graduate School
<http://gradschool.ufl.edu/>
- Office of Research
<http://www.research.ufl.edu>
- Average Cost of Attendance
<http://www.sfa.ufl.edu/apply/coa.html>
- Common Data Set
<http://www.ir.ufl.edu/OIRAPPS/CDS/data.asp>
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=University+of+Florida&s=all&id=134130>
- University Institutional Research Unit
<http://www.ir.ufl.edu/>
- UF Student Experience in the Research University (SERU) Reports Executive Summary
<http://www.ir.ufl.edu/OIRApps/SERU/signon.aspx>

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University of North Florida

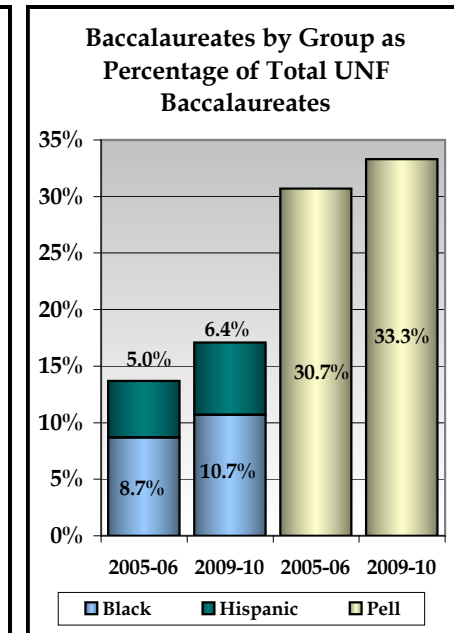
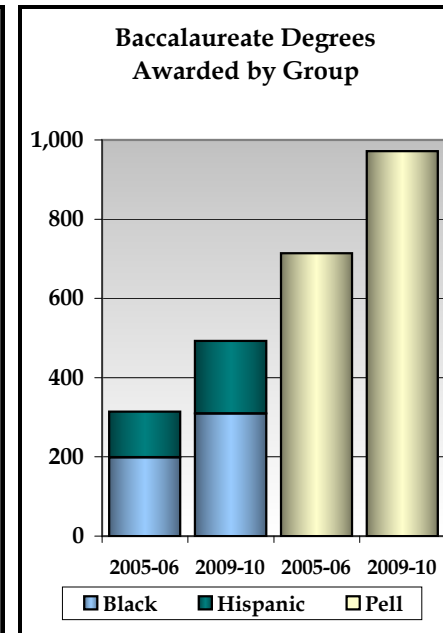
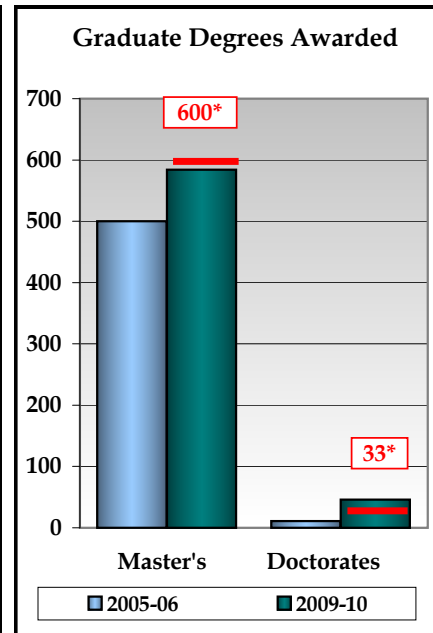
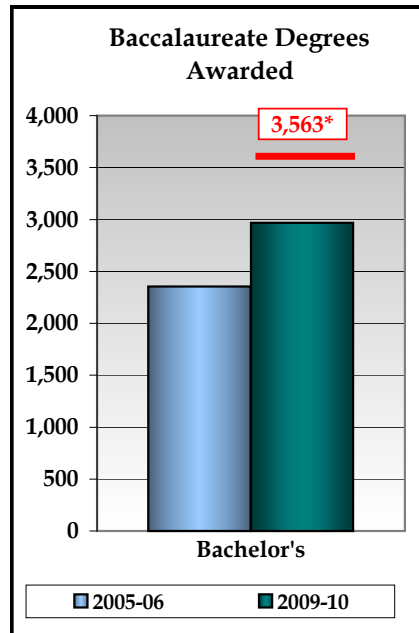
Data definitions are provided in the Appendices.

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

University of North Florida 2010 Annual Report

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

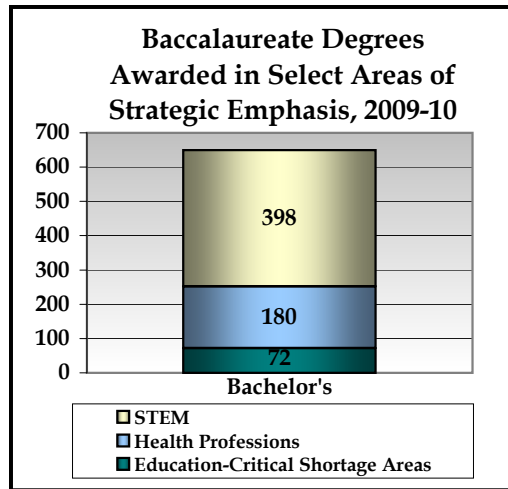
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



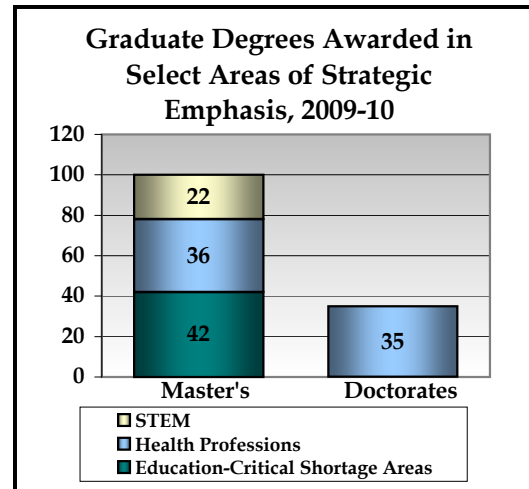
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

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

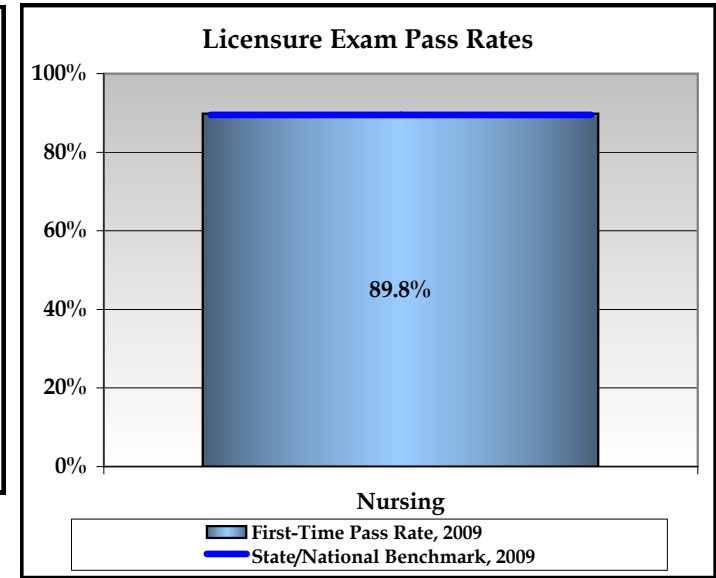
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



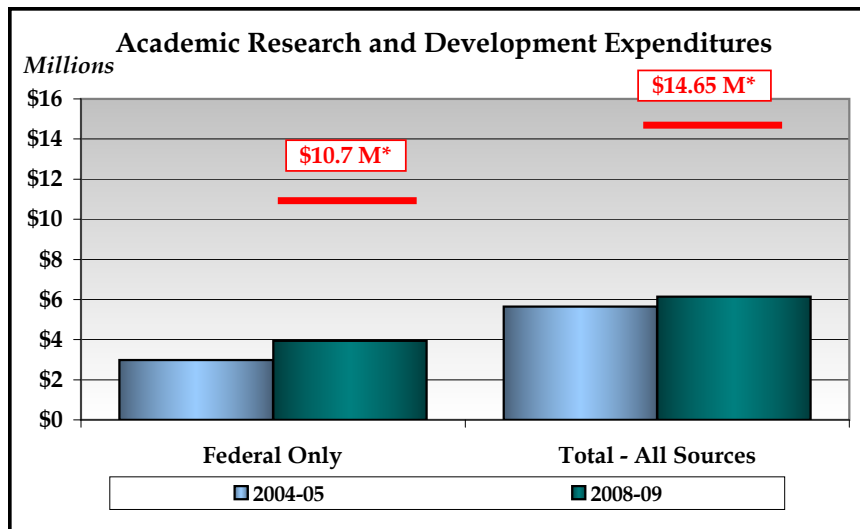
**2012-13 Target: Increase
(2008-09 Baseline: 663 Total)**



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



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



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

Key University Achievements

► Student awards/achievements

1. UNF student newspaper awarded the Associated Collegiate Press 2010 Print Pacemaker award.
2. Transportation and Logistics students defeated 14 universities to win the national 2010 Operation Stimulus Case competition at the 28th Annual Denver Transportation Forum.
3. A UNF engineering students placed fourth out of thirty-four teams in an international competition on design of Underwater Remote Vehicle. The team also received the "Design Excellence" Award.

► Faculty awards/achievements

1. Dominik Guess (Psychology) Fellowship Alexander von Humboldt Foundation.
2. Michael Togli (Psychology) Fulbright as a US Senior Specialist at the Universidad Autonoma de Sinaloa, Mexico.
3. David Jaffee (Sociology) Fulbright Scholarship at City University of Hong Kong.

► Program awards/achievements

1. UNF and Duval County Public Schools partnership awarded Exemplary Professional Development School.
2. Coggin College of Business named outstanding business school: Princeton Review.
3. Brooks College School of Nursing awarded Campus-Community Partnership Award by Florida Campus Compact.

► Research awards/achievements

1. Department of Biology received over \$1.8 million in external grant funding including 2 NIH, 2 NSF, and 3 NOAA grants totaling \$1.2 million.
2. School of Engineering faculty member awarded \$9.4 million contract from Army and Department of Energy to study methanol fuel cells for military and commercial applications.

► Institutional awards/achievements

1. UNF among top "military friendly" schools.
2. 2010 Princeton Review awarded UNF "Best in the Southeast."
3. 2009 Princeton Review awarded UNF "Best Value College."

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Goal 4: Affirm the University's public responsibility

UNF is committed to serve its region at a level of national quality. This commitment is achieved through the provision of relevant academic programs and research, direct and indirect economic impact, and the cultivation of citizenship among students many of whom likely will become permanent residents of the region. All of these efforts are advanced through the University's Quality Enhancement Plan that centers on community-based transformational learning. UNF identified three actions in its work plan in support of its QEP and the broader goal which encompasses it.

Train faculty to deliver meaningful [Community Based Learning \(CBL\) experiences](#): First, the Office of Faculty Enhancement sponsored two workshops on Community-Based Research. Second, the Center for Community-Based Learning (CCBL) initiated three new faculty development initiatives during this period. Beginning in February 2010, seven faculty members participated in the Community Scholars Program. Additionally, the CCBL funded a team of five faculty and student affairs professional to participate in AAC&U's Greater Expectations Institute to develop a plan to diffuse community-based learning throughout the general education curriculum's "Venture Studies Program." Lastly, the CCBL funded 4 faculty members to attend a community-based learning conference sponsored by AAC&U.

Increase [Transformational Learning Opportunities \(TLO\) funding](#): UNF provides its students with extraordinary opportunities for enhanced or non-traditional authentic learning. Some of these opportunities are community-based, some involve international travel, and many occur through direct student involvement in faculty research. As evidence of its estimation of the value of these learning experiences, UNF increased its TLO funding from \$300,000 to \$450,000 in the 2010-11 fiscal year.

Seek Carnegie designation as an "engaged" institution: In September 2010, UNF submitted its application to the Carnegie Foundation for the Advancement of Teaching to receive the optional designation as a community engaged university.

Metrics:

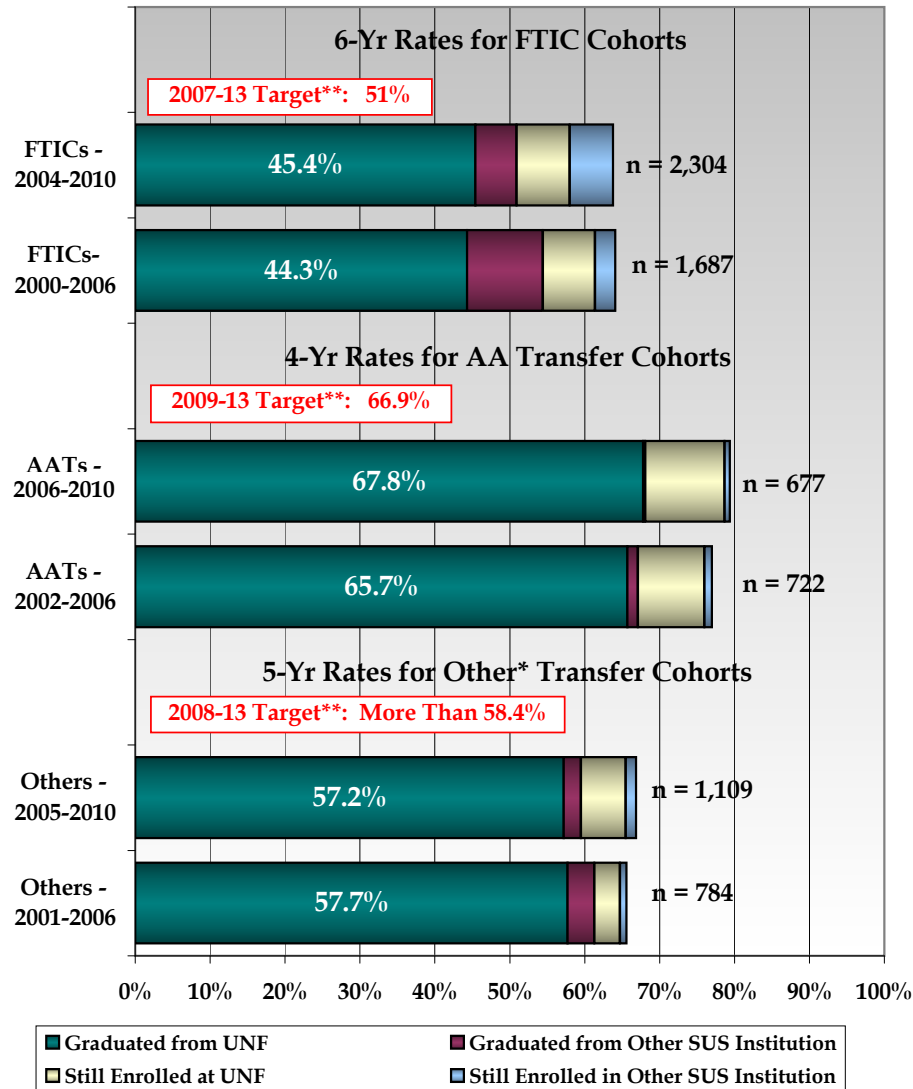
Number of students enrolled in CBTL courses: CBTL designation process is still in development.

Participation in community and civic engagement: Co-curricular designation process is also still in development.

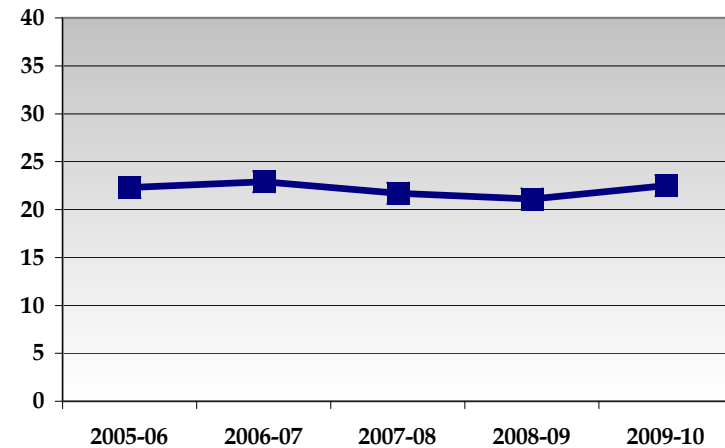
Economic impact of region: The most recent data (2006-07) indicate that UNF's annual economic impact on the metropolitan region was over \$833,267,000.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

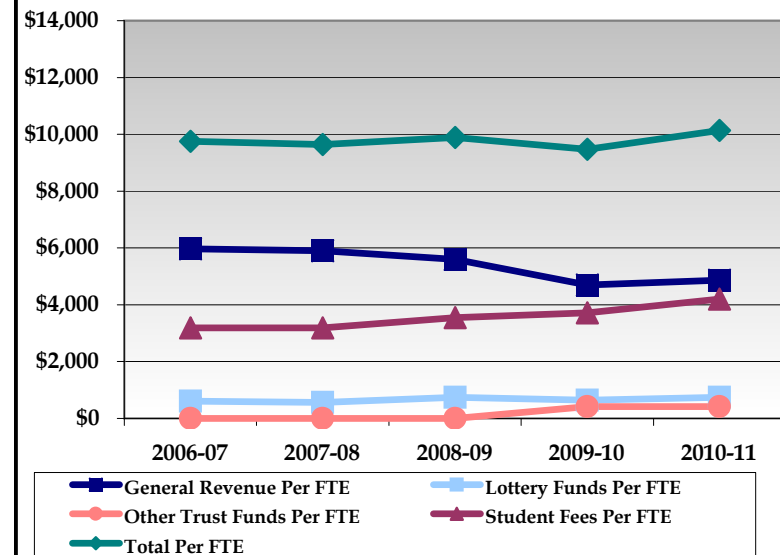
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

**Graduation Rate from SAME Institution.

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

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INTRODUCTION

Mission

The University of North Florida (UNF) fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

Vision

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

Introductory Comments

While only five months have elapsed since UNF submitted the work plan upon which this annual report is based, the University nevertheless has made some progress toward the achievement of the goals delineated in that work plan. Perhaps as importantly the UNF strategic planning process is

being enhanced so that it will articulate effectively with the Board of Governors strategic planning process.

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

- While UNF has been fortunate to increase its faculty lines in the past year by recruiting on what were previously frozen positions, the size of the faculty remains a limiting factor on enrollment growth. UNF is intent upon adhering to its enrollment plan in order to affect the appropriate balance of faculty and students as reflected by its student-faculty ratio. As funding permits, UNF will continue to increase its student population until it reaches its ultimate goal of approximately 25,000 students, with a proportionate number of degrees awarded.
- UNF's first-year persistence rate increased dramatically from 78.6% for the Fall 2007 cohort to 84.5% for the Fall 2008 cohort. While it is too soon to determine cause and effect relationships, the University has implemented a variety of measures to increase first-year student success and retention such as implementing a student academic "roadmap" system, additional advisors, and funding to reduce class size in appropriate curricular areas.
- In order to meet the challenge of achieving its stated goals of FTIC and transfer graduation rates, UNF has taken a number of positive steps whose impact will take several years to assess. UNF is hopeful that its commitment to the very distinct needs of its freshman and transfer populations through specific programming such as

freshman convocation, a separate transfer orientation program, a Transfer Student Advisory Council, and departmental level articulation agreements with regional state colleges, will translate into an increase in retention and graduation rates.

- UNF remains committed to a diverse student population and the Board of Governors goal to facilitate graduation rates for students of need and in underrepresented categories. This past year, UNF saw an increase in graduation rates, as well as the number of degrees awarded to Blacks, Hispanics, and Pell recipients. UNF also observed a concomitant increase in the Black and Hispanic enrollments. Moreover, approval of UNF's tuition differential resulted in an additional 119 students awarded financial aid.

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

- UNF has strong partnerships with local and statewide educational and health organizations through such initiatives as the College of Education and Human Services Urban Professional School program, the Florida Institute of Education, and Brooks College of Health and Department of Biology agreements with area medical and research facilities including the Mayo Clinic and Vistakon.
 - Education degrees (undergraduate) declined somewhat from 83 to 72, while the graduate (master's and doctoral) remained the same (42 degrees). It is likely that the decline at the undergraduate level reflects the downturn in recruitment of teachers.

- Undergraduate STEM degrees increased from 380 to 398 and graduate degrees awarded in STEM fields remained stable at 22 degrees.
- Both undergraduate and graduate enrollments in Nursing remain robust and in high demand. UNF did experience a slight decrease in the number of degrees in Nursing from 2008 due to the reduction of the additional cohort that was added in the year following a SUCCEED Florida-Nursing Education Grant. The Nursing program continues to innovate in order to increase its student capacity; for instance, it has initiated a blended course delivery pilot program with the goal of adding a third cohort in the future.

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

- UNF realized gains in all areas of research and development from 2009-10 to 2010-11 (estimated):
 - Institutes and Research Centers expenditures increased from \$994,572 to \$1,003,551.
 - Contracts and Grants Revenues went from \$12,336,927 to \$12,325,087, and Expenditures went from \$11,223,731 to \$11,740,199.
 - R&D awards (includes non-Science and Engineering awards), federally funded, went from \$2,234,000 to \$6,164,000.
 - R&D awards (includes non-Science and Engineering awards), total funding, went from \$3,109,000 to \$7,461,000.

- With the distribution of New Florida 2010 funding, UNF's School of Engineering will receive additional one-time monies for the following initiatives:
 - Scholar's Boost Award - \$250,000 will support UNF's effort to recruit a scholar to direct the Taylor Engineering Research Institute.
 - Clustering Award - \$125,000 in partnership with Florida State University to collaborate on research for the development of a highly individualized, high-performing prosthesis.
 - Commercialization Assistance Grants - \$40,000 to develop a high-tech, spin-out company "Omnii Sense."

**BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES**

[On separate template. (See page 6)]

**PROGRESS ON PRIMARY INSTITUTIONAL GOALS
AND METRICS AS OUTLINED IN THE UNIVERSITY
WORK PLAN**

Goal 1: Cultivate a rich learning environment

UNF committed itself to undertaking four specific actions to increase retention and graduation rates and thus degree productivity. In general, the thrust of these actions was to create a supportive learning environment, greater scheduling flexibility through distance learning, and a rich student life to

generate a bond between students and the University. Progress was made in each of these areas.

1. *Significantly expand undergraduate advising.*

The University is in the process of recruiting eight new advisors. Five of these have been assigned to colleges based upon the distribution of majors. The goal is to reduce student-advisor ratios from the current level of 400:1 at the lower level and 354:1 at the upper level to the recognized ideal of 300:1. In addition, five new positions have been assigned to the Academic Center for Excellence, which advises freshmen and undecided sophomores. Three of these positions will be new academic advisors, one will be a Math/Science Tutor Coordinator, and one an ESL/Reading/English Tutor Coordinator.

The University also has increased the number of "Faculty Contacts" who have responsibility for mentoring students within their major areas of study. This program began a year ago with three Faculty Contacts; that number has now grown to nine.

The University also will soon initiate a search for an executive director of advising and retention who will work with a newly recruited dean of undergraduate studies to assure that UNF advising adheres to best practice.

As the expansion and enhancement of undergraduate advising is in process, it is too soon to report the impact of the initiatives detailed above, but collectively they do signal the University's intentionality with regard to assuring the success of its students.

2. *Increase the number of faculty.*

As a result of budget reductions, the University eliminated 41 vacant positions and subsequently froze 23 more vacant lines. As of this year (2010-11), the University will have refilled or commenced searches on all previously frozen lines. Although these hires provided more tenure-track faculty, the transition from visiting to permanent faculty will result in a loss of some instructional sections since visitors have a higher teaching load than do tenure track faculty.

3. *Expand distance learning.*

The University implemented a new technology fee in 2010-11. Revenue from this fee will enable UNF to add critical technology positions in instructional design and systems engineering, as well as continued expansion of distance learning sections to facilitate time-to-degree for our students.

4. *Enhance student life.*

The University invested resources in enhancing the transition to college of new freshmen and transfer students and a number of events and activities that contribute to student engagement and retention. These include:

- Student Summit
- Week of Welcome
- Freshmen convocation
- Homecoming
- Worldfest

Metrics:

- 1st year persistence rates increased from 78.6% in Fall 2007 to 84.5% in Fall 2008.
- Number of distance learning courses (online and hybrid) increased from 180 in 2008-09 to 219 in 2009-10.
- Participation rates in experiential and alternative learning environments: UNF is still working on the process to designate community-based learning courses. With the recruitment of a new dean of undergraduate studies, UNF anticipates an increase in learning communities and freshman interest groups.

Goal 2: Promote a more inclusive university community

UNF recognizes the need to support a diverse community of students, faculty, and staff. It aspires to this goal for two reasons: (a) engagement with difference promotes learning and understanding, and (b) the composition of the University should reflect the composition of the community of which it is a part. To these ends, the University utilizes its resources to recruit qualified students who will contribute to UNF's diversity, whether by virtue of their backgrounds or talents. UNF is pursuing two actions to advance this goal.

1. *Increase need-based scholarship funding and the relevant infrastructure to support student success.*

In July 2010, UNF hired a High Need Coordinator who provides needy students assistance with every aspect of financial aid from help with filing the FAFSA through disbursement of aid. This employee meets with students and parents to collect the required documentation. In addition, the Coordinator performs Professional

Judgments and Dependency Overrides, which are often necessary for this population. The High Need Coordinator works with students from a number of programs including Jacksonville Commitment, SWOOP, and Pathways.

2. *Increase non-need-based scholarship funding.*

At the same time, UNF also hired a Merit/Talent Coordinator. This position works with Admissions and Honors to identify and meet high-profile students. This coordinator will be making a financial aid presentation at the Honor First Year Colloquium (IDH 1990) each Fall. Plans are underway to meet with the Music department regarding financial aid presentations for their students.

Metrics:

- Percentage of underrepresented students increased from Fall 2008 to Fall 2009. Black and Hispanic percentages increased from 10.0% to 10.4% and 6.5% to 6.9%, respectively.
- 1st year persistence rates among underrepresented populations increased to 89% for Black students (from 83%), and 81% for Hispanic students (from 74%).
- Distribution of institutional need-based funding (in all categories) increased from \$4,684,352 in 2008-09 to \$5,014,787 in 2009-10; the student recipients of this aid increased from 2,921 to 3,232 for the corresponding years. Institutional non-need-based funding (in all categories, including merit) increased from \$5,626,413 in 2008-09 to \$7,020,002 in 2009-10; the student recipients of this aid increased from 2,102 to 2,619 for the corresponding years.
- UNF average entering SAT scores increased from 1191 in Fall 2008 to 1199 in Fall 2009.

Goal 3: Advance the pursuit and application of knowledge

UNF faculty and students are actively engaged in the discovery and application of knowledge through pure and applied research. In addition, the University supports the New Florida initiative by contributing to a vigorous knowledge-based economy. The University committed itself to four actions to advance the achievement of these ends.

1. *Provide targeted funding to the Taylor Engineering Research Institute.*

The University has extended an offer of employment to Dr. Don Resio, an internationally prominent coastal engineer, to serve as the first permanent director of the Taylor Institute. This offer entails a long-term commitment to recruit additional faculty in civil engineering who will join Dr. Resio in developing a new degree program in coastal engineering drawing upon the University's existing strengths in environmental science and coastal biology. UNF applied for a "scholars boost" award to strengthen its offer to Dr. Resio.

2. *Recruit faculty to programs to contribute to workforce development in areas of critical need.*

In addition to hiring Dr. Resio, UNF hired or plans to hire approximately 18 new faculty in STEM areas.

3. *Provide adequate support to graduate teaching and research assistants to educate the next generation of Florida professionals.*

While the University was not in a position to provide full tuition waivers and stipends to its graduate teaching and

research assistants, it did provide 30 to 40 awards to assist these students in attending professional conferences for the presentation of their work. In addition, the Graduate School provided numerous training opportunities to GTAs and GRAs in the areas of pedagogy, research ethics, and career development.

4. *Provide electronic and print resources to the UNF Carpenter Library sufficient to support advanced university research.*

The Library budget has increased to reflect the growing cost of research materials in areas such as science, health, and engineering. The library is also investigating joining an institutional repository platform, Digital Commons, which will allow faculty and student research to be easily accessed and disseminated.

Metrics:

- UNF has not added any new graduate programs since its last Annual Report, but it has approved the Master of Arts in International Affairs for inclusion on its master list; additional programs in social work, coastal engineering, and public health will likely be added in the near future.
- The total library expenditures increased from \$2,601,753 in 2009-10 (actual) to \$2,605,705 in 2010-11 (estimated). The library budget increased from \$2,655,446 to \$2,685,460 for the corresponding years.
- The number of new contracts and grants increased from 40 in 2007-08 to 52 in 2008-09.
- UNF's total Research and Development awards more than doubled from \$3,109,000 in 2007-08 to \$7,461,000 in 2008-09.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Academic Efficiencies:

In response to the Board of Governor's charge to the Council of Academic Vice Presidents to consider how SUS institutions might realize academic efficiencies, the provost has established a faculty task force to identify opportunities for enhancing student learning, curricular options, and faculty expertise through the use of technology and intra-institutional collaboration. The task force also will give consideration to the implications of program redundancy across the SUS. As a result of its regular review processes, UNF has eliminated or suspended a number of programs in the past three years. The University also regularly reviews the distribution of its resources to make certain that it is responsive to evolving enrollment patterns and to Board of Governors and institutional priorities such as STEM degree production.

Shared services/increased efficiencies:

UNF shares a number of services with other SUS institutions. Within the University itself, efforts to increase efficiency have been achieved through the following initiatives:

- A controlled spending committee reviews every purchase order other than for standard office supplies.
- All travel requests are reviewed by the appropriate divisional vice president or his or her designee to assure that such travel is mission-critical.
- Postal services were outsourced. Mail pickup and delivery across campus increased the level of service while reducing costs of operation by over \$30,000 annually.

- The Duplicating Services operation was closed and digital printing was outsourced. While service levels remained stable, pricing to departments was reduced by approximately \$40,000 annually and the annual operating loss of approximately \$100,000 was eliminated. The overall cost reduction related to this program is \$140,000 annually.
- The Convenience Copier and Pay for Print programs were outsourced. Overall cost reduction is estimated at approximately \$70,000 annually. In addition, University departments will save up to \$.06 per page. The Pay for Print program services were enhanced to add additional color devices and web based printing that will allow students to print from their laptops or PDA. Costs for printing/copying were reduced from \$.11 per page for black and white to \$.09 per page. Color printing/copying was reduced from \$1.00 to \$.50 per page. These reductions will reduce costs to students by approximately \$35,000 annually.
- Undergraduate and Graduate Catalogs moved to an online-only format saving printing costs.
- A vacancy pool committee was constituted to review all non-faculty hiring and to oversee the redeployment of human resources consistent with critical needs.
- Human Resources was charged with reviewing all requests for special compensation.
- Currency on computers has been extended by one year except where absolutely current technology is required by users.
- The University implemented a content management system to reduce the cost of web maintenance.

Institutional Effectiveness:

Two years ago, UNF received official notification from SACS that it had been reaccredited. It is noteworthy that the SACS visiting team praised UNF for its virtually flawless compliance report. More significantly, UNF not only has maintained the processes it put in place to generate that high degree of compliance; it has, in fact, built upon them so that institutional effectiveness is truly integrated into the fabric of the University. What had been an Institutional Effectiveness Team assembled for the purpose of preparing the SACS report has now been transformed into a standing Institutional Effectiveness Committee. Further, home-grown strategic planning and assessment software will very shortly be replaced by sophisticated electronic programs provided by a national vendor and tailor-fit to UNF's particular needs. This investment will facilitate continuous rather than intermittent improvement across all units and programs of the University.

ADDITIONAL RESOURCES

- Carnegie Classification
<http://www.collegeportraits.org/FL/UNF/carnegie>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/UNF/>
- Common Data Set
http://www.unf.edu/dept/inst-research/Common_Data_Set_2009.pdf
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=university+of+north+florida&s=FL&zc=32224&zcd=0&of=3&id=136172>

- University Institutional Research Unit
<http://www.unf.edu/dept/inst-research/index.htm>

UNF Peer-Aspirant Institutions:

- University of Maryland-Baltimore County
- Towson University
- Montclair State University
- James Madison University
- Portland State University
- Appalachian State University
- The College of New Jersey
- Miami University (Ohio)
- University of North Carolina – Wilmington
- University of North Carolina – Charlotte

University of South Florida

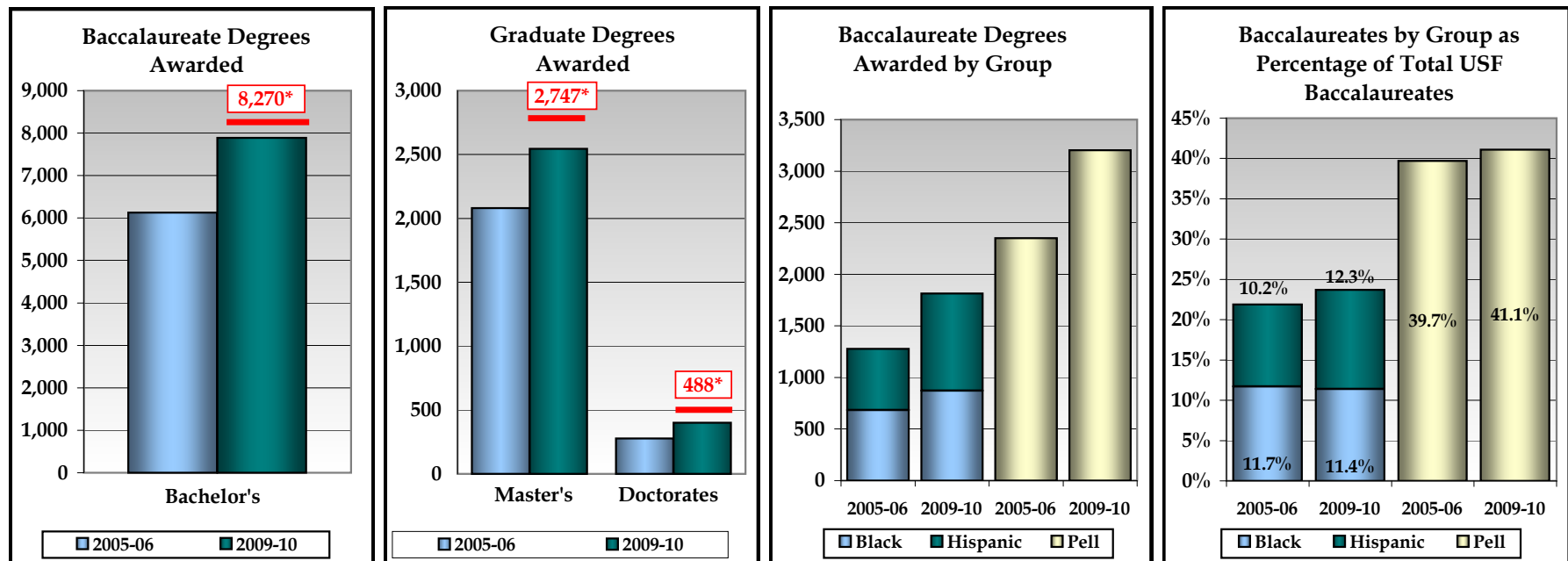
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Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions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

University of South Florida 2010 Annual Report

Sites and Campuses			USF Tampa Campus, USF St. Petersburg Campus, USF Sarasota-Manatee Campus, USF Polytechnic Campus				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification		
TOTAL (Fall 2009)	47,306	100%	TOTAL	233	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence	
Black	5,284	11%	Baccalaureate	92	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary	
Hispanic	6,242	13%	Master's & Specialist's	100	Enrollment Profile:	High undergraduate	
White	30,520	65%	Research Doctorate	38	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in	
Other	5,260	11%	Professional Doctorate	3	Size and Setting:	Large four-year, primarily nonresidential	
Full-Time	30,875	65%	Faculty (Fall 2009)	Full-Time	Part-Time	Basic:	Research Universities (very high research activity)
Part-Time	16,431	35%					
Undergraduate	35,834	76%	TOTAL	1,618	320	Elective Classification:	Community Engagement: Outreach & Partnerships
Graduate	9,273	20%	Tenure/T. Track	1,115	79		
Unclassified	2,199	5%	Other Faculty/Instr.	503	241		

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

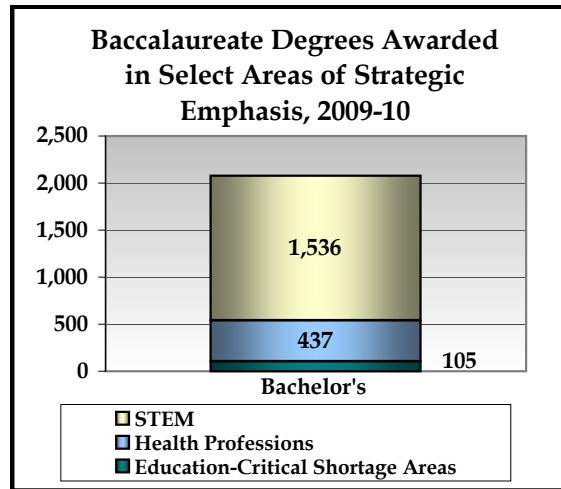


***2012-13 Targets for Degrees Awarded.**

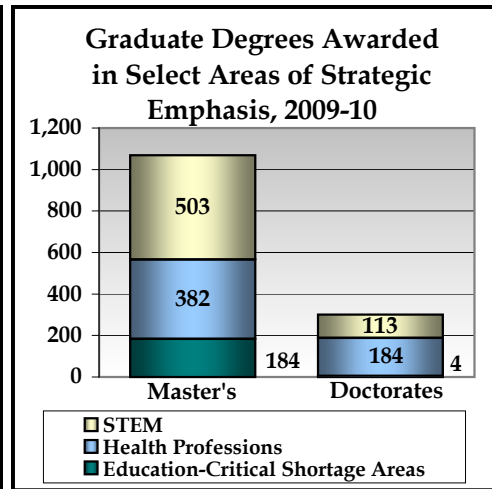
Note: All targets are based on 2010 University Workplans.

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

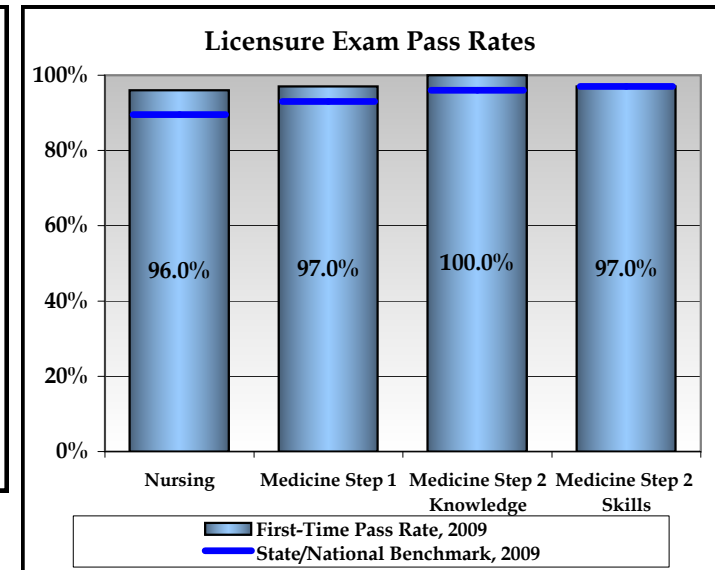
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



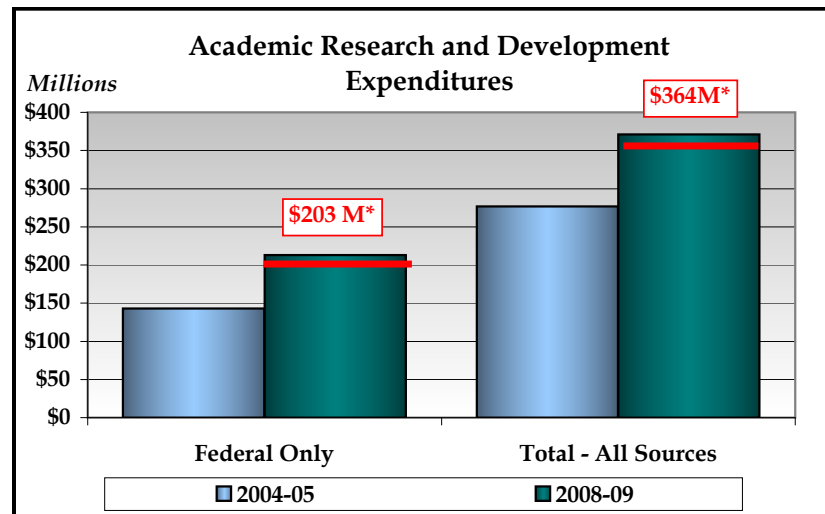
2012-13 Target: Increase
(2008-09 Baseline: 1,942 Total)



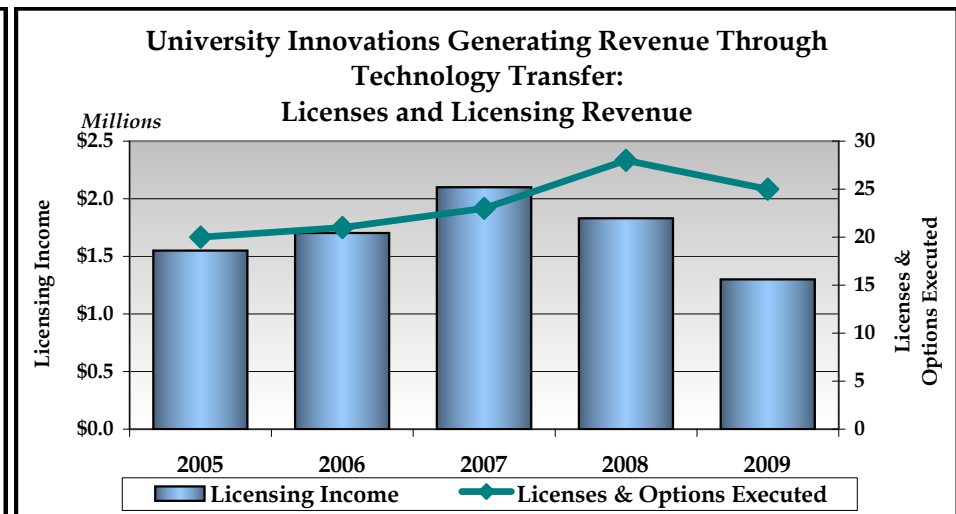
2012-13 Target: Increase
(2008-09 Baseline: 1,258 Total)



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



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



2011-12 Targets: Licenses - Increase (2008 Baseline = 23)
Licensing Revenue - Increase (2008 Baseline = \$2,099,712)

Key University Achievements

► Student awards/achievements

1. *Student Success*: Total of 10,805 Degrees awarded; Bachelor's 7,863; Master's 2,543; Research Doctoral 243; Professional Doctoral 156.
2. *Awards*: Three Fulbright Scholars; Two Gillman Scholarships; One Javitz recipient; One BIG EAST Scholar; Short-listed World Architecture Design.
3. *Awards*: Two doctoral students NSF International Research & Education in Engineering China program; one student placed top five winners in Chinese Bridge language competition.

► Faculty awards/achievements

1. *National Awards*: Twelve faculty members received nationally recognized awards and five faculty received NSF CAREER awards, one a five-year award.
2. *International Award*: Jay Hopler recipient of a Rome Fellowship in Literature from the American Academy of Arts and Letters.
3. *Fulbright Awards*: Four research and administration.

► Program awards/achievements

1. *Innovation*: More than 100 inventors from across USF become members of National Academy of Inventors™.
2. *New Programs*: School of Global Sustainability (nation's first); College of Pharmacy; four doctoral programs.
3. *New*: Charter member of the Association for the Advancement of Sustainability in Higher Education.

► Research awards/achievements

1. *Partnerships*: With Draper Laboratory, SRI Int., Mote Marine RI; hosts Florida Institute of Oceanography; houses Florida Center of Excellence for Biomolecular Identification and Targeted Therapeutics, partner Florida Energy Systems Consortium.
2. *Grants & Patents*: Total contracts and grants (FY10) \$394.1 million for research focusing in part on sustainability, neurosciences, diabetes, autoimmune diseases, and veterans' re-integration. USF was awarded \$117 million over five years by NIH for the Rare Disease Clinical Research Network; developed 66 new patents and licenses. Drug created and patented - major partnership with global pharmaceutical company potentially earning USF lucrative patent royalties.
3. *Rankings*: USF ranked 110th in the 2010 World University Rankings; 57th of all universities and 33rd of public institutions for federal research awards (FY09).

► Institutional awards/achievements

1. *Community Response*: Immediate response to Deepwater Horizon oil catastrophe \$10 million for research.
2. *Donations*: The USF Foundation raised over \$51 million from more than 44,000 donors (Total more than \$363 million).
3. *Construction*: New buildings on all four of its member institutions creating new employment opportunities.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

The University of South Florida is a major research university and continues to evolve into a model for the next generation of university systems for the state of Florida and the nation. The USF System now serves more than 47,000 students on campuses in Tampa, St. Petersburg, Sarasota-Manatee, and USF Polytechnic in Lakeland, each with distinctive missions. While USF has expanded its residential experience, it still is the top destination nationally for students transferring from other institutions to complete their bachelor's degrees.

The USF System is focused on five main strategic priorities: student success, research and innovation, community engagement, global literacy and impact, and integrated, interdisciplinary inquiry. Research firmly connects the University with the Tampa Bay community through service, outreach, and engagement activities; the corporate community through patenting and licensing of technology and targeted research; with academics through collaborative and cooperative programs; and globally through relationships with research colleagues. Research also connects the system through multidisciplinary approaches to common problems. Research provides opportunities to students, preparing them for success in their chosen fields or for graduate and professional education.

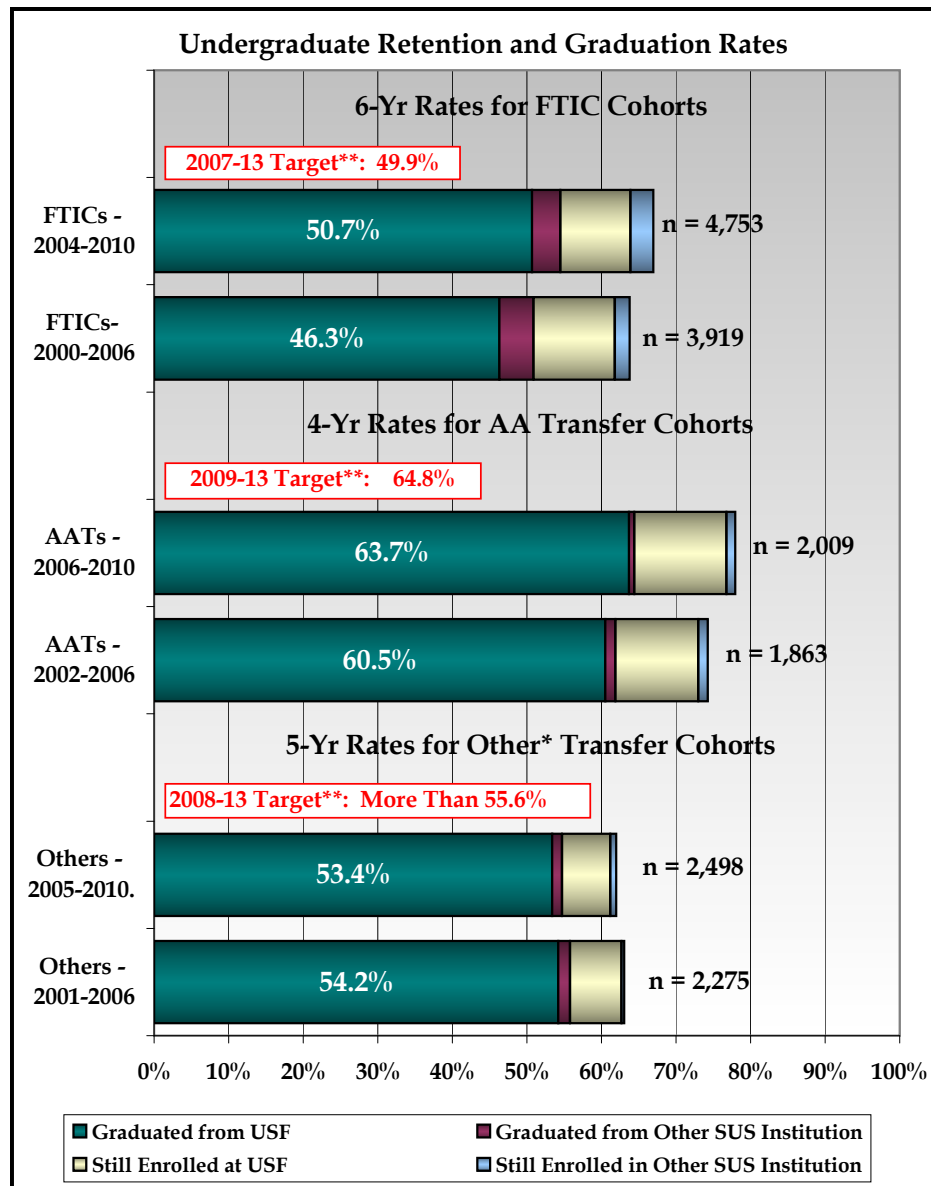
USF is one of only three Florida public universities classified by the *Carnegie Foundation for the Advancement of Teaching* in the top tier of research universities (RU/VH), a distinction attained by only 2.2% of all universities (96 total: 63 publics, 33 privates) and is also one of 25 public research universities that holds both RU/VH and Engaged designations.

The USF Foundation raised over \$51 million from more than 44,000 donors, bringing the total amount raised on the *USF: Unstoppable* Campaign to more than \$363 million.

In furthering University interests, more than 100 inventors from across USF became members of National Academy of Inventors™.

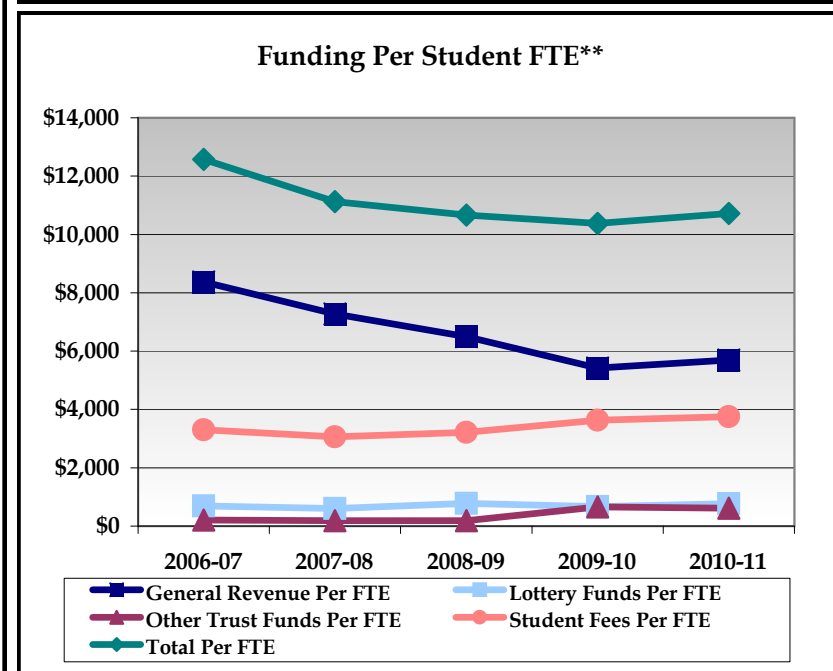
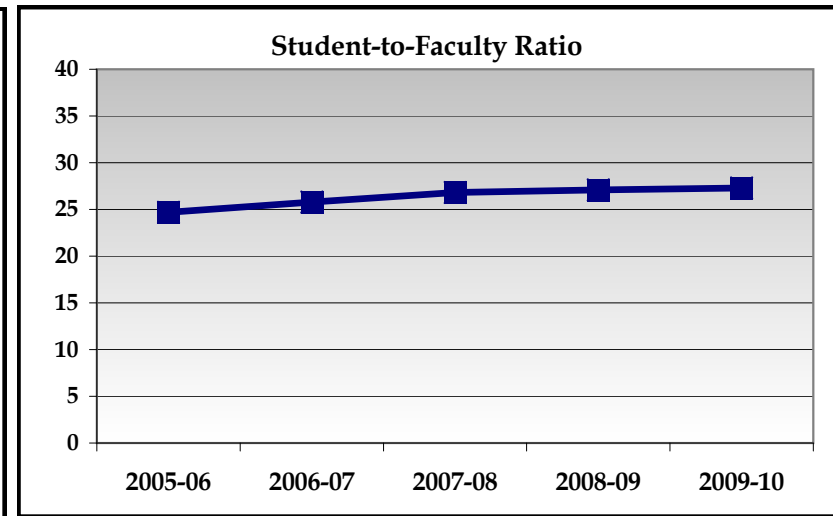
Significantly, USF was uniquely placed to respond efficiently and effectively to the millions of gallons of oil that spewed into the Gulf beginning last April. From the outset, scientists and researchers from the USF's College of Marine Science mobilized to examine the spill, its potential flow patterns in the Gulf, and its impact on the environment. Research vessels outfitted with advanced equipment made frequent trips to gather valuable data. Scientists briefed members of Congress and USF experts were sought by the media. USF remains an agile and dynamic resource for all information on the Gulf of Mexico and the spill.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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

** Graduation Rate from SAME Institution.



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

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The University of South Florida System

INTRODUCTION

Mission

As Florida's only multi-campus university system, the University of South Florida is dedicated to adding value regionally, state-wide, nationally, and globally through enhancing access to higher education; advancing research which benefits society; contributing to regional unification; leveraging distinctive regional advantages; promoting partnership opportunities; assuring academic program quality; and providing consistently high quality support programs and services.

Vision

The USF System envisions itself as a leading multi-campus system of four separately accredited institutions with distinct and complementary missions that is a model for the next generation of university systems for Florida and nation.

Other Contextual Introductory Comments

The University of South Florida System is comprised of campuses in Tampa, St. Petersburg, Sarasota-Manatee, and USF Polytechnic in Lakeland with a focus on five strategic priorities: student success, research and innovation, community engagement, global literacy and impact, and integrated, interdisciplinary inquiry. The USF System offers rewarding opportunities as the regional campuses develop their particular niche and seek out relevant and appropriate Carnegie classifications.

The USF System embraces a unified vision of cooperative excellence with institutions, regional campuses, and direct service organizations developing distinct and complementary missions consistent with the overall USF mission. The USF System values existing collegial groups, including the Faculty Advisory Council, Student Government, A&P Council, and Staff Senate that constructively contribute to the USF System strategic plan. The USF System is committed to working collaboratively with such groups to identify, develop and refine best practices on matters of shared interest.

USF System: <http://system.usf.edu/index.asp>

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

The USF System provides access to an array of experiences to meet the different needs of its diverse clientele. From the very high research intensive doctoral campus, USF [in Tampa], to the distinctive master's-level campuses of USF St. Petersburg, USF Sarasota-Manatee, and USF Polytechnic, the system offers a range of college experiences in size, mission, and residency along with a wide selection of degree programs. Cooperative degree programs, innovative courses, interdisciplinary initiatives, and undergraduate and graduate research opportunities, presented across the system, add substantially to undergraduate and graduate student prospects and foster student success. Activities focus on the recruitment and retention of top-level students and highly qualified faculty to enhance learning effectiveness and degree production, improve student retention, and raise graduation rates.

The USF System serves more than 47,000 students, offering 234 degree programs: 91 bachelor's, 99 master's, 2 Eds degrees, 38 research doctoral programs, and four professional doctorates. In 2009-10, the USF System awarded 10,805 degrees: Bachelor's 7,863; Master's 2,543; Research Doctoral 243; Professional Doctoral 156.

The USF System continues to shift undergraduate enrollment to its regional campuses as part of the University's plan to expand access and more clearly define the missions of each campus. USF St. Petersburg, the only regional campus that admits freshmen, enrolled 478 new freshmen in Fall 2009, an increase of nearly 37 percent from the previous year. Overall enrollments at the regional campuses were steady in 2009 in comparison with the previous year, with 1,906 students at Sarasota-Manatee and the 1,268, at USF Polytechnic.

Even with increased admission standards for transfer students, the USF System remains one of the nation's top destinations for transfer students. The USF System enrolls the most students transferring from the state's public community colleges, demonstrating its commitment to supporting Florida's '2+2' system and the needs of transfer students.

At the graduate level, impressive trends can be seen with regard to the number of doctoral degrees awarded, a measure of USF's commitment to graduate education and the creation of new knowledge through research, scholarship, and creative activity. This prepares the nation's next generation of leaders, thinkers, and scientists by replenishing the ranks of the professoriate for American higher education.

Graduate and professional education in the USF System has been on a strong forward trajectory. Exemplary educational

and research opportunities for graduates have been developed to promote our next state, national, and global leaders.

Overall, 35 percent of the USF System student body is comprised of students who identify themselves as ethnicities that are non-White. USF's student diversity is a hallmark of the institution and has been recognized by leading publications for a number of years.

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

The USF System significantly impacts the Florida economy through its basic and applied research (funded by external grants and contracts), business, commercial and high-technological innovations, new high skilled and high wage job creation, and community engaged scholarship. Development of public-private partnerships facilitates teaching and research that benefit communities throughout the state and beyond. These partnerships include close ties with Draper Laboratory, SRI International, and the Mote Marine Research Institute. USF houses the Florida Center of Excellence for Biomolecular Identification and Targeted Therapeutics (FCoEBITT/CDDI), is host to the Florida Institute of Oceanography, and is an active partner in the Florida Energy Systems Consortium.

USF's commitment to applied research is evident by a 175% increase in the number of patents issued since 2004. The USF System generated 66 new patents and licensing agreements during the year, a significant development being the creation and patenting of a drug in partnership with AstraZeneca PLC

and Targacept, Inc., potentially earning the University lucrative patent royalties.

The USF System promotes synergies among its members, serving as a major economic engine for the region and the state, by challenging its institutions to increase the production of talented graduates in targeted, high demand fields; increase basic and applied research supported by the private sector and external funding; incubate a significant number of new companies, patents, and licensing revenues; and enhance the quality of life through medical breakthroughs.

The USF System has a national and international impact that promotes the state's economic development and helps place it on the global stage. The USF System continues to expand its global activities, international faculty exchanges, recruitment of full fee-paying international students, student education abroad programs, research collaborations, and service learning, thus boosting Florida's international competitiveness and place in the global economy. The USF System advances close partnerships with institutions of higher education from around the world providing additional opportunities in teaching and research for students and faculty, as well as preparing globally engaged graduates who compete successfully in the global marketplace of ideas.

As a leading research university, USF System offers an array of undergraduate and graduate degree programs preparing students to become leaders in business, industry, service, and research. Many degree programs align with state goals to meet professional and workforce needs, including education, health professions, the sciences, and emerging technologies.

Following the guidelines and selection of areas of strategic emphasis identified by the Board of Governors in consultation with business and industry groups, between 2004 and 2008, the USF System has experienced a positive growth in all identified areas (Education, Health Professions, STEM areas, Security & Emergency Services, and Globalization). From 2005 to 2009, USF had a 33% increase in total bachelor degrees awarded for all areas of strategic emphasis.

USF SYSTEM	2005	2006	2007	2008	2009	2005-09
Education	97	94	105	112	105	8%
Health Prof.	339	443	420	435	437	29%
STEM	1127	1255	1299	1395	1536	36%
Security/Emerg	337	366	394	412	458	36%
Globalization	377	427	445	470	490	30%
Total	2277	2585	2663	2824	3026	33%

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

Research is a hallmark of every college, department, and program at the USF System. It is an expectation and a privilege of every faculty member, whether sponsored by external funding or carried out with support of University resources. As a result, there are many projects investigating basic research problems and tackling applied societal challenges that together enhance our understanding of the world in the creation of new knowledge. Research, then, is a centerpiece of the University's strategic plan, is fundamental

to the recruitment and retention of top faculty and gives the University distinction.

Consistent with the USF Strategic Plan, the University has four internationally recognized research themes which span the system: sustainability; integrated neurosciences; diabetes; and drug design, development, and delivery. Home to Florida's second public medical school, USF's focus on health education and research is a hallmark of the USF System's unique contributions to health disciplines and the public.

USF ranked 110th in the 2010 World University Rankings of the top performing, high impact research universities as measured by the performance index based on publications and citations of research. Under the basic classification of the Carnegie Foundation, USF is ranked in the highest category - a Research University with very high research activity (RU/VH) that grants doctoral degrees. This classification reflects the distinguished quality of academic programs and research capacity, and the contributions they make to the creation of knowledge and technological innovation in building Florida's new economy. Adding to this is the importance and impact of applied research taking place on the distinctive and mission-driven regional institutions/campuses.

USF's research enterprise is also remarkable on the national level. In FY 2008, USF ranked 64th of total research and development expenditures (external funding) for all colleges and universities and 43rd of all public institutions. In FY 2009, USF ranked 33rd in federal research expenditures for public universities and 57th for all universities. In FY 2010, USF's funded research generated \$394.1 million in external awards from federal, state, industry, foundation, and other sponsors who are USF's partners in discovery and innovation that

benefits Floridians; develops and commercializes products, knowhow, and processes; and creates start-up companies and jobs.

In 2009-10, three members of the USF faculty were identified as national academy members; 12 received nationally prestigious faculty awards as defined by the Top American Research Universities (TARU); and five received NSF CAREER awards. In addition, one faculty member was awarded the Rome Fellowship in Literature from the American Academy of Arts and Letters.

A reflection of the USF System student success initiative, students were awarded three Fulbright Scholarships; two Gillman Scholarships; and one Javitz award. In addition, one student was named a BIG EAST scholar; Architecture students were short listed for World Architecture Design Award; two doctoral students were selected NSF International Research & Education in Engineering China program; and one student placed among top five winners at world Chinese Bridge language competition. An overview of USF's 2009-10 Student & Faculty Awards:

http://usfweb3.usf.edu/infocenter/?report_category=SUR

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

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PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

The following is a brief synopsis highlighting some of the progress made on institutional goals at the four campuses that comprise the University of South Florida System. Further details can be found in the individual campus-level reports.

USF

USF serves as the core institution to the USF System but works collaboratively with the other three institutions to provide distinction in teaching, research, and service. USF is a leading metropolitan research university, dedicated to excellence in:

- Student access and success in an engaged, and interdisciplinary, learner-centered environment;

- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities; and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

USF's strategic plan guides the institution's advancement (<http://www.ods.usf.edu/Plans/Strategic>) with five goals:

Goal 1: Student access and success;

Goal 2: Expanding world-class interdisciplinary research, creative, and scholarly endeavors;

Goal 3: Promoting globally competitive undergraduate, graduate, and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment;

Goal 4: Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life; and

Goal 5: Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth.

USF continues to make remarkable progress on its primary institutional goals. This can be seen from a quantitative perspective as shown in the array of data displayed on its dashboard and in the detailed matrix of variables through which the institution gauges its progress, as well as through qualitative advances, some of which are described below.

- **USF Dashboard:**
<http://www.ods.usf.edu/Plans/PPA/dashboard.htm>
- **USF Matrix:**
<http://www.ods.usf.edu/Plans/PPA/matrix.htm>
- **Performance Update: Advancing USF's Strategic Plan,**
<http://www.ods.usf.edu/Support/2010-10-07-BOT/AAU-performance-update.htm>

A few examples of progress in these goals are highlighted below:

INTO USF: USF and INTO University Partnerships embarked on a joint venture to increase international student recruitment at USF and ensure greater student success. The INTO>>USF international study center, based at USF, offers a range of programs that helps the USF System capitalize on the growing number of international students seeking to study in the USA. The innovative year-long preparation courses provide international students with academic, English, and cultural skills needed for successful study in American universities.

School of Global Sustainability: USF launched the School of Global Sustainability, one of the nation's first, in February 2010, an innovative effort aimed at preparing students for a new generation of "green collar" careers and finding solutions for a world challenged with the protection of its fragile environment and limited resources. The first degree program

to be offered by the school is an MA in Global Sustainability to prepare students to address complex regional, national, and global challenges related to sustainability and the ability to innovate in diverse cultural, geographic, and demographic contexts. The multi-disciplinary program incorporates the natural and social sciences, engineering, health, economics, governance and policy, and issues of diversity.

Global Academic Partners Program (GAP): The GAP Program provides for mutually beneficial collaboration in research, teaching, and creative activities between USF and its GAP Universities. Current partners are Nankai University and Ocean University in China, University of Exeter in the United Kingdom, University of Ghana, and University of the Cape Coast, in Ghana. Fostering better international relations will facilitate connections between countries and hence facilitate economic development.

See USF's SUS Annual Report for additional information.

USF St. Petersburg

USF St. Petersburg's strategic plan identifies three primary goals:

Goal 1: Enhance learning and achievement and promote student retention through curricular and co-curricular programs. Metrics include: Retention rate year to year; 4/5/6 year graduation rate; ratio of academic advisors to students; number of D/F/W grades in key entry level courses (College Algebra, English Composition); number of students accepted to/enrolled in post-baccalaureate training or employed within one year of graduation; increased student satisfaction with academic advising.

- One full-time additional academic advisor hired and another selected for a total of 9 advisors for about 3,900 students. This will reduce student:advisor ratio to about 430:1 from 487:1, very near the goal of 425:1.
- Completion of the Quality Enhancement Plan (QEP) focused on enhanced student learning in key mathematics courses is on schedule for December 2011. This Plan is required by the Southern Association of Colleges and Schools. A QEP Director is expected to be hired prior to the On-Site Review Team accreditation visit in February, 2011. The QEP focuses on a model to reduce the percentage of students with D/F/W grades in three "gateway" courses: College Algebra, Finite Mathematics, and Elementary Statistics.
- Two searches for new faculty in key science disciplines are underway to strengthen course offerings in the sciences which will assist students in being more competitive for post-baccalaureate training and employment. The faculty to student ratio at USFSP is 24:1, compared to a USF System wide average of 27:1.
- Four additional tutor positions approved for hiring.

Goal 2: Increase faculty and student research and creative activities. Metrics include: Total externally funded research/sponsored programs annually; number of large awards (over \$100,000) annually; number of proposals written; percentage of proposals awarded; number of publications in peer-refereed journals/books/monographs; number of faculty publications with student (graduate or undergraduate) co-authors; number of student presentations at local/regional/national/international conferences; number of proposal/awards and/or publications with non-USFSP co-authors/co-investigators.

- Total externally funded research/sponsored programs rose over 20% from \$1.7 M in 2008-09 to \$2.1 M in 2009-10.

- Number of large awards (over \$100,000) rose from 1 in 2008-09 to 4 in 2009-10.
- Student research journal (electronic) is under construction.
- Increased investment in undergraduate research and creative activities; student presentations during USFSP research month rose from 33 in 2008-09 to 221 in 2009-10.
- Faculty peer-refereed publications rose 16% from 2009-10.

Goal 3: Initiate construction of the Multipurpose Campus Center. Metrics include: Enhanced student satisfaction through surveys such as NSSE and CIRP; greater numbers of student organizations and measurement of the impact on campus life and the community (through surveys of entities such as the St. Petersburg Downtown Partnership); enhanced revenues from residential occupancy and dining.

- Legislation approved to raise fee cap - Florida Legislature
- Student fee increase approved for this facility and is now being collected (as of Fall 2010 semester)
- Financial Plan approved by the USF Board of Trustees.
- The Financial plan submitted to the SUS/BOG

See USF St. Petersburg's SUS Annual Report

USF Polytechnic

In 2009, an update on the USF Polytechnic Strategic Plan was approved by the USF Board of Trustees:

Goal 1: Recruit, develop, and retain world-class practitioner scholars with capacity to deliver the polytechnic vision in teaching, research, and community engagement.

- Twenty-two new faculty hired in AY 2009-2010 from high quality institutions. A faculty hiring plan for AY 2010-2011 includes 37 new faculty positions in the areas of

Communication and New Media, Criminology, Educational Leadership, Elementary Education/ESOL, Elementary Education/Literacy, Experimental Psychology, Industrial Psychology, Biology/Microbiology, Chemistry, Health Informatics, Mathematics, Physics, Marketing, Finance, Statistics, Management, Information Systems, Accounting, Engineering and Information Technology, and Architecture.

Goal 2: Recruit students locally, nationally, and internationally who are prepared for a polytechnic learning environment, and provide programs and opportunities that enhance student retention and academic, personal, and professional success.

Goal 3: Expand and create academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model. Develop and implement new degree programs in five areas of distinction: applied health sciences; mathematics and science education; business and entrepreneurship; manufacturing engineering and technology; and information technology.

Goal 4: Implement the Campus Master Plan and develop a campus infrastructure to support a polytechnic learning and research environment, and develop a stable economic base for continued program development as a polytechnic campus.

An updated Campus Master Plan was presented to the USF Board of Trustees in October 2009. The following progress has been made on the implementation of that plan with public and private investment:

- Dr. Santiago Calatrava, a product of several polytechnic universities in Europe, was selected as the architect for the

new I-4 campus. The facility will establish an open, multipurpose design in support of interdisciplinary and collaborative learning environment foundational to a polytechnic experience for students. It will focus on sustainability and synergy with the natural environment. Construction for infrastructure began in late spring 2010, while construction of Phase I facilities will begin in fall 2011 with a projected occupancy of summer 2013.

- Polk County Investment \$11.7 million. Polk County designed and constructed a four-lane access creating a major entrance gateway to the campus from the east.
- State of Florida Turnpike Authority Investment \$31.9 M; Williams Company \$9.4 million. The Turnpike Authority recognized the need for access via the Polk Parkway. A pledge has been made to create a \$32 M exit interchange at Pace Road (in partnership with the Williams Company). Completion - December 2011.
- Florida Department of Transportation Investment \$28 million to provide access from the west for the largest concentration of constituents. The Florida DOT, with City of Lakeland and Transportation Planning Council of Polk County, identified the East/West Road project as their Number 1 priority. Completion - December 2011.
- Polk County invested an additional \$10 million toward the university ring road and part of overall site infrastructure.
- PECO State Funds \$31.2 million (received); an additional \$35 million was anticipated in 2010. Investments from Private Sources \$10.7 million with anticipated FECG match. These funds will build the first facility on the campus (Phase I), the Science & Technology Building, as well as a portion of the campus infrastructure.
- PECO request \$5 million; Private Investment \$5 million (pledged 3 years, first year received) eligible for FECG match. Funds will build the Interdisciplinary Center for

Wellness Education and Research, a multi-purpose facility exemplifying the ideal blend of Town and Gown, bringing the general public and the campus community together around wellness issues, education, and research.

- Private Investment \$1million (received). Interdisciplinary, applied learning, and research in a polytechnic environment brings the prospect of engaging creative, entrepreneurial energies in the high technology arena of Central Florida, as well as engaging polytechnic students in related educational experiences. The Campus Master Plan includes development of a High Tech incubator and development of an applied learning laboratory where students and aspiring entrepreneurs will work together in development of new ideas and application of established and emerging research to bring about innovation.

Goal 5: Develop collaborative public and private partnerships that enhance funding opportunities, including leveraging state and federal funding.

See USF Polytechnic's SUS Annual Report

USF Sarasota-Manatee

The USF Sarasota-Manatee has six goals:

Goal 1: Learner-Centered Environment: Be a diverse, collaborative, and intellectually challenging campus with high quality academic programs and support services for students, faculty, staff, and community. With strategic focus on teaching and learning, research, programming, campus climate, and community, USF Sarasota-Manatee has met and seeks to exceed its objectives for this goal.

- Presently, 75% of USF Sarasota-Manatee student credit hours are taught by full-time resident faculty. The campus will maintain this percentage with a goal of higher ratios once funding for additional faculty becomes available.
- Likewise, 75% of USF Sarasota-Manatee faculty members teaching undergraduate students have the doctorate degree in the discipline in which they are teaching.

Goal 2: Technology: Provide and encourage strategic use of electronic learning technology.

- Student convenience and teaching and learning enhancement foci have resulted in 9% increase in number of distance learning courses in 2009-10 over 2008-09 levels.
- Continued focus of curricular efforts on using technology to develop convenient schedules for student learning, such as online courses, distance learning, and hybrid courses.

Goal 3: Program Growth: Promote expansion of distinctive upper-division baccalaureate, master's, and research initiatives that serve local and global needs.

- In seeking separate accreditation, USF Sarasota-Manatee has worked to ensure degree programs are complete and that students have access to resident faculty and a full course schedule to ensure timely degree obtainment.
- Plans to increase the number of programs offered in the near future. In concert with the release of the 2010 census data, USF Sarasota-Manatee will conduct a comprehensive environmental scan of the three-county area to identify educational needs and growing markets.

Goal 4: Professional and Continuing Education: Provide advanced professional and continuing education that serves community needs.

- Continued efforts to meet workforce and professional development needs in Sarasota, Manatee, DeSoto counties.
- College of Business and the Institute for Public Policy and Leadership provided continuing education credits.

Goal 5: Financial Stability: Grow and diversify resource base.

- USF Sarasota-Manatee will be seeking \$2 million each year for the next three years from the State Legislature to support the separate accreditation process and to grow into a four-year degree institution. Funds will be used to hire additional faculty to teach general education courses and pre-requisite courses in business and education.

Goal 6: Assessment: Expand the system of self-study and continuous improvement.

- USF Sarasota-Manatee is committed to self-assessment in both its academic programs and administrative units. 2009-10 marked the third cycle of academic assessment within the newly autonomous USFSM Colleges.

See USF Sarasota-Manatee's SUS Annual Report

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

USF System

The USF System provides central services through several offices: 1) Audit & Compliance, 2) Diversity & Equal Opportunity, 3) General Counsel, 4) Government Relations, and 5) Special Events and Ceremonies. An annual cost allocation for services from these offices is distributed to each campus in the USF System to ensure consistency in

implementation of USF System regulations and policies and to avoid duplication of the system-wide central services.

USF

Other USF offices also provide services to all campuses within the USF System, for example: 1) Enterprise business systems, e.g., FAST, GEMS, FAIR for student, employee, and financial data; 2) purchasing and accounting; 3) Research and Innovation for research compliance and grant/contract proposals, awards and management; 4) USF Libraries; 5) Financial Aid; 6) International Affairs; 7) Decision Support; 8) University Advancement; 9) Information Technology; 10) Communications and Marketing. Again, an annual cost allocation for services from these offices is distributed to each campus in the USF System.

USF St. Petersburg

USF St. Petersburg has re-engineered many of its processes and reorganized its administrative functions to increase efficiency and deliver outstanding student services with reduced resources. For example, Academic Affairs and Student Affairs realigned admissions, financial aid, registration and records, and student academic support (tutoring center) functions to enable better service to more students with fewer people.

USFSP reduced costs by moving a large number of personnel from leased to university-owned space. USFSP has reduced its energy consumption 11% since 2007 saving nearly \$200,000.

Personnel efficiencies in administrative areas: Parking and Purchasing functions consolidated into one position; facilities

planning and facilities maintenance functions combined into single department; and cross-training of cashiers, purchasing and parking staff resulted in more efficient operations. Environmentally friendly practices such as greatly reduced paper consumption, and conversion to eco-friendly cleaning products and maintenance have resulted in more effective operations consistent with USFSP's strategic goal of environmental stewardship.

USF Polytechnic

Over the last four years USF Polytechnic saved approximately \$300,000 in telecommunication costs with the implementation of a high function, integrated phone system. USF Polytechnic has created additional recurring savings by moving toward convergent networks integrating operational systems (i.e., Video, Voice, Data, Security cameras, keycard access systems) into the infrastructure of the network removing the necessity to have separate cabling and additional equipment for each service. The Campus Executive Officer has raised more than \$35 million in private support for the campus master plan.

USF Sarasota-Manatee

USF Sarasota-Manatee continues to make savings to become more efficient. One example shows that the institution has reduced its electrical KWH demand by 21% since 2006-2007.

ADDITIONAL RESOURCES

- Carnegie Classification
 - **Basic:** RU/VH: Research Universities (very high research activity)
 - **Community Engagement:** Outreach & Partnerships
 - **Undergraduate Instructional Program:** CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
 - **Graduate Instructional Program:** Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
 - **Enrollment Profile:** HU: High undergraduate
 - **Undergraduate Profile:** MFT4/S/HTI: Medium full-time four-year, selective, higher transfer-in
 - **Size and Setting:** L4/NR: Large four-year, primarily nonresidential

<http://www.carnegiefoundation.org/classifications/>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/USF>
- Common Data Set
http://usfweb3.usf.edu/infocenter/?silverheader=2&report_category=SUR&report_type=CDSUR
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=South+Florida&s=FL&id=137351>
- USF Office of Research & Innovation
<http://www.research.usf.edu/>
- University Strategic Plan
http://system.usf.edu/pdfs/USF_System_Strategic_Plan.pdf
- Comparative Data
 - Performance Update: Advancing USF's Strategic Plan, <http://www.ods.usf.edu/Support/2010-10-07-BOT/AAU-performance-update.htm>)
- University Data Sources
 - USF Planning, Performance and Accountability: <http://www.ods.usf.edu/Plans/PPA/matrix.htm>
 - USF e-Profiles: <http://usfweb3.usf.edu/eprofiles/>
 - USF InfoCenter: <http://usfweb3.usf.edu/infocenter/>
 - USF Performance Dashboard: <http://www.ods.usf.edu/Plans/PPA/dashboard.htm>
 - USF Peers: <http://www.ie.usf.edu/Peer/>

University of West Florida

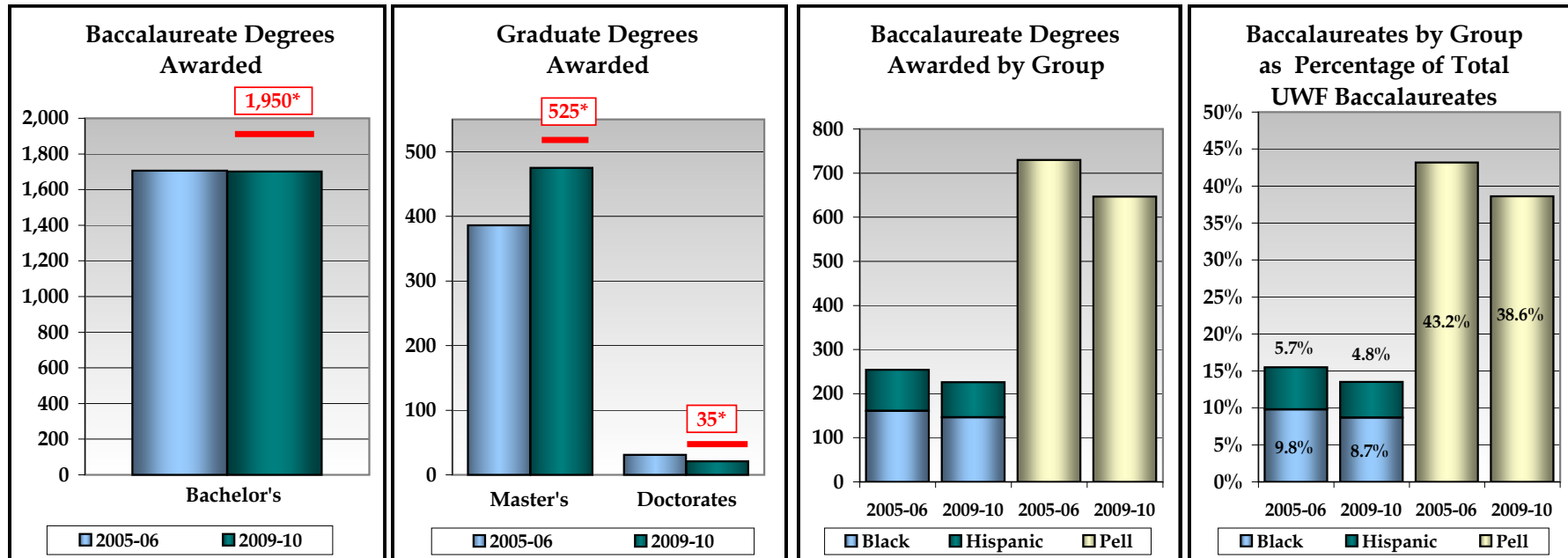
Data definitions are provided in the Appendices.

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

University of West Florida 2010 Annual Report

Sites and Campuses			Main Campus, Emerald Coast Campus					
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification		
TOTAL (Fall 2009)	11,191	100%	TOTAL		95	Undergraduate Instructional Program:	Balanced arts & sciences/professions, some graduate coexistence	
Black	1,166	10%	Baccalaureate		63	Graduate Instructional Program:	Single doctoral (education)	
Hispanic	654	6%	Master's & Specialist's		31			
White	8,444	75%	Research Doctorate		1	Enrollment Profile:	High undergraduate	
Other	927	8%	Professional Doctorate		0	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in	
Full-Time	7,012	63%	Faculty (Fall 2009)	Full- Time	Part- Time	Size and Setting:	Medium four-year, primarily nonresidential	
Part-Time	4,179	37%				Basic:	Doctoral/Research Universities	
Undergraduate	8,707	78%	TOTAL	318	197	Elective Classification:	N/A	
Graduate	1,615	14%	Tenure/T. Track	214	2			
Unclassified	869	8%	Other Faculty/Instr.	104	195			

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

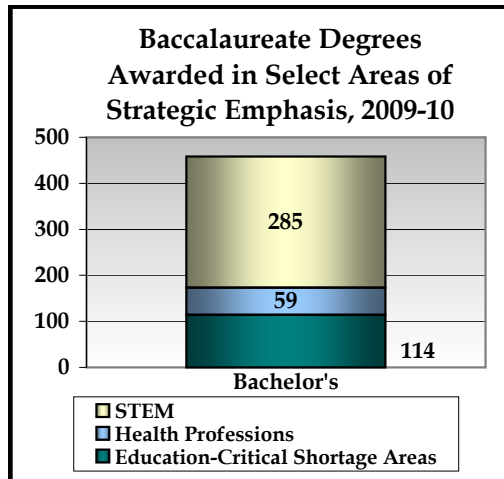


***2012-13 Targets for Degrees Awarded.**

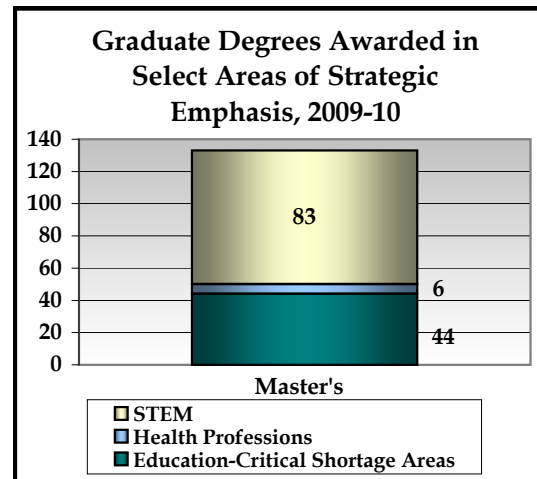
Note: All targets are based on 2010 University Workplans.

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

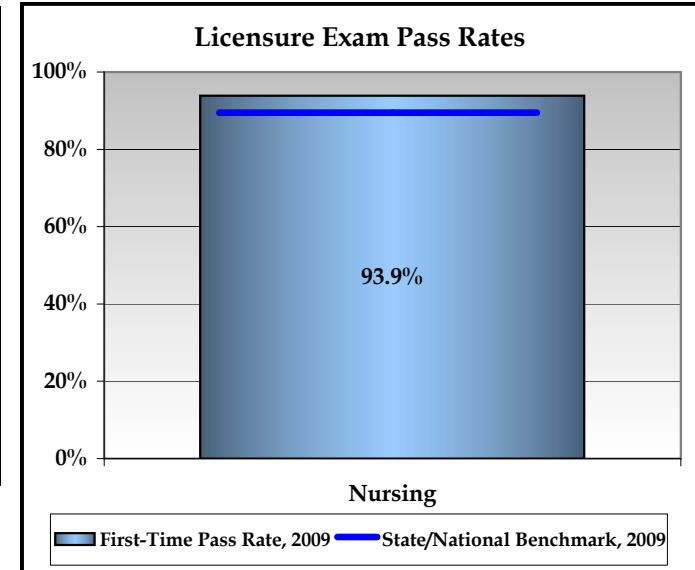
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



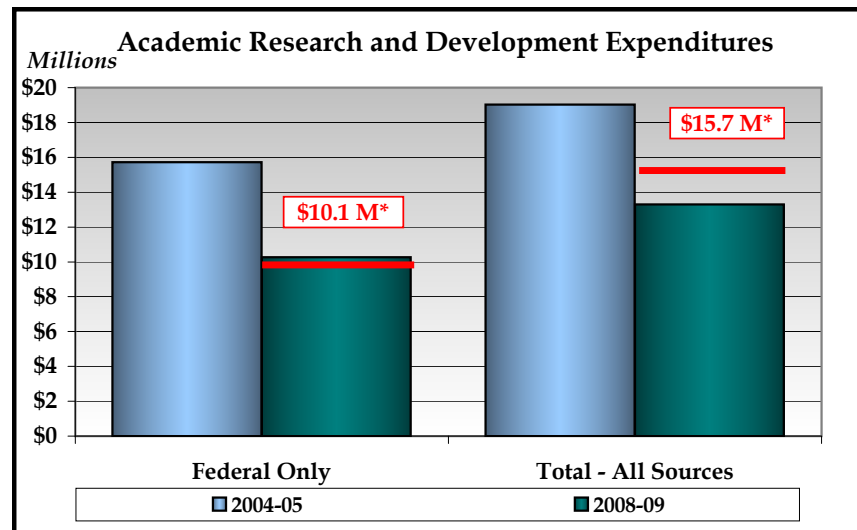
**2012-13 Target: Increase
(2008-09 Baseline: 502 Total)**



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



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



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

Key University Achievements

► Student awards/achievements

1. Alexis Cummings (Advertising) was recognized in the American Advertising Federation's Most Promising Minority Students Program Honor Roll.
2. Aaron Hall (M.B.A.) was a first-place winner and Grand Champion of Global Business Strategy in the Business Strategy Game International Competition.
3. Sharon Kirby (B.F.A./Sculpture) won a major international sculpture competition. Kirby's sculpture was featured in *International Sculpture Magazine* (October 2009).

► Faculty awards/achievements

1. Dr. Kuiyuan Li, Professor of Mathematics, named UWF University Distinguished Professor.
2. Dr. Greg Yost awarded the E.W. Hopkins Faculty Member of the Year Award in the College of Business.
3. Dr. John Smykla, Professor of Criminal Justice, named UWF University Distinguished Professor

► Program awards/achievements

1. Mathematics-UWF students' performance in gatekeeper math courses ranked #1 in State University System of Florida by ENLACE Florida (ENLACE *Florida Volume III, Issue 5, October 2009*).
2. College of Business Education Center awarded \$11.8 million for construction.

3. Department of Exercise Science is endorsed by the American College of Sports Medicine (ACSM) and prepares students for careers in the fitness industry (exercise physiologist, cardiopulmonary rehabilitation, personal fitness, aging studies, and strength/conditioning coaching).

► Research awards/achievements

1. Wade Jeffrey, Will Patterson, Richard Snyder awarded over \$750,000 for Deepwater Horizon oil spill research.
2. Hui-Min Chung awarded \$364,266 from National Institutes of Health (NIH) for "A Genetic Model for Investigating Gamma-Secretase 3 Year Award."
3. Glenn Rohrer and Diane Scott awarded \$650,000 from U.S. Department of Education for "Hometown Heroes and Veteran's Service Organization Training Project."

► Institutional awards/achievements

1. UWF is poised to exceed its goal of 12,000 students by 2012 through a combined effort at all levels of the University.
2. Athletic Visioning Process developed University Park, Master Athletic Facilities Plan that directs the growth and development of the UWF Athletic Program.
3. School of Science and Engineering Building opened for classes in Spring 2010 and awarded a LEED Gold certification in October 2010.

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM OF FLORIDA GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Summer 2010 provided the most unique opportunities imaginable for the University of West Florida in response to the Deepwater Horizon Oil Spill. UWF Centers and Institutes played a major role as “first-responders” in local crisis management by providing immediate environmental sampling data, marine life monitoring, Gulf Coast economic impact data, small business counseling and disaster assistance, as well as archaeological site monitoring (both on land and underwater). The University also made available housing, conference and meeting space, laboratory space, boats, and marine services to those coming to research or respond to the oil spill. UWF hosted numerous visitors, dignitaries, federal and state workgroups, and public hearings on campus, including the Governor’s Oil Spill Recovery Task Force; the Florida House of Representatives Workgroup on Claims; the NOAA Administrator Dr. Jane Lubchenco; Florida Attorney General Bill McCollum; U.S. Senator Bill Nelson; and White House appointed Claims Administrator Ken Feinberg. UWF partnered with other SUS institutions and received four grants totaling over \$750,000 from the \$9,000,000 designated for oil spill research.

UWF spearheaded the creation of the President’s Higher Education Coalition of Northwest Florida, which includes the public post-secondary institutions in the panhandle. One of the initiatives and resources developed by the coalition is the “**Academic Portal – Career Pathways**”. The portal will be a source of information located in high schools, workforce development offices, and on college campuses to assist residents and students in determining the classes needed to successfully complete a degree with the credentials needed in a specific occupation. The coalition is also establishing a **Direct Admit** process in conjunction with the five regional state colleges in the Florida Panhandle: Pensacola State College, Chipola College, Northwest Florida State College, Gulf Coast Community College, and Tallahassee Community College. Allowing students to be admitted simultaneously to UWF when they enter a college will enhance their ability to more quickly enter UWF and receive their bachelor’s degrees.

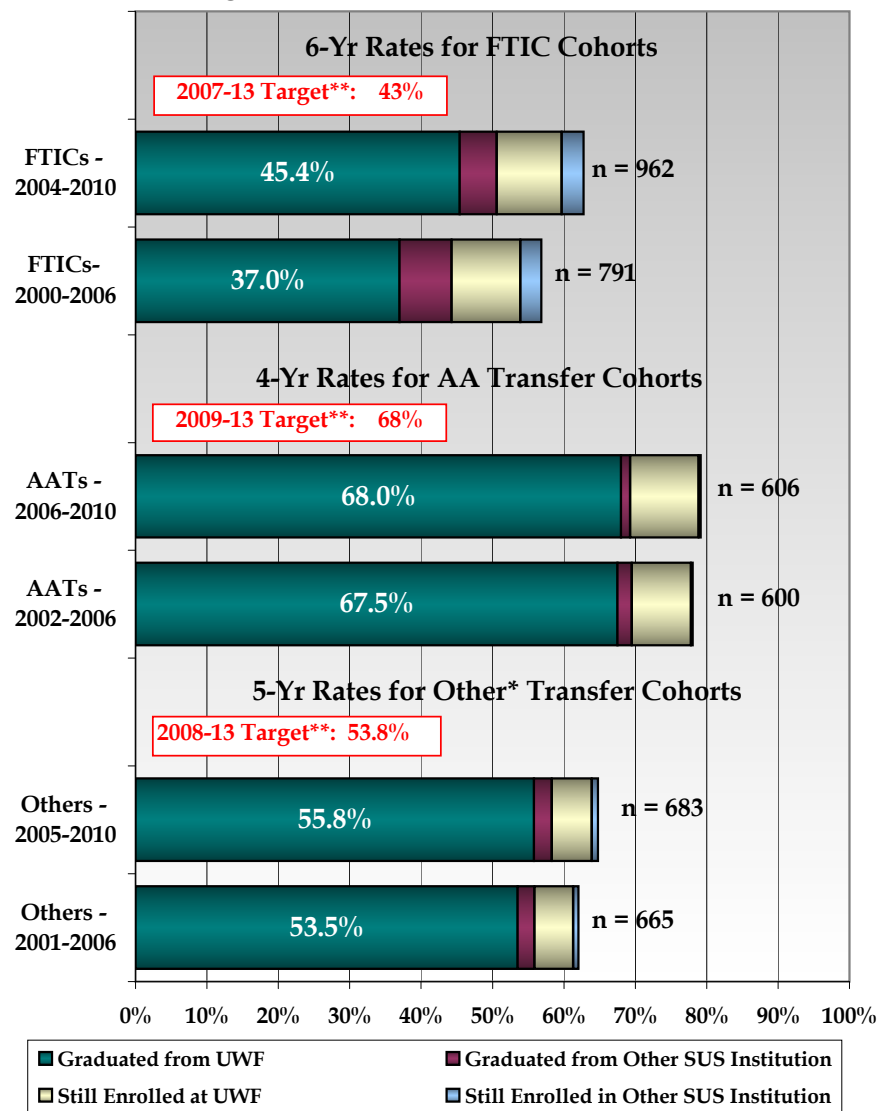
The UWF Haas Center for Business Research and Economic Development plays a key role in economic forecasting, marketing research, business expansion, tourism, and real estate development on local, regional, and state levels. UWF hosts the Florida Small Business Development Center (FSBDCN), which links the state’s education system with community outreach to aid in the development and education of Florida’s entrepreneurs and small business community.

The Department of Computer Science launched a new graduate program, specializing in database systems, that began in Fall 2010. This specialization emphasizes designing, implementing, maintaining, and administering large database systems. The new program was made possible through a grant, which will cover 80 percent of the tuition for the first semester of study. This master’s program is in direct response to Florida’s Great Northwest Occupational Analysis to provide more qualified employees for the workforce throughout the region.

UWF is a leader in providing access to numerous flexible learning opportunities for students through online courses. Over the past year, thousands of students enrolled in the online-only environment. The number of UWF students enrolled as online-only students has increased steadily from 1,460 students in Fall 2007 to 2,333 in Fall 2010.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

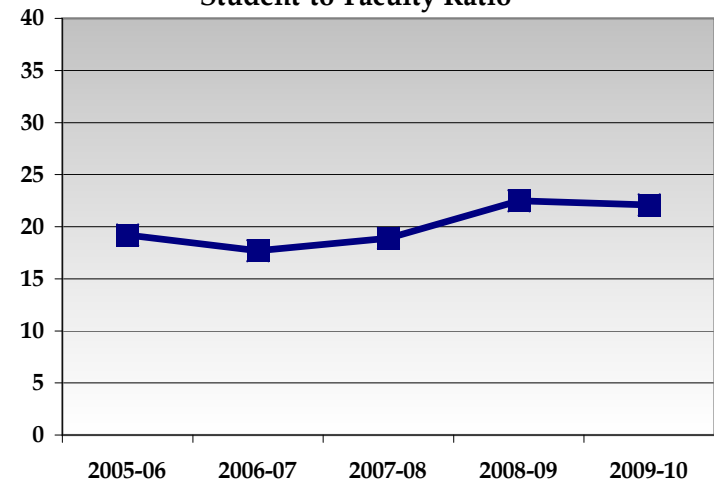
Undergraduate Retention and Graduation Rates



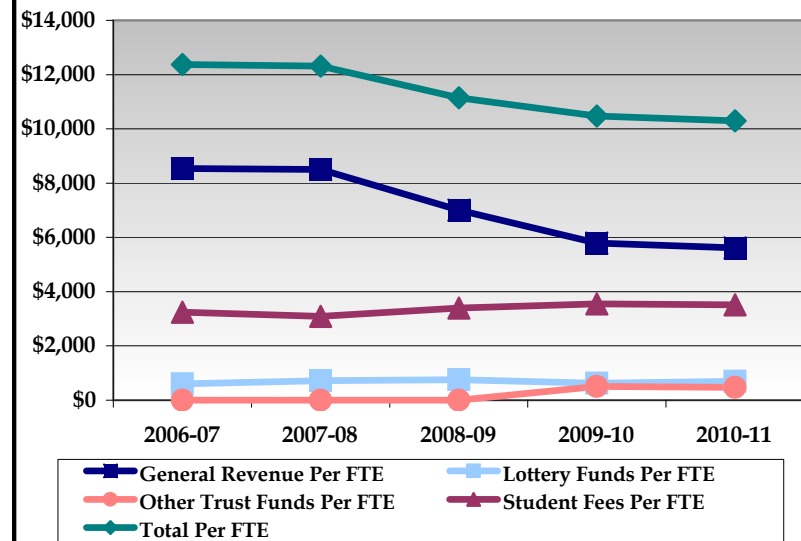
* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

** Graduation Rate from SAME Institution.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

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INTRODUCTION

Working Mission

As the only university in Northwest Florida, the University of West Florida combines the advantages of a collegiate culture with the capacity for high quality scholarship and graduate programs. Dedicated to helping students realize their full potential, UWF favors small classes with fully qualified professors who deliver personalized, caring, and innovative education at both undergraduate and graduate levels. While UWF officially maintains the status of a moderate-sized, regional comprehensive university, many UWF programs and faculty members seek and achieve national prominence. UWF's research enterprise emphasizes applied research, simultaneously creating opportunities for student engagement and growth. By pursuing and nurturing mutually beneficial community partnerships, UWF enhances the educational, cultural, and economic development of the region and beyond.

Working Vision

UWF aspires to greatness by empowering each individual it serves with knowledge, skills, and opportunity to contribute responsibly and creatively to a complex world and by fulfilling its promise as the intellectual center of Northwest Florida.

Other Contextual Introductory Comments

The Florida Legislature established the University of West Florida in 1963. Initially a senior institution offering baccalaureate and graduate degrees in support of the needs of

the Panhandle, the campus began accepting freshmen and sophomore students in 1983. In 1995, it began offering the doctorate in Education. A significant number of UWF students come from families with a military connection. Although the majority of students have traditionally come from the Panhandle, students from the Florida peninsula and beyond have increasingly been drawn to UWF due to its strong academic reputation, its flexibility in educational delivery, and its close proximity to some of the world's most beautiful beaches. For more than 40 years, UWF has been delivering on the promise of Creating Great Futures.

With its regional focus, UWF serves as an economic growth engine for Northwest Florida contributing an estimated \$650 million annually to the regional economy and providing an increasingly educated workforce to the region. In partnership and collaboration with regional leaders in health care, business, technology, performing arts, military, non-profit organizations, K-12 and other educational institutions, and more, UWF cultivates a strong network of regional partners dedicated to making Northwest Florida a better place to live and work.

UWF is committed to providing opportunity and access to higher education. UWF works with community partners to build a prestigious regional institution that is dedicated to shaping today's students into tomorrow's leaders. Through programs in allied health and life sciences, computer science, engineering, business, logistics, education, and other professional areas of study, UWF works to meet regional needs and provide students with hands-on experience in their fields. Real-world experience through active learning and a focus on disciplinary content, critical thinking, communication, integrity, and project management skills are

at the core of UWF academics. UWF graduates emerge with global competence in their fields.

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

- Enrollment growth increased by over 4.6 percent through strategic marketing and recruitment.
 - Application rate increased 10 percent.
 - Acceptance rate is 67 percent
- Graduate headcount increased 7.9 percent (includes degree-seeking and non-degree seeking graduate students).
- The mean high-school GPA for entering UWF freshmen is 3.53 with median test scores of 1,080 (SAT) and 24 (ACT) compared with the state average of 995 (SAT) and 19.5 (ACT).
- Overall freshman-to-sophomore retention rate is 80 percent.
- “Top 5” scholarship program targets highest performers in Florida high schools and now has 167 top scholars attending UWF in Fall 2010.
- Honors program participation increased by 18 percent with a 91.6 percent retention rate for 2008 Honors program initiates.
- UWF TRIO director received from the US Department of Education a “Student Support Services TRIO grant 2010-2015 Year 1” of \$301,541.
 - Students tracked through Student Success & TRIO programs showed 72 percent retention in sophomore year and 4 year graduation rate of 55 percent.
- UWF provided over \$1 million in scholarship support including First Generation and Needs Based scholarships.
- Student Success Task Force recommendations for student success and retention are under study.
- Increased First Year Experience and Welcome Week activities and improved Argo Camp for entering freshmen to aid retention.
- Hosted the University’s first “Family Weekend” during Fall 2010 to aid retention.
- Third year of the Delphi First Year Experience living/learning program resulted in a significant rise in retention rate among participants.
 - Retention from Spring 2010 to Fall 2010 was 83 percent.
 - Students enrolled in this program enrolled in an average of 30.14 semester hours during the 2009-2010 academic year.
 - 296 students in the program reside in Martin Hall.
- Initiated the Oracle Second Year Experience living/learning program to aid retention.
 - 250 students in the program are housed in Heritage Hall.
- Increased residential housing capacity to 1,780 and 100 percent capacity to strengthen campus experience.
 - Newest residence facility, Heritage Hall, opened for the Fall 2010 semester.
- UWF continues to partner with regional educational and workforce development groups to build Northwest Florida Career Pathways.
 - A portal supporting career exploration aligned with Northwest Florida’s post-secondary academic opportunities.
 - Funded through a Florida’s Great Northwest grant,
 - Scheduled for Fall 2011 implementation,

- The College of Business (COB) hosted articulation visits from area state colleges and created articulated business programs/courses with Pensacola State College and Northwest Florida State College.
- New School of Science and Engineering facility opened for classes in Spring 2010.
 - Design of building is based on an interdisciplinary approach to curriculum development and interaction among Computer Science, Computer Engineering and Electrical Engineering, Mathematics and Statistics, and Physics students and faculty in keeping with Project Kaleidoscope principles.
- Began construction of new Health and Wellness Center for students with nearly 17,000 square feet of space for counseling and health related services.
- UWF named a 2011 Military Friendly School by *G.I. Jobs Magazine*.
- UWF listed as a “Military Friendly Colleges and Universities” by *Military Advanced Education*.

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

- Initiated B.S.B.A. in General Business at Pensacola and Emerald Coast Campuses.
- Intensified marketing of B.S.B.A. in General Business in the Fort Walton Beach area.
- Completed Cycle II of the three-year project “Northwest Florida Teacher Institute for Physical Science (NWFL-TIPS)” to provide Professional Development Training in Physical Sciences for teachers in the region.

- Received a second grant of \$325,000 from Florida’s Great Northwest to continue the executive-model M.S. in Computer Science/Software Engineering.
- Continued internship program with area businesses in partnership with the Pensacola Young Professionals group.
- Haas Center for Business Research and Economic Development hired two research economists to provide enhanced economic forecasting for the region.
- College of Professional Studies (COPS) partnered with the Navy Dive School on programming.
- COPS continues to provide the deployed military with detailed cultural training using handheld devices.
- Preliminary exploration of Professional Science Master’s (PSM) programs in public health, biomedical/pharmaceutical sciences, medical informatics, and environmental science.
- Capstone, internship, and/or field placement experiences offered in the majority of undergraduate programs, many involving service to the community.
- Online delivery of courses and programs in targeted areas to expand access to degrees.

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

- Maintained program accreditations:
 - College of Business- The Association to Advance Collegiate Schools of Business (AACSB).
 - B.A./Social Work-Council on Social Work Education (CSWE).

- B.M, B.M.E./Music-National Association of Schools of Music (NASM).
- B.S./Chemistry-American Chemical Society (ACS).
- B.S./Clinical Laboratory Sciences-National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- B.S./Computer Engineering, B.S./Electrical Engineering-Accreditation Board for Engineering and Technology (ABET).
- B.S./Health, Leisure, and Exercise Science/ Athletic Training-Commission on Accreditation for Athletic Training Education (CAATE).
- B.S.N./Nursing-Commission on Collegiate Nursing Education (CCNE).
- M.A./Psychology/Counseling and Industrial Organizational Psychology specializations-Masters in Psychology Accreditation Council (MPAC).
- M.P.H./Public Health-Council on Education for Public Health (CEPH).
- M.A., M.Ed., Ed.S., Ed.D./Professional Education/Teacher Education Programs-National Council for Accreditation of Teacher Education (NCATE).
- Maintained small classes with qualified professors.
 - UWF has 65 percent of faculty as tenure track as compared to 31 percent nationally.
- UWF College of Business seniors scored in top 15 percent nationally on major field tests.
- UWF Business Logistics students placed in the top three in national case competition in Denver, CO, against students from top national programs including Ohio State, Michigan State and the University of Arkansas.
- Established College of Business Assurance of Learning (AOL) standing committee to oversee assessment of learning program.
- Secured donor endowment for accounting program.
- Received state funding for a new College of Business Education Center.
- Over 100 students studied abroad last year at partner institutions in countries such as Ireland, Germany, Japan, Indonesia, Costa Rica, Hong Kong, China, Brazil, and the Netherlands.
- Department of Mathematics and Statistics developed a national model for the delivery of statistics program through hybrid format (online + face-to-face) that increased completion rates as well as achievement.
- The Department of Mathematics and Statistics was recognized by the state for the achievement of students in mathematics general education courses.
- Recent UWF graduates in Exercise Science earned four of the five national slots available for acceptance into the Naval Aerospace Physiology Program.
- “Next Exit History” project/History Program received a commercialization grant for a mobile application for downloading historical information for travelers.
- Research dollars awarded increased 19.5 percent in total dollars over FY2009.
- Number of research awards increased by 10 percent over FY2009 to 101.
- The Center for Environmental Diagnostics and Bioremediation (CEDB) faculty contributed significantly as “first responders” to the Deepwater Horizon oil spill.
 - Contributed substantially in terms of research and communication to the public to increase understanding of the oil spill’s impact on the Gulf Coast.
 - Awarded over \$750,000 in grant funding for continued work on oil spill-related research via Florida Institute

of Oceanography (funding from BP award to State of Florida):

- \$215,021 - "Uncoupling of Autotrophy and Heterotrophy: Effects of the Deepwater Horizon Oil Spill on Microbial Food Webs."
- \$154,459 - "Acute Effects of Oil on Northern Gulf of Mexico Reefs and Reef Communities."
- \$185,915 - "Coast Watch: Remote Sensing and Verification Sampling of Oil Spill Impact on Florida Coast."
- \$193,518 - "Assessing the Impact of the Deepwater Horizon Oil spill on Coastal Waters of the Florida Panhandle Water Sediments and Fish."
- UWF received four federal awards totaling \$1,645,000.
 - \$262,000 from US Small Business Administration for "Turnaround Business Assistance Program" which will provide assistance to businesses negatively affected by current recession.
 - \$400,000 from US Department of Health and Human Services for "The Diffusion of Health Information Exchange to Achieve Meaningful Use" to study the impact of the use of electronic health records in the Pensacola Strategic Health Initiative.
 - \$650,000 from US Department of Education for "Hometown Heroes and Veteran's Service Organization Training Project" to provide UWF scholarships for veterans and an education program for veteran service officers.
 - \$333,000 from US Department of Labor for "Hometown Heroes Reach Out" to provide UWF scholarships for veterans.
- Awarded approximately \$2 million for the UWF Supplemental Educational Services project to provide afterschool tutoring services for approximately 2,000 children across Northwest Florida.
- Awarded two \$30,000 commercialization grants from the Board of Governors.
 - A device and improved method for the detection of protozoan pathogens in potable and environmental waters.
 - Next Exit History ~ TellusPoint™ to provide location-based historical information to travelers.
- \$24,264 - "Identifying and Addressing Cancer Outcome Disparities in Breast and Lung Cancer Yr 1 of 5 Year Florida Biomedical Research Program."
- \$75,309 - US Department of Education - "US-Brazil Environmental/Business Cross Cultural Initiative: Sustainability Challenges and Attractiveness of Investments in Biofuel Production Year 2."
- \$364,266 - National Institutes of Health (NIH) Award - "A Genetic Model for Investigating Gamma-Secretase 3 Year Award."
- Student Technology Fee funded 15 projects to enhance use technology in teaching and learning.
 - Example: \$168,000 awarded to the UWF Libraries to create a library-information rich learning community for UWF students called the Skylab Project.
- University of West Florida designated a "Participating University" in Software Engineering Research Center (SERC) on February 4, 2010. SERC is a National Science Foundation (NSF) sponsored Industry/University Cooperative Research Center (I/UCRC) that has been ongoing for 23 years.
 - The School of Science and Engineering (SSE) will host the SERC showcase on November 17-18, 2010.

- The School of Science and Engineering will host the Association for Computing Machinery (ACM) Southeast Regional Programming Contest on November 2010. ACM, the largest global professional association for computer scientists, annually invites teams from universities all over the world to compete in solving the most challenging programming problems.

**BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES**

- Negotiated with the state for the use of 82 previously donated acres for the location of the first phase of West Campus Business and Technology Park.
- Unveiled the University Park, Master Athletic Facilities Plan.
- Communication students received the Florida Public Relations golden image award for work with the Ballet Pensacola.
- The Center for Applied Psychology (CAP), housed within the School of Psychological and Behavioral Sciences, conducted its third regional conference in support of returning veterans.
- Next Generation Learning Community, in cooperation with the local Chambers of Commerce, school districts, Pensacola State College, and industry and business partners, to align workforce development needs to educational initiatives.
- UWF is a Ford Partnership for Advanced Studies Professional Development Hub working to transform public high school education and allowing educators to

receive professional development in numerous career fields.

- Extremely positive response to certificate program developed by UWF College of Business (COB) for the Navy Federal Credit Union (NFCU).
 - Development of additional certificates to be delivered via Distance Learning is in planning.
- Department of Electrical and Computer Engineering continued contract with Gulf Power to offer continuing education courses for employees.
- Pensacola Shakespeare Company launched by Theatre faculty member.
- Communication Leadership class continued its community engagement practices with the donation of \$26,000 through its fundraising efforts to the Boys and Girls Clubs of Pensacola.
- UWF Emerald Coast established a Career Academy articulation agreement with Walton County School District for Health Sciences and Construction Technology.
- UWF Emerald Coast established a dual enrollment articulation agreement with Okaloosa County School District.
- UWF Emerald Coast is engaged in the Emerald Coast Science Center to introduce children to STEM and foster an interest in the sciences.
- Haas Center for Business Research and Economic Development specializes in data analysis for the purposes of economic forecasting, marketing research, business expansion, tourism and real estate development.
 - Obtained in excess of \$550,000 in research and sponsored research funding including a statewide study of the return on investment of Florida's public

libraries and a labor force analysis for Northwest Florida.

- Completed a statewide study of Florida's public libraries.
- Over \$500,000 in projects carrying over into FY 2010-2011.
- Secured federal earmark to examine healthcare information technology.
- Helped generate report on possible consolidation of Escambia County and City of Pensacola governments.
- UWF Small Business Development Center.
 - Surpassed 30,000 clients over the history of the UWF SBDC program.
 - Received final accreditation from the US Association of Small Business Development Centers (ASBDC).
 - Opened new "circuit-rider" counseling locations in DeFuniak Springs and Santa Rosa Beach.
 - Received new funding from TEAM Santa Rosa EDC and the Walton County Economic Development Alliance.
 - Partnered with the Pensacola Bay Area Chamber of Commerce to present a 7-week "Excellence in Entrepreneurship" course for technology firms in conjunction with the Center for Innovation and Entrepreneurship.
 - Relocated offices to reduce costs.
- Hometown Heroes Teach - consortium in the Florida panhandle which includes Workforce Escarosa, Inc., Workforce Development Board of Okaloosa and Walton Counties, the University of West Florida, and Escambia, Santa Rosa, and Okaloosa school districts. Hometown Heroes Teach is sponsored by the University of West Florida and funded by the Department of Labor

Employment and Training Administration and Department of Education.

- The School of Science and Engineering hosted the fourth annual BEST (Boosting Engineering, Science and Technology) robotics competition on October 23, 2010.
 - Twenty teams from Northwest Florida schools participated in this year's competition which included approximately 600 middle and high school student team members; UWF is the only BEST Robotics hub in the State of Florida.
- Fall 2009, Spring and Summer 2010 - UWF students completed 67,040 service hours.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

UWF Priority 1: Increase student progress toward completion of high quality degrees that meet regional and state needs.

Ongoing strategies for achieving the goal:

- Strengthen retention and advising efforts.
 - Development of comprehensive retention and advising efforts.
 - Continued discussions regarding implementation of Student Success Task Force recommendations
 - Continued development of freshman and sophomore year experiences programs (Delphi and Oracle programs).
- Collaborative efforts between Division of Academic Affairs and Division of Student Affairs to track retention efforts.

Metrics and ongoing initiatives

- Overall freshman to sophomore retention rate is 80 percent.
- Continued discussions regarding evaluation of advising services.
- Under the direction of the Provost, the college deans are evaluating low enrollment programs, specializations, and certificates with the goal of streamlining academic programs where appropriate.

UWF Priority 2: Improve access through articulation and other strategies with state colleges, K-12 schools, the military, and other community partners.

Ongoing strategies for achieving the goal:

- Development and renewal of articulation agreements with state colleges in the region.
- Evaluation of viability of low-enrollment programs and certificates.
- Assessment of online courses and programs through Quality Matters.

Metrics and ongoing initiatives

- Overall headcount enrollment increased by over 4.6 percent through strategic marketing, recruitment, and retention efforts.
- Graduate headcount increased 7.9 percent (includes degree-seeking and non-degree seeking graduate students).
- Continued development of a regional vision for higher education in Northwest Florida through cooperative

ventures and coordination with state colleges in Northwest Florida.

- Continued development of mobile learning technologies in light of the approximately 25 percent of FTE generated by online courses during each regular semester.
- Continued development of Quality Matters initiative to certify quality of online offerings.

UWF Priority 3: Promote economic development of the region and the state through applied research and public service.

Ongoing strategies for achieving the goal:

- Increase grant applications and awards.
- Provide opportunities for faculty-student collaboration on funded research projects.

Metrics and ongoing initiatives

- Research awards increased by 17.6 percent from \$13,989,693 to \$16,390,488.
- Substantial Deepwater Horizon oil spill response by UWF faculty.
 - Over \$750,000 in oil spill related grants.
- Office of Undergraduate Research established.

UWF Priority 4: Support high quality student experiences that emphasize engagement and flexible modes of course and program delivery.

Ongoing strategies for achieving the goal:

- Examine new pathways to foster student/faculty research and other high impact educational opportunities.

- Evaluate branch campus delivery effectiveness

Metrics and ongoing initiatives

- Established Office of Undergraduate Research to inspire and sustain undergraduate student engagement in research and scholarly activities across all disciplines.
- \$168,000 Technology Fee award to the UWF Libraries to create a library, information rich learning community for UWF students called the Skylab Project.
- Implemented in Fall 2010, a new textbook rental program that saved students approximately \$180,000.
- Student Computer Center renovations completed in Fall 2010 increased space to 38,000 square feet and seating for up to 80 students.
- Began construction of new Health and Wellness Center for students with nearly 17,000 square feet of space for counseling, and health related services.
- Continued executive-model M.S. in Computer Science/ Software Engineering through a Florida's Great Northwest grant.
- Consultant engaged to study UWF Emerald Coast Campus effectiveness.

UWF Priority 5: Recruit and retain talented faculty and staff.

Ongoing strategies for achieving the goal:

- Demonstrate the linkage between University planning and budgeting.
- Evaluate degree of satisfaction with faculty evaluation standards and policies.
- Chart recognition of faculty and staff.

Metrics and Ongoing Initiatives

- Planning and Budgeting Research Team established to research best practices for integrated, strategic, and aligned planning and budgeting practices and present a report to the President by December 31, 2010.
- Revised tenure and promotion guidelines and procedures are being implemented during the 2010-2011 academic year.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

- Under the direction of the Provost, the college deans are evaluating low enrollment programs, specializations, and certificates with the goal of streamlining academic programs.
- The Provost instituted a moratorium on new academic programs during the 2010-2011 academic year.
- Streamlined and reduced staffing levels to achieve target budget cuts necessitated by the continuing economic downturn.
- College of Business (COB) developed flexible multi-year budget plan in anticipation of future budget cuts given uncertain economic conditions.
- COB completed revisions and upgrades of departmental promotion, tenure, and annual evaluation policies for consistency with revised university level policies and AACSB standards.
- President created several Work Groups to promote best practices:
 - Planning and Budgeting Research Team – to research best practices for integrated, strategic, and aligned

planning and budgeting practices and present a report to the President by the end of the calendar year.

- SACS Fifth-Year Interim Report Team--over 50 individuals across campus involved in writing narratives for the Southern Association of Colleges and Schools Commission on Colleges Fifth-Year Interim Report due in March 2011.
- Data User Group—to bring together campus data stewards/experts to resolve data issues and work together to reach data solutions.
- Non-Traditional Student Task Force – to suggest ways to grow enrollment and offer more effective approaches of organizing to better serve the non-traditional adult student audience.
- Consolidation of operations. In various areas of the University, previously separate operations have been consolidated for improved efficiencies. Combined support staffs now support various offices, such as General Counsel and University Affairs, in central administration. Marketing and Communications has restructured for improved efficiencies and alignment. A downsized development staff achieved UWF's fifth highest year in annual cash-gift fundraising. In addition, faculty and staff giving reached the highest in UWF history. Various Business Services operations have consolidated and downsized for streamlined management.
- Automation. Information technology and related technologies are improving efficiencies in previously non-automated areas such as student conduct management, where \$23,000 in annual staff savings has been realized. In other areas, increasing automation is allowing staffing to remain flat while transaction loads and workloads are increasing dramatically. In WUWF public media (radio/television), automation has allowed labor savings

in excess of \$20,000 annually and additional \$20,000 of other production cost savings. Use of address verification software and bar coding systems in Postal Services has saved UWF \$147,000 in mailing costs since January 2009.

- Energy efficiencies. Investments in automated building system controls, updated building systems, and other energy conservation and waste reduction measures are allowing UWF to contain consumption and keep utility costs within budget in spite of rapidly escalating prices.
- Strategic sourcing. UWF continues to seek the most appropriate sourcing strategy for services. In many cases this involves outsourcing previously internal operations, such as moving email systems to Google for an estimated \$200,000 savings, or outsourcing areas of grounds services which has resulted in improved service at lower cost. In other cases, strategic sourcing can actually involve moving services in-house, as in the case of the student health center where in-sourcing is estimated to save in both staff and contract management costs.
- Consortial collaborations. A special form of strategic sourcing is participating in joint agreements and consortial collaborations with other institutions. For example, UWF has joined the CampusEAI Consortium to reduce the costs of operating an institutional software portal. Participation in Florida LambdaRail provides cost savings for network services.
- Contract administration. UWF seeks every opportunity to achieve contract negotiations and re-negotiations resulting in savings. In 2009-2010 this saved an estimated \$332,000 in service costs.

ADDITIONAL RESOURCES

- [University of West Florida](#)
- [Strategic Priorities and Measurable Achievements, 2008-2012](#)
- [University of West Florida At-A-Glance Information](#)
- [University of West Florida Carnegie Classification Information](#)
- [University of West Florida Voluntary System of Accountability Portrait](#)
- [University of West Florida College Navigator Information](#)
- [University of West Florida Institutional Research](#)
- [University of West Florida Common Data Set](#)

University of West Florida Divisional Links

- [President](#)
- [President's Division](#)
- [Division of Academic Affairs](#)
- [Division of Student Affairs](#)
- [Division of University Advancement](#)
- [Division of University Affairs](#)

University of West Florida Colleges

- [College of Arts and Sciences](#)
- [College of Business](#)
- [College of Professional Studies](#)

University of West Florida Peer Institutions

Revised August 2010

- University of Arkansas--Little Rock
- University of West Georgia
- Valdosta State University
- East Tennessee State University
- Indiana State University
- Rowan University (NJ)
- Stephen F. Austin University (TX)
- University of Massachusetts--Lowell
- University of South Dakota
- Western Carolina University (NC)

University of West Florida Peer Aspirant Institutions

- Boise State University (ID)
- Georgia Southern University
- James Madison University (VA)
- Appalachian State University (NC)
- Indiana University of Pennsylvania
- Montclair State University (MD)

University of West Florida Links of Special Interest

- [Florida Public Archaeology Network](#)
- [Florida Small Business Development Center](#)
- [UWF Academic Technology Center](#)
- [UWF Air Force ROTC](#)
- [UWF Archaeology Institute](#)
- [UWF Army ROTC](#)
- [UWF Athletics](#)

- [UWF Center for Environmental Diagnostics and Bioremediation](#)
- [UWF Center for University Teaching, Learning and Assessment](#)
- [UWF Delphi Program \(First Year Experience\)](#)
- [UWF Educational Research Center for Child Development](#)
- [UWF Emerald Coast](#)
- [UWF Graduate School](#)
- [UWF Haas Center for Business Research and Business Development](#)
- [UWF Honors Program](#)
- [UWF Institutes and Centers](#)
- [UWF Libraries](#)
- [UWF Research and Sponsored Programs](#)
- [UWF School of Allied Health and Life Sciences](#)
- [UWF School of Education](#)
- [UWF School of Fine and Performing Arts](#)
- [UWF School of Justice Studies and Social Work](#)
- [UWF School of Psychological and Behavioral Sciences](#)
- [UWF School of Science and Engineering](#)
- [UWF Small Business Development Center](#)

University of West Florida Highlighted Academic Programs

- [Anthropology](#)
- [Health, Leisure and Exercise Science](#)
- [Marine Biology](#)
- [Marketing](#)
- [Master's in Business Administration](#)
- [Mathematics and Statistics](#)
- [Social Work](#)

Appendices

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Appendix A

BOARD OF GOVERNORS REGULATION 2.002 - UNIVERSITY WORK PLANS AND ANNUAL REPORTS

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Board of Governors Regulation 2.002 – University Work Plans and Annual Reports

(1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

(2) Each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.

(3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

(4) Each university's work plan shall include a copy of the following:

(a) The university's mission statement and vision for the next five to ten years;

(b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;

(c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);

(d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;

(e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;

(f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and

(g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.

(5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.

(6) Each university's annual report shall include, at a minimum, the following:

(a) An executive summary that captures key performance data required by the Board of Governors;

(b) The university's mission and vision;

(c) Summary information on budgets, enrollments, and other core resources;

(d) Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the Board of Governors; and

(e) Any other specific performance information requested by the Board of Governors in advance of the submission deadline.

(7) The Chancellor shall provide universities with submission deadlines, as well as with content and format specifications, for work plans and annual reports.

(8) The Board of Governors shall submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing information on the State University System's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009

Appendix B

STATE UNIVERSITY SYSTEM OF FLORIDA ANNUAL REPORT DATA DEFINITIONS

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2010 Annual Report Data Definitions

Section 1 - Financial Resources

Table 1A. E&G Revenues

Recurring State Funds *REVISED	Definition: State recurring funds include general revenue and lottery education and general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. Source: Final Amendment Package (Total E&G & Lottery minus Non-Recurring – see below)
Non-Recurring State Funds *REVISED	Definition: State non-recurring funds include general revenue and lottery education and general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. Source: Non-Recurring Appropriations Section of annual Allocation Summary document and all other Non-Recurring Budget Amendments allocated later in the fiscal year.
Tuition (Resident / Non-Resident)	Definition: Actual tuition revenues collected from resident and non-resident students. Source: Operating Budget, Report 625 – Schedule I-A
Tuition Differential Fee	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625 – Schedule I-A
Other Fees	Definition: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. Source: Operating Budget, Report 625 – Schedule I-A
Phosphate Research Trust Fund	Definition: State appropriation for the Institute of Phosphate Research at the University of South Florida. For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Fund and Operations & Maintenance Trust Fund are provided by the University of Florida and included as ‘Other Operating Trust Funds’ Source: Final Amendment Package
Federal Stimulus Funds	Definition: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. Source: Final Amendment Package

Table 1B. E&G Expenditures

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

Instruction & Research	Definition: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research;
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	academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Institutes & Centers	Definition: Includes state services related to research organizations designed for mission-oriented, fundamental, and applied research projects. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
PO&M	Definition: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Administration & Support Services	Definition: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Radio/TV	Definition: Services related to the operation and maintenance of public broadcasting which is intended for the general public. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Library/Audio Visual	Definition: Expenditures include state services related to collecting, cataloging, storing, and distributing library materials. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Museums & Galleries	Definition: Expenditures related to the collection, preservation, and exhibition of historical materials, art objects, scientific displays and other objects at the UF Florida State Museum & Harn Museum; FSU Ringling Museum; FAMU Black Archives Museum; USF Contemporary Art Museum; FIU Wolfsonian Museum; and UWF Historic Preservation Board. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Student Services	Definition: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Teaching Hospitals & Allied Clinics	Definition: Includes resources related to services that benefit patients directly through faculty physicians, or indirectly through consulting, laboratory, or other services usually performed by a hospital or clinic. Includes only the clinical portions of a teaching hospital or veterinary clinic, and does not include instruction, research, or administration. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).
Intercollegiate Athletics	Definition: Includes expenditures associated with Title IX activities and compliance. Source: Operating Budget, manual submission.

Table 1C. State Funding per Student	
Appropriated Funding per FTE	<p>Definition: Education & General appropriations (includes the tuition and fees <u>budget authority</u> appropriated by the Legislature) are divided by total actual FTE students. Only state-fundable credit hours are used. To allow for national comparisons, FTE students for this metric uses the standard IPEDS definition of a FTE student, equal to 30 credit hours for undergraduate students and 24 for graduate students. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003).</p> <p>Sources: Education & General Appropriations (for revenue), SUS Student Instruction File (for FTE enrollment)</p>
Actual Funding per FTE *NEW	<p>Definition: This data is the same as the above appropriated funding per FTE with the exception that this includes the tuition and fees <u>actually collected</u> (rather than budget authority).</p> <p>Sources: Education & General Appropriations (for revenue), SUS Student Instruction File (for FTE enrollment), and Operating Budget, Report 625 – Schedule I-A</p>
Table 1D. Other Budget Entities	
Contracts & Grants	<p>Definition: Resources received from federal, state or private sources for the purposes of conducting research and public service activities. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615.</p>
Auxiliary Enterprises	<p>Definition: Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615.</p>
Local Funds	<p>Definition: Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, and technology fee. Revenues do not include transfers. Expenditures do not include non-operating expenditures.</p> <p>Source: Operating Budget, Report 615. (Self Insurance is a manual submission and has not been included).</p>
Table 1E. Total Revenues and Expenditures	
Total Revenues and Expenditures	This is a sum of all revenues and expenditures for each university, health-science center and IFAS.
Table 1F. Voluntary Support for Higher Education	
Endowment Market Value	<p>Definition: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).</p> <p>Source: NACUBO Endowment Study (or using NACUBO definitions for institutions that do not participate in that survey)</p>

Annual Gifts Received	<p>Definition: As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>
Percentage of Alumni Who Are Donors	<p>Definition: As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>
Section 2 - Personnel	
Tenure/ Tenure-Track Faculty	<p>Definition: All tenured and all tenure-track faculty (including medical schools) for the combined instruction, research, and public service functional categories.</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Not on Tenure Track Faculty	<p>Definition: All non-tenure-track faculty (including medical school) for the combined instruction, research, and public service functional. This includes adjunct faculty and faculty on multi-year contracts.</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Without Faculty Status *NEW	<p>Definition: All personnel without faculty status (including medical school) for all functional categories: Primary instruction + Instruction/ research/public service + Primarily research + Primarily public service). Individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility should be reported as Primarily research in the Not on tenure track column. A postdoctoral research associate, because they do not have faculty status, would be reported as Primarily research in the Without faculty status.</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Graduate Assistants/ Associates	<p>Definition: Total graduate assistants</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>
Executive/ Administrative/ Managerial	<p>Definition: Total executive/administrative and managerial positions regardless of faculty status</p> <p>Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"</p>

Other Professional	Definition: Total other professional positions (support/service) regardless of faculty status Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Non-Professional	Definition: Total non-professional positions Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Section 3 – Enrollment & Space	
Table 3A . University Full-time Enrollment (FTE)	
Table 3A . FTE Enrollment - Funded	Definition: This metric reports the funded enrollment as reported in the General Appropriations Act and set by the legislature. Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: General Appropriations Act (with Graduate detail provided in annual Allocation Summary document – Section: Instruction and Research. Link: http://www.flbog.org/about/budget/allocation_summary.php)
Table 3A . FTE Enrollment - Actual	Definition: This metric reports the actual enrollment as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: SUS Student Instruction File
Table 3A . FTE Enrollment - Estimated	Definition: This metric reports the estimated enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Note: FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Source: SUS Enrollment Plans
Table 3B. Enrollment by Location	
Table 3B. FTE Enrollment - Actual	Definition: This metric reports the actual enrollments for each distinct location (main, branch, site, regional campus) with more than 150 FTE (state fundable credit hours) as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Source: SUS Student Instruction File
Table 3B. FTE Enrollment - Estimated	Definition: This metric reports the estimated enrollments for each distinct location (main, branch, site, regional campus) with more than 150 FTE (state fundable credit hour) as reported by Universities to the Board of Governors in their Enrollment Plans. Source: SUS Enrollment Plans
Table 3C. Space Utilization	
Table 3C. Instructional Space Utilization Rate *SCHEDULED FOR THE 2011 REPORT	UPDATE: Board of Governors and university staff are currently conducting an analysis of how space utilization is calculated. Until the analysis is complete, no space utilization data will be included in the Annual Report.
Section 4 - Undergraduate Education Data	
Table 4A. Baccalaureate Degree Program Changes in AY 2009-10	New Programs – Proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. Do not include new majors or concentrations added under an existing degree program CIP Code.

	<p>Terminated Programs – Degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Do not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.</p> <p>Suspended Programs – Degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Do not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.</p> <p>New Programs Considered by University, But Not Approved – Include any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code. Do not include new majors or concentrations added under an existing degree program CIP Code. Source: University Submission. This table reports the program changes between May 5, 2009 and May 4, 2010.</p>
Table 4B. First-Year Persistence Rates	Definition: The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the second year. Source: SUS Retention File
Table 4C. Federal Undergraduate Progression and Graduation Rates for FTIC Students *NEW	Definition: Includes all full-time, first-time degree/certificate-seeking undergraduate students entering the institution either during the fall term or students enrolled in the fall term who attended college for the first time in the prior summer term. The federal rate does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the Student Right to Know Act that requires institutions to report the completion status at 150% of normal time. Source: SUS Retention file
Table 4D. SUS Undergraduate Progression and Graduation Rates for FTIC Students	Definition: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled or graduated in the fourth year or later. Source: SUS Retention File
Table 4E. SUS Undergraduate Progression and Graduation Rates for AA Transfer Students	Definition: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the second or fourth academic year. Both full-time and part-time students are used in

		the calculation. PharmD students are removed from the cohorts if still enrolled or graduated in the second year or later. Source: SUS Retention File
Table 4F. SUS Undergraduate Progression and Graduation Rates for Other Students		Definition: Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of this initial cohort that has graduated or is still enrolled in the fifth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled in the fifth year or later. Source: SUS Retention File
Table 4G. Baccalaureate Degrees		Definition: This is a count of baccalaureate degrees granted. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Technical note: <i>Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term:</i> <ul style="list-style-type: none"> Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one; One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one. Source: SUS Degrees Awarded
Table 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis		Definition: This is a count of baccalaureate majors for specific areas of strategic emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. So, a student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be double-counted (i.e., double-majors are included). Technical notes: <i>This metric counts every record with a value greater than zero in the Fraction of Degree (field #01083) regardless of whether the Major Indicator (field #02015) is one, two, or three. If the Fraction of Degree is greater than one, then the record will count as two degrees within that particular six-digit CIP code.</i> Source: SUS Degrees Awarded
Table 4I. Baccalaureate Degrees Awarded to Underrepresented Groups		
Table 4I. Non-Hispanic Black Students & Hispanic Students	Number of Baccalau- reate Degrees	Definition: These metrics count the number of baccalaureate degrees granted to non-Hispanic black students and Hispanic students. These metrics do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Technical note: <i>Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term:</i> <ul style="list-style-type: none"> Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one; One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one. Source: SUS Degrees Awarded

	Percentage of All Baccalau- reate Degrees	Definition: The number of baccalaureate degrees awarded to non-Hispanic black students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: SUS Degrees Awarded
Table 4I. Pell Recipients *REVISED	Number of Baccalau- reate Degrees	Definition: The number of baccalaureate degrees granted to Pell recipients, financial aid award code “001”. A Pell recipient is defined as a student who received Pell from <u>any</u> SUS institution within six years of graduation. This metric does not include students classified as Non-Resident Alien (#01044). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Technical note: <i>Within SUDS, there are two scenarios in which a student is considered to have been awarded two degrees within the same term:</i> <ul style="list-style-type: none"> Two degree records are reported for one student, and both degrees have a Major Indicator (field #02015) equal to one; One degree record is reported for a student, but that degree has a Fraction of Degree Granted (field #01083) greater than one. Source: SUS Degrees Awarded File and Student Financial Aid File
	Percentage of All Baccalau- reate Degrees	Definition: The number of baccalaureate degrees awarded to Pell recipients as listed above is divided by the total degrees awarded excluding those awarded to non-resident aliens, who are not eligible for Pell grants. Source: SUS Student Instruction File and Student Financial Aid File
Table 4J. % of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree		Definition: This table reports the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. Excluding students with dual majors, this metric computes total academic credit as a percentage of catalog hours required for the students major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida. This metric is aligned with the calculation used in past legislative accountability reports and performance funding calculations. Source: SUS Hours to Degree File
Table 4K. Number of Undergraduate Course Sections		Definition: The Common Data Set (CDS) definition will be used. According to CDS, a “class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.” Certain portions of the CDS were summed to create groupings of less than 30 students, between 31 and 50 students, between 51 and 100 students, and more than 100 students. Source: Common Data Set

Table 4L. Faculty Teaching Undergraduates	Definition: The total number of undergraduate credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. Source: Instruction and Research Data File
Table 4M. Undergraduate Instructional Faculty Compensation	Definition: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. Source: Instruction and Research Data File
Table 4N. Student-Faculty Ratio	Definition: This definition will be consistent with Common Data Set (CDS) reporting. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty. Source: Common Data Set
Table 4O. Professional Licensure Exams - Undergraduate Programs	
Nursing: NCLEX	Definition: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing. Sources: Florida Department of Health: http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html ; National Council of State Boards of Nursing: https://www.ncsbn.org/1237.htm
Teaching: FTCE - Professional Education Exam *SCHEDULED FOR THE 2011 REPORT	Definition: Average pass rate for first-time examinees on the Florida Teacher Certification Examination (FTCE) - Professional Education Examination are based on the performance of cohorts of students in state-approved initial educator preparation programs. Results are based on scores earned in the senior year or up to one year after graduating. State benchmark data is based on Jan-Dec FTCE-Professional Education exam results for all first-time examinees. Source: Florida Department of Education
Teaching: FTCE - Subject Area Exams (Aggregated) *SCHEDULED FOR THE 2011 REPORT	Definition: Average pass rate for first-time examinees on the Florida Teacher Certification Examination (FTCE) - Subject Area Examinations are based on the performance of cohorts of students in state-approved initial educator preparation programs. Results are based on scores earned in the senior year or up to one year after graduating. State benchmark data is based on Jan-Dec FTCE-Professional Education exam results for all first-time examinees. Source: Florida Department of Education

Table 4P. Tuition Differential Fee	
Total Revenues Generated By the Tuition Differential	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625 - Schedule I-A
Unduplicated Count of Students Receiving Financial Aid Award Funded by Tuition Differential Revenues *NEW	Definition: This reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. Source: Tuition Differential Proposals as submitted to the Board of Governors.
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award) *NEW	Definition: This reports the arithmetic mean for the amount each student (as defined above) received in awards funded by tuition differential revenues. Source: Tuition Differential Proposals as submitted to the Board of Governors.
Number of Prepaid Tuition Scholarship Recipients *NEW	Definition: Total annual unduplicated count of undergraduates at the institution who purchased a Prepaid Tuition Scholarship. Source: Prepaid College Board (We plan to include a flag in the data provided to Universities.)
Number of Students Eligible for FSAG	Definition: Total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. Source: University submits this data based on their Student Financial Aid files.
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	Definition: Annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. Source: University submits this data based on their Student Financial Aid files.
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	Definition: Value of all tuition differential fee waivers received by FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver. Source: University submits this data based on their Student Financial Aid files.
Section 5 - Graduate Education Data	
Table 5A. Graduate Degree Program Changes in AY 2009-10	<p>New Programs - Proposed new degree programs that have been completely through the approval process at the university, and if appropriate, the Board of Governors. Do not include new majors or concentrations added under an existing degree program CIP Code.</p> <p>Terminated Programs - Degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Do not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.</p> <p>Suspended Programs - Degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Do not include majors or concentrations suspended</p>

	<p>under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported.</p> <p>New Programs Considered by University, But Not Approved – Include any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code. Do not include new majors or concentrations added under an existing degree program CIP Code.</p> <p>Source: University Submission. This table reports the program changes between May 5, 2009 and May 4, 2010.</p>
Table 5B. Graduate Degrees Awarded	<p>Definition: These are degrees granted as reported for data element 01081. Due to changes in IPEDS, the doctoral and first professional degree categories no longer exist. Now they are classified as doctoral research and doctoral professional with the doctoral professional including additional categories that had not previously been included in the first professional category. The universities reviewed their programs and made the classifications of their programs. The professional doctoral category will include all degrees in this category. Medicine, Law, and Pharmacy degrees will be reported as a sub-category of professional doctoral degrees.</p> <p>Source: SUS Student Instruction File, element #01081 ("Degree-Level Granted")</p>
Table 5C. Graduate and Professional Degrees Awarded in Areas of Strategic Emphasis	<p>Definition: Graduate degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff with consultation with business and industry groups and input from universities. These counts may be duplicated if a student earns degrees in more than one strategic area (i.e., double-majors are included).</p> <p>Source: SUS Student Instruction File, and Board of Governors list of Areas of strategic Emphasis, available at the link here.</p>
Table 5D. Professional Licensure Exams - Graduate Programs	
Law: Florida Bar Exam *NEW	<p>Definition: Average pass rate for first-time examinees on the Florida Bar Exam. Cohorts are examinees who sit for both Parts A and B of the examination. Data is organized by Calendar Year, which includes first-time examinees for the February and July test administrations. State Benchmark data is based on the subtraction of first-time examinees from non-Florida law schools from the Total first-time examinees.</p> <p>Source: Florida Board of Bar Examiners http://www.floridabarexam.org/</p>
Medicine: USMLE Exams *NEW	<p>Definition: Average pass rate for first-time examinees on the US Medical Licensing Examinations (USMLE). Cohorts for the Part I exam are second-year MD students. Cohorts for the Part II exams are fourth-year MD students. National benchmark data is based on Jan-Dec (for Step 1 exam) and July-June (for both Step 2 exams) results for first-time examinees from students in US and Canadian medical schools as published in the National Board of Medical Examiners Annual Report.</p>

	<p>Source: University Data Submission; Benchmark: NBME's USMLE Performance Data: http://www.usmle.org/Scores_Transcripts/performance/2008.html</p>
Dentistry: NDBE Exams *NEW	<p>Definition: Average pass rate for first-time examinees on the National Dental Board Examination (NBDE). Cohorts for the Part I exam are second-year Dental students. Cohorts for the Part II exam are fourth-year Dental students. Note: The Dental Board Exam is a national standardized examination not a licensure examination. Students also take the Florida Licensure Examination if they wish to practice in Florida. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.</p> <p>Source: University of Florida.</p>
Veterinary Medicine: NAVLE Exam *NEW	<p>Definition: Average pass rate for first-time examinees on the North American Veterinary Licensing Examination (NAVLE) for graduates or senior veterinary students taking. National benchmark data is based on Fall & Spring results for first-time examinees (criterion group) for senior students in accredited veterinary schools as published by the National Board of Veterinary Medical Examiners' annual NAVLE Candidate Performance Data report.</p> <p>Source: University of Florida; NBVME: http://www.nbvme.org/?id=82</p>
Pharmacy: NAPLEX Exam *NEW	<p>Definition: Average pass rate for first-time examinees on the North American Pharmacist Licensure Examination (NAPLEX). Cohorts are graduates from Accreditation Council for Pharmacy Education-accredited schools and colleges of pharmacy. National benchmark data is based on Jan-Dec results for first-time examinees that are graduates from ACPE-accredited United States schools and colleges of pharmacy as published by the National Association of Boards of Pharmacy.</p> <p>Source: National Association of Boards of Pharmacy (NABP) http://www.nabp.net/programs/examination/naplex/school-pass-rate/</p>
Ed. Leadership: FELE Exam *SCHEDULED FOR THE 2011 REPORT	<p>Definition: Average pass rate for first-time examinees on the Florida Education Leadership Examination (FELE).</p> <p>Source: Florida Department of Education</p>

Section 6 – Research and Economic Development

Table 6A. Research and Development	
Federally Funded Awards (Thousands of Dollars) *NEW	<p>Definition: Federally funded awards for research; excludes awards for instruction, outreach, public service, or other sponsored activities; excludes sub-awards institution received as a sub-recipient. Dollars in thousands.</p> <p>Source: NSF Survey of R&D Expenditures at Universities and Colleges. Old format: Item 4, Line 2010 and 2020. New format: Question 20 (A+B).</p>
Total Awards (Thousands of Dollars) *NEW	<p>Definition: Total awards for research; excludes awards for instruction, outreach, public service, or other sponsored activities; excludes sub-awards institution received as a sub-recipient. Dollars in thousands.</p> <p>Source: NSF Survey of R&D Expenditures at Universities and Colleges. Old format: Item 4, Line 2000. New format: Question 20D.</p>
Federally Financed Expenditures (Thousands of Dollars)	<p>Definition: Federally funded expenditures for all research activities (including non-science and engineering activities). Dollars are in thousands.</p> <p>Source: NSF Survey of R&D Expenditures at Universities and Colleges, Old format: Item 2A, Line 2000. New Format: Question 1A.</p>

Total Expenditures (Thousands of Dollars)	Definition: Total expenditures for all research activities (including non-science and engineering activities). Dollars are in thousands. Source: NSF Survey of R&D Expenditures at Universities and Colleges. Old format: Item 2A (Line 2000). New format: Question 1G.
Total Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	Definition: Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS. (For FGCU, the ratio will be based on both tenured/tenure-track and non-tenure/track faculty.) The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. Sources: NSF, Webcaspar database (R&D expenditures) and IPEDS (faculty)
Invention Disclosures Received	Definition: Disclosures, no matter how comprehensive, that are made in the fiscal year. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Total U.S. Patents Issued	Definition: U.S. patents issued or reissued in the fiscal year. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Patents Issued Per 1,000 Full-Time, Tenure and Tenure Earning Faculty	Definition: Total U.S. patents issued in the fiscal year divided by the Full-time, Tenure and Tenure Earning Faculty from the Fall term. Sources: AUTM Licensing Survey or comparably defined data from institutions (patents) and IPEDS (full-time faculty)
Total Number of Licenses/Options Executed	Definition: Licenses/options executed in the fiscal year for all technologies. Each agreement is counted separately. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Total Licensing Income Received	Definition: License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Number of Start-Up Companies *NEW	Definition: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)
Table 6B. Centers of Excellence	
Centers of Excellence *REVISED	Definition: These data only includes activities directly associated with the Center. The non-Center activities for faculty who are associated with the Center are not included. Collaboration effectiveness metrics only report on relationships that include financial, or in-kind, support. Source: Universities submit this data for the annual report.
Table 6C. State University Research Commercialization Assistance Grants	
State University Research Commercialization Assistance Grants *REVISED	This table summarizes the activities associated with the one-time grants provided by the State University Research Commercialization Assistance Grant Program as established by The 21st Century Technology, Research, and Scholarship Enhancement Act (1004.226, F.S.). Note: the 2010 Annual Report will only include grants awarded in 2007-08. The 2011 Annual

	Report will include grants awarded in 2010-11. Source: Universities submit this data for the annual report.
Table 6D. 21st Century World Class Scholars Program	
21st Century World Class Scholars Program *NEW	This table summarizes the activities associated with the one-time grants provided by the 21st Century World Class Scholars Program as established by The 21st Century Technology, Research, and Scholarship Enhancement Act (1004.226, F.S.). Note: the 2010 Annual Report will only include grants awarded in 2006-07. Source: Universities submit this data for the annual report.

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Appendix C

STATE UNIVERSITY SYSTEM OF FLORIDA TUITION DIFFERENTIAL FEE REPORT

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Tuition Differential Fee Report



STATE
UNIVERSITY
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of FLORIDA
Board of Governors

December 21, 2010

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Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data. The data in this document are based on university file submissions as of December 2010.

Executive Summary

The tuition differential fee was created in statute in 2007 and was first charged by five state universities in the 2008-09 academic year. The 2009 Legislature expanded the statute to include all eleven state universities. The 2009 tuition differential fee statute includes specific provisions for need-based financial aid and performance accountability, and it set an upper limit of all tuition and fees at the national average for public universities. The universities are to use the funds generated by the tuition differential fee to invest in undergraduate instruction and undergraduate student support services.

The Board of Governors implemented the tuition differential fee throughout the State University System and is monitoring university implementation and performance.

- The Board's tuition and fee regulation (Appendix II) defines the process for proposing, approving, and monitoring the success of each university's tuition differential fee. This regulation includes requirements for use of financial aid funds generated by the fee to ensure that undergraduate need-based aid increases at least as much as the law envisions.
- Most recently, the Board reviewed and approved university tuition differential fee proposals for the 2010-11 academic year. The proposals came to the Board as part of a broader annual university work plan submission, as outlined in a planning and performance monitoring regulation (Appendix III).
- The Board continues to monitor the fiscal and programmatic uses of the tuition differential fee revenue.

In 2009-10, each of the eleven state universities charged a tuition differential fee, with rates ranging from \$5.74 to \$13.74 per credit hour and reported 2009-10 revenues of \$39.8 million. The funds provided \$11.9 million in need-based financial aid and \$27.8 million to support undergraduate education through investments in faculty and advisors, course offerings and course sections, and other undergraduate educational resources.

In the current (2010-11) academic year, the tuition differential fee rates range from \$12.80 to \$22.00 per credit hour. These funds will contribute an estimated \$22.8 million to institutional need-based financial aid and \$53.1 million in undergraduate educational services in addition to that financial aid.

Background

The tuition differential fee was first created in statute in 2007. The charge was levied for the first time starting in fall 2008 by the five universities authorized to do so by the Board of Governors at that time (FIU, FSU, UCF, UF, and USF). Chapter 2009-98, *Laws of Florida*, expanded the tuition differential to allow the Board of Governors to consider proposals from all eleven state universities and made other changes, as well.

The 2009 law codified a process by which each university board of trustees may annually propose to the Board of Governors (the “Board”) a tuition differential fee to improve undergraduate instruction. To balance these quality improvements with affordability, 30 percent of tuition differential revenues are to be set aside for undergraduate need-based financial aid. The law limits the annual increase in the aggregate sum of tuition and the tuition differential fee to 15 percent growth per year, and it sets a cap on in-state, undergraduate tuition and fees at the national average of four-year public institutions. The law also requires an annual report from the Board to the Legislature regarding the impacts of these new revenues on the State University System (the “System”). This report provides a summary of Board and institutions’ implementation of the tuition differential statute.

In the 2010 legislative session, the Legislature amended this statute to include explicitly the recipients of STARS prepaid scholarships as “students who exhibit financial need” and therefore qualify for tuition differential-funded need-based aid. The statutory change also clarified that waivers of the tuition differential fee granted to students receiving need-

based awards may be counted toward the 30 percent need-based aid requirement.¹

Tuition Differential Fee Proposals and Approval Process

The 2010-11 university proposals for tuition differential fee increases included:

- an accounting for how 2009-10 revenues were spent;
- an outline of planned expenditures for 2010-11; and
- a description of accountability metrics by which the university will monitor the impact of the tuition differential expenditures.

Following the process outlined by the Board, university boards of trustees submitted tuition differential fee proposals to the Board of Governors. (The universities’ proposals are attached in Appendix IV.) The Board of Governors met June 18-19 to receive and discuss university work plans. The work plans included the universities’ tuition differential fee proposals, and the Board voted to approve the universities’ proposals at that June meeting.

Proposal Framework

- A university board of trustees may submit a proposal to the Budget and Finance Committee of the Board of Governors by May 31 of each year to establish an undergraduate tuition differential fee to be effective with the fall academic term.

¹ The tuition differential fee statute, with the 2010 changes highlighted, is in Appendix I.

- The proposal must include the trustees' approval date, the campus or center location where the tuition differential fee will apply, the course or courses for which the tuition differential fee will be assessed, the percentage increase of the tuition differential fee from the prior year, the total amount per credit hour, the total tuition differential fee amount for 30 credit hours, and a description of the initiatives and estimated expenditures for the 70% of funds used to support undergraduate education and the 30% of funds providing student need-based financial aid.
- Each proposal must indicate how the university will monitor the success of the tuition differential fee.

Board Review and Approval

The Budget and Finance (Budget) Committee meets in June each year to review the proposals and make a recommendation on each proposal to the full Board. In addition to reviewing the proposals, the Budget Committee examines data gathered as part of the University Annual Reports, instituted pursuant to Regulation 2.002, as well as detailed reporting of financial aid sources and disbursements sufficient to ensure statutory compliance.

The Board will act upon the Budget Committee recommendation at its June meeting each year. If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee. The Tuition Appeals Committee will meet within ten days after the Board's denial to consider a university board of trustees' request for reconsideration.

Financial Aid Oversight

In accordance with the Board's Tuition and Associated Fees regulation, Board staff developed a student financial aid compliance report to ensure fulfillment of the requirement that 30 percent of revenues are expended on undergraduate need-based financial aid, and that tuition differential fee revenues are not supplanting other need-based financial aid revenues. In addition to addressing the financial aid provisions of the tuition differential fee statute, this compliance report will allow the Board to monitor university compliance with statutory and proviso language related to need-based financial aid funded by the financial aid fee and the direct appropriation to universities for financial aid.

The Board regulation also requires universities to keep the need-based financial aid revenue generated from the tuition differential fee in a separate Education and General account in order to accurately determine whether tuition differential fee revenues are being used to supplant other undergraduate need-based financial aid revenues. This policy is reflected in a new data element to the Operating Budget reports that separately identifies the amount of money budgeted and expended for undergraduate need-based financial aid. The Board's Budget and Fiscal Policy Office has added a supplemental financial schedule, entitled the Tuition Differential Collections, Expenditures, and Available Balances report, as part of its annual Operating Budget reports that details actual and estimated expenditures of tuition differential collections. This schedule captures expenditures by established categories (i.e., salary and benefits, other personal services, expenses, operating capital outlay, and student financial assistance).

2009-10 Tuition Differential Fee Summary

In 2009-10, all eleven state universities charged a tuition differential fee. Four of the universities (FIU, FSU, UF, and USF) charged \$13.74 per credit hour, the maximum allowable rate. UCF charged \$8.41 per credit hour, and the six universities that charged a tuition differential fee for the first time in 2009-10 (FAMU, FAU, FGCU, NCF, UNF, and UWF) charged \$5.74 per credit hour. USF charged its full tuition differential fee at its main campus and for undergraduate credit hours at its Health-Science Center, but its regional campuses only charged \$5.74. In total, universities generated \$39.8 million from the tuition differential fee in 2009-10, \$11.9 million in need-based financial aid and \$27.8 million to support undergraduate education.

Tuition Differential Fee Per Credit Hour and Revenues

University	Per Credit Hour Fee, 2009-10	Revenues, 2009-10
FAMU	\$5.74	\$1,102,404
FAU	\$5.74	\$2,995,868
FGCU	\$5.74	\$938,067
FIU	\$13.74	\$7,428,377
FSU	\$13.74	\$5,245,543
NCF	\$5.74	\$95,973
UCF	8.41	\$5,441,298
UF	\$13.74	\$6,228,342
UNF	\$5.74	\$1,319,264
USF-Tampa and HSC	\$13.74 at Tampa and HSC, \$5.74 at Regional Campuses	\$7,960,006
UWF	\$5.74	\$1,017,329
SUS TOTAL		\$39,772,471

Source: Board of Governors.

Seventy percent of the tuition differential fee revenue must be spent on undergraduate education. The universities reported that these revenues were used to hire additional undergraduate faculty and academic advisors and to preserve or increase course offerings.²

The statute also requires that 30 percent of revenue be spent on undergraduate need-based financial aid and contains an additional non-supplanting provision regarding those funds.³ The Board's regulation [see Appendix II, section 7.001(13)(b)4] outlines for universities the parameters by which to determine compliance with that statute, and universities submitted to the Board office in December 2010 the information necessary to monitor statutory compliance.

The Board monitors compliance with this and other state financial aid-related statutes using data and narratives submitted by universities in the latter part of the calendar year. Board staff worked with university financial aid and controllers offices to compile information necessary to monitor compliance and to convey other related information about undergraduate and graduate students receiving institutional financial aid. For the 2009-10 fiscal year, universities

² A recent audit identified spending from these funds (\$36,891) erroneously supporting graduate student stipends at Florida A&M University. The University has since corrected the error and reimbursed the tuition differential account that amount.

³ Section 1009.24(16)(a), Florida Statutes includes the following: "This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources."

submitted these data to the Board office in December 2010. Board staff are analyzing these financial aid submissions as well as tuition differential fee expenditure data and will provide the Board and Legislature with a supplemental report on that information in the early part of 2011.

2010-11 Tuition Differential Fee Summary

In 2010-11, all eleven state universities are charging a tuition differential fee. The charge ranges from \$12.80 to \$22.00 per credit hour. In total, SUS institutions estimate \$74 million will be generated from the tuition differential fee in 2010-11. These funds will contribute an estimated \$22.8 million to institutional need-based financial aid and an additional \$53.1 million in undergraduate educational services.

The 2010-11 tuition differential fee proposals approved by the Board of Governors in June 2010 and subsequent data submitted with university operating budgets provided the following preliminary information detailing the estimated revenues and the planned expenditures of those revenues. Universities provided additional detail in their proposals (see Appendix IV) concerning the specific dollar amounts planned for each use as well as performance indicators these investments are expected to affect.

Planned Uses of the 2010-11 Tuition Differential Fee Revenues

Univer- sity	Uses
FAMU	First-year experience initiative; hire instructors to teach additional course sections
FAU	Course sections and offerings
FGCU	Hire faculty
FIU	Hire faculty/advisors; undergraduate journals and databases; undergraduate academic support; disability services for undergraduates
FSU	Hire/train additional advisors and academic coaches, retain advisors, create tutoring center; hire faculty/instructors
NCF	Seminars in critical inquiry; Academic Resource Center
UCF	Department of Writing and Rhetoric; pre-professional advising office; English and math class size initiative; academic advising support; other undergraduate student support
UF	Hire faculty/advisors
UNF	Hire advisors and enhance advising system; expand distance learning course options; hire faculty to add course sections
USF	Increase course offerings; hire faculty; academic advising and counseling services; registration and scheduling support
UWF	Hire faculty/instructors

Source: Board of Governors.

2010-11 Tuition Differential Fees and Estimated Revenues

Institutions	Per Credit Hour Fee	Estimated 2010-11 Revenue
FAMU	\$12.80	\$2,152,558
FAU	\$12.80	\$4,549,141
FGCU	\$12.80	\$2,762,232
FIU	\$22.00	\$11,880,422
FSU	\$22.00	\$10,572,704
NCF	\$12.80	\$242,703
UCF	\$15.88	\$13,011,795
UF	\$22.00	\$10,473,035
UNF	\$12.80	\$3,028,042
USF	\$22.00 at Tampa and HSC, \$12.80 at Regional Campuses	\$15,131,275
UWF	\$12.80	\$2,082,671
TOTAL		\$75,886,578

Source: Board of Governors.

Performance Accountability

Universities' annual accountability reports, to be reviewed and approved by the Board in January 2011, include performance metrics related to undergraduate education that are specifically identified in the tuition differential statute. In addition, university tuition differential fee proposals and reporting will allow the Board to monitor more specifically the impact of the tuition differential fee at each university based on how the university has elected to spend those revenues.

The tuition differential proposals approved by the Board may also include additional metrics individual universities identify in order to track more specifically the impact of the institution's particular uses of the tuition differential fee revenues.

The Board's 2010 Annual Report will contain these statutory performance measures and additional data and narratives. This performance monitoring will inform the Board's review of future tuition differential proposals.

Statutory Performance Measures

Section 1009.98(16)(e)5, Florida Statutes, lists a set of measures, at a minimum, that universities shall report to the Board.

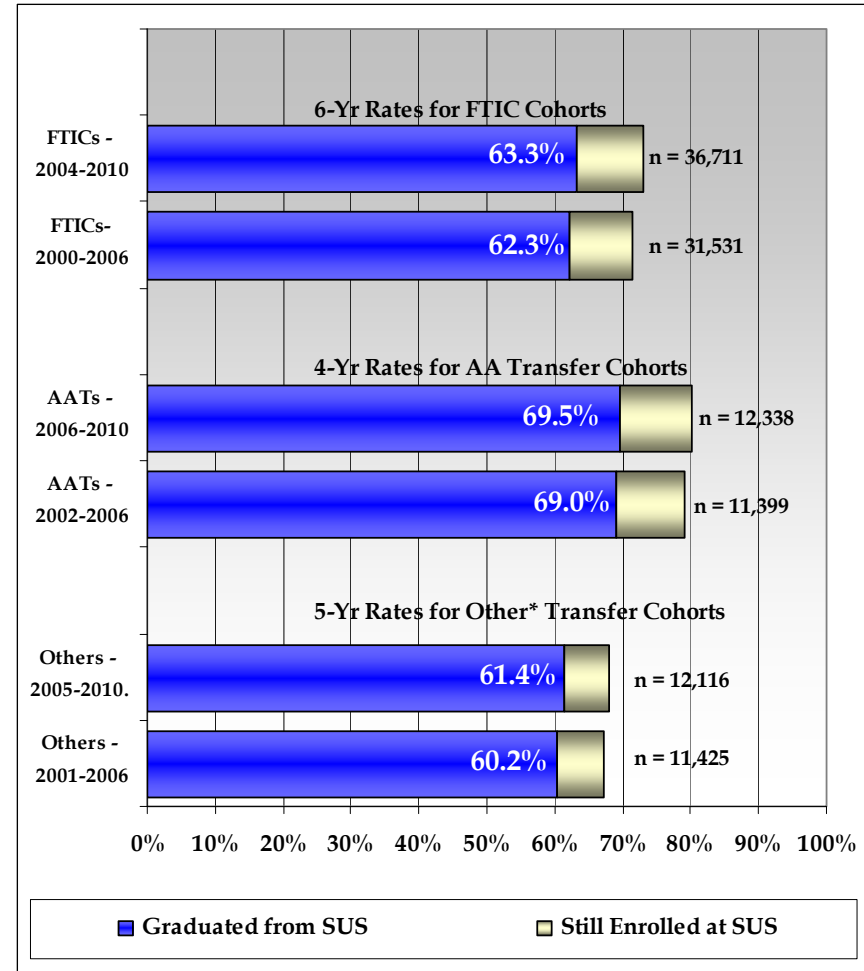
"Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses."

Retention and Graduation Rates

The chart below shows the change over the last five years in the System-wide six-year retention and graduation rate for cohorts of first-time-in-college students (or FTIC students, usually those following a more traditional path of entering the university directly from high school), the four-year rate for AA transfer students (those transferring from a Florida College with an associate in arts degree), and the five-year rate for “Other” transfers (those not in the other two groups).

Note: Federal reporting requirements focus exclusively on the first-time-in-college students, and typically the focus is on six-year graduation rates of those enrolled full time. However, because more than half of the students in the State University System enter through another path and because so many students attend part time, the Board has expanded its monitoring of student progression to include a much broader set of students and enrollment patterns.

System-Wide Undergraduate Retention and Graduation Rates Have Improved Slightly During the Last Five Years

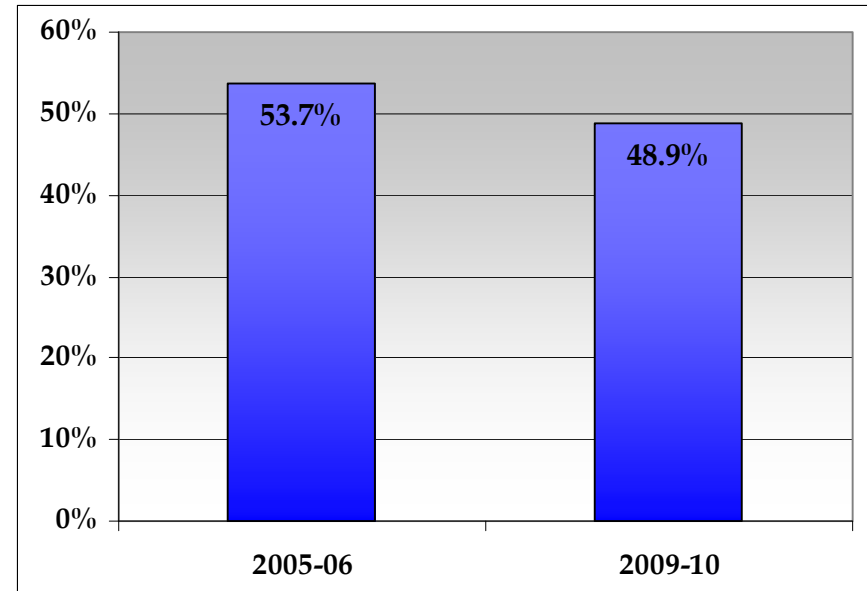


Source: Board of Governors.

Excess Hours

The following chart reports the percentage of bachelor's degrees awarded within 110% of the hours required for the degree (no excess hours) and how that has changed in the last five years. The data show that the percentage of students graduating without excess hours has declined over the last five years. Students graduate with excess hours for a variety of reasons, such as changes in major and course withdrawals. Relatively low tuition and state financial aid programs that pay for hours in excess of the minimum required may be monetary disincentives to reducing excess hours. Two pieces of legislation passed in 2009 created an excess hours surcharge and required repayment of Bright Futures awards for withdrawn courses, and these both may motivate students to reduce excess hours going forward.

The Percentage of Bachelor's Degrees Awarded within 110% of the Hours Required for the Degree Has Declined During the Last Five Years

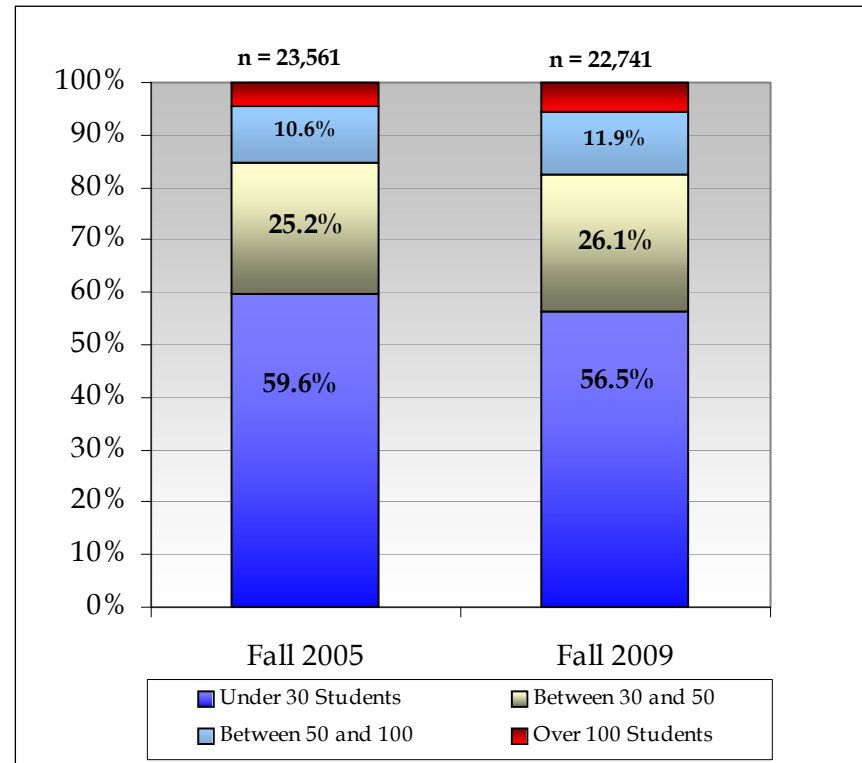


Source: Board of Governors.

Undergraduate Course Offerings

The statute requires a report of change in the number of undergraduate course offerings. Although the number of fall-term course sections was down from five years ago, there was a slight increase between Fall 2008 and Fall 2009 (from 22,430 to 22,741). The following chart reports the distribution of course sections by size and how that has changed in the last five years, showing an increase in the percentage of larger sections and a decrease in the percentage of smaller sections.

Undergraduate Course Section Sizes Have Grown During the Last Five Years

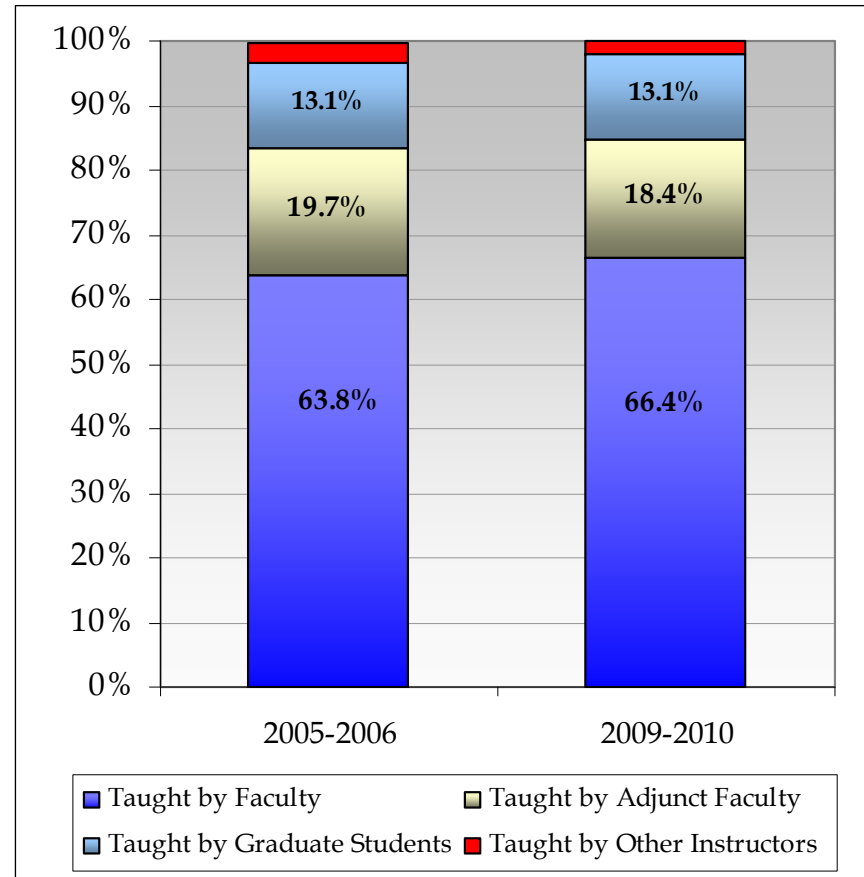


Source: Board of Governors.

Percentage of Undergraduates Taught by Faculty

The statute requires a report of the percentage of undergraduates taught by faculty. The chart below reports the percentage of undergraduate credit hours taught by different types of instructors: faculty, adjunct faculty, graduate students, and other instructors (e.g., administrators not on faculty pay plans).

The Percentage of Undergraduate Credit Hours Taught by Different Types of Instructors Continues to Shift Slightly to Tenure-Track Faculty



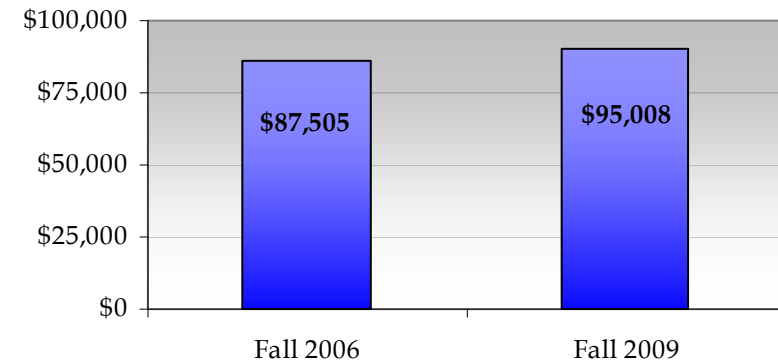
Source: Board of Governors.

Undergraduate Faculty Compensation

As required by statute, the chart below reports the average compensation of faculty teaching undergraduates and how that has changed over the last five years. This chart captures the annualized (fall and spring) salary and benefits paid to faculty who taught at least one undergraduate course.

Faculty compensation will vary among universities and over time for a variety of reasons. Research-intensive universities nationally tend to pay higher salaries than universities with less of a focus on research. Science, engineering, health, and business faculty tend to earn more than faculty in liberal arts, education, and social sciences. And, in many cases, salary compression can lead to newer faculty earning as much or more than established faculty. Institutional and System-wide averages will reflect all these factors. Moreover, although there have been no state cost-of-living adjustments to employee salaries since 2006-07, as universities have managed through budget reductions, some have provided salary increases or bonuses to faculty in an effort to focus remaining resources on maintenance and improvement of the quality of instruction and research.

Average Compensation Paid to Faculty Teaching Undergraduates Rose 1.8% Annually, on Average, from 2006 to 2009

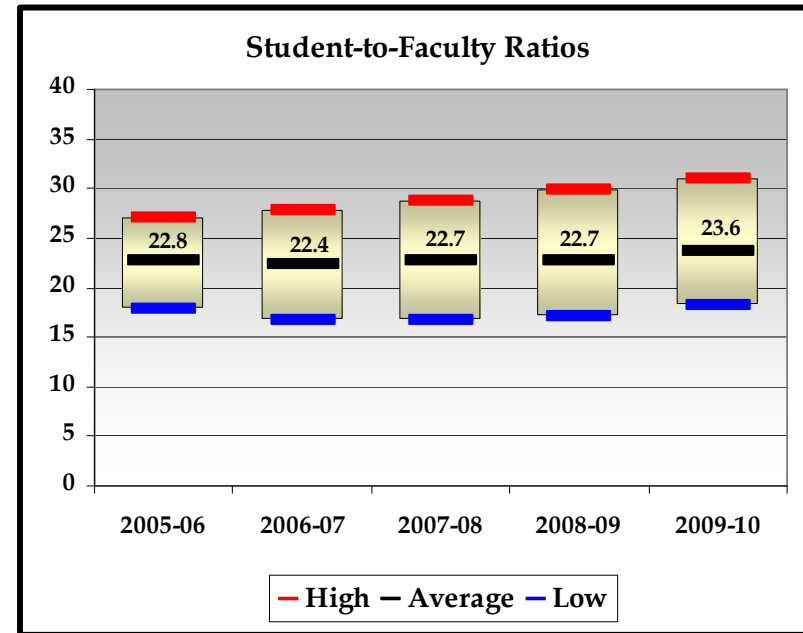


Source: Board of Governors.

Student-Faculty Ratios

Student-faculty ratios are included in the Board's Annual Report and reported here for the last five years. System-wide, the ratio rose from 22.8 full-time equivalent students per full-time equivalent faculty member in 2005-06 to 23.6 in 2009-10.

The Student-Faculty Ratio Has Risen Slightly During the Last Five Years



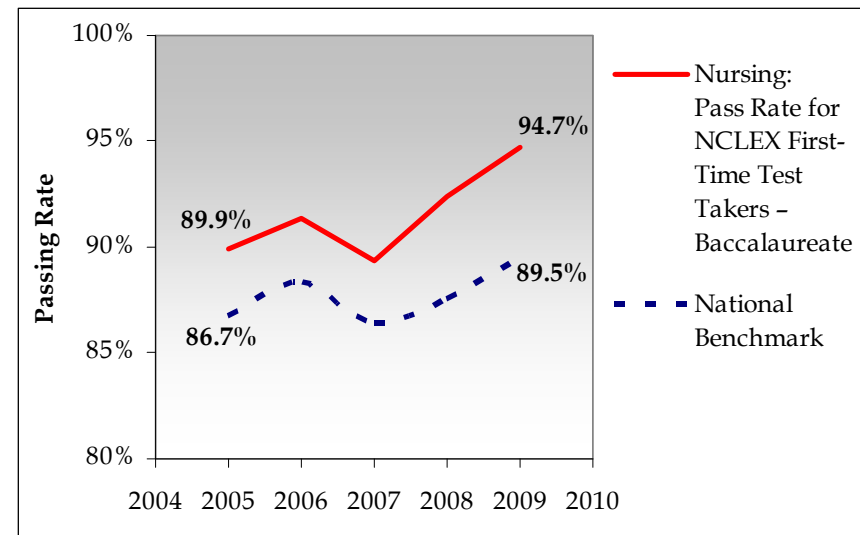
Source: Board of Governors compilation of data from the Common Data Set.

Notes: There are a variety of methods used nationally to compute a student-faculty ratio. Therefore, although these numbers differ from some prior Board of Governors' presentations on this issue, they are consistent with the most commonly used national methodology. For the purposes of this metric, faculty and students are counted excluding those in stand-alone graduate or professional programs, and instructors without faculty status and graduate student assistants are also excluded from the faculty counts.

Licensure Exam Pass Rates

The statute also requires reporting of licensure examination pass rates. For the undergraduate level, the Board's 2010 Annual Report will include only nursing licensure exam data. However, Board staff are working to expand the reporting to include pass rates for undergraduates on education certification exams, as well. Below are the calendar-year pass rates on the National Council Licensure Examination (NCLEX) for Registered Nurses who are graduates of State University System baccalaureate-level nursing programs. The data are presented along with the national benchmark, which is the average first-time pass rate for all baccalaureate-level nursing programs.

Nursing Licensure Exam Pass Rates Have Improved as the Number of University Graduates Taking the Exam Has Increased



Source: Board of Governors.

Conclusion

The tuition differential fee represents a significant change in the state university tuition policy environment and supports significant investments in state university undergraduate education. This policy change has provided the institutions with a mechanism they did not previously have – a source of more predictable funding. Being able to plan a longer-term budget built around the predictability of tuition revenue assists the universities with strategic goal setting and management. Most importantly, the revenue provides for improvements to educational services for all university undergraduates and financial aid to students with need. This annual reporting on the revenue, uses of the dollars, and impact on performance metrics will ensure that the State University System continues to be transparent and accountable to the public and the Legislature with regard to its stewardship of this revenue source.

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Appendices

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Appendix I

Subsection 1009.24(16) Florida Statute – 2010 Revisions

(16) Each university board of trustees may establish a tuition differential for undergraduate courses upon receipt of approval from the Board of Governors. The tuition differential shall promote improvements in the quality of undergraduate education and shall provide financial aid to undergraduate students who exhibit financial need.

(a) Seventy percent of the revenues from the tuition differential shall be expended for purposes of undergraduate education. Such expenditures may include, but are not limited to, increasing course offerings, improving graduation rates, increasing the percentage of undergraduate students who are taught by faculty, decreasing student-faculty ratios, providing salary increases for faculty who have a history of excellent teaching in undergraduate courses, improving the efficiency of the delivery of undergraduate education through academic advisement and counseling, and reducing the percentage of students who graduate with excess hours. This expenditure for undergraduate education may not be used to pay the salaries of graduate teaching assistants. Except as otherwise provided in this subsection, the remaining 30 percent of the revenues from the tuition differential, or the equivalent amount of revenue from private sources, shall be expended to provide financial aid to undergraduate students who exhibit financial need, including students who are scholarship recipients under s. 1009.984, to meet the cost of university attendance. This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources. The total amount of tuition differential waived under subparagraph (b)8. may be included in calculating the expenditures for need-based financial aid to undergraduate students required by this subsection.

(b) Each tuition differential is subject to the following conditions:

1. The tuition differential may be assessed on one or more undergraduate courses or on all undergraduate courses at a state university.
2. The tuition differential may vary by course or courses, campus or center location, and by institution. Each university board of trustees shall strive to maintain and increase enrollment in degree programs related to math, science, high technology, and other state or regional high-need fields when establishing tuition differentials by course.

3. For each state university that has total research and development expenditures for all fields of at least \$100 million per year as reported annually to the National Science Foundation, the aggregate sum of tuition and the tuition differential may not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year. For each state university that has total research and development expenditures for all fields of less than \$100 million per year as reported annually to the National Science Foundation, the aggregate sum of tuition and the tuition differential may not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year.

4. The aggregate sum of undergraduate tuition and fees per credit hour, including the tuition differential, may not exceed the national average of undergraduate tuition and fees at 4-year degree-granting public postsecondary educational institutions.

5. The tuition differential may not be calculated as a part of the scholarship programs established in ss. 1009.53-1009.538.

6. Beneficiaries having prepaid tuition contracts pursuant to s. 1009.98(2)(b) which were in effect on July 1, 2007, and which remain in effect, are exempt from the payment of the tuition differential.

7. The tuition differential may not be charged to any student who was in attendance at the university before July 1, 2007, and who maintains continuous enrollment.

8. The tuition differential may be waived by the university for students who meet the eligibility requirements for the Florida public student assistance grant established in s. 1009.50.

9. Subject to approval by the Board of Governors, the tuition differential authorized pursuant to this subsection may take effect with the 2009 fall term.

(c) A university board of trustees may submit a proposal to the Board of Governors to implement a tuition differential for one or more undergraduate courses. At a minimum, the proposal shall:

1. Identify the course or courses for which the tuition differential will be assessed.
2. Indicate the amount that will be assessed for each tuition differential proposed.
3. Indicate the purpose of the tuition differential.
4. Indicate how the revenues from the tuition differential will be used.
5. Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.

(d) The Board of Governors shall review each proposal and advise the university board of trustees of approval of the proposal, the need for additional information or revision to the proposal, or denial of the proposal. The Board of Governors shall establish a process for any university to revise a proposal or appeal a decision of the board.

(e) The Board of Governors shall submit a report to the President of the Senate, the Speaker of the House of Representatives, and the Governor describing the implementation of the provisions of this subsection no later than January 1, 2010, and no later than January 1 each year thereafter. The report shall summarize proposals received by the board during the preceding fiscal year and actions taken by the board in response to such proposals. In addition, the report shall provide the following information for each university that has been approved by the board to assess a tuition differential:

1. The course or courses for which the tuition differential was assessed and the amount assessed.
2. The total revenues generated by the tuition differential.
3. With respect to waivers authorized under subparagraph (b)8., the number of students eligible for a waiver, the number of students receiving a waiver, and the value of waivers provided.
4. Detailed expenditures of the revenues generated by the tuition differential.
5. Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses.
- (f) No state university shall be required to lower any tuition differential that was approved by the Board of Governors and in effect prior to January 1, 2009, in order to comply with the provisions of this subsection.

Appendix II

Florida Board of Governors Regulation 7.001 - Tuition and Associated Fees

- (1) All students shall pay tuition and associated fees, unless waived pursuant to Regulation 7.008, as authorized by the Board of Governors or its designee.
- (2) Tuition shall be defined as the basic fee assessed to students for enrollment in credit courses at any of the state universities. Non-resident tuition shall be defined as the basic fee and out-of-state fee assessed to non-resident students for enrollment in credit courses at any of the state universities. The out-of-state fee is the additional fee charged to a non-resident student. The non-resident tuition must be sufficient to offset the full instructional cost of serving the non-resident student. Calculations of the full cost of instruction shall be based on the university average of the prior year's cost of programs using the expenditure analysis.
- (3) Effective with the Fall 2009 term, undergraduate tuition shall be \$88.59 per credit hour.
- (4) Each university board of trustees may set tuition for graduate, including professional, programs.
- (5) Each university board of trustees may set out-of-state fees for undergraduate and graduate, including professional, programs.
- (6) Associated fees shall include the following fees and other fees as authorized by the Board of Governors:
 - (a) Student Financial Aid Fee;
 - (b) Capital Improvement Fee;
 - (c) Building Fee;
 - (d) Health Fee;
 - (e) Athletic Fee;
 - (f) Activity and Service Fee;
 - (g) Non-Resident Student Financial Aid Fee, if applicable;
 - (h) Technology Fee; and
 - (i) Tuition Differential.
- (7) Students shall pay tuition and associated fees or make other appropriate arrangements for the payment of tuition and associated fees (installment payment, deferment, or third party billing) by the deadline established by the university for the courses in which the student is enrolled, which shall be no later than the end of the second week of class.

(8) Registration shall be defined as the formal selection of one or more credit courses approved and scheduled by the university and tuition payment, partial or otherwise, or other appropriate arrangements for tuition payment (installment payment, deferment, or third party billing) for the courses in which the student is enrolled as of the end of the drop/add period.

(9) Tuition and associated fees liability shall be defined as the liability for the payment of tuition and associated fees incurred at the point at which the student has completed registration, as defined above.

(10) Tuition and associated fees shall be levied and collected for each student registered in a credit course, unless provided otherwise in Board regulations.

(11) Each student enrolled in the same undergraduate college-credit course more than twice shall pay tuition at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. The university may review and reduce these fees paid by students due to continued enrollment in a college-credit class on an individual basis contingent upon the student's financial hardship. For purposes of this paragraph, first-time enrollment in a class shall mean enrollment in a class fall semester 1997 or thereafter. Calculations of the full cost of instruction shall be based on the system-wide average of the prior year's cost of undergraduate programs in the state university system using the expenditure analysis.

(12) Each FAMU student enrolled in the same college-preparatory class more than twice shall pay 100 percent of the full cost of instruction to support continuous enrollment of that student in the same class, and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. Calculations of the full cost of instruction shall be based on FAMU's average of the prior year's cost of remedial undergraduate programs using the expenditure analysis and adjusted by the percentage budget increase in the current year appropriation.

(13) The university board of trustees may submit a proposal to the Budget, Finance, and Business Operations (BFBO) Committee of the Board of Governors by May 31 of each year to establish an undergraduate tuition differential to be effective with the fall academic term. The tuition differential shall promote improvements to undergraduate education and provide financial aid to undergraduate students who have financial need. University boards of trustees shall have flexibility in distributing need-based financial aid awards according to university policies and Board of Governors' regulations.

(a) The aggregate sum of tuition and tuition differential can not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year.

1. The tuition differential may be assessed on one or more undergraduate courses or all undergraduate courses and may vary by campus or center location.
2. The sum of undergraduate tuition and associated fees per credit hour may not exceed the national average undergraduate tuition and fees at four-year degree granting public postsecondary educational institutions.
3. Students having prepaid contracts in effect on July 1, 2007, and which remain in effect, are exempt from paying the tuition differential.
4. Students who were in attendance at the university before July 1, 2007 and maintain continuous enrollment may not be charged the tuition differential.

(b) The university board of trustees' proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The course or courses for which the tuition differential will be assessed.
2. The amount that will be assessed for each tuition differential proposed.
 3. The purpose of the tuition differential.
4. Identification of how the revenues from the tuition differential will be used to promote improvements in the quality of undergraduate education and to provide financial aid to undergraduate students who have financial need.
 - a. For the purposes of the following subsection,
 - i. "Financial aid fee revenue" means financial aid fee funds collected in the prior year.
 - ii. "Private sources" means prior-year revenue from sources other than the financial aid fee or the direct appropriation for financial assistance provided to state universities in the General Appropriations Act.
 - b. At least thirty percent of the revenue shall be expended to provide need-based financial aid to undergraduate students to meet the cost of university attendance.
- i. Universities shall increase undergraduate need-based aid over the prior year by at least thirty percent of the tuition differential.
- ii. This expenditure shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the general appropriations act, or from private sources.

iii. If a university's total undergraduate need-based awards does not meet or exceed the sum of the prior year's undergraduate need-based awards plus thirty percent of new tuition differential funds, the university may still be considered in compliance. However, the university shall provide detailed documentation demonstrating that the difference is attributed to a decrease in financial aid fee collections (Regulation 7.003(20)), tuition differential collections, the direct appropriation for student financial assistance in the General Appropriations Act, and/or a decrease in foundation endowments that support undergraduate need-based aid awards.

c. The remaining revenue shall be expended on undergraduate education. 5. Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.

(c) The BFBO Committee will examine data gathered as part of the University Annual Reports instituted pursuant to Regulation 2.002 to inform members' deliberations regarding institutional proposals for tuition differential increases. At a minimum, the Committee will review:

1. Undergraduate retention and graduation rates.
2. Percentage of students graduating with more than 110 percent of the hours required for graduation.
3. Licensure pass rates for completers of appropriate undergraduate programs.
4. Number of undergraduate course offerings.
5. Percentage of undergraduate students who are taught by each instructor type.
6. Average salaries of faculty who teach undergraduate courses.
7. Undergraduate student-faculty ratio.
8. Other university specific measures identified by the boards of trustees pursuant to subparagraph (13)(b)5.
9. Number of need-based financial aid awards provided, average award, and median award.

(d) The BFBO Committee shall review each proposal and advise the university board of trustees of the need for any additional information or revision to the proposal. The BFBO Committee will make a recommendation to the Board of Governors at the next scheduled meeting.

(e) The Board of Governors will act upon the BFBO Committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition

Appeals Committee will meet within ten days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(f) Each university board of trustees that has been approved to assess a tuition differential shall submit the following information to the Board of Governors General Office in a format and at a time designated by the Chancellor, so that such information can be incorporated into a system report that will be submitted to the Governor and Legislature by January 1.

1. The amount of tuition differential assessed.
2. The course or courses for which the tuition differential was assessed.
3. Total revenues generated.
4. Number of students eligible for a waiver as outlined in Regulation 7.008(20), number of these students receiving a waiver, and the value of these waivers.
5. Detailed expenditures (submitted as a part of the August operating budget).
6. Detailed reporting of financial aid sources and disbursements sufficient to meet the requirements in subparagraph (13)(b)4.
7. Data on indicators outlined in subparagraph (13)(c).

(g) Universities must maintain the need-based financial aid revenue generated from the tuition differential in a separate Education and General account, with the revenue budget in the Student and Other Fee Trust Fund.

(h) If, after approval by the Board of Governors, a university determines that modifications need to be made to the monitoring and implementation of the proposed undergraduate improvement programs, the university shall notify the Chancellor.

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

Appendix III

Florida Board of Governors Regulation 2.002 – University Work Plans and Annual Reports

- (1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.
- (2) Each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.
- (3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.
- (4) Each university's work plan shall include a copy of the following:
 - (a) The university's mission statement and vision for the next five to ten years;
 - (b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;
 - (c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);
 - (d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;
 - (e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;
 - (f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and
 - (g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.
- (5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.
- (6) Each university's annual report shall include, at a minimum, the following:
 - (a) An executive summary that captures key performance data required by the Board of Governors;
 - (b) The university's mission and vision;

- (c) Summary information on budgets, enrollments, and other core resources;
 - (d) Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the Board of Governors; and
 - (e) Any other specific performance information requested by the Board of Governors in advance of the submission deadline.
- (7) The Chancellor shall provide universities with submission deadlines, as well as with content and format specifications, for work plans and annual reports.
- (8) The Board of Governors shall submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing information on the State University System's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009

Appendix IV

University Tuition Differential Fee Proposals for 2010-11

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Note: Revenue estimates in these proposals may differ from revenue estimates in this report's tables due to timing differences between these proposals and subsequent operating budget estimates as well as revised enrollment assumptions used to project revenue.

Tuition Differential Proposal for 2010-2011	
University: Florida A& M University	
Effective Date	
University Board of Trustees Approval Date:	June 1, 2010
Implementation Date (month/year):	July 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Seventy percent of these funds will be used to improve retention, offer more course sections and enhance faculty development on pedagogy at the undergraduate course level. Thirty percent of these funds will be used to provide financial assistance to need-based students.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	The tuition differential will apply to all undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7% = $\$7.06/(\$88.59 + \$12.80)$
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$969,868
Total differential fee revenue generated in 2010-11 (projected):	\$1,850,093 + \$89,331 (CF) = \$1,939,424
Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$1,357,597.	
Describe in detail the initiative(s) and the estimated expenditure(s) for each:	
1. Improve Retention Rates. The University established the Office of Retention to improve retention and graduation rates for undergraduate students. This initiative, supported by funds from differential tuition, will focus on increasing retention of First Time In College (FTIC) students. The goal during the three year planning period is to increase the first year retention rate by an average annual rate of 1.0% above the baseline of 78.3% for Fall 2008. The new initiative to increase retention rates, to be funded by the tuition differential dollars, is reorganizing the first year experience of FTICs. This experience will target activities that focus on improving students' academic strategies to successfully progress through their curriculum. <i>Estimated expenditure: \$68,000</i>	
2. Offer more class sections at the undergraduate level (Increased Class Offerings). The University will use differential tuition revenue to support instructors needed to teach the additional course sections in essential and sequenced General Education courses. The University has experienced significant enrollment growth at the same time that general revenue funds have decreased. This situation has created a gap in available funds to support faculty positions that would ordinarily teach these courses. The University anticipates continued enrollment growth over the next three years and we will continue to monitor hires for critical courses which may reduce the need for additional course sections beyond the three year planning period. <i>Estimated expenditure: \$1,289,597</i>	
Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$581,827. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.	
Describe in detail the initiative(s) and the estimated expenditure(s) for each:	
1. Financial Assistance to Need-based Students. The tuition differential distributed through the Tuition Differential Account will be used to assist students with a demonstrated need. The students' financial situation will be assessed on a case by case basis.	

Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<p>1. Improve Retention Rates</p> <p>A. Satisfaction surveys will be used to assess effectiveness of student involvement in retention activities.</p> <p>B. Hire at least 25 peer mentors to assist in effective student engagement in the first year experience program.</p> <p>C. The baseline first year retention for FTICs entering Fall 2008 was 77.7%. The retention rate for various cohorts will increase at an average annual rate of 1.0% during the next three years.</p> <p>2. Increase Course Section Offerings. The University will monitor the success of increased course section offerings using the following indicators.</p> <p>Success Indicators:</p> <p>A. Increase in sections of general education courses that are in high demand.</p> <p>B. Assess the need for general education course sections each subsequent semester and determine the appropriate number of course sections to be offered, taking available funds into consideration.</p>
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<p>1. Improve Retention Rates</p> <p>The goal during the three year planning period is to increase the first year retention rate by an average annual rate of 1.0% above the baseline of 77.7% for Fall 2008 freshmen. The new initiative to increase retention rates to be funded by the tuition differential dollars is reorganizing the first year experience of FTICs. This experience will target activities that focus on improving students' academic strategies to successfully progress through their curriculum. At least 90% of FTIC students will participate in the first year experience, and at least 80% of participants will indicate on assessment instruments that the experiences in the first year experience activities have strengthened their ability to perform and progress academically.</p> <p>2. Increased Course Offerings</p> <p>The baseline data for this measure is the number of general education sections the University would be able to offer without the tuition differential dollars, which is 536. The goal for the first year is to offer 429 additional sections. The courses needed for subsequent years will be determined through analyses of the data.</p>

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Offer more course sections in undergraduate level courses.	Added 113 additional course sections to aid student progression and retention.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	71 (adjuncts)
Number of Advisors Hired or Retained (funded by tuition differential):	0
Number of Course Sections Added or Saved (funded by tuition differential):	113
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Provide financial assistance to need-based students.	We provided assistance to 84 students based on need for the 2009-10 academic year.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	84
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,422
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$373
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000

Tuition Differential Proposal for 2010-2011	
University: FLORIDA ATLANTIC UNIVERSITY	
Effective Date	
University Board of Trustees Approval Date:	May 26, 2010
Implementation Date (month/year):	August, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Without the differential, FAU would need to reduce the number of sections offered by 5%, resulting in 30,000 fewer credit hours delivered. The differential will help ensure that there are enough sections/seats offered in required courses to ensure student access and meet student needs; will offer high demand critical pathway courses that ensure timely progression to graduation; and will help maintain FTE production.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university – all locations, where applicable.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	88.59 (2009-10); \$95.67 per credit hour in 2010-11
Current Undergraduate Tuition Differential per credit hour:	5.74 (2009-2010); 12.80 per credit hour in 2010-11
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$2,607,776
Total differential fee revenue generated in 2010-11 (projected):	\$4,477,776
Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$3,134,443. Describe in detail the initiative(s) and the estimated expenditure(s) for each: <ol style="list-style-type: none"> To ensure that enough sections/seats are offered in required courses to meet student needs. To offer courses to that ensure student access, timely degree completion, and maintaining FTE production. 	
Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$1,343,333. Describe in detail the initiative(s) and the estimated expenditure(s) for each: <ol style="list-style-type: none"> To augment existing need-based funds, which still fall far short of demonstrated student need. Ensures that fewer students will not be required to work in order to afford their education. 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	1. Monitor registration and student demand to assure that access is maximized. 2. Monitor student progression and graduation rates to assure that they hold to current numbers/percentages. 3. Funds will be placed in a distinct fund in order to monitor and audit appropriately. 4. Monitor student / faculty ratio. 5. Monitor number of financial aid recipients to determine impact on unmet financial need.
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	1. At the end of each academic year, the Office of Institutional Effectiveness and Analysis will produce reports on historical and current graduation rates, numbers of course offerings, and any changes that have occurred. In addition, the Office of Financial Aid will report regularly on the numbers of financial aid recipients and the use of the tuition differential funding toward mitigating need for FAU students.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
To ensure that there are enough sections/seats offered in required courses to meet student needs.	Net increase of 57 sections and 10,000+ course enrollments over previous year.
Courses with the highest demand are ENC 1101, 1002; CHEM 2045, 2045L; LIT 2030. These funds will be used to add sections to meet demand.	Added in 2009-10: 6 sections each of ENC 1101 and 1102; 100+ course enrollments in CHEM 2045 and 2045L; 3 sections and 136 enrollments in LIT 2030; 5 sections and 300 enrollments in SPN 1120 and SPN 1121. Other high demand courses added sections to meet enrollment needs.
Courses to ensure student access, timely degree completion and maintaining FTE production.	FTE production increased by 5% despite budget cutbacks.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	10
Number of Advisors Hired or Retained (funded by tuition differential):	9
Number of Course Sections Added or Saved (funded by tuition differential):	250
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
To augment existing need-based funds, which still fall far short of demonstrated student need.	\$561,000 in need-based aid was added.
Ensures that fewer students will not be required to work in order to afford their education. A recent study indicates that over 50% of FAU students who responded to the survey (n=3,644) work 21-40 hours per week while attending classes.	Fewer freshmen were working off-campus in fall 2009.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	561
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,000
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,000
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,000

Tuition Differential Proposal for 2010-2011	
University: Florida Gulf Coast University	
Effective Date	
University Board of Trustees Approval Date:	June 15, 2010
Implementation Date (month/year):	July 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To increase access to undergraduate education to Florida residents.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2009-10) Undergraduate Base Tuition per credit hour:	\$88.59
Current Undergraduate Tuition Differential per credit hour:	\$5.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$1,495,500
Total differential fee revenue generated in 2010-11 (projected):	\$2,437,167
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$1,706,017.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase access to undergraduate education by hiring ten new full-time faculty (in addition to the six hired with the revenue generated from the 09-10 tuition differential). <p>FGCU is faced with ever-increasing demand for higher education. Since July 1, 2007 FGCU has significantly increased its FTE student enrollment despite significant reductions in state support. While enrollment increased by 22%, discretionary state general revenue decreased by nearly 25%. FGCU did this to fulfill its mission to serve Southwest Florida and its commitment to the region and to the State of Florida. Due to the economic downturn, the demand for higher education has increased and it is recognized that satisfying this demand is one key to ending the recession, ensuring future prosperity, and the further diversification of our economy. Consequently, this coming year (10-11) with the help of money from the incremental tuition differential (est. @ \$1.495 million), FGCU undergraduate enrollment can grow by roughly a further 7% to approximately 10,800 in the fall of 2010.</p> <p>To accommodate the additional enrollment without sacrificing quality, FGCU will use nearly \$1.05 million of the total tuition differential to hire ten new faculty (this is in addition to the six faculty hired with the tuition differential from FY 09-10, for a total of sixteen faculty hired as a result of the tuition differential in 09-10 and 10-11). The 10 additional faculty will allow us to offer an increase in the number of course sections we can make available to our undergraduates that should enhance their ability to graduate on time. Many of the new faculty hires are targeted in fields of critical importance to the state or the region, including: mathematics, chemistry, physics, biology, health professions, and the hospitality industry.</p>	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$731,150 (i.e. approximately \$283,000 in 09-10 + \$448,000 in 10-11). If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. FGCU will increase the amount of need based aid provided to its undergraduate students <p>Approximately 30% of our undergraduate students receive need-based grant aid that amounted to about \$12.1M in FY2010. With 30% of the incremental tuition differential (est. @ \$.448 M for 2010-2011) FGCU intends to increase the number of students who receive need-based aid. (This is in addition to the roughly \$.283 M generated by the tuition differential in 09-10 for need-based aid). By so doing FGCU will help to mitigate the effects of tuition and fee increase and hold harmless those students who are least able to afford it.</p>	

Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Hire additional FT faculty to support enrollment growth. 2. Increase the number of course sections offered in AY10-11 compared to AY 09-10. 3. Increase the number of FTE taught by FT faculty in AY 10-11 compared to AY 09-10. 4. Increase the number of students receiving need-based aid in AY 10-11 compared to those receiving such aid in AY 09-10.
Performance Measure Status	
<p>What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.</p> <p>The benchmarks for each of the 4 measures listed under "Monitoring" above are listed in the same sequence here.</p>	<ol style="list-style-type: none"> 1. In 2008-2009 no additional FT faculty hires were related to the tuition differential since it did not exist. In AY 09-10, FGCU had added 6 FT faculty with tuition differential funds. FGCU will add 10 FT faculty for AY 10-11 with the requested tuition differential funds. 2. Total undergrad course sections will increase from 2800 in 08-09 to 3346 in 10-11 (currently 3042 in 09-10) 3. 4815 FTES in 08-09 compared to 5838 in 10-11 to be taught by FT faculty (currently 5307 in 09-10) 4. 2605 students in 08-09 to 4446 in 10-11 (currently 3420 students in 09-10)
We have accomplished the goals set forth for the current academic year and expect to duplicate that performance in the coming year.	

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Hire 6 additional full-time faculty to allow for enrollment growth.	The six hires were accomplished. Undergraduate enrollment was able to be increased by 10% in part through the tuition differential.
The number of undergraduate course sections offered in the 09-10 was greater than that reported in the 08-09.	An 8.6% increase in the number of course sections offered (09-10 versus 08-09) at the undergraduate level resulted in part from the addition of the tuition differential dollars.
An increase in the number of FTE students taught by FT faculty.	There was a 10% increase in the number of FTE students taught by FT faculty between 08-09 and 09-10 ascribable in part to the tuition differential.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	6
Number of Advisors Hired or Retained (funded by tuition differential):	0
Number of Course Sections Added or Saved (funded by tuition differential):	242 undergraduate course sections were added for the year in part as a result of the tuition differential dollars.
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
FGCU will increase the amount of need based aid provided to its undergraduate students.	There was a marked increase (approximately 30%) in the number of students who received need-based aid in 09-10 compared to 08-09 in part due to the tuition differential dollars.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award: 695	FGCU Undergraduate Grant - 636 FGCU Housing Grant - 421 (Note a student could receive both and therefore may be counted twice in these totals)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	FGCU Undergraduate Grant average \$1069.88. FGCU Housing Grant average \$1053.52.
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	Undergraduate Grant minimum \$59.10; Housing Grant minimum \$200.
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	Undergraduate Grant maximum \$1,200; Housing Grant maximum \$1,200.

Tuition Differential Proposal for 2010-2011	
University: Florida International University	
Effective Date	
University Board of Trustees Approval Date:	June 4, 2010
Implementation Date (month/year):	July 1, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To maintain/increase undergraduate faculty, maintain support level for undergraduate students, improve undergraduate advisors/tutoring services, and provide additional need based financial aid.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	FY 2010-11: \$95.67 (proposed) FY 2009-10: \$88.59
Current Undergraduate Tuition Differential per credit hour:	FY 2010-11: \$22.00 (proposed) FY 2009-10: \$13.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$5.1M
Total differential fee revenue generated in 2010-11 (projected):	\$11.9M
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$8.3M.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Maintain/Increase Undergraduate Faculty \$5.0M 2. Maintain/Increase Undergraduate Student Advisors \$1.4M 3. Maintain/Increase the number of Undergraduate Scholarly Journals and Databases \$1.0M 4. Improve Undergraduate Academic Support \$0.6M 5. Maintain/Increase disability services for undergrad students \$0.3 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$3.6M. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.0.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase FIU Tuition Differential Grants \$3.6M Annual Amount: Full Time \$650, ¾ Time \$487.50, ½ Time \$325 EFC = 0 (Undergraduate Students Only) 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Student /Faculty Ratio 2. Student/ Advisor Ratio (undergrads) 3. Maintain Support Services 4. Maintain Summer Enrollment (undergrads)
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. Student/Faculty Ratio Fall 2009: 27 to 1 Goal: Maintain ratio 27 to 1 2. Student/ Advisor Ratio Fall 2009: 557 to 1 Goal: 2013/14 400 to 1 3. Maintain Support Services \$ 1.6 million provided to offset budget reduction impact 4. Maintain Summer Enrollment Summer 2009: 20, 244 Goal: Summer 2010 20,244

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments
Undergraduate Advisors	Continue to improve advisor to student ratios
Undergraduate Journals	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	24
Number of Advisors Hired or Retained (funded by tuition differential):	12
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
FIU Tuition Differential Grant	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,844
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$545.04
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$121.87
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$650.00

Tuition Differential Proposal for 2010-2011	
University: Florida State University	
Effective Date	
University Board of Trustees Approval Date:	February 19, 2010
Implementation Date (month/year):	September 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To improve the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	The maximum tuition differential of 15% will be assessed and will apply to all university undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$13.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$6,621,226
Total differential fee revenue generated in 2010-11 (projected):	\$10,572,704
Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$7,400,893.	
Describe in detail the initiative(s) and the estimated expenditure(s) for each: 1. Allocated \$1,722,979 from the 2009-10 funds to hire and train 14 additional advisors/academic coaches and allowing us to retain 18 current advisor positions given up in the budget reductions and to create a Tutoring Center. 2. Allocated \$214,357 to hire 8 additional advisors/academic coaches from the 2008-09 funds. 3. Anticipate allocating remaining funds (\$5,392,557) to fund faculty and instructors to provide courses required for timely graduation. It is unclear at this time where students demand will be once closed or suspended programs are no longer available and stimulus funds are exhausted. 5. Spent carry forward in the amount of \$1,893,369 (non-recurring funds) from the 2008-09 funds with no statutory restrictions on the renovation to the first floor of the Library to create a student learning center.	
Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$3,171,811. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.	
Describe in detail the initiative(s) and the estimated expenditure(s) for each: 1. All funds are used to provide financial aid to undergraduate students who exhibit financial need.	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	1. Funds are placed in a separate fund to easily record and track expenditures. 2. Meet student course demand 3. Monitor retention and graduation rates 4. Monitor student - faculty ratio 5. Monitor student - adviser ratio
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	Improve retention and graduation rates Lower the student - faculty ratio
1. Metric Goal: Add professional academic advisors in order to bring the main campus student/advisor ratio below 500:1 Baseline: 42 professional academic advising positions before 2009 budget cuts: Ratio 699:1 Without the 14 advising positions saved via differential tuition funding: Ratio = 1049:1 Add 13 new advisor/academic coaching positions: Ratio = 534:1 Add 8 more advisor/academic coaches: Ratio 466:1 Intend to reach goal in 2010-11.	
2. Metric Goal: Add faculty/instructors in order to bring the main campus student-faculty to 25:1. Baseline: 26.5:1 Allocate funds to support approximately 20 new faculty instructors in 2010-11.	

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Undergraduate Studies – Hire and train additional Advisors/ Academic Coaches. Create a Tutoring Center	Hired and established Center
Strozier Library Commons Renovation allocation amount	Completed
5 additional advisors and 3 additional academic coaches for Advising First and CARE	Funds allocated and positions approved for advertising
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	5
Number of Advisors Hired or Retained (funded by tuition differential):	27
Number of Course Sections Added or Saved (funded by tuition differential):	0
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Provided additional funded for students with need.	All funds allocated
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,052
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,604.75
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$108
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,716

Tuition Differential Proposal for 2010-2011	
University: New College of Florida	
Effective Date	
University Board of Trustees Approval Date:	May 15, 2010
Implementation Date (month/year):	July, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	<ul style="list-style-type: none"> • "Seminars in Critical Inquiry" is a program of first-year courses designed to introduce students to foundations of research, writing, and critical thinking. The Tuition Differential Funds support faculty development, adjunct replacement, and assessment related to this program. • Our recently opened Academic Resource Center (ARC) provides support in writing, quantitative and statistical analysis, languages, and educational technology. Two components of the ARC are directly supported by the tuition differential fee: a full-time writing resource director and a full-time language resource specialist.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All Undergraduate Courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7.0%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$138,244
Total differential fee revenue generated in 2010-11 (projected):	\$234,171
Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$163,920.	
Describe in detail the initiatives and the estimated expenditures for each	
<ol style="list-style-type: none"> 1. Seminars in Critical Inquiry Support \$61,998 <ul style="list-style-type: none"> • Salary for Director and Assistant Director \$31,600 • Adjunct replacements \$18,000 • Faculty development stipends and assessment costs \$8000 • Faculty development workshops \$3000 • Conferences for program director \$1398 2. ARC Support \$101,922 <ul style="list-style-type: none"> • Writing Resource director \$76,602 • Language Resource specialist \$25,320 	
Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$70,251. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$.	
Describe in detail the initiative(s) and the estimated expenditure(s) for each:	
Funds to be used to provide Need Based aid in the amount of \$70,251	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. A detailed report on the Seminars in Critical Inquiry is produced every year. This report describes course offerings, faculty development initiatives, student enrollment, student outcomes, and plans for improvement. 2. Student, faculty, and staff use of writing and language centers' resources, including individualized instruction, self-instructional language programs, attendance at workshops, requests for assistance, and student ratings of services will be monitored and reported annually. 3. Both the Seminars in Critical Inquiry and The Academic Resource Center are designed to facilitate improvement in our First-Time-in-College first-year retention rate, which is an indicator of the success of tuition differential fee.

Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. Outcomes of the Seminars in Critical Inquiry program are used to assess improvements in students' research skills, communication skills, and critical thinking. New College implemented the program in 2009-2010 and baseline data will be reported summer 2010. The program director plans to use these results to modify and improve the program. 2. The Academic Resource Center maintains statistics on the use of services including the numbers of students, faculty and staff requesting help, attending workshops, requesting in-class presentations, and other services that support the educational program.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Seminars in Critical Inquiry: Provided funds to ensure that the program could continue. Supported faculty workshops, provided faculty development stipends for the design of new courses, and funding to support new assessment methods. Also supported additional needed courses taught by adjuncts when a faculty member in a high-demand field taught a Seminar in Critical Inquiry course.	<ul style="list-style-type: none"> • Approximately 60 faculty participated in three workshops that were conducted by visiting consultants. The workshops covered the topics of Composition and Linguistics, Writing Instruction, and Writing Across the Curriculum. • Seven seminars were offered by New College faculty; three were new offerings. Over 100 students enrolled in these seminars. • Three additional courses were taught by adjuncts to replace regularly taught courses by Seminar faculty.
Additional Detail, where applicable	
Number of Faculty Hired (funded by tuition differential):	2 (adjuncts)
Number of Advisors Hired (funded by tuition differential):	0
Number of Course Sections Added (funded by tuition differential):	3
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Provided Need based aid.	\$28,794 to 9 students
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	9
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,199
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,400
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,000

Tuition Differential Proposal for 2010-2011	
University of Central Florida	
Effective Date	
University Board of Trustees Approval Date:	May 20, 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To improve the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$88.59
Current Undergraduate Tuition Differential per credit hour:	\$8.41
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7.0%
\$ Increase in tuition differential per credit hour:	\$7.46
\$ Increase in tuition differential for 30 credit hours:	\$223.88
Proposed Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$7,549,892
Total differential fee revenue generated in 2010-11 (projected):	\$13,011,795

Seventy percent of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is **\$9,108,257**.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. Establish Department of Writing and Rhetoric (\$200,000)

First year support for a new Department of Writing and Rhetoric (DWR) that's mission is to coordinate and support a comprehensive vertical writing curriculum at UCF and will: a) serve as a flagship vertical writing program and as a national model for how a large public university can act on best practices and research about writing; and b) create a Writing Across the Curriculum program, innovative new writing degrees, and certificates with full-time composition instructors that will set UCF apart regionally and nationally.

2. Pre-professional Advising Office (\$250,000)

Continue support for the Office of Pre-Professional Advising (OPPA) that was established to: a) provide guidance and support to students interested in pursuing careers in the health and legal professions; and b) assist pre-professional students in any undergraduate major by offering academic advising, administrative support, and other activities related to preparing for and applying to professional schools.

3. English and math Class Size Initiative (\$1,034,133) – Recurring 2009-10 initiative

Continue support for the English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention; and maintain the operating hours of the University Writing Center and the Mathematical Assistance and Learning Lab (MALL) and the overall number and quality of student consultations.

4. Enhance Academic Advising Support (\$792,000) – Recurring 2009-10 initiative

Continue support for the academic advising program for First Time in College (FTIC) students, second year sophomores, and transfer students to enable transition into colleges through dedicated advisors.

5. Undergraduate Student Support (\$6,832,124)

Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.

Thirty percent of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is **\$3,903,538**. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

30 percent of differential tuition funds collected will be used to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA).

Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<p>1. Undergraduate Education (70 percent) Colleges and departments will be required to track and monitor all activities and programs directly supported by differential tuition funds. This will include continuously reviewing activities, program goals, objectives, and reporting on the outcomes. Specific measures of success will include:</p> <ul style="list-style-type: none"> -course offerings -number of students advised -retention rates of targeted populations -graduation rates -student-faculty ratios -student learning outcomes (increased quality of writing, retention in the course, success in later courses, change in student attitudes, satisfaction, and success in the course) -use of University Writing Center and Math Lab correlated to student success. <p>2. Undergraduate Need-based Financial Aid (30 percent) The Office of Student Financial Assistance (OSFA) will monitor the success of the use of differential tuition funds for need-based financial aid by measuring the associated change in the overall percentage of demonstrated need met. The OSFA will be required to provide data on the BOARD report submitted to the state each October.</p>
Monitoring	
What is the institution's plan for improving performance on the identified measure(s)? Show initial or baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	New 2010-11 goals and timelines for achieving such goals are currently in progress based on preliminary baseline data (final data for the 2009-10 academic year is still being collected), and will be continuously reviewed and updated throughout the year, as needed, in response to student demand.

Tuition Differential Supplemental Information	
Provide the following information for the 2009-10 academic year.	
2009-2010 - 70% Initiatives	University Update on Each Initiative
<p>Implement a change in pedagogy in English Composition and College Algebra courses (\$1,152,783)</p> <p>The focus of the English and math class size initiative is to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention. Other changes included increasing the operating hours of the University Writing Center and the Mathematical Assistance and Learning Lab (MALL) and increasing the overall number and quality of student consultations.</p>	<p>As reported previously, eight instructors and 51 undergraduate tutors were hired, and the hours and staffing for the writing center and math lab were increased. As a result, summer and fall 2009 composition courses were reduced from 27 to 25 students, and 20 composition courses were created with 19 students. English also piloted a new curriculum in various sections. In addition, the time in algebra lecture courses was reduced, and students were assigned individual work in the math lab.</p> <p>Initial accomplishments include: <u>English</u> – the portfolio analysis of students enrolled in the Fall 2009 semester indicated significant improvements among the new curriculum sections over the traditional curriculum. Additional improvements were found among the sections capped at 19 students. For example, the outcome related to <i>all major papers demonstrate college-level thinking and exploration of ideas and issues</i> resulted in an excellent or good rating for 30 percent of the students in the traditional curriculum sections, compared to 45 percent of students in the new curriculum. The sections capped at 19 resulted in 48 percent of students receiving an excellent or good rating. <u>Math</u> – 15 percent increase in the success rate of those participating in the alternative mixed-mode delivery sections of the summer 2009 pilot over the traditional format. The number of students earning an A or B increased from 38 percent in the traditional delivery to 57 percent in the alternative mixed-mode sections.</p> <p>As of January 2010, approximately 2,596 sq. ft. of space was renovated and outfitted for a Math Lab to accommodate 100 computer-based student stations. An additional \$160,353 of differential tuition funds were subsequently allocated to further renovate the lab for an additional 100 stations (increasing the total lab size to 4,677 sq. ft.). Phase II renovations are currently underway, with an expected completion date of August 2010.</p>
<p>Enhance academic advising support (\$572,000)</p> <p>Support academic advising for First Time in College (FTIC), second year sophomores, and transfer students to enable transition into colleges through dedicated advisors.</p>	<p>UCF increased the number of academic advisors by 13 during summer 2009; facilitating advising appointments for over 3,900 advisees (duplicated count) during the summer, and 24,000 during the fall. In addition, a professional development training series was designed for advisors and six training sessions were facilitated.</p>

Undergraduate student support (\$2,098,550) Provide support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.	These funds are being used to continue undergraduate courses that would have otherwise been eliminated due to budget reductions, as well as add new undergraduate courses in response to student demand. Specifically, these funds have enabled the addition and continuation of faculty and adjunct employees to add an estimated 75 new courses and continue supporting 200 courses (impacting an estimated 15,000 undergraduate students).
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	13 new faculty members 8 continuing faculty members Increased adjunct support
Number of Advisors Hired or Retained (funded by tuition differential):	13 advisors
Number of Course Sections Added or Saved (funded by tuition differential):	Estimated 95 courses added 200 courses continued
2009-10 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Reduce the financial debt of degree-seeking undergraduate students (\$1,638,570) Thirty percent of differential tuition funds collected in 2009-10 were used to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA).	The added differential tuition funds have enabled UCF to assist an additional 2,294 undergraduate students (from an estimated 553 in 2008-09 to 2,847 in 2009-10).
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	2,847
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$557
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$232
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,500

Tuition Differential Proposal for 2010-2011	
University: University of Florida	
Effective Date	
University Board of Trustees Approval Date:	June 11, 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To provide additional revenue in support of undergraduate education.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Applies to all university undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$13.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$6,165,823
Total differential fee revenue generated in 2010-11 (projected):	\$11,858,310
Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$8,300,817. Describe in detail the initiative(s) and the estimated expenditure(s) for each: 1. Fund faculty/instructors to provide instruction and improve student-faculty ratio. 2. Fund advisors to provide student advising.	
Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$3,557,493. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$3,557,493. Describe in detail the initiative(s) and the estimated expenditure(s) for each: 1. Florida Opportunity Scholars fund – provided need-based aid for low income, first generation-in-college students 2. Need-based financial aid for student body based on FAFSA evaluation	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	1. Maintain and improve graduation rates (quantitative measure) 2. Maintain and lower student-faculty ratio (quantitative measure) 3. Meet student demand to provide access to seats in courses (reflected, in part, in 1 and 2)
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	1. FTIC Six Year Graduation Rate (2003-09 cohort)-Baseline data-Graduated 82.0%; Goal – Graduate (2007-13 cohort) at 82.8% 2. AA Transfer Four-Year Graduation Rates from same IHE (2005-09 cohort) -Baseline data-Graduated 80.5%; Goal – Graduate (2009-13 cohort) at 81% 3. Student-Faculty Ratio 2007 baseline data 21.7:1; Goal 20.2:1

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Fund faculty/instructors to provide instruction and improve student-faculty ratio	Since the implementation of the Differential Tuition, a total of 31 faculty and 84 temporary faculty have been hired. We continue to advertise for additional faculty from commitments made from these funds. There are currently 12 positions being advertised based on funding available through 2009-10.
Fund advisors to provide student advising.	Since the implementation of the Differential Tuition, a total of three advisors have been hired.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	115
Number of Advisors Hired or Retained (funded by tuition differential):	3
Number of Course Sections Added or Saved (funded by tuition differential):	596
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Florida Opportunity Scholars fund – provided need-based aid for low income, first generation-in-college students	Florida Opportunity Scholars (FOS) are supported through all four years of attendance. The progress of FOS recipients is monitored and supported. To date, these students have shown strong first year retention rates and are otherwise performing well. The Fall 2006 cohort, for instance, had a 96% retention rate to the second year, while the Fall 2007 and Fall 2008 cohorts averaged 95% retention.
Need-based financial aid for student body based on FAFSA evaluation	UF is committed to finding aid resources for needy students. UF uses information from the FAFSA form to identify students who have financial needs as defined federally. These students are matched with a variety of types of aid to fill the gap between their calculated resources and current aid levels.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,359

\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,358
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$215
\$ Maximum (per undergraduate student receiving an award) of Tuition Differential-Funded Awards:	\$16,920

UNF BOT Approved 5-27-10

Tuition Differential Proposal for 2010-2011	
University: University of North Florida	
Effective Date	
University Board of Trustees Approval Date:	5/27/10
Implementation Date (month/year):	August, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Tuition differential will be used to provide increased number of courses for undergraduate students and to increase need-based aid for these students.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	The fee will apply to the entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$5.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

UNF BOT Approved 5-27-10

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$1,824,978
Total differential fee revenue generated in 2010-11 (projected):	\$2,933,883
Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$2,053,718. Describe in detail the initiative(s) and the estimated expenditure(s) for each: 1. maintain the lines funded through last year's tuition differential fee 2. fund an additional 16 frozen faculty lines necessary to maintain the undergraduate curriculum 3. add 2 new faculty lines and a lab manager	
Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$880,165. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$. Describe in detail the initiative(s) and the estimated expenditure(s) for each: 1. Jacksonville Commitment Program - need based aid for students graduating from Duval County public schools \$300,000 2. SWOOP Scholarships - need based aid for targeted high schools \$232,683 3. General need-based aid for undergraduates - \$347,482	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	1. track the number of fulltime faculty lines teaching at the undergraduate level 2. track the increase in the number of undergraduate sections taught by fulltime faculty 3. track the faculty-to-student ratio in an attempt to bring it back to pre-cut levels
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	1. Fall 2008 = 448 fulltime faculty teaching undergrad courses; Fall 2009 = 431 fulltime faculty teaching undergraduate courses - without tuition differential this would have been 416 2. Fall 2008 = 1199 sections, Fall 2009 = 1215 sections with 1,283 more students - without tuition differential this would have been 1,158 sections 3. Student to Faculty Ratio fall 2008 - 21:1; fall 2009 - 23:1

UNF BOT Approved 5-27-10

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
\$805,533 will be used to support visiting faculty members teaching undergraduate course	14.25 faculty were hired at a total cost of \$747,986
\$36,612 will be used to offset the reduction in general revenue dollars for undergraduate student financial	We collected fewer dollars than budgeted so these financial aid dollars were funded through other resources.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	14.25 faculty
Number of Advisors Hired or Retained (funded by tuition differential):	
Number of Course Sections Added or Saved (funded by tuition differential):	114 courses
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
SWOOP scholarships	\$200,000 expended in need based aid for students graduating from targeted schools
Jacksonville Commitment scholarships	\$150,000 expended in need-based aid for students from Duval County high schools
General university-funded need-based aid	\$10,919 expended on general need-based aid programs
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	119
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,033
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$285
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$9,190

University of South Florida – System

SUS Work Plans 2010

Tuition Differential Proposal for 2010-2011	
University: University of South Florida	
Effective Date	
University Board of Trustees Approval Date:	June 16 th 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	1. Increase undergraduate course offerings 2. Improve graduation rates 3. Increase the percentage of undergraduate students who are taught by full-time faculty 4. Decrease student-faculty ratios 5. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling 6. Reduce the percentage of students who graduate with excess hours
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	The entire University of South Florida System (Tampa, St. Petersburg, Sarasota-Manatee, and Polytechnic)
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Tuition differential will apply to all undergraduate courses offered by the USF system
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	USF Tampa: \$22.00 USF St. Petersburg: \$12.80 USF Sarasota-Manatee: \$12.80 USF Polytechnic: \$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	See individual USF institution plans
\$ Increase in tuition differential for 30 credit hours:	See individual USF institution plans

University of South Florida – System

SUS Work Plans 2010

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	USF System: \$6,349,677
Total differential fee revenue generated in 2010-11 (projected):	USF System: \$15,536,285
Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$10,875,399.	
Describe in detail the initiative(s) and the estimated expenditure(s) for each:	
1. USF Tampa a. Increase course offerings (\$884,480) b. Improve graduation rates (\$686,966) c. Increase the percentage of undergraduate students who are taught by full-time faculty (\$3,481,076) d. Decrease student-faculty ratios (\$3,900,193) e. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$682,148) f. advisement and counseling	
2. USF St. Petersburg a. Support ongoing commitments to faculty and staff hired in 2009-10 (\$250,000) b. Support for 2 additional faculty members in the sciences, specifically biochemistry, genetics, to provide badly needed courses for USFSP pre-health/health sciences students. Currently, students must take these courses elsewhere and USFSP cannot assure robust assessment of student learning outcomes for courses taken at other institutions. In addition, funds will be used to support the new courses taught in the first year (equipment, supplies, staff support) (\$200,000) c. Support for additional academic advisors, support staff and tutors. Our current ratio is 487:1. This is not in keeping with best practice in higher education, particularly for USFSP's student demographic profile (with large numbers of students needing more academic advising help. The USFSP Academic Success Center is one of only three SUS institutions that is accredited by the College Learning and Reading Association. This is a measure of its quality and effectiveness. However, it is understaffed for the increasing number of students that it serves (\$160,000) d. Additional support for the Office of Registration and Records support staff to enhance student services and allow some evening hours. This office is a "first line" office for students seeking information on their degree progress and for scheduling of courses. The technology in the office is outdated and needs updating, particularly with regard to the course catalogs. (\$90,000)	
3. USF Sarasota-Manatee a. Increase course offerings	
4. USF Polytechnic a. Increase course offerings. b. Improve graduation rates through timely information on student progress. c. Improve advising/counseling to enhance the delivery of undergraduate education.	

University of South Florida—System

SUS Work Plans 2010

Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$4,660,885. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.

Describe in detail the initiative(s) and the estimated expenditure(s) for each:

1. We will continue to target our need based grant awards to students who are paying the differential charges. Total expenditures: \$3,495,664
2. Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students. Total expenditures: \$1,165,221

Monitoring

Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.

1. Freshman retention rate.
2. Six-year graduation rate for FTICs.
3. Three-year graduation rate for transfer students with AA degree.
4. Student to advisor ratio.
5. Student to faculty ratio.

Performance Measure Status

What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.

See individual USF institution report for specific plan's on improving performance in the above outlined measures.

University of South Florida—System

SUS Work Plans 2010

Tuition Differential Supplemental Information

Provide the following information for the 2009-2010 academic year.

2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
USF Tampa: a. Increase course offerings b. Improve graduation rates c. Increase the percentage of undergraduate students who are taught by faculty d. Decrease student-faculty ratios e. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling	The 70% collected to be used to enhance undergraduate education was allocated to hiring new professors, instructors, and academic advisors.
USF Health: a. Increase the percentage of undergraduate students who are taught by faculty	USF Health offers only two undergraduate programs: one in the College of Nursing and one in the College of Medicine. Differential revenue is being used in support of reducing the student/faculty ratio in clinical experiences. Both full-time faculty and adjunct instructors are currently supported. The College of Public Health (COPH) does not have undergraduate programs. However, COPH offers undergraduate classes that are part of the minor in public health and other general service courses for the university. Revenue from these classes is being used to support the salary of adjunct instructors. These funds have allowed USF Health to support the existing level of undergraduate adjunct instructors and therefore maintain/increase the number of undergraduate course offerings at a time of continued base budget reductions. The total expenditure includes some carry forward funds and thus exceeds the tuition differential revenue.
USF St. Petersburg: a. Increase course offerings b. Improve graduation rates through more timely information on student progress c. Improve advising/counseling to enhance the delivery of undergraduate education	The 70% collected to be used to enhance undergraduate education was allocated to hiring adjunct instructors to teach undergraduate courses, and buying news services from a local news bureau in support of undergraduate classes.
USF Sarasota-Manatee: a. Increase course offerings	The 70% collected to be used to enhance undergraduate education was allocated to hiring adjunct instructors to teach undergraduate courses.
USF Polytechnic: a. Increase course offerings b. Increase the percentage of undergraduate students who are taught by faculty c. Decrease student-faculty ratios	The 70% collected to be used to enhance undergraduate education was allocated to hiring faculty to teach undergraduate courses.

University of South Florida – System

SUS Work Plans 2010

Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	63
Number of Advisors Hired or Retained (funded by tuition differential):	10
Number of Course Sections Added or Saved (funded by tuition differential):	74
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
A portion of the 30% of the differential fee revenue (approx. \$200,000) will be held for USF to provide grant funding for students whose families experience changes in their financial situation.	Only \$4,000 has been used from this fund as of this date.
The remaining amount would be awarded to eligible continuing students (as defined above) in an effort to address some of the unmet need.	The differential funding increase resulted in funding for 577 additional students, or an increase of almost sixteen percent.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	2,171
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,043
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$181
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000

University of South Florida – Tampa

SUS Work Plans 2010

Tuition Differential Proposal for 2010-2011	
University: University of South Florida – Tampa	
Effective Date	
University Board of Trustees Approval Date:	June 16 th 2010
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	<ol style="list-style-type: none"> 1. Increase undergraduate course offerings 2. Improve graduation rates 3. Increase the percentage of undergraduate students who are taught by faculty 4. Decrease student-faculty ratios 5. Improve the efficiency of the delivery of undergraduate education through academics who graduate with excess hours
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	The entire University of South Florida System (Tampa, St. Petersburg, Sarasota-Manatee, and Polytechnic)
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Tuition differential will apply to all undergraduate courses offered by the USF system
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$22.00
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$8.26
\$ Increase in tuition differential for 30 credit hours:	\$247.80

University of South Florida – Tampa

SUS Work Plans 2010

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$5,292,991 (Tampa-\$4,951,995; Health-\$340,996)
Total differential fee revenue generated in 2010-11 (projected):	\$13,764,091 (Tampa-\$12,898,529; Health-\$865,562)
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$9,634,864.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase course offerings (\$884,480) 2. Improve graduation rates (\$686,966) 3. Increase the percentage of undergraduate students who are taught by faculty (\$3,481,076) 4. Decrease student-faculty ratios (\$3,900,193) 5. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$682,148) 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$4,129,227. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. We will continue to target our need based grant awards to students who are paying the differential charges. Total expenditures: \$3,096,920 2. Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students. Total expenditures: \$1,032,307 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Freshman retention rate. 2. Six-year graduation rate for FTICs. 3. Three-year graduation rate for transfer students with AA degree. 4. Student to advisor ratio. 5. Student to faculty ratio.

University of South Florida – Tampa

SUS Work Plans 2010

Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<p>The USF Tampa strategic plan documents in detail the metrics used to measure success, metrics for which the institution is held accountable by the Board of Trustees.</p> <ol style="list-style-type: none"> 1. Freshman retention rate: (2007-08) 81%; goal of 90% (2011-12) 2. Six-year graduation rate: 49.3% (Fall 2001 cohort); goal of 63% (Fall 2005 cohort) 3. Three-year graduation rate for transfer students with AA degrees: 48% (2003 cohort); goal of 55% (2007 cohort) 4. Student to advisor ratio: (2007-08) 480:1; goal 300/350:1 5. Student to faculty ratio: current- 27.5:1; goal to reduce this ratio to the national average

University of South Florida – Tampa

SUS Work Plans 2010

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
USF Tampa: a. Increase course offerings b. Improve graduation rates c. Increase the percentage of undergraduate students who are taught by faculty d. Decrease student-faculty ratios e. Improve the efficiency of the delivery of undergraduate education through academic advisement and counseling	The 70% collected to be used to enhance undergraduate education was allocated to hiring new professors, instructors, and academic advisors.
USF Health: a. Increase the percentage of undergraduate students who are taught by faculty	USF Health offers only two undergraduate programs: one in the College of Nursing and one in the College of Medicine. Differential revenue is being used in support of reducing the student/faculty ratio in clinical experiences. Both full-time faculty and adjunct instructors are currently supported. The College of Public Health (COPH) does not have undergraduate programs. However, COPH offers undergraduate classes that are part of the minor in public health and other general service courses for the university. Revenue from these classes is being used to support the salary of adjunct instructors. These funds have allowed USF Health to support the existing level of undergraduate adjunct instructors and therefore maintain/increase the number of undergraduate course offerings at a time of continued base budget reductions. The total expenditure includes some carry forward funds and thus exceeds the tuition differential revenue.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	Tampa: 22 (11 assistant professors, 11 instructors) Health: 8 (2 assistant professors, 6 instructors), 1 student assistant
Number of Advisors Hired or Retained (funded by tuition differential):	Tampa: 8
Number of Course Sections Added or Saved (funded by tuition differential):	

University of South Florida – Tampa

SUS Work Plans 2010

2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
A portion of the 30% of the differential fee revenue (approx. \$200,000) will be held for USF to provide grant funding for students whose families experience changes in their financial situation.	Only \$4,000 has been used from this fund as of this date.
The remaining amount would be awarded to eligible continuing students (as defined above) in an effort to address some of the unmet need.	The differential funding increase resulted in funding for 577 additional students, or an increase of almost sixteen percent.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	2,171
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,043
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$181
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000

University of South Florida – St. Petersburg

SUS Work Plans 2010

Tuition Differential Proposal for 2010-2011	
University: University of South Florida St. Petersburg	
Effective Date	
University Board of Trustees Approval Date:	XXXXXXX
Implementation Date (month/year):	XXXXXXX
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	The Tuition Differential (TD) at USFSP funds critical academic support services and direct academic instruction in key areas of need/program distinction. For example, in 2009-10 TD funds supported three new faculty members and one new academic advisor.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	USF System
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	Fee applies to all undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

University of South Florida – St. Petersburg

SUS Work Plans 2010

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$599,601
Total differential fee revenue generated in 2010-11 (projected):	\$1,010,877
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$707,614.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Support ongoing commitments to faculty and staff hired in 2009-10 (\$250,000) 2. Support for 2 additional faculty members in the sciences, specifically biochemistry, genetics, to provide badly needed courses for USFSP pre-health/health sciences students. Currently, students must take these courses elsewhere and USFSP cannot assure robust assessment of student learning outcomes for courses taken at other institutions. In addition, funds will be used to support the new courses taught in the first year (equipment, supplies, staff support) . (\$200,000) 3. Support for additional academic advisors, support staff and tutors. Our current ratio is 487:1. This is not in keeping with best practice in higher education, particularly for USFSP's student demographic profile (with large numbers of students needing more academic advising help. The USFSP Academic Success Center is one of only three SUS institutions that is accredited by the College Learning and Reading Association. This is a measure of its quality and effectiveness. However, it is understaffed for the increasing number of students that it serves (\$160,000) 4. Additional support for the Office of Registration and Records support staff to enhance student services and allow some evening hours. This office is a "first line" office for students seeking information on their degree progress and for scheduling of courses. The technology in the office is outdated and needs updating, particularly with regard to the course catalogs. (\$90,000) 	
<p>Thirty percent (30%)</p> <p>Managed at the USF System level (see USF System work plan)</p>	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Unmet demand analysis to determine if students are getting timely access to additional courses (new) 2. 4/5/6 year graduation rate 3. year to year retention rate 4. Reduce student : advisor ratio 5. Maintain student : faculty ratio
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<ol style="list-style-type: none"> 1. Unmet demand analysis to determine if students are getting timely access to additional courses (new) 2. 4/5/6 year graduation rate 3. year to year retention rate 4. Reduce student : advisor ratio 5. Maintain student : faculty ratio

University of South Florida – St. Petersburg

SUS Work Plans 2010

1. Unmet demand analysis will be performed at least yearly to monitor the impact of the hiring of new faculty to teach what are predicted to be high demand courses. We currently have the capability of performing such analyses, but have no baseline data since the proposed course offerings will be new.
2. The 4-, 5- and 6-year graduation rates for FTICs are 18%, 43% and 53%, respectively. These figures are based on staff work completed by the BOG/SUS for use in USFSP's first IPEDS report. These figures provide baseline data and will be monitored for at least two additional years in order to develop trends.
3. A year-to-year retention rate for upper-division transfers was developed locally. The 3-year average year-to-year retention rate is: 72% and it is our expectation to increase retention the retention rate by 1% by Fall 2011.
4. Reduce student: advisor ratio. The current student: advisor ratio is 487: 1. Initial goal is 425: 1 to be achieved by Fall 2011.
5. Maintain student: faculty ratio. The current student: faculty ratio at USFSP is about 24 : 1. The goal is to maintain this ratio in the face of continued budget reductions.

University of South Florida – St. Petersburg

SUS Work Plans 2010

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase course offerings	Two new faculty members hired for Fall 2009
Improve graduation rates through more timely information on student progress	Office of Records and Registration received funding for additional staff in Fall 2009
Improve advising/counseling to enhance the delivery of undergraduate education.	New FTIC advisor hired in Fall 2009; new business/ pre-health advisor hired in Summer 2009
Enhance Faculty teaching awards	Not completed pending clarification of union Collective Bargaining Agreement
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	2
Number of Advisors Hired or Retained (funded by tuition differential):	2
Number of Course Sections Added or Saved (funded by tuition differential):	17
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System level.	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System level.
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

University of South Florida – Sarasota-Manatee

SUS Work Plans 2010

Tuition Differential Proposal for 2010-2011	
University: University of South Florida Sarasota-Manatee	
Effective Date	
University Board of Trustees Approval Date:	
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	Increase course offerings.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All university undergraduate courses.
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

University of South Florida – Sarasota-Manatee

SUS Work Plans 2010

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$256,935
Total differential fee revenue generated in 2010-11 (projected):	\$429,618
Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$300,733 Describe in detail the initiative(s) and the estimated expenditure(s) for each: 1. Increase course offerings.	
Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$. Managed at the USF System Level (See USF System Work Plan)	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	1. Number of courses added.
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	1. Spring Semester 2010, 29 courses were funded by the tuition differential. 40 courses will be funded in Fall 2010.

University of South Florida – Sarasota-Manatee

SUS Work Plans 2010

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase number of course offerings.	29 courses were funded in Spring Semester 2010.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	19 adjunct faculty and 2 resident faculty overloads were funded.
Number of Advisors Hired or Retained (funded by tuition differential):	0
Number of Course Sections Added or Saved (funded by tuition differential):	29
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System Level (See USF System Work Plan)	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System Level (See USF System Work Plan)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

University of South Florida – Polytechnic

SUS Work Plans 2010

Tuition Differential Proposal for 2010-2011	
University: University of South Florida Polytechnic	
Effective Date	
University Board of Trustees Approval Date:	
Implementation Date (month/year):	August 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	To preserve course offerings that would otherwise have been eliminated in response to budget cuts.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	Polytechnic
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	The tuition differential will apply to all undergraduate courses offered by the USF System
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$12.80
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$200,150
Total differential fee revenue generated in 2010-11 (projected):	\$331,699
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$232,189.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Increase course offerings. 2. Improve graduation rates through timely information on student progress. 3. Improve advising/counseling to enhance the delivery of undergraduate education. 	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$90,154. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$ USF SYSTEM.</p> <p>Managed at the USF System level (see USF System work plan)</p>	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<ol style="list-style-type: none"> 1. Increase in course offerings. 2. Progress toward degree 3. Advising/counseling enhancements
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<p>1. USF Polytechnic's estimated tuition differential revenue for 2009-10 was \$82,537. Initiatives undertaken included increasing course offerings (\$52,537) & increasing the % of students in UG majors who were taught by FT faculty (\$30K). 2010-11 target is \$214,253 achievable by the end of the academic year through similar initiatives as 2009-10.</p>

University of South Florida – Polytechnic

SUS Work Plans 2010

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Increase Course offerings	23 course offerings (fall/spring)
Improve graduation rates through timely information on student progress	Additional course offerings improved progress toward degree
Improve advising/counseling to enhance the delivery of undergraduate education	Expect to improve this initiative in 2010-11
Additional Detail, where applicable	
Number of Faculty Hired (funded by tuition differential):	10 PT
Number of Advisors Hired (funded by tuition differential):	0
Number of Course Sections Added (funded by tuition differential):	28
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Managed at the USF System level (see USF System work plan)	
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	Managed at the USF System level (see USF System work plan)
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	

Tuition Differential Proposal for 2010-2011	
University: University of West Florida	
Effective Date	
University Board of Trustees Approval Date:	June 3, 2010
Implementation Date (month/year):	August, 2010
Purpose	
Describe the overall purpose of the tuition differential at this institution and the aspects of undergraduate education the funds are intended to improve.	UWF plans to continue to use tuition differential to hire new full time faculty. As a result of the budget reductions that began in fiscal year 2007/2008, UWF lost 58 full time faculty positions. This loss in faculty positions contributed in large part to an increase in the student-to-faculty ratio from 19:1 in Fall 2007 to 23:1 in Fall 2008. Having the ability to hire new faculty in the Fall of 2009 using tuition differential helped UWF lower its student-to-faculty ratio to 22:1. Many of the new faculty hires are targeted in fields of critical importance to the region and state such as accounting, teacher education, the health professions, and STEM.
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply. (If the entire university, indicate as such.)	All locations
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses.)	All undergraduate courses
Current Base Tuition and Tuition Differential Fee	
Current (2010-11) Undergraduate Base Tuition per credit hour:	\$95.67
Current Undergraduate Tuition Differential per credit hour:	\$5.74
Proposed Increase in the Tuition Differential Fee	
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
\$ Increase in tuition differential per credit hour:	\$7.06
\$ Increase in tuition differential for 30 credit hours:	\$211.80

Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2010-11 (projected):	\$1,235,271
Total differential fee revenue generated in 2010-11 (projected):	\$2,082,671
<p>Seventy percent (70%) of the total differential revenue generated must be used for undergraduate education. The total estimated amount to be spent on undergraduate education is \$1,457,870.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <p>1. Faculty/instructors will continue to be funded from differential tuition to provide classroom instruction and advising (\$1,457,870).</p>	
<p>Thirty percent (30%) of the total differential revenue generated must be used for undergraduate students who have financial need. Total estimated amount to be spent on financial need is \$624,801. If private sources are to be used, then the estimated amount of private dollars to be raised to offset the fee revenue is \$0.</p> <p>Describe in detail the initiative(s) and the estimated expenditure(s) for each:</p> <p>1. Provide need-based financial aid for the student body who have demonstrated need based on FAFSA evaluation.</p> <p>2. Provide need-based aid for low income, first-generation-in-college students.</p>	
Monitoring	
Indicate how the university will monitor the success of the tuition differential fee. Provide specific performance metrics that will be used. Also, point out any metrics that are different from the prior year and any prior year metrics that are no longer listed.	<p>1. Maintain and/or improve retention rates.</p> <p>2. Maintain and/or lower student-faculty ratio.</p> <p>3. Maintain small class sizes.</p>
Performance Measure Status	
What is the institution's plan for improving performance on the identified measure(s)? Show initial/baseline data starting with the year before each metric was identified, the goal for each metric, time frame for achieving the goal, and where the institution is now in relation to the goal if not in the initial year.	<p>1. One year FTIC retention rate increased from 72% to 79%. Goal is to continue to improve.</p> <p>2. Student-to-faculty ratio changed from 23:1 to 22:1 from Fall of 2008 to Fall of 2009. Goal is to at least maintain this ratio in Fall 2010.</p> <p>3. In Fall of 2008 and 2009, 80% of undergraduate class sections had fewer than 40 students. Goal is to maintain 80% in 2010.</p>

Tuition Differential Supplemental Information	
Provide the following information for the 2009-2010 academic year.	
2009-2010 - 70% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Fee was approved in 2009/2010 to hire/retain full-time faculty.	Four new faculty were hired and four faculty were retained.
Additional Detail, where applicable	
Number of Faculty Hired or Retained (funded by tuition differential):	A total of eight faculty were hired/or retained.
Number of Advisors Hired or Retained (funded by tuition differential):	NA
Number of Course Sections Added or Saved (funded by tuition differential):	NA
2009-2010 - 30% Initiatives (List the initiatives provided in the 2009-10 tuition differential request.)	University Update on Each Initiative
Provide need-based financial aid for the student body who demonstrated need based on FAFSA evaluation.	A total of \$255,020 was awarded in 2009/2010.
Provide need-based aid for low income, first-generation-in-college students.	Of the 175 students who received tuition differential, 86 were first generation.
Additional Information (estimates as of April 30, 2010)	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	175
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,454
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$254
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,000

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Appendix D

UNIVERSITY OF SOUTH FLORIDA INDIVIDUAL CAMPUS ANNUAL REPORTS

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University of South Florida, Tampa

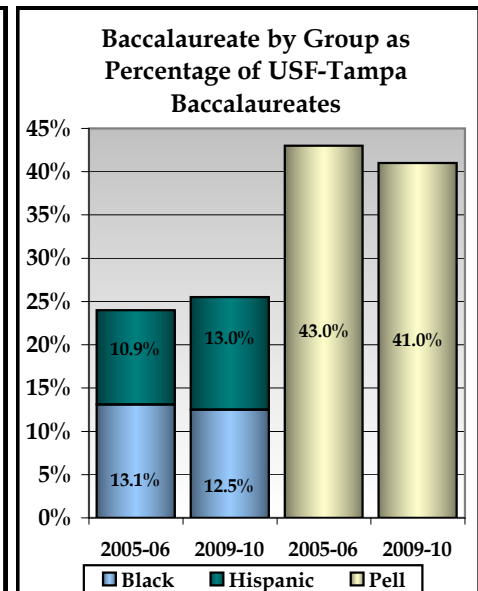
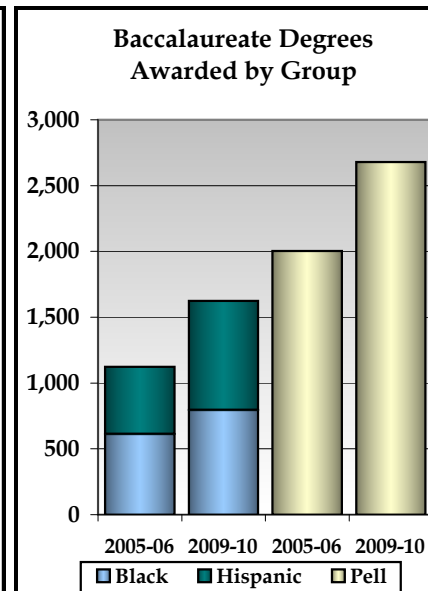
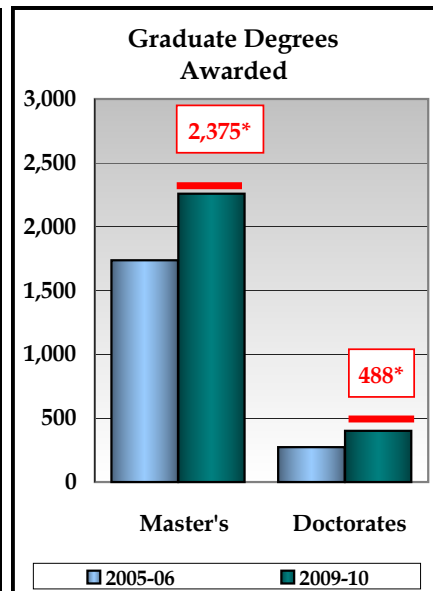
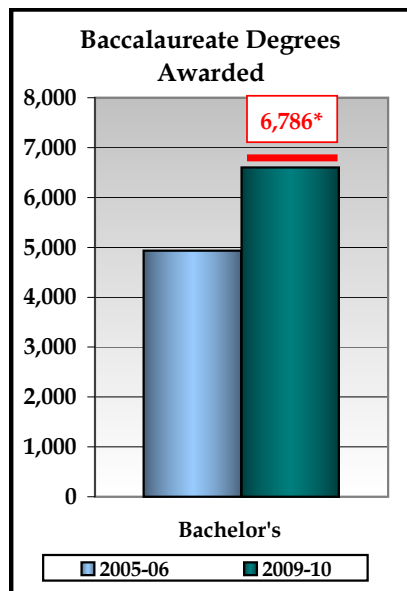
Data definitions are provided in the Appendices.

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

University of South Florida - Tampa 2010 Annual Report

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	40,267	100%	TOTAL	233		Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	4,776	12%	Baccalaureate	92		Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	5,613	14%	Master's & Specialist's	100		Enrollment Profile:	High undergraduate
White	25,064	62%	Research Doctorate	38		Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in
Other	4,814	12%	Professional Doctorate	3		Size and Setting:	Large four-year, primarily nonresidential
Full-Time	26,918	67%	Faculty (Fall 2009)	Full-Time	Part-Time	Basic:	Research Universities (very high research activity)
Part-Time	13,349	33%					
Undergraduate	30,007	75%	TOTAL	1,424	210	Elective Classification:	Community Engagement: Outreach & Partnerships
Graduate	8,514	21%	Tenure/T. Track	980	78		
Unclassified	1,746	4%	Other Faculty/Instr.	444	132		

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

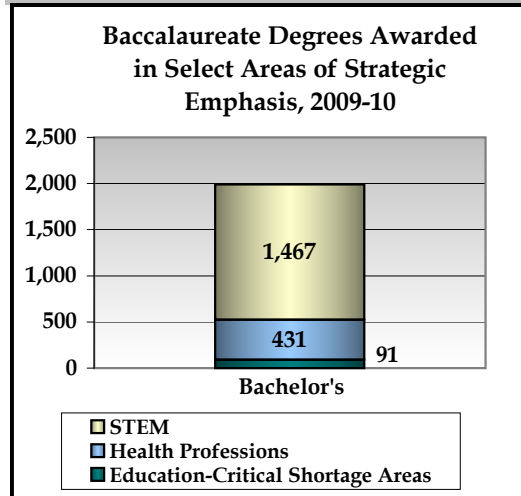


***2012-13 Targets for Degrees Awarded/**

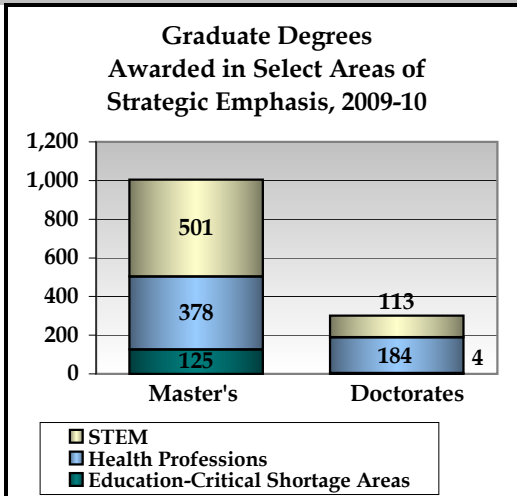
Note: All targets are based on 2010 University Workplans.

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

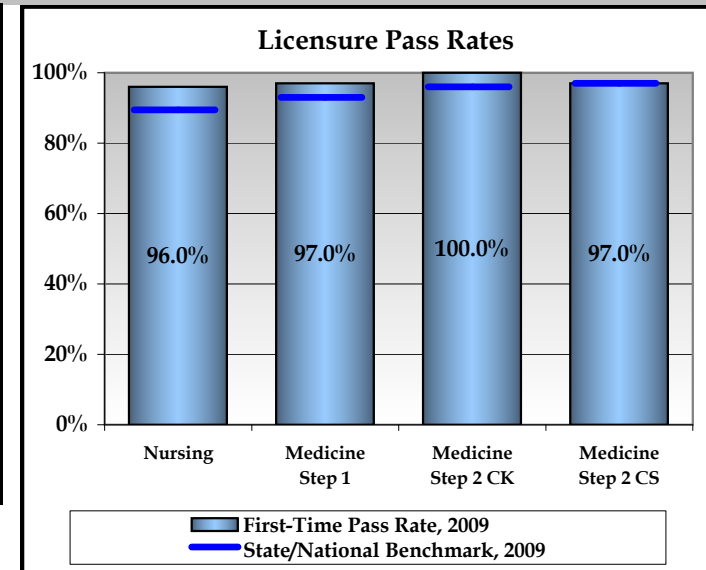
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



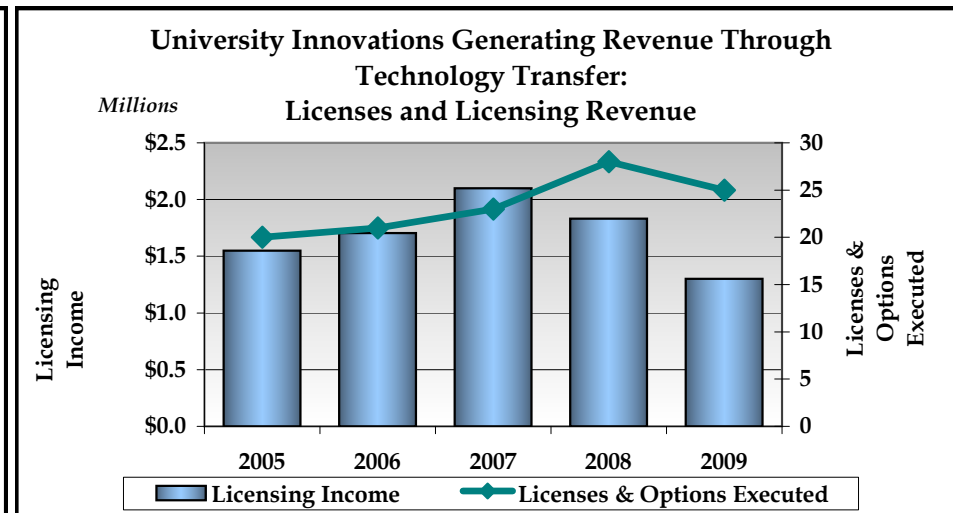
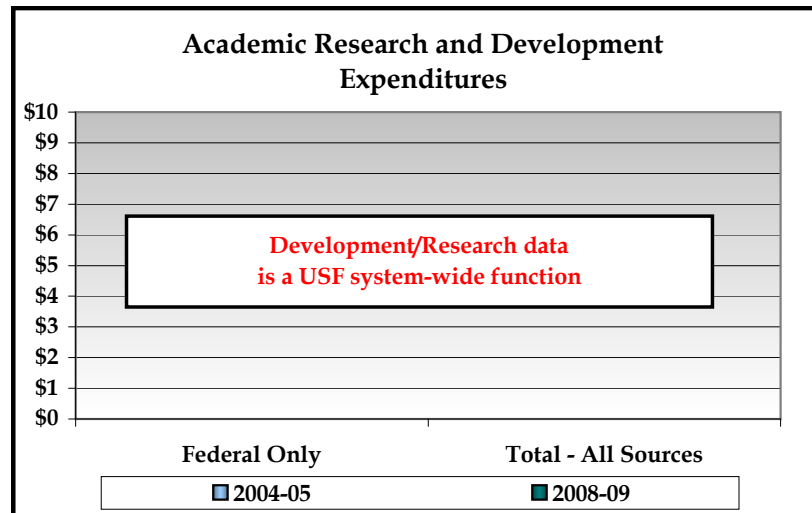
**2012-13 Target: Increase
(2008-09 Baseline: 1,828 Total)**



**2012-13 Target: Increase
(2008-09 Baseline: 1,151 Total)**



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



**2011-12 Targets: Licenses - Increase (2008 Baseline = 28)
Licensing Revenue - Increase (2008 Baseline = \$1,831,000)**

Key University Achievements

► Student awards/achievements

1. *Student Success:* Total of 9,229 Degrees awarded; Bachelor's 6,572; Master's 2,241; EdS. 17; Research Doctoral 243; Professional Doctoral 156.
2. *Awards:* Three Fulbright Scholars; Two Gillman Scholarships; One Javits recipient; One BIG EAST Scholar; Short-listed World Architecture Design.
3. *Awards:* Two doctoral students NSF International Research & Education in Engineering China program; one student placed top five winners in Chinese Bridge language competition.

► Faculty awards/achievements

1. *National Awards:* Twelve faculty members received nationally recognized awards and five faculty received NSF CAREER awards, one a five-year award.
2. *International Award:* Jay Hopler recipient of a Rome Fellowship in Literature from the American Academy of Arts and Letters.
3. *Fulbright Awards:* Three research and administration.

► Program awards/achievements

1. *Innovation:* More than 100 inventors from across USF become members of National Academy of Inventors™.
2. *New Programs:* School of Global Sustainability (nation's first); College of Pharmacy; four doctoral programs.
3. *New:* Charter member of the Association for the Advancement of Sustainability in Higher Education.

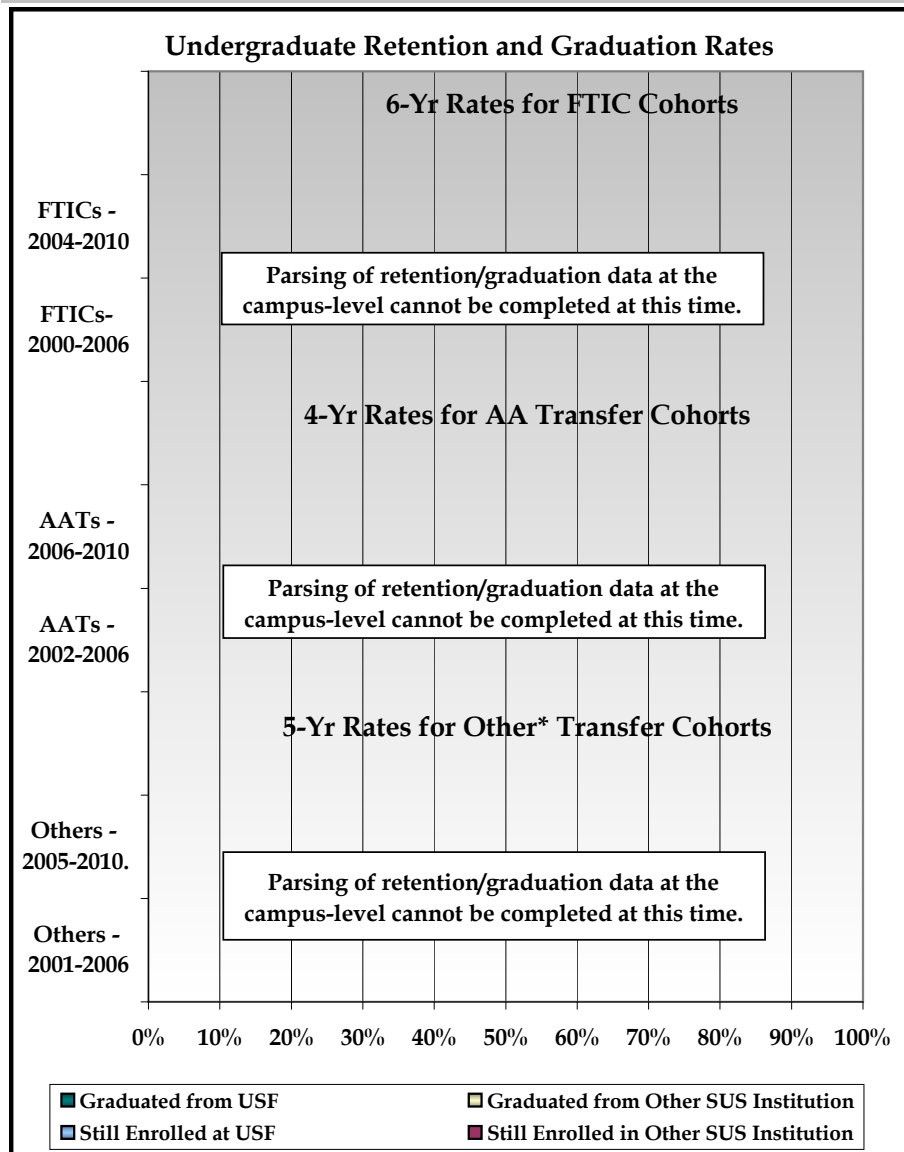
► Research awards/achievements

1. *Partnerships:* With Draper Laboratory, SRI Int., Mote Marine RI; hosts Florida Institute of Oceanography; houses Florida Center of Excellence for Biomolecular Identification and Targeted Therapeutics, partner Florida Energy Systems Consortium.
2. *Grants & Patents:* Total contracts and grants (FY10) \$394.1M for research focusing in part on sustainability, neurosciences, diabetes, autoimmune diseases and veterans' re-integration. USF was awarded \$117 M over five years by NIH for the Rare Disease Clinical Research Network; developed 66 new patents and licenses. Drug created and patented - major partnership with global pharmaceutical company potentially earning USF lucrative patent royalties.
3. *Rankings:* USF ranked 110th in the 2010 World University Rankings; 57th of all universities and 33rd of public institutions for federal research awards (FY09).

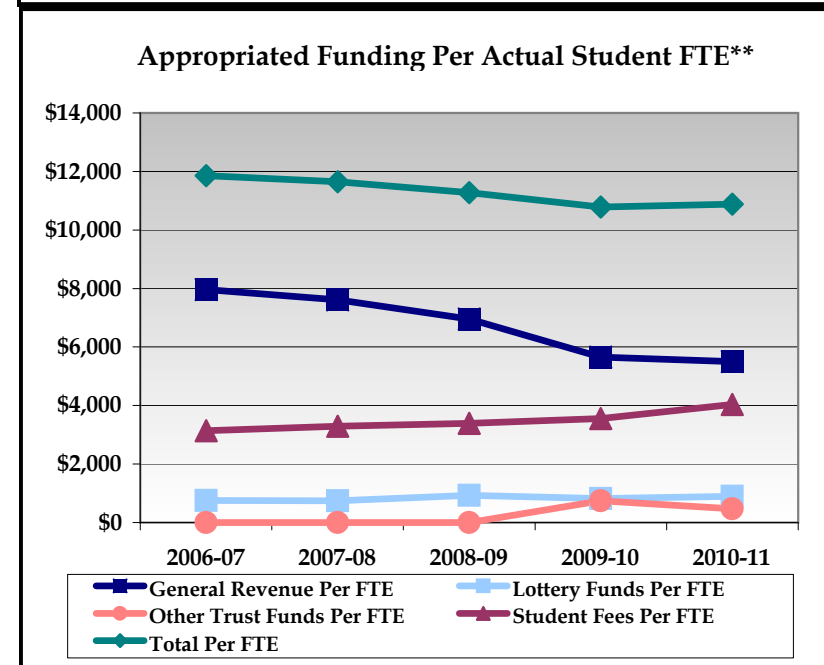
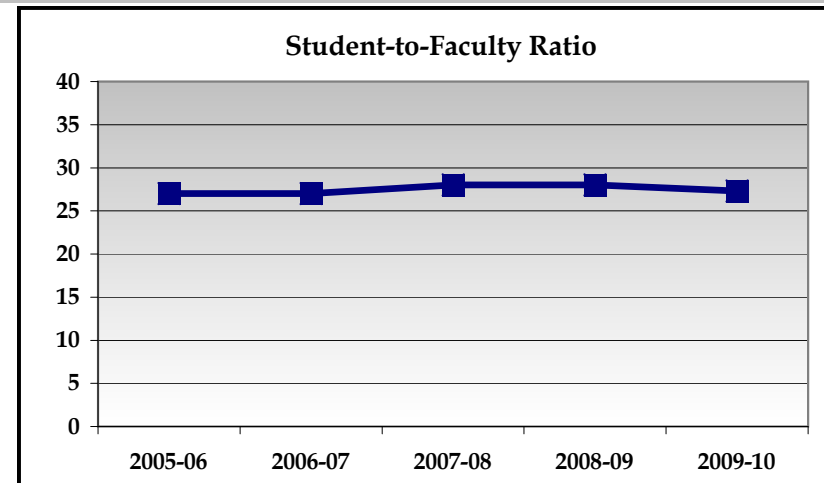
► Institutional awards/achievements

1. *Community Response:* Immediate response to oil catastrophe Deepwater Horizon - \$10M for research.
2. *Donations:* The USF Foundation raised over \$51M from more than 44,000 donors (Total more than \$363 M).
3. *Symposium on Afghanistan and Pakistan:* featured world's leading authorities on Afghanistan and Pakistan, including Gen. David Petraeus.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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



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

INTRODUCTION

University of South Florida, Tampa

Mission

As Florida's leading public metropolitan research university, USF is dedicated to excellence in student access and success, research and scientific discovery, and innovation and collaborations.

USF 2007-2012 Strategic Plan:

<http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>

Vision

The University of South Florida envisions itself as a pre-eminent research university with state, national, and global impact, and positioned for membership in the Association of American Universities (AAU).

USF 2007-2012 Strategic Plan:

<http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>

Other Contextual Introductory Comments

USF consists of the main research campus in Tampa, which includes USF Health, USF Research Park, and USF College of Marine Science in St. Petersburg.

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

USF is committed to access and the success of its students. Production of degrees is a culmination of student experiences, achievements, and success at the institution, and therefore becomes a measure of student success. As such, student success (i.e., enhanced preparedness, retention, persistence, graduation, and placement rates) has been the primary goal of undergraduate and graduate education initiatives.

In 2009-2010, USF awarded 9,229 degrees, of which more than 6,500 were bachelor's degrees, more than 2,200 were master's degrees, and nearly 300 were doctoral degrees.

At the undergraduate level, the University continues to make significant investments in programs and services to help students meet their fullest potential. The number of academic advisors has been increased again this year, tutoring services expanded, undergraduate research encouraged, new student orientation improved, residence halls remodeled, and policies updated. USF is taking a comprehensive approach to enhancing the undergraduate experience in an effort to improve graduation rates and the overall collegiate experience. Student success remains a primary objective of the institution.

In support of the University's strategic plan, graduate enrollment and diversity continue to rise – an indication of USF's commitment to strengthen its position as Florida's number two research university. Graduate studies and research are the hallmarks of the USF campus as a premier destination for world-class graduate students, postdoctoral

fellows, and faculty. Graduate and professional education at USF has been on a strong forward trajectory with exemplary educational and research opportunities for graduate students developed to promote our next state, national, and global leaders.

Both Graduate level I hours (master's courses) and Graduate level II (doctoral graduate hours) have increased 3%. Diversity numbers are also strong, rising to 34.2% of all graduate students. The USF Graduate School is outperforming institutional goals for total number of doctorates awarded, particularly in STEM areas, and in international student enrollment. Continuing this trend prepares the nation's next generation of leaders, thinkers, and scientists by replenishing the ranks of the professoriate for American higher education.

Approximately 36.5% of the undergraduate student body is comprised of students who identify themselves as races/ethnicities that are non-White. USF's student diversity is a hallmark of the institution and has been recognized by leading publications over the past several years.

Even with increased admission standards for transfer students, the USF System remains one of the nation's top destinations for transfer students. Historically, the USF System enrolls the most students transferring from the state's public community colleges, demonstrating its commitment to supporting Florida's '2+2' system and the unique needs of transfer students.

Located in the heart of Tampa, USF is located less than 15 minutes from downtown, where the institution also maintains a center for professional and workforce education. USF

Health's presence permeates the Bay area through partnerships with hospitals and other health care organizations throughout Hillsborough County. The institution's broad geographic reach further supports its commitment to providing access to higher education.

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

As a leading research university, USF offers a broad array of undergraduate and graduate degree programs preparing students to become leaders in business, industry, service, and research. Many degree programs align with state goals to meet professional and workforce needs, including education, health professions, the sciences, and emerging technologies.

The USF System significantly impacts the Florida economy through its basic and applied research (funded through external grants and contracts), business, commercial and high-technological innovations, new high-skilled and high-wage job creation, and community engaged scholarship. The development of public-private partnerships facilitates teaching and research that benefit communities throughout the state and beyond. These partnerships include close ties with Draper Laboratory, SRI International, and the Mote Marine Research Institute. USF is host to the Florida Institute of Oceanography, houses the Florida Center of Excellence for Biomolecular Identification and Targeted Therapeutics (FCoEBITT/CDDI), and is an active partner in the Florida Energy Systems Consortium (FESC).

USF's commitment to applied research is evident by a 175% increase in the total number of patents issued since 2004. Indeed, the USF System generated 66 new patents and licensing agreements during the year. A significant development was the creation and patenting of a drug in partnership with global pharmaceutical company AstraZeneca PLC and Targacept, Inc., potentially earning the University lucrative patent royalties.

USF promotes synergies among its members, serving as a major economic engine for the region and the state, by challenging its institutions to increase the production of talented graduates in targeted, high-demand fields; increase basic and applied research supported by the private sector and external funding; incubate a significant number of new companies, patents, and licensing revenues; and enhance the quality of life through medical breakthroughs.

USF has a national and international impact that promotes the state's economic development and helps place it on the global stage. USF continues to expand its global activities, international faculty exchanges, recruitment of full fee-paying international students, student education abroad programs, research collaborations, and service learning, thus boosting Florida's international competitiveness and place in the global economy. USF advances close partnerships with institutions of higher education from around the world providing additional opportunities in teaching and research for students and faculty, as well as preparing globally engaged graduates who compete successfully in the global marketplace of ideas.

Following the guidelines and selection of areas of strategic emphasis identified by the Board of Governors in consultation with business and industry groups, between 2004 and 2008,

USF has experienced a positive growth trend in all identified areas (i.e., Education, Health Professions, STEM areas, Security & Emergency Services, and Globalization,). From 2005 to 2009, USF had a 35% increase in total degrees awarded combined for all areas of strategic emphasis.

USF	2005	2006	2007	2008	2009	2005 - 09
Education	78	74	83	86	91	17%
Health Prof.	338	435	401	414	431	28%
STEM	1,049	1,199	1,231	1,324	1,467	40%
Security/Emergency	243	295	318	325	346	42%
Globalization	342	390	404	432	430	26%
Total	2,050	2,393	2,437	2,581	2,765	35%

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

Research is a hallmark of every college, department, and program at USF. It is an expectation and a privilege of every faculty member, whether it is sponsored by an external funding or carried out with support of university resources. As a result, there are many projects investigating basic research problems and tackling applied societal challenges that together all enhance our understanding of the world in the creation of new knowledge.

Research is a centerpiece of the university's strategic plan, is fundamental to the recruitment and retention of top faculty,

and gives a university distinction. Consistent with the USF Strategic Plan, the University has four internationally recognized research themes which span the entire campus: sustainability; integrated neurosciences; diabetes; and drug design, development, and delivery.

Under the basic classification of the Carnegie Foundation, USF is ranked in the highest category - a Research University with very high research activity (RU/VH) that grants doctoral degrees. As such, USF is competitive with similarly classified institutions. This classification reflects the distinguished quality of academic programs and research capacity, and the contribution they make to the creation of knowledge and technological innovation in building Florida's new economy. Adding to this distinguished quality of the academic programs and research capacity is the importance and impact of applied research.

USF ranked 110th in the 2010 World University Rankings of the top-performing universities as measured by the research performance index (RPI), which is based on publications and citations of faculty research endeavors.

USF's research enterprise is also remarkable on the national level. In fiscal year 2008, USF ranked 64th of total research and development expenditures (external funding) for all universities and colleges and 43rd of all public institutions. In fiscal year 2009, USF ranked 33rd in federal research expenditures for public universities and 57th for all universities. In FY2010, USF's funded research generated \$394.1 million in external awards from federal, state, industry, foundation, and other sponsors who are USF's partners in discovery and innovation that benefits Florida citizens;

develops and commercializes products, knowhow, and processes; and creates start-up companies and jobs.

Research firmly connects the University with the local Tampa Bay community through service, outreach, and engagement activities, the corporate community through patenting and licensing of technology and targeted research, with other academics through collaborative and cooperative programs and globally through USF's relationships with research colleagues. Research also connects the system through multidisciplinary approaches to a common problem. Research provides opportunity to students and prepares them for success in their chosen fields or for graduate and professional education.

USF was awarded \$117 million over the next five years by the National Institutes of Health in support of the second phase of its Rare Disease Clinical Research Network (RDCRN), which includes a Data Management Coordinating Center led by USF Professor and Chief of Epidemiology and Biostatistics Jeffrey Krischer. The research conducted with this second round of funding will explore the natural history, epidemiology, diagnosis and treatment of more than 95 rare diseases.

USF's commitment to applied research is evident by a 175% increase in the total number of patents issued since 2004.

Of equal importance, research and scholarship in the humanities and arts improve the quality of life for our citizens and elevate the reputation of USF through performances, works of art, published books and other writings, and public commentary. In support of the next generation of scholars, USF has established the Provost's Postdoctoral Scholars Initiative in Humanities and Social Sciences. This initiative

supports five postdoctoral scholars in these areas and established an Office of Postdoctoral Affairs in the Graduate School for strategic planning and data collection related to all USF postdoctoral scholars. Overall, there has been a 149% increase in the number of postdoctoral scholars since 2004, with 261 postdoctorates reported for Fall 2009.

In 2009-10, *three* members of the USF faculty were identified as national academy members; 12 received nationally prestigious faculty awards as defined by the Top American Research Universities (TARU); and *five* received NSF CAREER awards. In addition, one faculty member was awarded the Rome Fellowship in Literature from the American Academy of Arts and Letters.

A reflection of the USF student success initiative, students were awarded *three* Fulbright Scholarships; *two* Gillman Scholarships; and *one* Javitz award. In addition, one student was named a BIG EAST scholar, Architecture students were short listed for World Architecture Design Award; two doctoral students were selected NSF International Research & Education in Engineering China program; and one student placed among top five winners at world Chinese Bridge language competition.

An overview of USF's 2009-10 Student & Faculty Awards:
http://usfweb3.usf.edu/infocenter/?report_category=SUR

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

USF is one of the nation's top research universities with a vibrant campus community and strong research focus. Between 2000 and 2007, no other American university grew its federal research enterprise at a faster rate than USF, (213%) according to the *Chronicle of Higher Education's* 2009-10 *Almanac*.

This distinction is a clear example of USF's aspirations to become eligible for membership in the Association of American Universities (AAU), an organization of 63 leading public and private research universities in the U.S. and Canada (35 public, 26 private, 2 Canadian). A focus on meeting the stringent criteria for AAU invitation-only membership represents the highest level in which a university can benchmark its achievements.

USF's 2007-2012 Strategic Plan is a bold, ambitious plan to elevate the performance and rankings of USF and provides the USF community with a clear vision, goals, strategies, and measures to promote alignment and success. It is clearly directed at ensuring student success, contributing innovation and new knowledge and advancing economic development in Florida, the nation, and globally.

A unique example of the integration of the USF Strategic Plan into the University's operations is the way USF incorporates the budget planning process into the implementation of the strategic planning process. USF aligns its budget with institutional strategic priorities through effectively

communicating and engaging all stakeholders in a transparent, focused, and disciplined manner with a mind to preserving excellence, containing costs, leveraging efficiencies, generating new revenue, and maximizing performance.

USF's focus on integrated, interdisciplinary inquiry, one of the four pillars of the University's strategic plan, is evident both in instructional and research programs. From new doctoral programs to undergraduate research, graduate school partnerships, and community outreach initiatives, USF is positioned as an emerging global leader in a new way of approaching learning and discovery.

USF Health is an enterprise dedicated to making life better by improving health in the wider environment, in communities, and for individuals. USF Health has, as its core, the three colleges of Public Health, Nursing, and Medicine, including a School of Physical Therapy as well as the healthcare delivered by its clinicians. Originally founded as the USF Medical Center in 1965, its name has been changed to USF Health to reflect its collaborative focus on the full continuum of health.

The establishment of the linked doctoral programs in history, government, and sociology is different from traditional, discipline-based programs. They focus on building sustainable healthy communities in a global context. These new programs join existing dual and interdisciplinary degree programs both at the undergraduate and graduate level.

In recognition of USF's service in the community, it was placed on the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities.

The USF Foundation raised over \$51 million from more than 44,000 donors, bringing the total amount raised on the *USF: Unstoppable* Campaign to more than \$363 million.

In furthering University interests, more than 100 inventors from across USF become members of National Academy of Inventors™.

Significantly, USF was uniquely placed to respond efficiently and effectively to the millions of gallons of oil that spewed into the Gulf beginning last April. From the outset, scientists and researchers from the University of South Florida's College of Marine Science mobilized to examine the spill, its potential flow patterns in the Gulf, and its impact on the environment.

Research vessels outfitted with advanced equipment made frequent trips to gather valuable data. Scientists briefed members of Congress and USF experts were sought out by the media. The College of Marine Science remains an agile and dynamic resource for all information on the Gulf of Mexico and the spill.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

USF serves as the core institution to the USF System but works collaboratively with the other three institutions to provide distinction in teaching, research, and service. USF is a leading metropolitan research university, with a mission dedicated to excellence in:

- Student access and success in an engaged and interdisciplinary, learner-centered environment,

- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
- Embracing innovation and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

USF's comprehensive strategic plan guides the institution's advancement (<http://www.ods.usf.edu/Plans/Strategic>) through five goals:

Goal 1: Student access and success;

Goal 2: Expanding world-class interdisciplinary research, creative, and scholarly endeavors;

Goal 3: Promoting globally competitive undergraduate, graduate, and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment;

Goal 4: Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life; and

Goal 5: Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth.

Progress

Progress has been made in all five goals over the years.

USF continues to make remarkable progress on its primary institutional goals. This can be seen from a quantitative perspective as shown in the array of data displayed on its dashboard and in the detailed matrix of variables through which the institution gauges its progress, as well as through qualitative advances, some of which are described below.

- **USF Dashboard:**
<http://www.ods.usf.edu/Plans/PPA/dashboard.htm>
- **USF Matrix:**
<http://www.ods.usf.edu/Plans/PPA/matrix.htm>
- **Performance Update: Advancing USF's Strategic Plan,**
<http://www.ods.usf.edu/Support/2010-10-07-BOT/AAU-performance-update.htm>

Progress can also be seen through the example initiatives highlighted below:

INTO USF: USF and INTO University Partnerships embarked on a joint venture to increase international student recruitment at USF and ensure greater student success. The new INTO>>USF international study center, based at USF, offers a unique range of programs that helps USF System capitalize on the growing number of international students seeking to study in the USA. The innovative, year-long preparation courses provide international students with the specific academic, English, and cultural skills needed for successful study in American universities. This initiative will continue to foster international accord and facilitate economic opportunities overseas for Floridians.

School of Global Sustainability: USF launched one of the nation's first Schools of Global Sustainability in February 2010, an innovative effort aimed at preparing students for a new generation of "green collar" careers and finding solutions for a world challenged with the protection of its fragile environment and limited resources. Employment opportunities in this area are growing and Florida needs to be on the cutting edge

The first degree program to be offered by the school is a Master of Arts (MA) in Global Sustainability to prepare students to address complex regional, national, and global challenges related to sustainability and the ability to innovate in diverse cultural, geographic, and demographic contexts. The multi-disciplinary program incorporates the natural and social sciences, engineering, health, economics, governance and policy, and issues of diversity.

Global Academic Partners Program: The Global Academic Partners Program provides for mutually beneficial collaboration in research, teaching, and creative activities between USF and its Global Academic Partner Universities. Current partners are Nankai University and Ocean University in China, University of Exeter in the United Kingdom, University of Ghana, and University of the Cape Coast, in Ghana. Fostering better international relations will facilitate connections between countries and hence facilitate economic development.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

The USF System provides central services through several offices: 1) Audit & Compliance, 2) Diversity & Equal Opportunity, 3) General Counsel, 4) Government Relations, and 5) Special Events and Ceremonies. An annual cost allocation for services from these offices is distributed to each campus in the USF System to ensure consistency in implementation of USF System regulations and policies and to avoid duplication of the system-wide central services.

Other USF offices also provide services to all campuses within the USF System, for example: 1) Enterprise business systems, e.g., FAST, GEMS, FAIR for student, employee and financial data; 2) purchasing and accounting; 3) Research and Innovation for research compliance and grant/contract proposals, awards and management; 3) USF Libraries; 4) Financial Aid; 5) International Affairs; 6) Decision Support; 7) University Advancement; 8) Information Technology; 9) Communications and Marketing. Again, an annual cost allocation for services from these offices is distributed to each campus in the USF System.

PaperFree Florida, an initiative started by USF Health to jump-start America's electronic health revolution to convert physicians from paper prescriptions to electronic prescribing, received a \$6 million grant in federal stimulus funds to help doctors in a 20-county area move towards electronic health records. This award supports one of the first regional initiatives in the nation to invest recovery dollars in a whole new professional work force combining health and information technology.

ADDITIONAL RESOURCES

- Carnegie Classification
 - **Basic:** RU/VH: Research Universities (very high research activity)
 - **Community Engagement:** Outreach & Partnerships
 - **Undergraduate Instructional Program:** CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
 - **Graduate Instructional Program:** Bal/HGC: Balanced arts & sciences/professions, high graduate coexistence
 - **Enrollment Profile:** HU: High undergraduate
 - **Undergraduate Profile:** MFT4/S/HTI: Medium full-time four-year, selective, higher transfer-in
 - **Size and Setting:** L4/NR: Large four-year, primarily nonresidential
<http://www.carnegiefoundation.org/classifications/>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/USF>
- Common Data Set
http://usfweb3.usf.edu/infocenter/?silverheader=2&report_category=SUR&report_type=CDSUR
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=South+Florida&s=FL&id=137351>
- Comparative Data
 - Performance Update: Advancing USF's Strategic Plan:
<http://www.ods.usf.edu/Support/2010-10-07-BOT/AAU-performance-update.htm>
- USF Office of Research & Innovation
<http://www.research.usf.edu/>
- University Strategic Plan
http://system.usf.edu/pdfs/USF_System_Strategic_Plan.pdf
- University Data Sources
 - USF Planning, Performance and Accountability:
<http://www.ods.usf.edu/Plans/PPA/matrix.htm>
 - USF e-Profiles:
<http://usfweb3.usf.edu/eprofiles/>
 - USF InfoCenter:
<http://usfweb3.usf.edu/infocenter/>
 - USF Performance Dashboard:
<http://www.ods.usf.edu/Plans/PPA/dashboard.htm>
 - USF Peers:
<http://www.ie.usf.edu/Peer/>

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University of South Florida, St. Petersburg

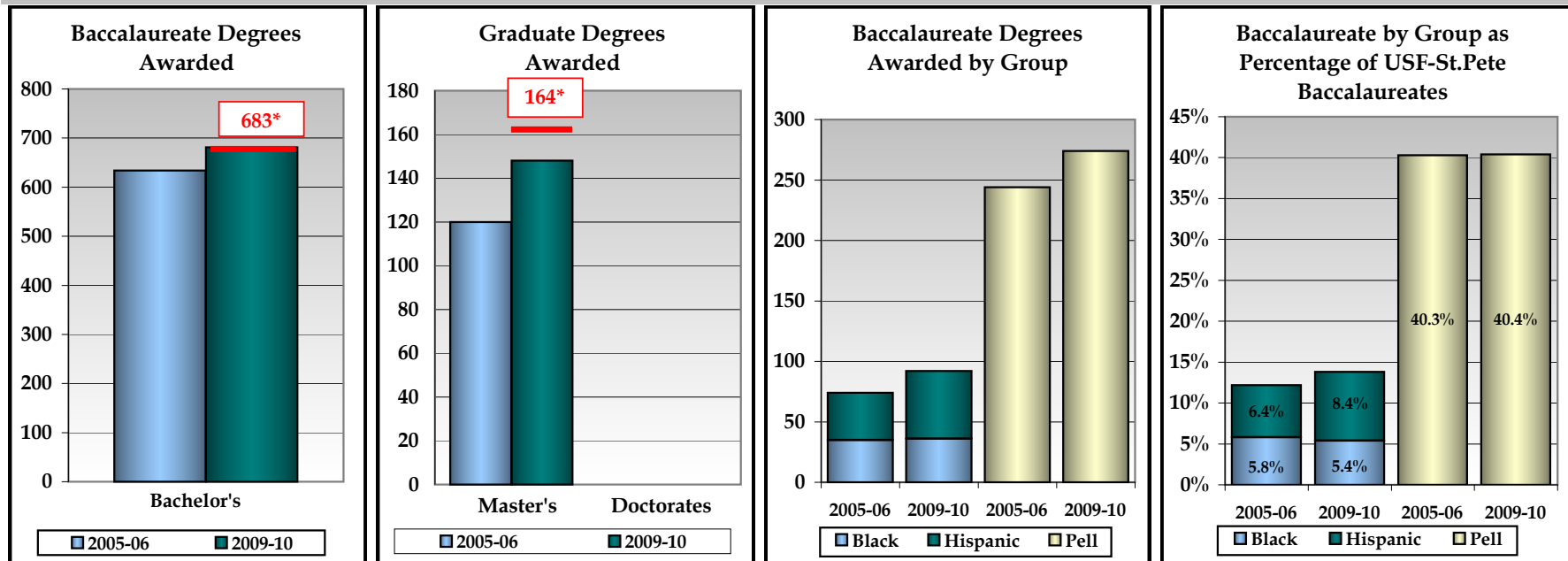
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University of South Florida - St. Petersburg 2010 Annual Report

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	3,991	100%	TOTAL		41	Undergraduate Instructional Program:	SEPARATE CLASSIFICATION PENDING
Black	271	7%	Baccalaureate		30	Graduate Instructional Program:	
Hispanic	355	9%	Master's & Specialist's		11		
White	3,099	78%	Research Doctorate		0	Enrollment Profile:	
Other	266	7%	Professional Doctorate		0	Undergraduate Profile:	
Full-Time	2,229	56%	Faculty (Fall 2009)	Full-Time	Part-Time	Size and Setting:	
Part-Time	1,762	44%				Basic:	
Undergraduate	3,358	84%	TOTAL	112	9	Elective Classification:	
Graduate	390	10%	Tenure/T. Track	85	0		
Unclassified	243	6%	Other Faculty/Instr.	27	9		

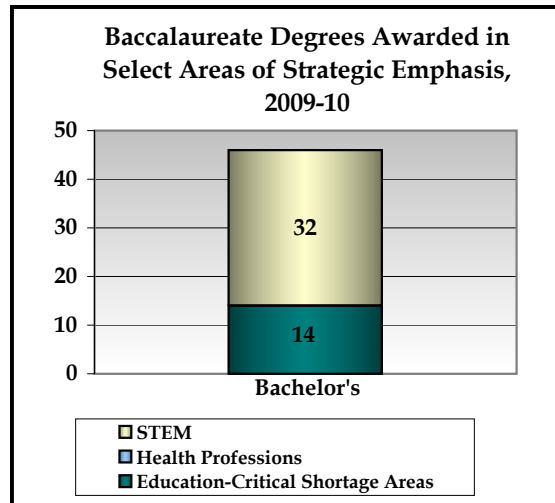
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



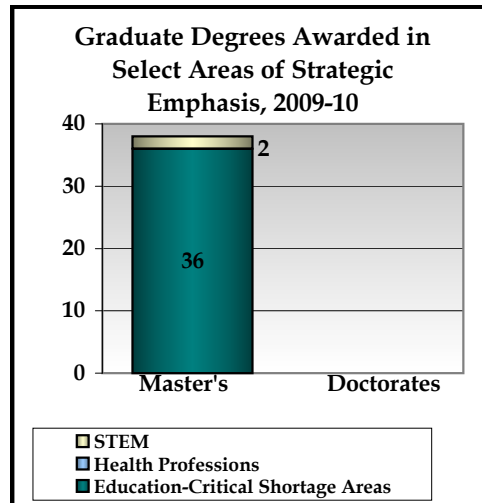
***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

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

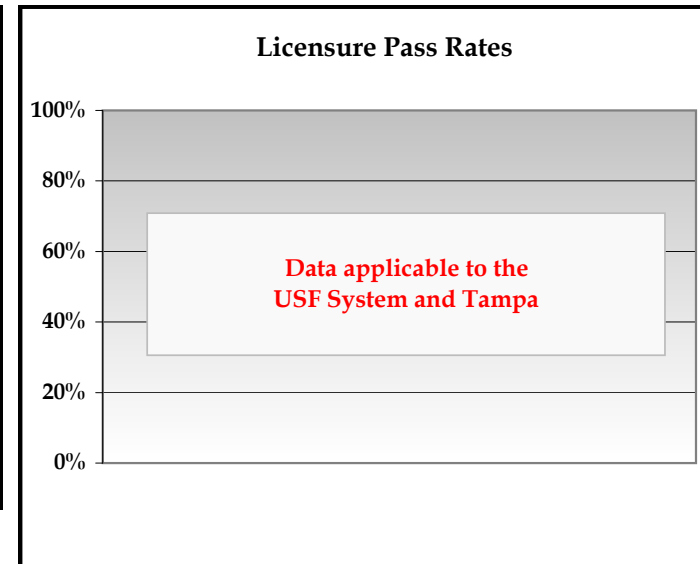
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



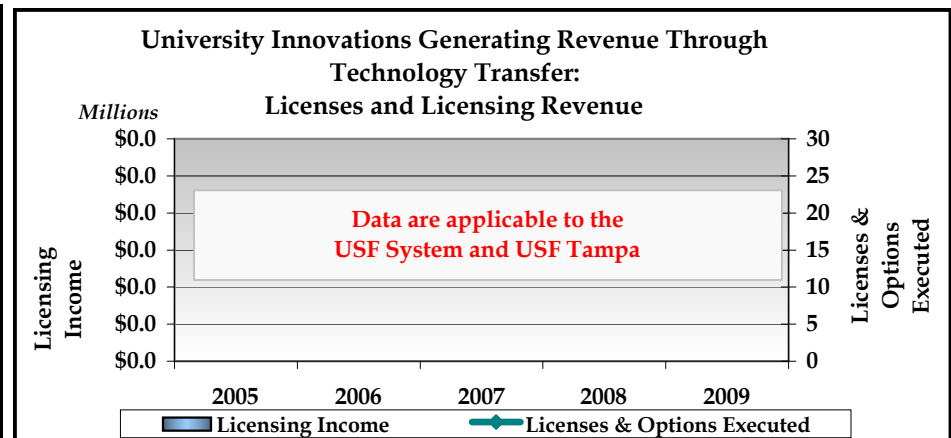
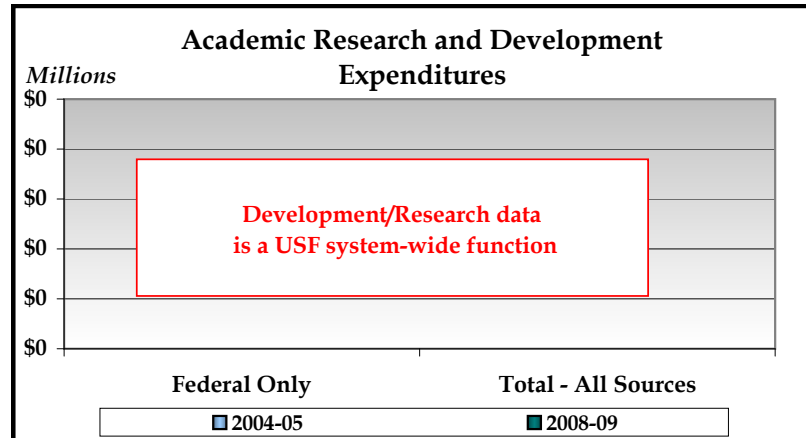
**2012-13 Target: Increase
(2008-09 Baseline: 45 Total)**



**2012-13 Target: Increase
(2008-09 Baseline: 55 Total)**



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



Key University Achievements

► Student awards/achievements

1. Debate team recognized as “Best New Team” nationally by Cross Examination Debate Association, and team president David Trigaux was named an All-American Debater by the Association.
2. Sailing team nationally ranked in the Top 15 by NCAA.
3. Kira Barrera, a junior Environmental Science and Policy major, received a prestigious Hollings Scholarship from the National Oceanic and Atmospheric Administration.

► Faculty awards/achievements

1. Fulbright award to Dr. Judithanne Scourfield McLauchlan for study of governmental institutions in Moldova.
2. Dr. Raymond Arsenault’s book, “*Freedom Riders*” produced as part of the PBS Series, *The American Experience*.

► Program awards/achievements

1. Journalism and Media Studies programs (graduate and undergraduate) successfully reaccredited by the Accrediting Council for Education in Journalism and Mass Communications.

2. College of Education successfully accredited by National Council for Accreditation of Teacher Education.

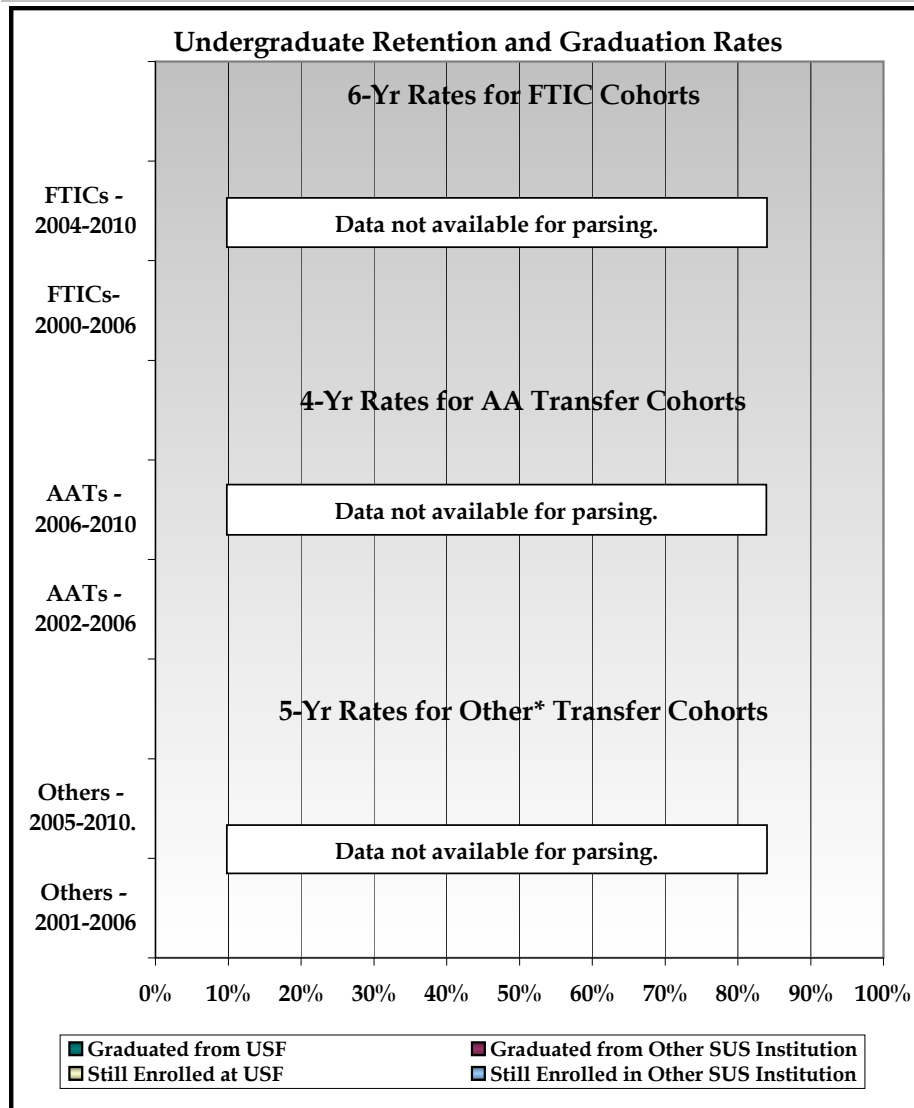
► Research awards/achievements

1. TRIO Student Success Award from the US Department of Education (one of very few new such awards nationally).
2. Number of undergraduate research presentations/posters increased more than 600 percent from 33 (2008-09) to 221 (2009-10).

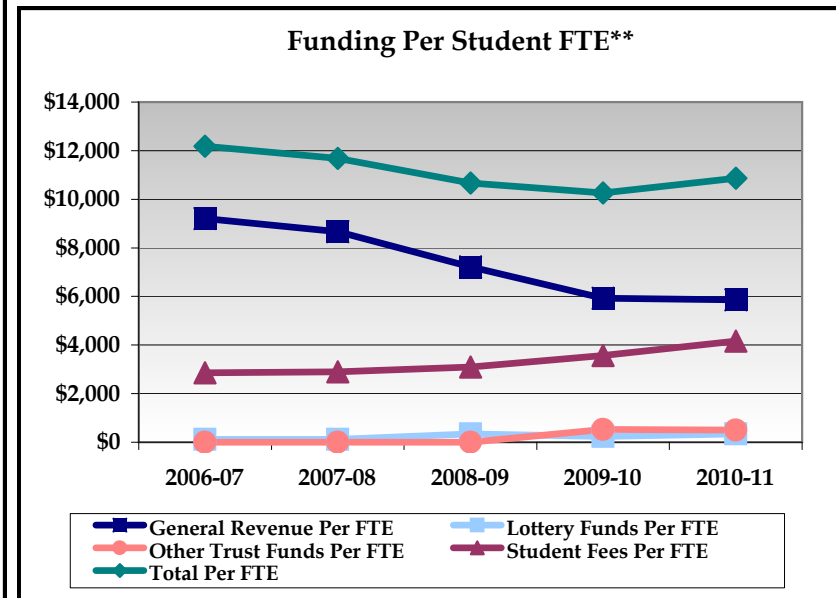
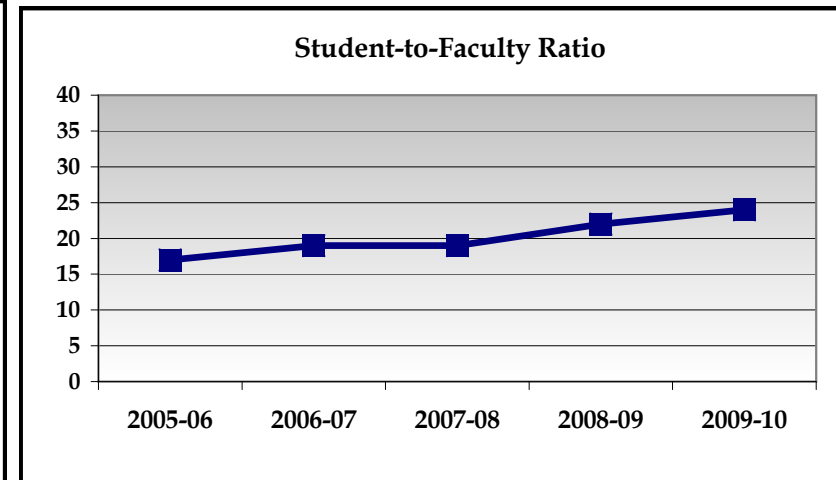
► Institutional awards/achievements

1. The University’s Academic Success Center was certified by the College Reading and Learning Association, one of only three such certified centers at SUS institutions.
2. Completed and successfully submitted the rigorous application for the Carnegie Elective Classification for the “Civically Engaged University.”
3. Science and Technology Building achieved LEED Gold Certification.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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



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

INTRODUCTION

University of South Florida, St. Petersburg

The University of South Florida St. Petersburg (USFSP) was first accredited in 2006. It is now and will continue to be a member of the University of South Florida system of institutions which include USF Tampa, USF Sarasota/Manatee, and USF Polytechnic (both now seeking separate accreditation). Over the past four years, USFSP has strengthened both its academic and its research profile. The opening of a residence hall for students in fall 2006 represented a milestone in the realization of the institution's Strategic Plan. The current Strategic Plan includes a Multipurpose Campus Center that provides additional residential spaces, addresses the growth in FTIC enrollment and a concomitant increase in student organizations, on-campus student life activities, and the need for enhanced student support services. USFSP is on a path to realize its vision as a Master's-level comprehensive university serving regional needs yet supporting the broader USF System goals.

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

USF St. Petersburg's enrollments have been steadily growing over the past four years, from a total of 3,606 home campus/5,305 funding campus (final headcount) students in Fall 2007 to 4,015 home campus/6,020 funding campus (preliminary headcount) students in Fall 2010, a 12 percent increase in home campus and a 13.5 percent increase in funding campus headcounts. The array of degree program

offerings, both at the undergraduate and graduate level, have been selected and refined to reflect regional needs and to complement those at other USF System member institutions.

USFSP offers a robust academic environment for transfer students although the growth of the Florida College System has been a challenge to recruitment for this group of students. Baccalaureate degree production has been steady with 668 baccalaureate degrees awarded in AY2007-08 and 681 awarded in AY 2009-2010. Enrollment in graduate programs has held steady, which is an accomplishment given the deteriorating economic conditions over the past two years. Graduate (Master's) degree production has increased, with 120 degrees awarded in AY2007-08 and 148 awarded in AY2009-10.

The ethnic and racial demographic profile of USFSP students generally reflects the population of Pinellas County. USFSP's academic environment benefits students from all demographic groups due to its relatively small classes (in 2008-09 nearly 90 percent of all class sections were less than 50 students) and the commitment of faculty and staff to student success and to providing students with outstanding service in all educational and academic support areas.

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

USF St. Petersburg is focused on meeting both regional and statewide professional and workforce needs. It accomplishes this goal by offering degree programs that address high-need areas within Florida's workforce. For example, the College of

Education, which is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), revised and refined its undergraduate degree offerings specifically in response to the need of local school districts for elementary school teachers who are qualified to teach every child, including exceptional-needs children and children whose first language is not English. The B.S. degree (restructured in 2009) will enable graduates to be highly flexible in their employment. It will also give principals and superintendents high confidence that USFSP graduates are well-equipped for success in many educational settings.

The College of Arts and Sciences and the College of Education have partnered to offer a Professional Training Option to provide students who are majoring in other areas besides education to take a series of courses that will enable them to qualify for initial teacher certification in the State of Florida. This program gives students additional flexibility in post-baccalaureate study or career choices.

Two new degree programs approved in 2010 by the USF System Board of Trustees, the B.S. in Health Sciences and the B.S. in Entrepreneurship, specifically address regional needs for professionals in a wide range of health-related areas and for graduates who both understand the entrepreneurial business environment and have the skills to contribute to it.

The College of Business, which is fully accredited in both business and accounting by the Association to Advance Collegiate Schools of Business—International (AACSB), offers a distinctive milieu in which business education is placed. The College has a special focus on corporate and social responsibility, that is, the ethical and responsible conduct of business. The College has been consistently ranked in the top

50 institutions in the nation for its achievements in this area. USFSP graduates in both business and accounting are sought after by Florida firms since this ethos of corporate and social responsibility is highly valued and few institutions make it a focus of their programs.

The Department of Journalism and Media Studies within the College of Arts and Sciences is fully accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and has been cited by the organization for its forward-looking curriculum and dedication to student success.

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

USFSP has built and is building outstanding academic programs and is expanding research capacity in keeping with its mission.

For example:

- The College of Business was ranked #36 in the world in the Global 100 ranking of the Aspen Institute’s *“Beyond Gray Pinstripes”* which is based on the strength of an institution’s programs in corporate and social responsibility.
- The College of Education received full accreditation for all programs by the National Council of Teacher Accreditation (NCATE) in 2010.
- The Department of Journalism and Media Studies (College of Arts and Sciences) achieved re-accreditation through the Accrediting Council on Education in Journalism and Mass

Communication in 2010, one of only 114 such accredited programs in the US.

- The College of Education implemented a unique undergraduate degree, the B.S. in Education, that provides graduates with licensure in elementary education and exceptional student education as well as state-approved endorsements for reading and ESOL.
- The College of Education, in partnership with SRI International and the Pinellas County School District, has developed a path-breaking, nationally recognized program for more effective approaches to teaching algebra and geometry in middle school using digital technology. As a result, the University was able to offer a graduate certificate in Digital Mathematics to area middle school teachers.
- USFSP has greatly expanded and strengthened its focus on undergraduate research with faculty. Undergraduate research has been shown to be a key element in placing students in premier graduate programs and it has also been shown to improve both student academic performance and persistence. A new electronic student research journal will be launched in 2010.
- Many USFSP faculty are recognized around the nation and the world as leading scholars in their fields:
 - Dr. Ray Arsenault has been recognized for his work on the civil rights movement and has had his most recent book, *"Freedom Riders,"* produced by PBS as part of the *"American Experience"* series.
 - Dr. Lyman Dukes is a well-known innovator in education of exceptional needs children and was awarded major funding by the Florida Department of Education to implement a program designated as a statewide model.

- Dr. Mark Durand is a highly regarded scholar in the field of autism and a prolific textbook author.
- Dr. Malcolm Butler is a nationally recognized scholar in science education and well-known for his work to increase the numbers of African Americans entering STEM fields.
- Drs. John and Kathryn Arthur are nationally known scholars in anthropology with support from the National Science Foundation for their work in Ethiopia.
- Dr. James McHale has major funding from the National Institute of Child Health and Development for his work with parents and infants in difficult family situations.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

The University of South Florida St. Petersburg reflects its commitment to meeting community needs and fulfilling unique institutional responsibilities in its mission statement and strategic goals.

- USFSP's Center for Civic Engagement (CCE), founded in 2006, catalyzed and funded curricular innovations that focus on civic scholarship and has itself been responsible for contributing nearly 238,000 hours to local and regional community organizations with an estimated value of more than \$4.5 million since its founding.

- USFSP completed the rigorous application process for the Carnegie Corporation's Elective Classification as a "Civically Engaged University."
- USFSP (Department of Journalism and Media Studies) was one of only 10 universities nationwide, and the only university in Florida, to host a delegation of visiting foreign journalists sponsored by the U.S. Department of State (Edward R. Murrow Program).
- USFSP was one of only a handful of institutions in the nation to receive a new TRIO Student Support Services grant from the US Department of Education. This 5-year grant, which will serve 200 students per year, focuses on student success for First Generation/Low Socioeconomic Status FTIC students and provides support services, mentoring, tutoring, and other strategies to increase the graduation rate for this group of undergraduates. Many of the TRIO students will be drawn from those who live in the local area.
- USFSP is host to Project STING RAY, a designated statewide model program funded by the Florida Department of Education to increase access to higher education for persons with intellectual disabilities. USFSP is partnering with the Pinellas County School Board to enable students from the County to experience life on a college campus including auditing selected classes and interacting with undergraduate student mentors.
- The University expanded its partnerships in the community through the Lead-Learn Serve (LLS) program that is funded by a three-year \$400,000 Learn and Serve America grant from the Corporation for National and Community Service. USFSP offered \$5000 grants to local non-profits through 10 Student Philanthropy Boards. The Student Philanthropy Boards received 65 proposals from over 60 Tampa Bay non-profits. Examples of awards include:
 - The Boys and Girls Club of the Suncoast Region: Be Great mentoring program.
 - Directions for Mental Health: Transportation assistance to homeless people who need medical and mental health services.
 - The Haven of RCS: Computer access and training to survivors of domestic violence.
 - Police Athletic League: An organic garden and educational program that encourages environmental stewardship and sustainability while promoting healthy nutrition and combating youth obesity.
 - Sistah2Sistah (Golden Generation Inc.): An academic, social and personal enrichment program for middle school girls in Midtown.
- The University continues to grow partnerships with local non-profits by developing training opportunities. The LLS program coordinated workshops and training for the regional community which included non-profit Dialogues, the Margaret Wheatley Leadership Symposium, a Community Needs Assessment Workshop/Training, a Nonprofit Grant Award Ceremony and Training, and a Non-Profit Training: "Marketing and Media".
- The College of Business provided a report, "**Economic Impact of Arts and Culture in St Petersburg**" to the Arts Council of St Petersburg and the City of St. Petersburg. The analysis showed that arts and cultural organizations contribute over \$20 million to the city's economy while providing over 500 jobs.
- College of Business students provided assistance to low- and moderate-income taxpayers through the IRS Volunteer Income Tax Assistance (VITA) Program. During the Spring 2010 tax season, over 1,000 tax returns

were prepared by the students, generating nearly \$1,000,000 in tax refunds for Pinellas County families.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

Goal 1. Enhance learning and achievement and promote student retention through curricular and co-curricular programs (continuing).

Metrics: Retention rate year to year; 4/5/6-year graduation rate; ratio of academic advisors to students; number of D/F/W grades in key entry-level courses (College Algebra, English Composition); number of students accepted to/enrolled in post-baccalaureate training or employed within one year of graduation; increased student satisfaction with academic advising.

Progress to date (2009-10):

- One full-time additional academic advisor has been hired and another position is in the final stages of being selected for a total of 9 advisors for about 3,900 students. When this hire is completed, this will reduce the USFSP student:advisor ratio to about 430:1 from 487:1, very near the goal of 425:1. In addition, one new staff member will be hired within the next few weeks to enable the office to maintain extended hours to serve more students.
- Completion of the Quality Enhancement Plan (QEP), focused on enhanced student learning in key “gateway” mathematics courses, is on schedule for December 2011. This Plan is required by the Southern Association of

Colleges and Schools. A QEP Director is being sought now and is expected to be hired prior to the On-Site Review Team accreditation visit in February, 2011. The QEP focuses specifically on a student success model that is intended to reduce the percentage of students with D/F/W grades in three “gateway” courses: College Algebra, Finite Mathematics, and Elementary Statistics.

- Two searches for new faculty in key science disciplines have been approved and are underway. This is intended to strengthen course offerings in the sciences, which will assist students in being more competitive for post-baccalaureate training and/or employment. The faculty to student ratio at USFSP is 24:1, compared to a USF System-wide average of 27:1.
- Four additional tutor positions have been approved for hiring.

Goal 2: Increase faculty and student research and creative activities (continuing).

Metrics: Total amount of externally funded research/sponsored programs annually; number of large awards (over \$100,000) annually; number of proposals written; percentage of proposals awarded; number of publications in peer-refereed journals/books/monographs; number of faculty publications with student (graduate or undergraduate) co-authors; number of student presentations at local/regional/national/international conferences; number of proposal/awards and/or publications with non-USFSP co-authors/co-investigators.

Progress to date (2009-10):

- Total amount of externally funded research/ sponsored programs rose over 20 percent from \$1.7 million in 2008-09 to \$2.1 million in 2009-10.
- Number of large awards (over \$100,000) rose from 1 in 2008-09 to 4 in 2009-10.
- A Student research journal (electronic) is “under construction.”
- Number of student research/creative presentations during USFSP research month rose dramatically from 33 in 2008-09 to 221 in 2009-10. This reflects USFSP’s increased investment in support for undergraduate research and creative activities.
- Faculty peer-refereed publications rose by 16 percent to 79 in 2009-10. This is noteworthy in the face of significant budget reductions and increased workloads.

Goal 3: Initiate Construction of the Multipurpose Campus Center

Metrics: Enhanced student satisfaction through surveys such as NSSE and CIRP; greater numbers of student organizations and measurement of the impact of these organizations on campus life and the community (through surveys of entities such as the St. Petersburg Downtown Partnership); enhanced revenues from residential occupancy and dining.

Progress to date (2009-10):

- Legislation approved by Florida Legislature to raise fee cap.
- Student fee increase approved for this facility and is now being collected (as of Fall 2010 semester).

- Financial Plan for the facility approved by the USF Board of Trustees.
- The Financial plan has now been submitted to the SUS/ Board of Governors.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

The University of South Florida St. Petersburg has been challenged as never before by the statewide budget and economic crisis. This challenge has resulted in actions to re-engineer many of its processes and reorganize its administrative functions to increase efficiency and deliver outstanding student services with reduced resources. For example, Academic Affairs and Student Affairs realigned admissions, financial aid, registration and records, and student academic support (tutoring center) functions to enable better service to more students with fewer people. International affairs was reassigned to a staff member in Academic Affairs following the announced retirement of the interim director. The Quality Enhancement Plan (QEP) Director will also take on the role of Director of the Academic Success Center so that the functions can be effectively integrated and provide needed synergies for the QEP.

USFSP reduced its leasing costs for space by moving a large number of personnel from leased space to University-owned space. USFSP has reduced its energy consumption 11% since 2007 resulting in a savings of nearly \$200,000. This has been accomplished through nighttime setback of HVAC ; increasing the cooling set point and decreasing the heating set point on thermometers in all offices, classrooms, and common areas; installing motion sensors on lights where feasible; installing

solar reflective film on windows; and reducing lighting where feasible. USFSP has also accomplished personnel efficiencies in administrative areas. For example, Parking and Purchasing functions were consolidated into one position; facilities planning and facilities maintenance functions were combined into a single department; and cross-training of cashiers, purchasing, and parking staff has resulted in more efficient operations. In addition, environmentally friendly practices such as greatly reduced paper consumption and conversion to eco-friendly cleaning products and maintenance have resulted in more effective operations consistent with USFSP's strategic goal of environmental stewardship.

ADDITIONAL RESOURCES

- Institutional Research Office:
www.stpete.usf.edu/ir
- Strategic Planning Website:
www.stpete.usf.edu/strategicplanning
- USFSP Peer Institutions:
www.stpete.usf.edu/strategicplanning

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University of South Florida, Sarasota-Manatee

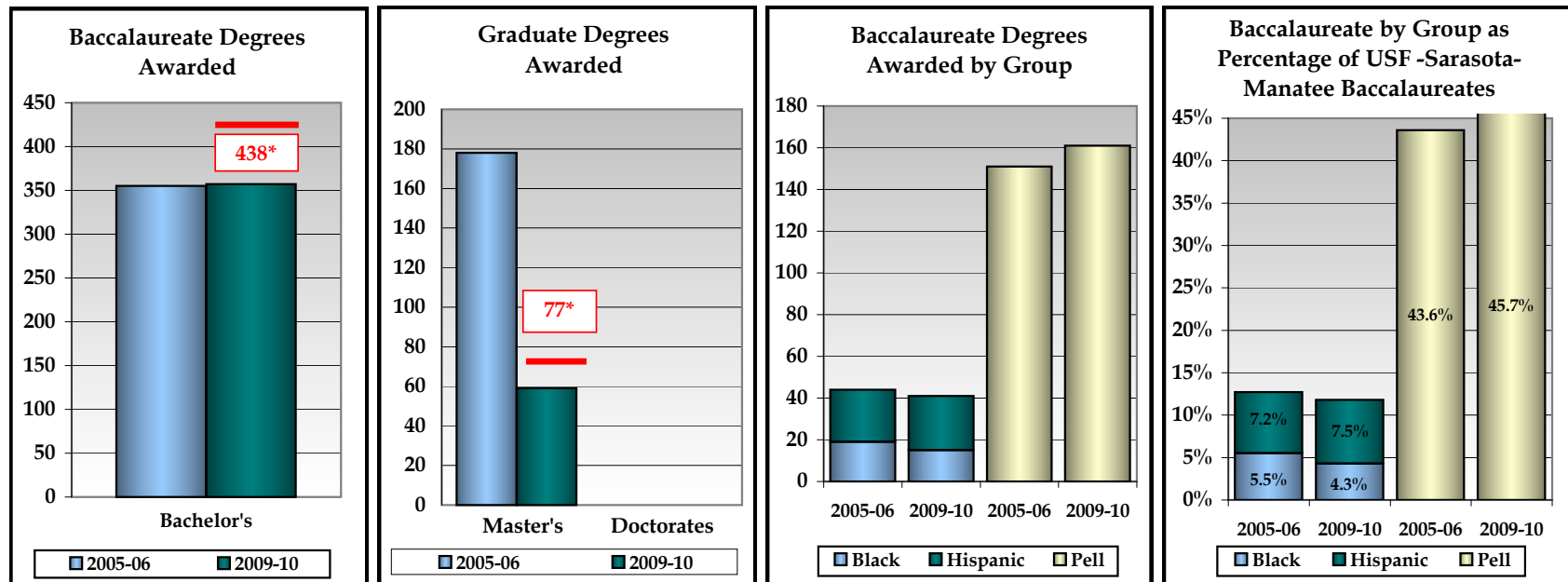
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University of South Florida - Sarasota-Manatee 2010 Annual Report

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	1,784	100%	TOTAL	30		SEPARATE CLASSIFICATION PENDING	Undergraduate Instructional Program:
Black	110	6%	Baccalaureate	23			Graduate Instructional Program:
Hispanic	152	9%	Master's & Specialist's	7			Enrollment Profile:
White	1,408	79%	Research Doctorate	0			Undergraduate Profile:
Other	114	6%	Professional Doctorate	0			Size and Setting:
Full-Time	693	39%	Faculty (Fall 2009)	Full-Time			Basic:
Part-Time	1,091	61%		Part-Time			Elective Classification:
Undergraduate	1,414	79%	TOTAL	52	5		
Graduate	203	11%	Tenure/T. Track	31	1		
Unclassified	167	9%	Other Faculty/Instr.	21	4		

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

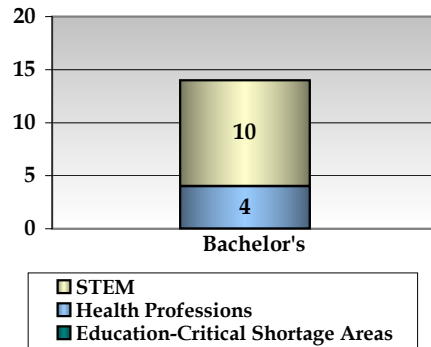


***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

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

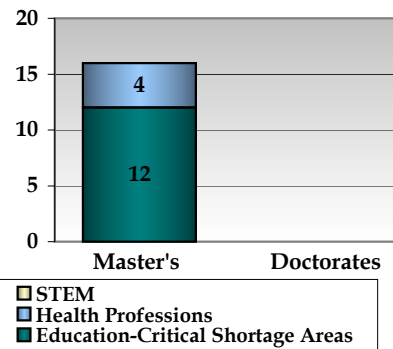
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees Awarded in
Select Areas of Strategic Emphasis,
2009-10**



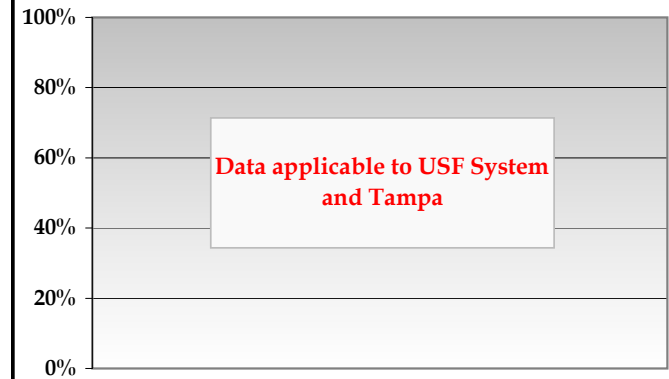
**2012-13 Target: Increase
(2008-09 Baseline: 50 Total)**

**Graduate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2009-10**



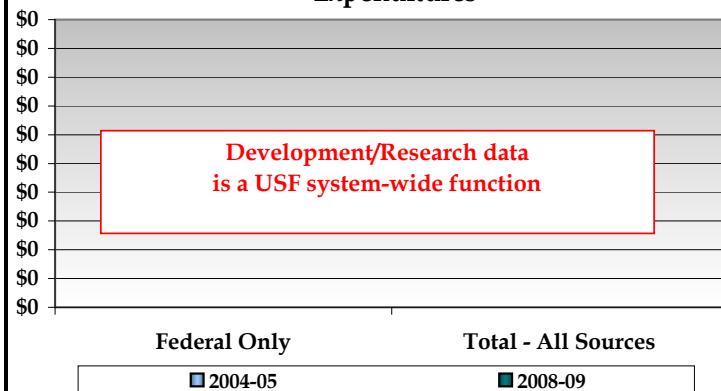
**2012-13 Target: Decrease
(2008-09 Baseline: 21 Total)**

Licensure Pass Rates

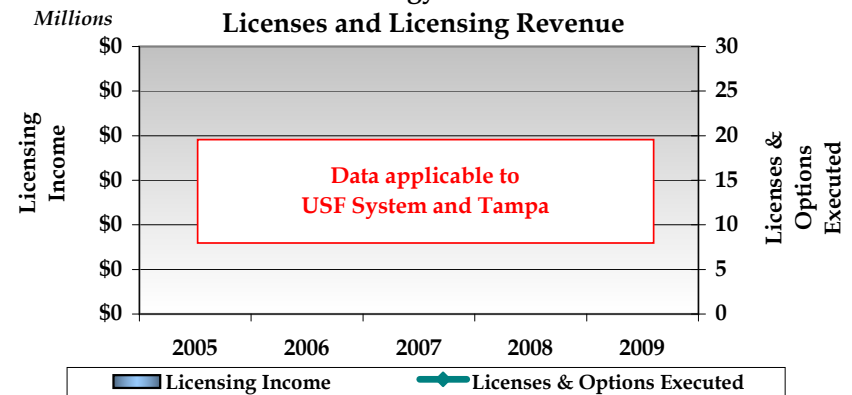


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

**Academic Research and Development
Expenditures**



**University Innovations Generating Revenue Through
Technology Transfer:
Licenses and Licensing Revenue**



Key University Achievements

► Student awards/achievements

1. 2010 Florida Achievement Award presented to a USFSM College of Education senior student for her outstanding contributions and services to the community.

► Faculty awards/achievements

1. USFSM professor Dr. J. Unnever given the Nationally Prestigious Donal A. J. MacNamara Award for outstanding publication from Academy of Criminal Justice Sciences.

► Program awards/achievements

1. School of Hotel and Restaurant Management is working to build 3 +1 programs with 6 (six) different international universities.
2. USFSM College of Education sponsored the 2010 Children's Literature Symposium – a joint conference with West Central Region F.A.T.E.

► Research awards/achievements

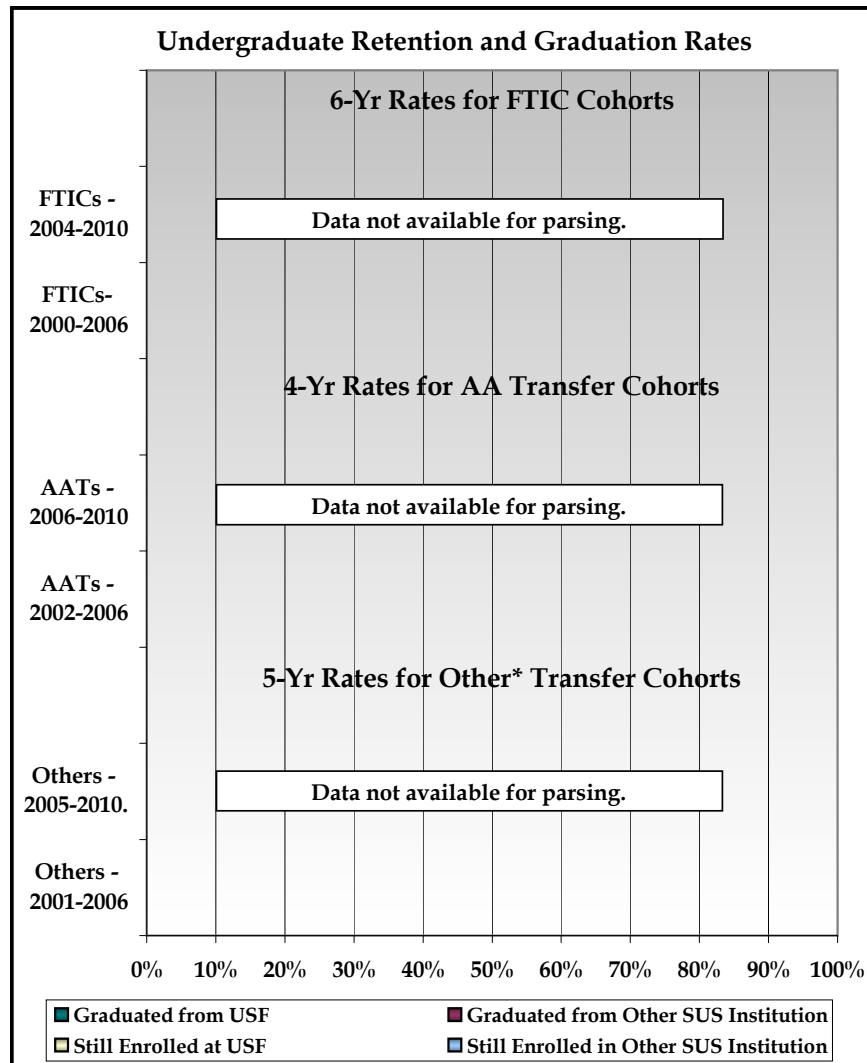
1. A College of Arts & Sciences professor received a \$131,566 sub-contract from SCOPE to conduct research for The Aging with Dignity and Independence Initiative.

2. The article published by two College of Education professors in the *Journal of Intergenerational Relationships (JIR)*: "Lessons from Erikson: A look at autonomy across lifespan" has been cited more than any other in the journal. (202 times)
3. A College of Education professor was awarded as a Co-PI a grant from the Social Science Research and Humanities Council of Canada to research children affected by war in northern Uganda. She will be traveling to Uganda in November.

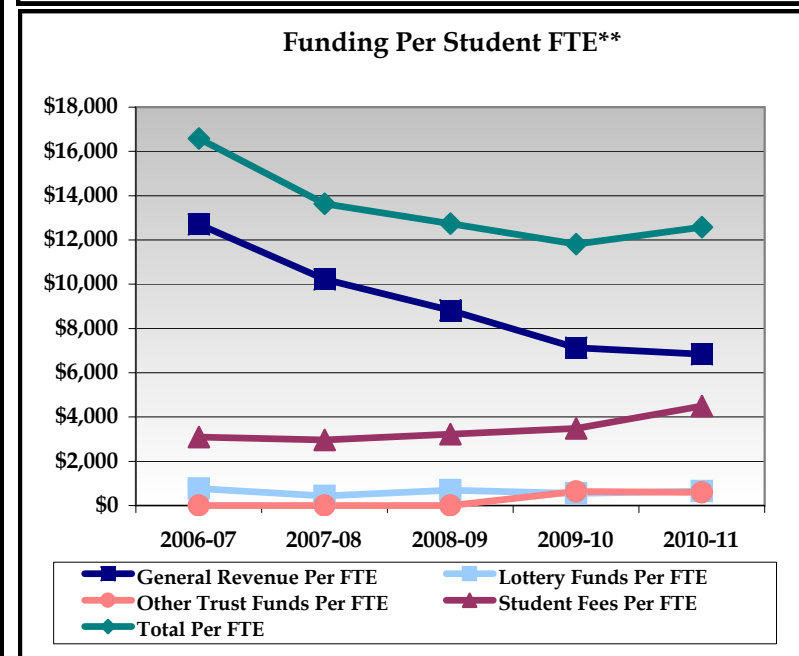
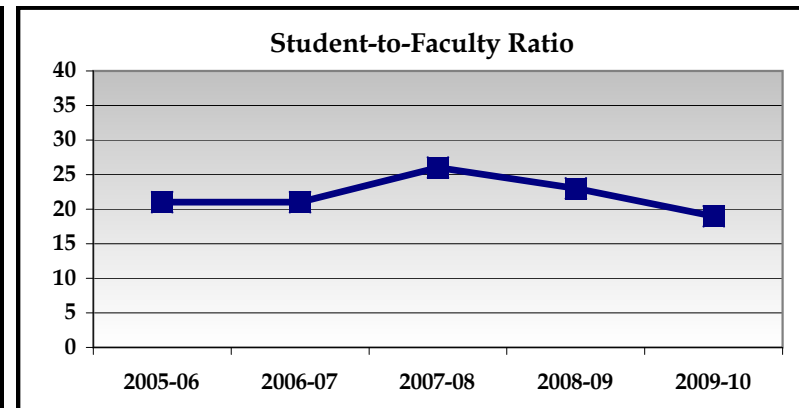
► Institutional awards/achievements

1. Fall 2010, USFSM opened its new USFSM @ North Port instructional site. The facility allows USFSM to provide access to baccalaureate and master's programs to students living in south Sarasota County.
2. USF Sarasota-Manatee received a one-year, \$247,500 grant from the Health Resources and Services Administration (HRSA). Outcomes include a five-year strategic plan for delivery of health care degrees/certificates that meet workforce needs in Sarasota and Manatee Counties.
3. USF Sarasota-Manatee's College of Business received a two-year \$170,000 grant from the Gulf Coast Community Foundation of Venice to improve the quality and quantity of business courses to residents of south Sarasota County.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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



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

INTRODUCTION

University of South Florida, Sarasota-Manatee

Mission

The University of South Florida Sarasota-Manatee delivers quality education to upper-division baccalaureate and master's students in an active research environment. It supports students in attaining their highest potential by nurturing leadership, critical thinking, and an appreciation for learning. It advances cultural, social, environmental, and economic well-being for all it serves.

Vision

HOMETOWN CAMPUS, GLOBAL IMPACT

The University of South Florida Sarasota-Manatee aspires to be a leader in higher education, delivering accessible academic programs and contributing significant research, while inspiring continuous improvement locally and globally.

Other Contextual Introductory Comments

In October 2010, USF Sarasota-Manatee submitted its Certification of Compliance for separate accreditation to the Southern Association of Colleges and Schools (SACS). The campus will be site visited by the accreditor in November 2010, with anticipated accreditation separate from the Tampa Campus in June 2011.

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

USF Sarasota-Manatee Florida Community College transfers take an average of 2.23 years to graduate despite the fact that 65% of students are working at least part-time. USF Sarasota-Manatee also has a consistently high retention rate of over 72% each cohort year. The success of the campus' students in completing degrees can be attributed to the following: 1) small class sizes; 2) expanded daytime, evening, online, and blended course offerings; 3) advising efforts such as the Still To Register Campaign in which advisors track and follow-up with students to ensure their timely registration each semester; and 4) diligent course tracking and scheduling to ensure the courses that students need are offered each semester.

Until 2009-10, undergraduate degree production grew each year after the campus moved to its own site in 2006. The decline in 2009-10 in both graduate and undergraduate degrees resulted when USF Sarasota-Manatee recoded to Tampa any students in Tampa-only degree programs, in anticipation of separate SACS accreditation. When in the past, these students would have graduated from USF Sarasota-Manatee; instead they were counted in the USF Tampa figures.

In the future, when USF Sarasota-Manatee is awarded separate accreditation, the campus hopes to increase the number of degree programs it offers at both the undergraduate and graduate levels. Currently, the campus offers fifteen (15) baccalaureate degree programs and six (6) master's degree programs.

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

USF Sarasota-Manatee has made tremendous strides in the past few years to further meet the needs of its community and the State of Florida. All twenty-one (21) degree programs offered at the campus are closely aligned with workforce needs of the area. For example, its business degree programs help to educate those seeking employment in the ever-growing fields of accountancy, management, sales, and marketing. USF Sarasota-Manatee's College of Arts & Sciences produces graduates ready for work in any number of fields with their strong programs in English, Psychology, Criminology, History, and Information Technology. USF Sarasota-Manatee's own School of Hotel & Restaurant Management, closely aligned with the local tourism industry, is growing in bachelor's degree enrollments each year. The School is currently going through the approval process for a master's degree. Finally, the USF Sarasota-Manatee's College of Education, produces not simply teachers, but a workforce of highly qualified educators.

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

USF Sarasota-Manatee faculty members are committed to conducting relevant research that will contribute to the public good. During the academic year 2009-10, USF Sarasota-Manatee faculty members applied for more than \$3.34 million dollars in grants and devoted between 5% and 50% of their workloads to research efforts. The following are but a few highlights of their efforts:

- A USF Sarasota-Manatee professor given the Nationally Prestigious Donal A. J. MacNamara Award for outstanding publication from Academy of Criminal Justice Sciences.
- USFSM College of Education sponsored the 2010 Children's Literature Symposium – a joint conference with West Central Region F.A.T.E. with the theme of *Engaging a New Generation of Readers: The Value of Evolution of Story*. The symposium brought presentations from educators, scholars, actors, education consultants, critics, librarians, and graduate students to address shifts and developments in literature and explore emerging genres.
- The article published by two College of Education professors in the *Journal of Intergenerational Relationships* (JIR): "Lessons from Erikson: A look at autonomy across lifespan" has been cited more than any other in the journal (202 times).

**BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES**

USF Sarasota-Manatee is committed to serving the needs of Sarasota, Manatee, and DeSoto counties. Part of that commitment is the campus' mission to advance the "economic well-being" of the surrounding communities. The following recent efforts evidence this commitment:

- Fall 2010 marked the grand opening of the new USF Sarasota-Manatee @ North Port instructional site. The site, originally housed on the State College of Florida's Venice campus, moved into the newly renovated building to

accommodate the ever steady increase of south county student enrollments. The site offers coursework towards degrees in criminology, psychology, interdisciplinary social sciences, general business administration, elementary education, and educational leadership.

- USF Sarasota-Manatee's College of Business received a two-year \$170,000 grant from the Gulf Coast Community Foundation of Venice to improve the quality and quantity of business courses to residents of south Sarasota County. The funds are being used to finance a business advisor/recruiter and faculty in management and marketing who are delivering course work at the North Port instructional site of USF Sarasota-Manatee.
- USF Sarasota-Manatee received a one-year, \$247,500 grant from the Health Resources and Services Administration (HRSA) entitled, "A Blueprint for Health Professions Education at USF Sarasota-Manatee." Outcomes include a five-year strategic plan for delivery of health care degrees/certificates that meet workforce needs in Sarasota and Manatee Counties.
- USF Sarasota-Manatee received a \$131,566 sub-contract from Sarasota County Openly Plans for Excellence (SCOPE) to conduct research for The Aging with Dignity and Independence Initiative, a multi-year project with an end goal of creating innovative and technological approaches to help people 65 years and older age with dignity and independence in the community. The research will engage residents through community forums, focus groups, and surveys, seeking to learn from the experiences of older adults as well as the broader community. The Aging with Dignity and Independence Initiative is funded by The Patterson Foundation.
- Twenty-two local professionals received a professional development certificate in Non-profit Management from

USF Sarasota-Manatee this past spring. The program, developed by USFSM and The Community Foundation of Sarasota County, was a ten-week course for potential and current nonprofit managers and leaders to prepare emerging professionals for the unique challenges in today's nonprofit climate.

- USFSM's annual Brunch on the Bay has raised over \$2.7 million dollars since 1994 to support endowed and First Generation student scholarships.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

USF Sarasota-Manatee Strategic Goals

- 1. Learner-Centered Environment: Be a diverse, collaborative, and intellectually challenging campus with high-quality academic programs and support services for students, faculty, staff, and community.**

With strategic focus on teaching and learning, research, programming, campus climate, and community, USF Sarasota-Manatee has met and seeks to exceed its objectives for this goal.

- Presently, 75% of USF Sarasota-Manatee student credit hours (SCH) are taught by full-time resident faculty. The campus will maintain this percentage with a goal of even higher ratios once funding for additional faculty members becomes available.
- Likewise, 75% of USF Sarasota-Manatee faculty members teaching undergraduate students have the

doctorate degree in the discipline in which they are teaching.

2. Technology: Provide and encourage strategic use of electronic learning technology.

Student convenience and teaching and learning enhancement foci have resulted in a 9% increase in the number of distance learning courses in 2009-10 over 2008-09 levels.

USF Sarasota-Manatee continues to focus curricular efforts on using technology to develop convenient schedules for student learning, such as online courses, distance learning, and hybrid courses.

3. Program Growth: Promote expansion of distinctive upper-division baccalaureate, master's, and research initiatives that serve local and global needs.

Through the efforts of seeking separate accreditation, USF Sarasota-Manatee has worked to ensure degree programs are complete and that students have access to resident faculty and a full course schedule to ensure timely degree obtainment.

USF Sarasota-Manatee plans to increase the number of programs it offers the community in the near future. In concert with the release of the 2010 census data, USF Sarasota-Manatee will conduct a comprehensive environmental scan of the three-county area to identify educational needs and growing markets.

4. Professional and Continuing Education: Provide advanced professional and continuing education that serves community needs.

USF Sarasota-Manatee continued its efforts to meet workforce and professional development needs in Sarasota, Manatee, and DeSoto counties. In addition to its academic programs, USFSM has also strategically provided continuing education credits through its College of Business and the Institute for Public Policy and Leadership.

5. Financial Stability: Grow and diversify the resource base.

USF Sarasota-Manatee lost \$5.96 million in recurring funding from the State of Florida over the last three years. USF Sarasota-Manatee will be seeking \$2 million each year for the next three years from the State Legislature to support the separate accreditation process and to grow into a four-year degree institution. Funds will be used to hire additional faculty to teach general education courses and pre-requisite courses in business and education.

6. Assessment: Expand the system of self-study and continuous improvement.

USF Sarasota-Manatee is committed to engaging in self-assessment in both its academic programs and administrative units. 2009-10 marked the third cycle of academic assessment within the newly autonomous USFSM Colleges.

7. Accreditation: Work toward institutional autonomy within the USF system with separate regional professional accreditations.

In September 2010, USF Sarasota-Manatee submitted its Certification of Compliance to the Southern Association of Colleges and Schools. The campus will be site visited by the accreditors in November 2010 with anticipated accreditation separate from the Tampa Campus in June 2011.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Since 2006-07, USFSM has reduced its electrical KWH demand by 21%.

ADDITIONAL RESOURCES

- University Strategic Plan
http://www.sarasota.usf.edu/ir/Strategic_Plan/Strategic_PlanHome.php
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=South+Florida&s=all&id=451671#fedloans>
- University Institutional Research Unit
<http://www.sarasota.usf.edu/ir/>

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University of South Florida, Polytechnic

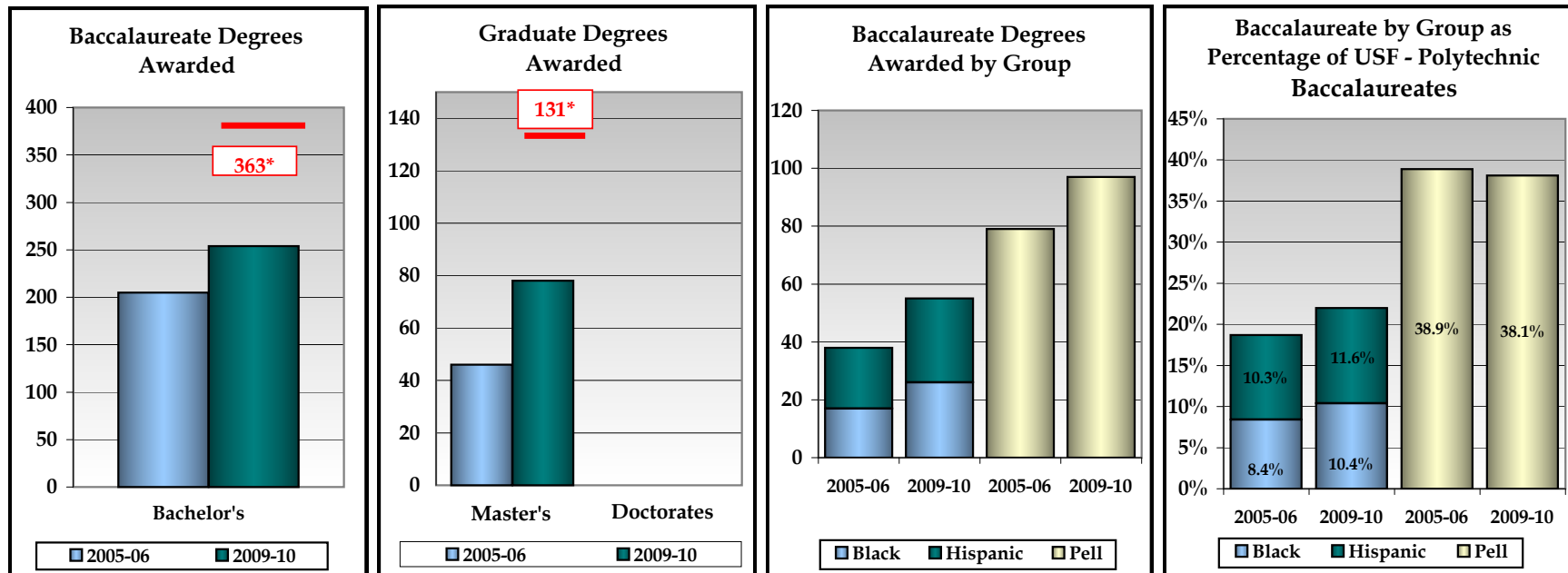
Data definitions are provided in the Appendices.

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

University of South Florida - Polytechnic 2010 Annual Report

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)			Carnegie Classification	
TOTAL (Fall 2009)	1,299	100%	TOTAL	16		Undergraduate Instructional Program:	SEPARATE CLASSIFICATION PENDING
Black	129	10%	Baccalaureate	11		Graduate Instructional Program:	
Hispanic	124	10%	Master's & Specialist's	5		Enrollment Profile:	
White	976	75%	Research Doctorate	0		Undergraduate Profile:	
Other	70	5%	Professional Doctorate	0		Size and Setting:	
Full-Time	509	39%	Faculty (Fall 2009)	Full-Time	Part-Time	Basic:	
Part-Time	790	61%					
Undergraduate	1,055	81%	TOTAL	30	5		
Graduate	201	15%	Tenure/T. Track	19	0		
Unclassified	43	3%	Other Faculty/Instr.	11	5	Elective Classification:	

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

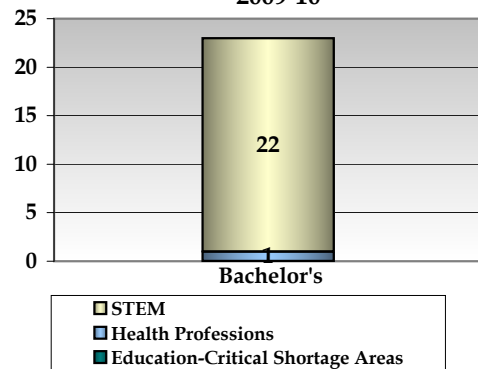


***2012-13 Targets for Degrees Awarded.**
Note: All targets are based on 2010 University Workplans.

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

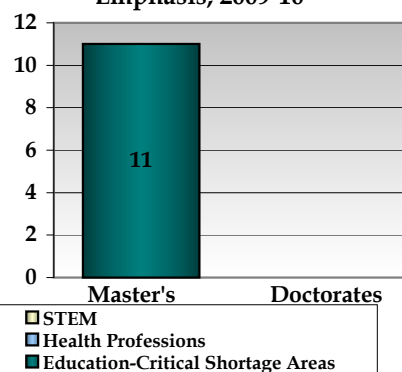
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees Awarded in
Select Areas of Strategic Emphasis,
2009-10**



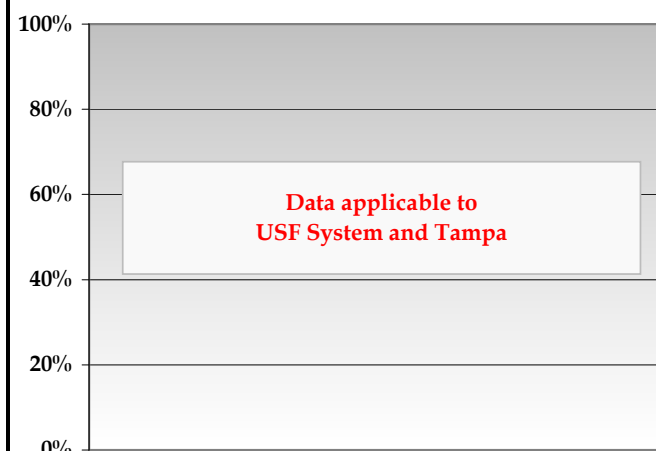
**2012-13 Target: Increase
(2008-09 Baseline: 24 Total)**

**Graduate Degrees Awarded in
Select Areas of Strategic
Emphasis, 2009-10**



**2012-13 Target: Increase
(2008-09 Baseline: 31 Total)**

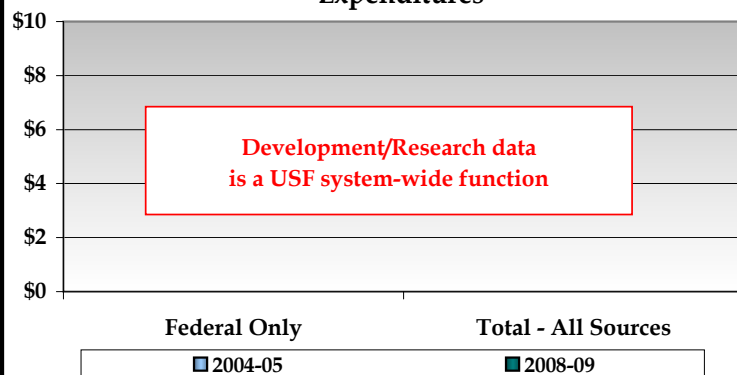
Licensure Pass Rates



**Data applicable to
USF System and Tampa**

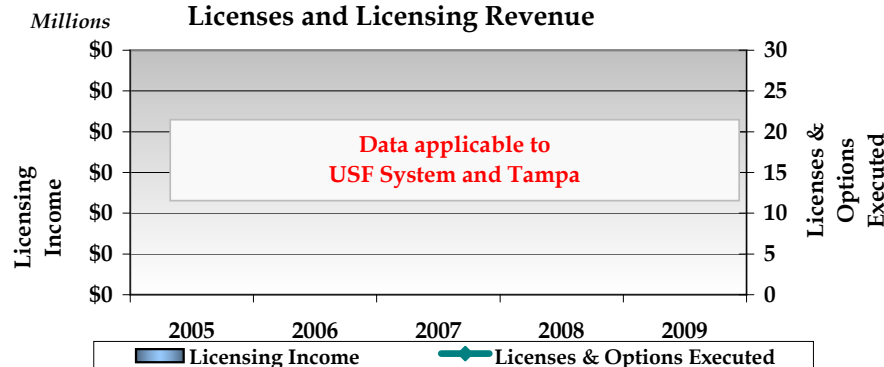
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

**Academic Research and Development
Expenditures**



**Development/Research data
is a USF system-wide function**

**University Innovations Generating Revenue Through
Technology Transfer:
Licenses and Licensing Revenue**



**Data applicable to
USF System and Tampa**

Key University Achievements

► Student awards/achievements

1. The Campus Climate Survey indicated that 96% of 337 of USF Polytechnic's home campus students feel the quality of academic programs at USF Polytechnic is excellent, and 97.6% of 337 of the home campus students would recommend USF Polytechnic to their siblings or friends as a good place to go to college.

► Faculty awards/achievements

1. Twenty-two new faculty were hired for AY 2009-2010 from high quality institutions, e.g., Rensselaer Polytechnic Institute, Virginia Polytechnic Institute and State University, Lehigh University, Purdue University, University of Georgia, University of Arizona, University of Pittsburgh, Indiana University, University of Hawaii.

► Program awards/achievements

1. The M.S. in Information Technology was approved by the USF Board of Trustees with targeted implementation for summer 2011.

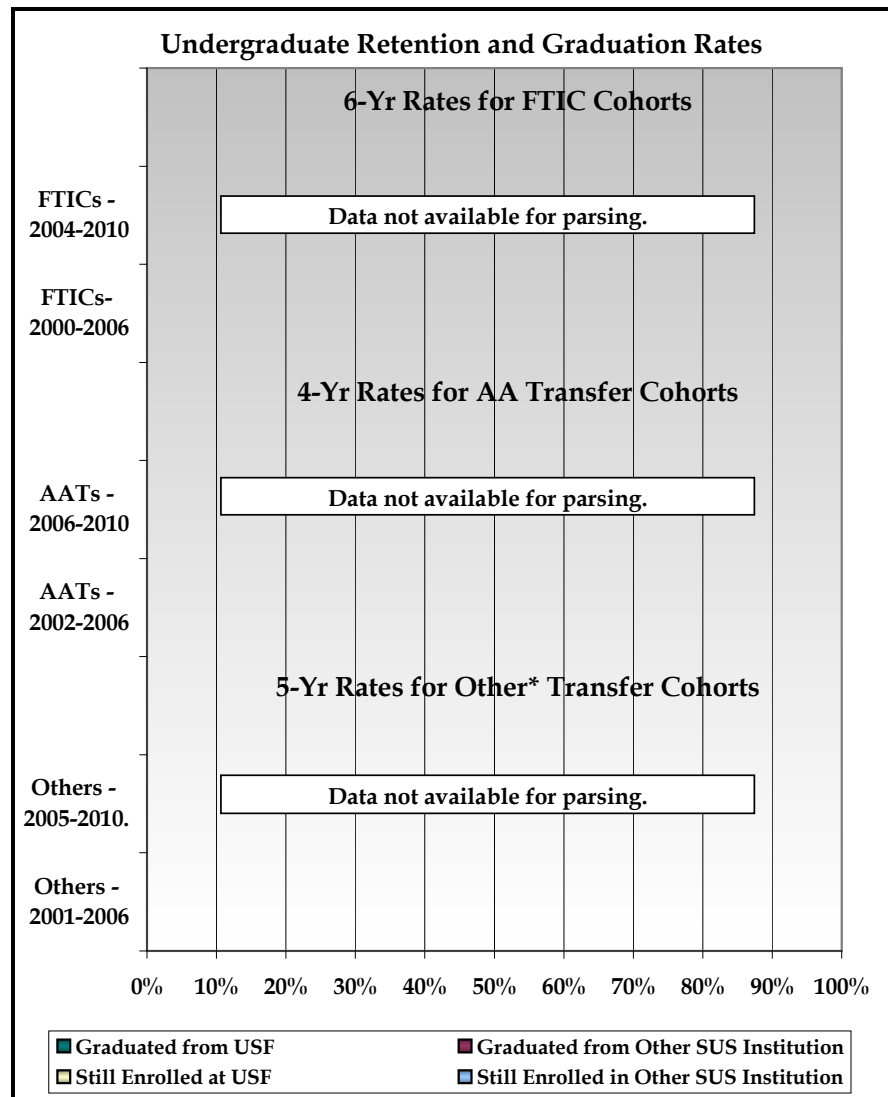
► Research awards/achievements

1. Three new University centers were submitted to the USF System President for approval: USF Polytechnic Center for Energy Innovation; USF Polytechnic Blue Sky Center for Incubation Innovation; and USF Polytechnic Center for Policy Analysis, Research & Evaluation.
2. Three research labs were established: RFID Applications Lab, the Food Quality and Safety Research and Development Lab, and the Applied Neurosciences Lab.
3. The Florida Institute for Phosphate Research was renamed the Florida Institute for Industrial and Phosphate Research and established administratively in USF Polytechnic in the 2009-2010 legislative session.

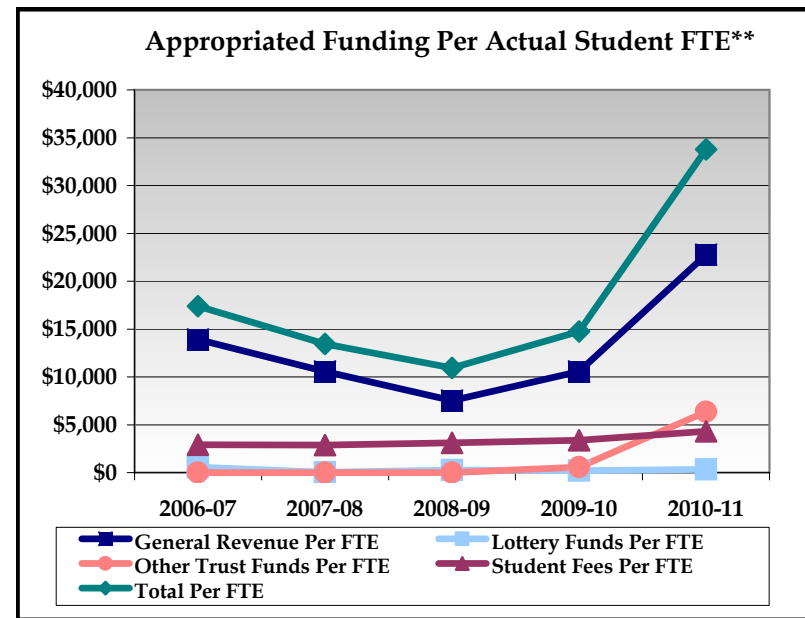
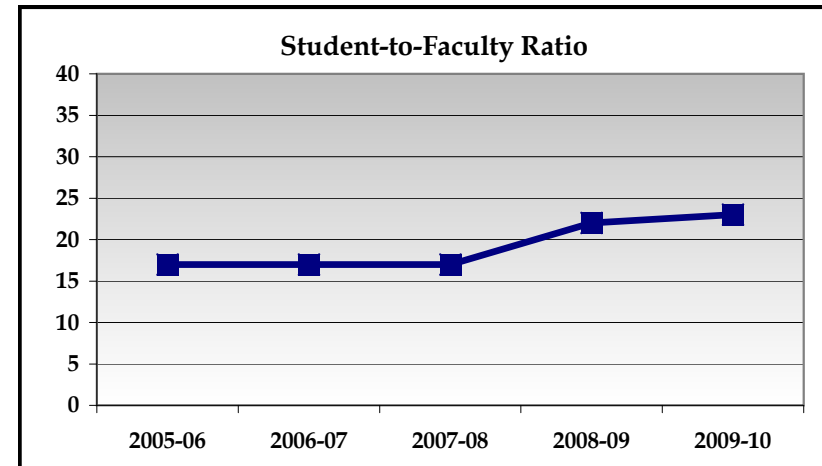
► Institutional awards/achievements

1. \$52.5 million in funding for construction and infrastructure has been secured, with \$35 million in private support raised by Dr. Marshall Goodman, Campus Executive Officer.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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



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

INTRODUCTION

University of South Florida, Polytechnic

Mission

The University of South Florida Polytechnic is committed to excellence in interdisciplinary and applied learning; to the application of cutting-edge research and technology to real world needs; and to collaborative partnerships that support economic, social, and community development.

<http://www.poly.usf.edu/AboutUs/StrategicPlan.html>

Vision

The University of South Florida Polytechnic will be a premier destination campus for applied learning, research, and innovative technology. Its students and graduates will inspire and lead change, locally and internationally.

<http://www.poly.usf.edu/AboutUs/StrategicPlan.html>

Context

Effective July 1, 2008, Florida Statute 1004.345 established The University of South Florida Polytechnic, a separate organizational and budget entity of The University of South Florida, intended to operate under separate accreditation from the Southern Association of Colleges and Schools Commission on Colleges.

As the USF System has evolved, it has dramatically expanded access to Florida residents and highly motivated students from around the world. The diversity of its four campuses will continue to accommodate the development of distinctive

models of higher education – what the USF Board of Trustees has described as “mission differentiation” – to serve the current and emerging education, research, and economic development needs of the state, nation, and world.

The state’s economy has historically been driven by agriculture, tourism, and real estate. Under Governor Jeb Bush, however, Florida designated its emerging core, anchored by I-4, as “Florida’s High Tech Corridor.” The FHTC’s establishment has helped to focus those inside and outside the state on the tremendous potential of technology-driven economic development within Florida.

In 2008, the Central Florida Development Council hired SRI International, an independent research firm, to conduct a detailed analysis of the region’s current economic strengths and opportunities. The resulting “cluster analysis” study identified seven industry sectors that were already represented in the regional economy and primed for future growth: research and engineering services; logistics and supply chain management; life science and medical services; education and government; construction and real estate; business and financial services; and agriculture and agritechnology.

As the region’s public and private sectors mobilize to explore and cultivate the industry clusters identified in the SRI International cluster study, USF Polytechnic has aligned the institution’s design with its socio-economic context, providing a distinct focus for the development of its new campus on I-4, its colleges, and its academic programs.

USF Polytechnic’s I-4 campus is being developed as a unique “bioscape,” designed by world-renowned architect, Dr.

Santiago Calatrava. The campus context will emerge as an unprecedented synthesis of architecture, design, engineering, agriculture, and sustainability – a living example of the research, academic, and social missions of USF Polytechnic.

The structure of USF Polytechnic's three interdisciplinary colleges reflects its commitment to interdisciplinary and applied learning. The College of Technology and Innovation houses the divisions of Innovation Management, Information Technology, and Engineering and Applied Sciences. The College of Human and Social Sciences includes the divisions of Social Sciences, Education, and Allied Health Sciences. The third college, Applied Arts and New Media, will house Architecture and Design, Technical and Professional Communication, and Digital Arts and New Media.

While the polytechnic model itself is not new, it is relatively new to the southeastern United States – and thoroughly novel to Florida's public higher education system.

Methodologically, polytechnics focus on applied, multi-disciplinary learning and research. Learning environments are created to facilitate hands-on, collaborative problem solving and inquiry. Learning experiences include problem-based applications, field experiences, practica, and internships. Rather than basic, theoretical research, polytechnics focus on the practical application of existing knowledge to solve tangible problems and provide tangible social benefits. Rather than reifying the "silo" paradigm so common in American higher education, polytechnics orient scholarship collaboratively in a relentless pursuit of cross-disciplinary synergies and innovation.

Substantively, polytechnics tend to cultivate strengths in the applied scientific and professional fields, such as engineering,

sciences, business, and education. Traditional "liberal arts" disciplines are not absent from the curriculum but are often delivered within the context of the general education curricula and embedded in the multi-disciplinary, applied discovery characteristic of the polytechnic experience.

Developmental and Aspirational Peer Institutions

USF Polytechnic has selected three developmental peers:

- Arizona State University's Polytechnic Campus in Mesa, AZ, is a public, suburban university established in 1996 as ASU East. In 2005, the campus name and mission were changed to ASU's Polytechnic Campus, serving more than 9,600 students in more than 40 undergraduate and master's degree programs.
- California Polytechnic State University in San Luis Obispo, CA, is a public, suburban university established in 1901. It serves approximately 20,000 students offering numerous polytechnic bachelor's, master's, and doctoral degrees.
- The University of Wisconsin Stout Campus in Menomonie, WI, is a public, rural university established in 1971 as a regional campus in the University of Wisconsin System. In 2007 UW-Stout was designated "Wisconsin's Polytechnic University" by the UW System Board of Regents with a mission as a "comprehensive, career-focused polytechnic where students, faculty and staff use applied learning, scientific theory and research to solve real-world problems, grow the state economy and serve society." UW Stout currently serves 8,800 students offering 50, primarily undergraduate and master, degrees.

Two aspirational peers have also been selected:

- Rensselaer Polytechnic Institute in Troy, NY is a private, urban university established in 1824. It serves

approximately 7,300 students offering bachelor's, master's, and doctoral degrees in many of the science, technology, engineering, and mathematic areas.

- Virginia Tech in Blacksburg, VA is a public, rural university established in 1872. It serves approximately 30,000 students with a strong emphasis on polytechnic bachelor's, master's, and doctoral degrees.

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

In AY 2009-2010, total undergraduate FTE (lower and upper levels) increased by 3.6% from 778 to 806. Grad I FTE decreased by 21.8% from 133 to 104 during the same period.

The percentage of undergraduate students who applied for admission to USF Polytechnic, were accepted, and then enrolled in courses increased from 74% to 75%. The percentage of graduate students who applied for admission to USF Polytechnic, were accepted, and then enrolled in courses increased from 74% to 75%.

The number of bachelor's degrees awarded in the same time period decreased from 299 to 254. The time to degree increased from 2.66 years to 2.91 years. The average undergraduate GPA decreased from 3.05 to 2.99. The number of master's degrees awarded decreased from 103 to 78. The time to degree increased from 1.64 years to 1.72 years. The average graduate GPA decreased from 3.82 to 3.78.

In AY 2009-2010, the following strategies to increase student enrollment and retention were implemented:

- Establishment of an Enrollment Management unit and increased staffing in admissions, recruitment, and advising. Development and monitoring of a comprehensive enrollment management plan for marketing, recruitment, admissions, advising, retention, and graduation of diverse and high-quality students.
- Increased comprehensive student life activities to include academic and technology extra- and co-curricular activities; social and community engagement opportunities; and personal, academic, and career support services.
- Increased opportunities for student leadership, mentoring, and learning community programs to contribute to student success and create a sense of belonging to USF Polytechnic.
- Implementation of Hobson's Communication Management System to enhance student progress to degree and retention.

Approval by the USF Polytechnic Campus Board, the USF Board of Trustees, and the Board of Governors for lower-division enrollment was obtained in September 2009. An update to the USF Polytechnic Strategic Plan 2007-2012 was presented to the USF Board of Trustees in October 2009 and approved. To realize its vision of being a destination campus, USF Polytechnic plans to pilot a freshman cohort in fall 2012 and prepare for a freshman class in fall 2013. Funding models for campus housing/residence halls are being explored.

A strategy for the development of the General Education core is focusing on a narrow number of course offerings, aligned with the USF Polytechnic Core Values as identified in the 2007-2012 Strategic Plan. This will enable USF Polytechnic to deliver general education that meets State requirements, demonstrates measurable performance-based competencies,

and includes field-based and internship experiences for all students with fewer course offerings. A concurrent strategy for faculty hiring is focusing on addition of faculty in English, mathematics and statistics, natural sciences, life sciences, humanities, communication, political science, and international affairs. Staff hiring will continue to target support for Student Affairs and academic program support.

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

USF Polytechnic Extended University hosted three conferences:

- BioFuel: Renewable Fuel Potential for Central Florida – a half day conference in February 2009, assembling, supporting, and facilitating discussions among individuals and companies that will be integral to the development of renewable energy sources in Central Florida, from farming, financing, and processing to delivery of final product.
- Cold Chain Conference – a three-day conference in February 2010 hosting 80 participants from a variety of interrelated fields such as regulatory agencies, academia, suppliers, forwarders, and airlines. Attendees heard presentations and took part in hands-on workshops addressing handling, storage, and distribution issues related to temperature-sensitive pharmaceuticals.
- Diversity Conference – a one-day conference in September 2010 on A New World Order: The Impact of Entertainment and Technology on College Students, Their Employers, and Professionalism.

Extended University also delivered professional and personal development programs in Writing Effectively, English Language for Business, Control Systems Certificate, and Nonprofit Management. New programs are being developed in HR Practitioner's Certificate; P.E. Exam Prep; Project Management Certification Prep; Beginning, Intermediate, and Advanced AutoCAD Training; Board 491 Clinical Supervision; and a Wellness program.

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

Academic Programs

In AY 2009-2010, emphasis was increased on internship, practica and field experiences, and service learning opportunities for students, e.g., IT senior projects engaging with local businesses or government agencies; establishment of an IT practicum featuring students working in small teams on practical, real-world problems of value to the campus.

New concentrations in the Bachelor of Science in Applied Science were developed for delivery in AY 2010-2011: Nutrition, Entrepreneurship, and Supply Chain Management. Additional concentrations are being developed: Health Information Management, Modern Architectural Studies, Sustainable Building Architecture, Global Criminology Studies, and Juvenile Crime.

The Department of Information Technology completed the University approval process for an M.S. in Information Technology degree, targeted for delivery in summer 2011.

Undergraduate students with exemplary performance in an advised cluster of courses are awarded a Certificate of Specialization. Two initial certificates have been awarded - Information Security and Web Development. Two new specialized clusters of courses are in development - health informatics and mobile device applications.

The development of new degree programs will be aligned with the polytechnic model and identified economic development industry sectors. *Examples* of potential future “polytechnic” programs that are in development for delivery 2012-2015, following separate SACS accreditation, are:

- B.A. Digital Arts & Digital Media
- B.S. Communication Sciences & Technologies
- B.S. Interdisciplinary Engineering
- B.S. Manufacturing Engineering Technology
- M.S. Manufacturing Engineering
- Pre-Pharmacy Program
- B.S. Medical Technologist
- B.S. Agricultural & Biological Engineering
- B.A. Architecture
- B.A. Design
- B.S., M.Ed. Integrated STEM Education (Elementary Track, Secondary Track)
- B.S., M.Ed. Technology-Mediated Learning
- B.S. Forensic Science/Studies

Research Capacity

Three new University centers were submitted to the USF System President for approval:

The **USF Polytechnic Center for Energy Innovation** conducts research, analyses, and education on the engineering, science, infrastructure, and socio-economic aspects of biofuels as a sustainable energy economy for Florida. The Center engages a collection of scholars and professionals across disciplines and among Center associates, government agencies, business, and industry with the primary goal of developing, broadening, strengthening, and sustaining interdisciplinary collaboration, discovery, and application.

The **USF Polytechnic Blue Sky Center for Incubation Innovation** provides an environment of creativity, imagining, visioning, innovation, and essential business resources to nurture new ideas, new technologies, and the growth of dynamic new companies.

The **USF Polytechnic Center for Policy Analysis, Research & Evaluation (CPARE)** engages in public policy analysis and social and behavioral research to inform decision makers and the general public on relevant policy issues. The Center offers rigorous survey development and data collection, using sound methodological sampling and analysis, while maintaining the highest possible ethical standards of conduct. Projects include needs assessments, environmental/context studies, opinion surveys, client feedback surveys, social or economic impact studies, and political polls.

Information Technology continues to be central to the development of USF Polytechnic. Three research projects at USF Polytechnic illustrate the capacity of information technology as an interdisciplinary driver in the region: the **Center for the Development of Information Technology Applications for Manufacturing and Distribution (CITA)**,

Computing Education Research at Lakeland (CEReAL), and Linux Integration Networking Connections (LINCS).

- **CITA** operated as a partnership between the University of South Florida Polytechnic and the local business/industry community. An interdisciplinary team of USF Polytechnic faculty and staff representing the academic divisions of Information Technology, Engineering, and Business/Innovation Management worked with current and emerging regional manufacturing, warehousing, and distribution industries to further the development of technology applications, professional development systems, and post-secondary programs in the area of Information Technology. The project was funded by a U.S. Small Business Administration Congressional Earmark grant.
- **CEReAL** is an interdisciplinary research group, actively promoting and conducting research in advanced pedagogical techniques for teaching computing to undergraduates. Its members have been prolific in conference and journal publications, and effective in obtaining federal funding to support their research and the development of infrastructure and Information Technology curricula.
- **LINCS** is a joint NSF grant (with Polk State College) awarded in 2008 for a three-year term. This project is developing an innovative four-year online curriculum in Linux System Administration, emphasizing pervasive use of advanced pedagogical methods. The curricular design is dual tracked for both BSIT and AS-BSAS students.

The **RFID Applications Lab** and the **Food Quality and Safety Research and Development Lab** were established. The RFID Lab examines applications of RFID technology to supply chain management in food and packaging, and pharmaceutical industries. The Food Quality and Safety Lab examines factors that effect the quality, packaging, distribution, and safety of food products.

The **Applied Neuroscience Lab** was developed and will be established in fall 2010. The lab will enable research using brain mapping technology to examine the factors that stimulate, enhance, or inhibit brain function (e.g., the effects of chemotherapy on memory, the response patterns of children with ADHD or bipolar disorders).

The Florida Institute for Phosphate Research was renamed the **Florida Institute for Industrial and Phosphate Research** and established administratively in USF Polytechnic in the 2009-2010 legislative session. The Florida Institute of Phosphate Research (FIIPR) was established in 1978 as an independent state research agency to study phosphate issues that impact Florida's citizens, environment, and economy and to serve as a phosphate information resource.

Both USF Polytechnic and FIIPR have common interests in applied learning, research, and technology; have joint interests in commercialization of technologies and business incubation; and include areas of interest in environment, public health, technology research, industrial development, education, and public information.

**BOARD OF GOVERNORS - STATE UNIVERSITY
SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND
FULFILLING UNIQUE INSTITUTIONAL
RESPONSIBILITIES**

Economic Development

The **USF Polytechnic Blue Sky Center for Incubation Innovation** has four components that are intended to enhance regional economic development:

- The Innovation Station which provides an environment that supports “idea people” to understand what innovation is, how an “innovative idea” develops, where it applies, what risks and costs accompany it, and what relationships and resources are needed to make it real. The Innovation Station provides workshops, study groups, think tank focus groups, expert presentations and consultations, and networking opportunities to help “idea people” to create an innovative concept and determine its viability for research and design.
- The Research Application Lab provides clients with a turnkey package of facilities that enable entrepreneurs to design, develop, and test their innovations with coaching and consultation by university faculty and expert consultants.
- The Blue Sky Incubators provide clients with a turnkey package of facilities, full-time staff, business coaches, and comprehensive business assistance that helps entrepreneurs develop business concepts, plans, and strategies to identify and address growth risks, technology and production risks, marketability and competition risks, financial risks and management, service providers (e.g.,

lawyers, accountants, strategists, specialized equipment, and/or facilities), human capital, strategic alliances/relationships, and strategic resources. The Incubator provides an infrastructure for business development and acceleration, technology commercialization, capital identification, and acquisition, market entry and competitive advantage.

- The Applied Learning Lab draws on the intellectual capital of faculty, professional staff, and consulting experts. The Applied Learning Lab provides comprehensive consulting and training programs for regional businesses and industry, educational institutions, municipalities, and non-profit organizations in support of educational, economic, and social development efforts in the region and state. The Applied Learning Lab also provides opportunities for university and high school students to connect what they are learning in their college and school classrooms to volunteer, service learning, field experiences, and internships, working with Incubator clients and professional staff. Also, through the Student Venture Club, faculty, professional staff, and business coaches support student entrepreneurs in developing their innovative ideas, designing and testing their innovations, and competing for start-up grants and internship scholarships to develop their own small business plans.

International Partnerships

International cooperative partnerships for education and faculty research exchange are also coordinated through Extended University. Partnerships agreements have been developed with the following education institutions and government agencies:

- Avans University of Applied Sciences, the Netherlands, 2010-2015
- Escuela Americana, El Salvador, 2009-2012
- FEPADE – Fundacion Empresarial Para El Desarrollo Educative, El Salvador, 2009-2012
- Grenoble Institute of Technology – ESISAR, France, June-September 2010
- L’Institute Polytechnique de Grenoble, France, 2010-2015
- Multimedia Incubator Belle de Mai, France, 2010-2013
- University of Nice – Sophia Antipolis, France, 2010-2015
- University of Provence Aix-Marseille, France, 2009-2014
- Turku University of Applied Sciences, Finland, 2009-2012
- Vidyalkar Dnyanapeeth Trust’s Vidyalandkar School of Informational Technology, India, 2010-2015

Such partnerships will be helpful as USF Polytechnic addresses its core value for global experiences and vision of being a destination campus. In partnership with USF Tampa, USF Polytechnic will develop a recruitment office in India to attract students to graduate degree programs.

Community Education

The **USF Polytechnic Summer Gifted and Talented Program** is coordinated through Extended University. In summer 2010 the program featured three high-tech, high-engagement learning experiences: Hot2Bot, Sci-Fi High, and Extreme Green Adventure. Sixty-four middle school students attended the program in summer 2009, with 60% receiving donor-granted scholarships. In summer 2010 73 middle school students attended the program, with 61% receiving donor-generated scholarships.

The **Rath Senior ConNEXTions and Education Center**

provides community partnerships, collaboration, and education, addressing elder needs and life-long learning. The center provides support for student internships and opportunity for faculty to conduct research at the center. The Rath Center currently facilitates four education and support groups: the Alzheimer’s Disease/Dementia Caregiver Support Group, the Beginning Alzheimer’s Support and Education (BASE), the Beyond BASE: Mild Cognitive Impairment/Early State Dementia Support and Education Group, and the Parkinson’s Disease Support Group. The Senior Scholars Program provides personal development short courses for senior citizens (e.g., Beginning and Intermediate Computers, Healthy Cooking, Life Writing, Brain Fitness, Beginning Spanish, Genealogy, Acting for the Stage).

USF Polytechnic’s **MasterMinds** Program is a tutoring program designed for students in grades 1 through 8 who are experiencing reading and/or writing difficulties or who need additional support. Tutoring is conducted in a one-on-one setting focusing on vocabulary, spelling, and writing skills. Tutors are master’s degree students in Reading Education who also receive mentoring from faculty.

In cooperation with the Polk County Schools District, two new initiatives were established:

- **Financial Literacy Training**, in collaboration with the Polk County School Board, providing curriculum and training to teach middle and high school students about managing money, planning for college, and general financial planning.
- **Promoting Academic Success for Boys of Color Program**, using identity-based mentoring principles to increase

mentee psychological, social, and academic development; sense of belonging; and leadership development through college student mentors supporting elementary students in grades 1-3.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

In October 2009, an update on the USF Polytechnic 2007-2012 Strategic Plan was submitted to the USF Board of Trustees and approved, reaffirming the following five goals:

1. Recruit, develop, and retain world-class practitioner scholars with capacity to deliver the polytechnic vision in teaching, research, and community engagement.
2. Recruit students locally, nationally, and internationally who are prepared for a polytechnic learning environment, and provide programs and opportunities that enhance student retention and academic, personal, and professional success.
3. Expand and create academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model. Develop and implement new degree programs in five areas of distinction: applied health sciences; mathematics and science education; business and entrepreneurship; manufacturing engineering and technology; and information technology.

4. Implement the Campus Master Plan and develop a campus infrastructure to support a polytechnic learning and research environment, and develop a stable economic base for continued campus and program development as a polytechnic campus.
5. Develop collaborative public and private partnerships that enhance funding opportunities, including leveraging state and federal funding.

A report on progress for Goals 1 and 4 will be included in this annual report.

Progress on Goal 1

Twenty-two new faculty were hired in AY 2009-2010 from high quality institutions, e.g., Rensselaer Polytechnic Institute, Virginia Polytechnic Institute and State University, Lehigh University, Purdue University, University of Georgia, University of Arizona, University of Pittsburgh, Indiana University, University of Hawaii.

A faculty hiring plan for AY 2010-2011 includes 37 new faculty positions in the areas of Communication and New Media, Criminology, Educational Leadership, Elementary Education/ESOL, Elementary Education/Literacy, Experimental Psychology, Industrial Psychology, Biology/Microbiology, Chemistry, Health Informatics, Mathematics, Physics, Marketing, Finance, Statistics, Management, Information Systems, Accounting, Engineering and Information Technology, and Architecture.

Progress on Goal 4

An updated Campus Master Plan was presented to the USF Board of Trustees in October 2009. The following progress has been made on the implementation of that plan:

- Selected an internationally acclaimed architect.
- Selected a location for the first facility.
- Secured \$52.5 million in funding for construction and infrastructure

Dr. Santiago Calatrava, a product of several polytechnic universities in Europe, was selected as the architect for the new I-4 campus. The first facility will be visible to millions of annual travelers along Interstate 4. The facility will establish an open, multipurpose design in support of the interdisciplinary and collaborative learning environment foundational to a polytechnic experience for the students. It will also focus on sustainability and synergy with the natural environment.

The site for the campus is currently a green field site with no existing amenities including access to the site and infrastructure (including internal roads, water, electricity, sewers, waste removal, etc.). Construction for infrastructure began in late spring 2010 while Phase I facilities are in design. Construction of Phase I facilities will begin in fall 2011 with a 23-month construction period anticipated, projecting occupancy in summer 2013.

Public and private partners have demonstrated phenomenal support for the development of the new campus:

- Polk County Investment \$11.7 million. Polk County officials identified the need to reach the site from the east, seeing value in combining efforts with the University by creating synergistic sports opportunities in the county's Lake Myrtle complex and linking them to the campus site (less than 2 miles away). To that end Polk County designed and constructed a four-lane access from Berkeley Road to the Polk Parkway, creating a major entrance gateway to the campus from the east.
- State of Florida Turnpike Authority Investment \$31.9 million; Williams Company \$9.4 million. The Turnpike Authority recognized the need for access to the campus and its surrounding developments via the Polk Parkway. Numerous discussions have taken place over several years resulting in a pledge to create a \$32 million exit interchange at Pace Road from the Polk Parkway. This commitment, along with a project to four-lane the Polk Parkway from Interstate 4 to the Pace Road interchange, resulted in a partnership that included a pledge from the Williams Company toward the project. The project is currently under construction with anticipated completion in December 2011.
- Florida Department of Transportation Investment \$28 million. While the Pace Road and Turnpike projects yielded access to the site from the east, the more pressing concerns from the local host community revolved around access to the property from the west for life-safety responses as well as for access for the largest concentration of constituents for the campus. The Florida Department of Transportation, in concert with the City of Lakeland and the Transportation Planning Council of Polk County, identified the East/West Road project (a 6-mile long road

connecting State Road 33 from the west with Pace Road on the east) as their Number 1 priority. The project is currently under construction with anticipated completion by December 2011.

- Polk County invested an additional \$10 million toward the university ring road and part of the overall site infrastructure.
- PECO State Funds \$31.2 million (received); an additional \$35 million was anticipated in 2010. Investments from Private Sources \$10.7 million with anticipated FECC match. These funds will build the first facility on the campus (Phase I), the Science & Technology Building, as well as a portion of the campus infrastructure.
- PECO request \$5 million (on current CIP listing); Private Investment \$5 million (pledged over 3 years, first year received) eligible for FECC match. These funds will build the Interdisciplinary Center for Wellness Education and Research, a multi-purpose facility exemplifying the ideal blend of Town and Gown, bringing the general public and the campus community together around wellness issues, education, and research.
- Private Investment \$1 million (received). The interdisciplinary, applied learning, and research in a polytechnic environment brings the prospect of engaging creative, entrepreneurial energies in the evolving high technology arena of Central Florida as well as engaging polytechnic students in related educational experiences (e.g., learning lab practica and internships). The campus Master Plan included the development of a High Tech incubator, and the updated Master Plan includes the development of an applied learning laboratory where students and aspiring entrepreneurs will work together in the development of new ideas and application of

established and emerging research to bring about innovation.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

USF System Services. The USF System provides central services through several offices: 1) Audit & Compliance, 2) Diversity & Equal Opportunity, 3) General Counsel, 4) Government Relations, and 5) Special Events and Ceremonies. An annual cost allocation for services from these offices is distributed to each campus in the USF System to ensure consistency in implementation of USF System regulations and policies and to avoid duplication of the system-wide central services.

Other USF Tampa offices also provide services to all campuses within the USF System, for example: 1) Enterprise business systems, e.g., FAST, GEMS, FAIR for student, employee and financial data; 2) purchasing and accounting; 3) Research and Innovation for research compliance and grant/contract proposals, awards, and management; 3) USF Libraries; 4) Financial Aid; 5) International Affairs; 6) Decision Support; 7) University Advancement; 8) Information Technology; and 9) Communications and Marketing. Again, an annual cost allocation for services from these offices is distributed to each campus in the USF System.

Campus-specific Efforts. Over the last four years USF Polytechnic saved approximately \$300,000 in telecommunication costs with the implementation of a high function, integrated phone system. USF Polytechnic has created additional recurring savings by moving toward

convergent networks integrating operational systems (i.e., Video, Voice, Data, Security cameras, and keycard access systems) into the infrastructure of the network removing the necessity to have separate cabling and additional equipment for each service. The Campus Executive Officer has raised more than \$35 million in private support for the campus master plan.

ADDITIONAL RESOURCES

Links to the following resources are provided:

- USF Polytechnic Strategic Plan 2007-2012
- USF Polytechnic Voluntary System of Accountability College Portrait of Undergraduate Education
- Common Data Set
- College Navigator
- USF Polytechnic Institutional Research, Effectiveness and Planning

