2011 Update to the

University of South Florida - Tampa

Work Plan

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.
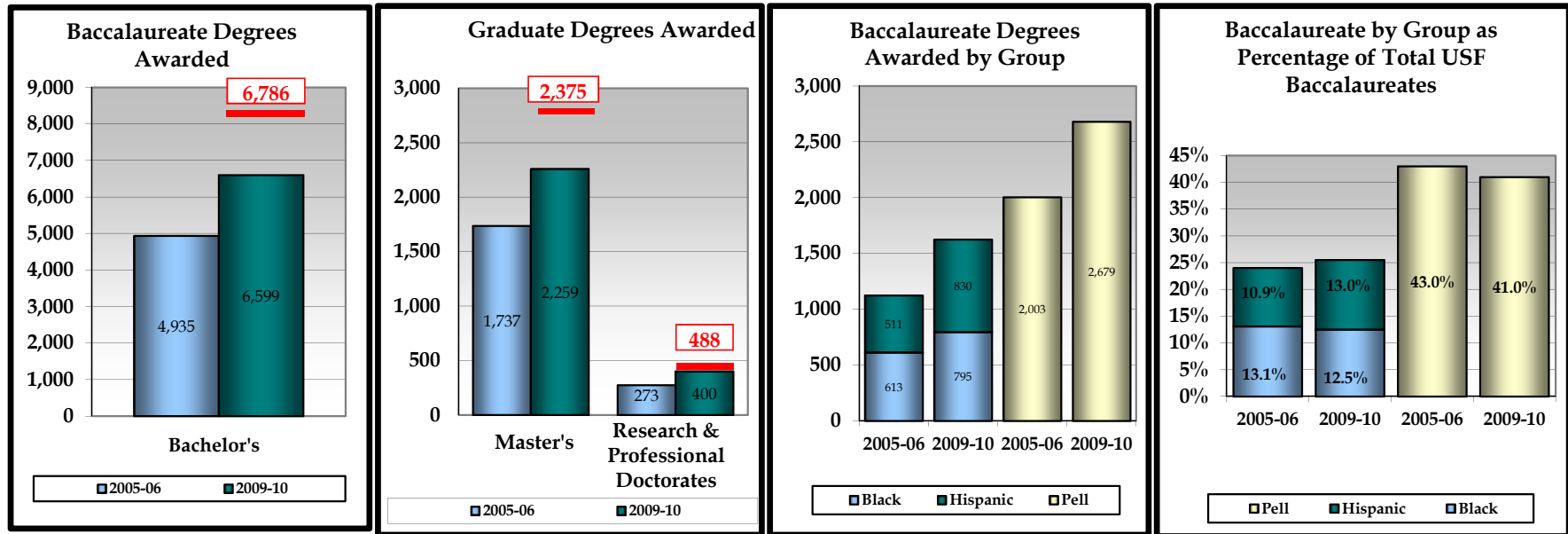
University of South Florida 2010 Annual Report

USF Tampa

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification	
TOTAL (Fall 2009)	40,267	100%	TOTAL	233	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	4,776	12%	Baccalaureate	92	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	5,613	14%	Master's & Specialist's	100		
White	25,064	62%	Research Doctorate	38	Enrollment Profile:	High undergraduate
Other	4,814	12%	Professional Doctorate	3	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in
Full-Time	26,918	67%	Faculty (Fall 2009)	Full-Time	Part-Time	Size and Setting:	Large four-year, primarily nonresidential
Part-Time	13,349	33%				Basic:	Research Universities (very high research activity)
Undergraduate	30,007	75%	TOTAL	1,424	210		
Graduate	8,514	21%	Tenure/T. Track	980	78	Elective Classification:	Community Engagement:
Unclassified	1,746	4%	Other Faculty/Instr.	444	132		Outreach & Partnerships

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 1:
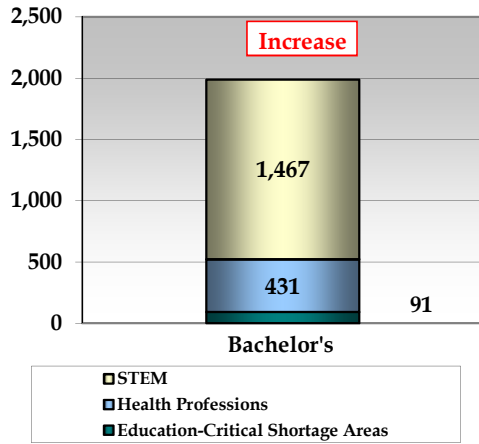## ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)

Baccalaureate Degrees Awarded — Bachelor's: 2005-06 = 4,935; 2009-10 = 6,599; Target = 6,786

Graduate Degrees Awarded — Master's: 2005-06 = 1,737; 2009-10 = 2,259; Target = 2,375. Research & Professional Doctorates: 2005-06 = 273; 2009-10 = 400; Target = 488

Baccalaureate Degrees Awarded by Group — Black: 2005-06 = 613, 2009-10 = 795; Hispanic: 2005-06 = 511, 2009-10 = 830; Pell: 2005-06 = 2,003, 2009-10 = 2,679

Baccalaureate by Group as Percentage of Total USF Baccalaureates — Pell: 2005-06 = 43.0%, 2009-10 = 41.0%; Hispanic: 2005-06 = 10.9%, 2009-10 = 13.0%; Black: 2005-06 = 13.1%, 2009-10 = 12.5%

2012 - 2013 Projected Institutional Contributions in RED PRINT.

USF Tampa

Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10

Increase

- 1,467
- 431
- 91

Bachelor's

- ☐ STEM
- ☐ Health Professions
- ☐ Education-Critical Shortage Areas

Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10

Increase

Master's: 501, 378, 125
Doctorates: 113, 184, 4

- ☐ STEM
- ☐ Health Professions
- ☐ Education-Critical Shortage Areas

Licensure Pass Rates

- Nursing: 96.0%
- Medicine Step 1: 97.0%
- Medicine Step 2 Knowledge: 100.0%
- Medicine Step 2 CK: 97.0%

■ First-Time Pass Rate, 2009   ▬ State/National Benchmark, 2009

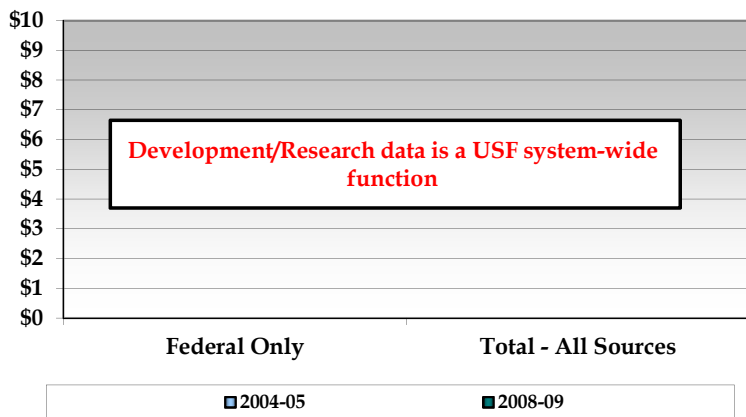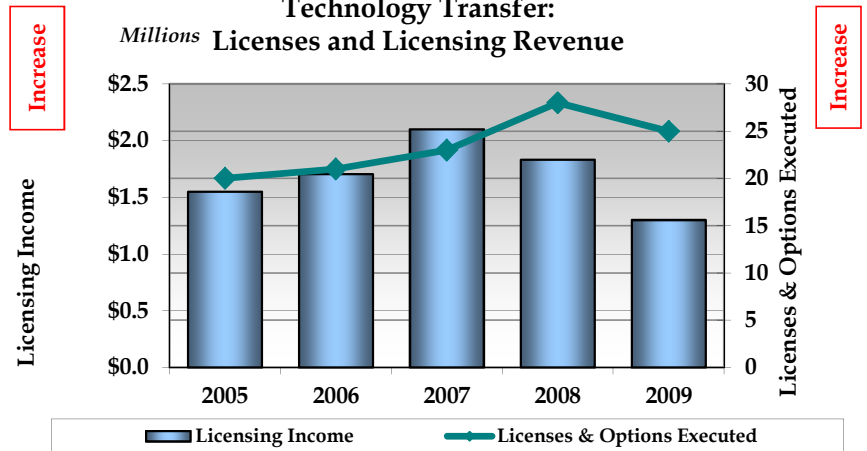**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 3:**

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY (2010 University Work Plan "Targets" in Red)

Academic Research and Development Expenditures

Development/Research data is a USF system-wide function

Federal Only   Total - All Sources

☐ 2004-05   ■ 2008-09

University Innovations Generating Revenue Through Technology Transfer:
Millions Licenses and Licensing Revenue

Increase   Increase

Licensing Income (left axis) / Licenses & Options Executed (right axis)

2005, 2006, 2007, 2008, 2009
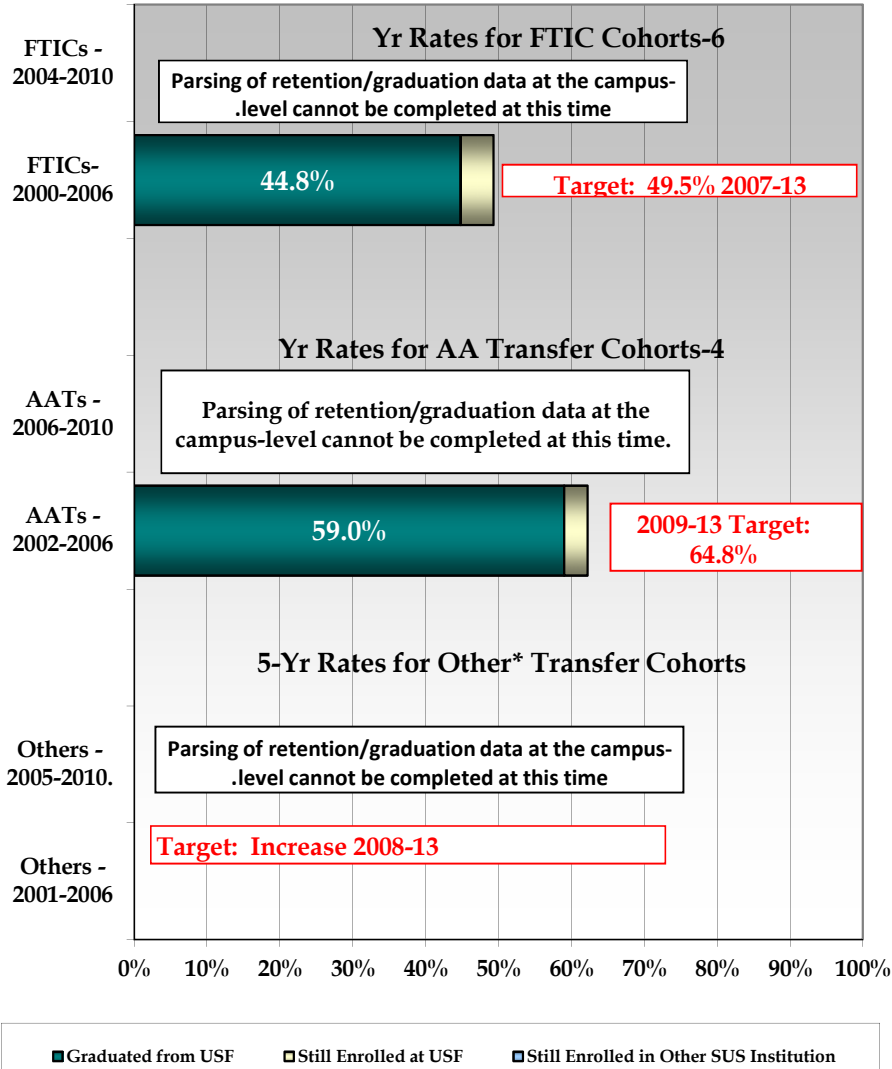
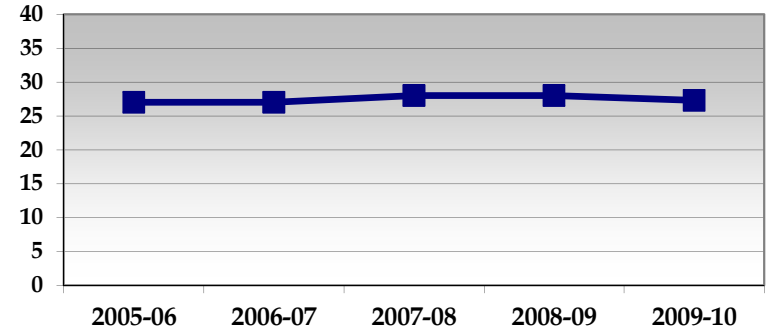■ Licensing Income   ◆ Licenses & Options Executed

Projected Institutional Contributions in RED PRINT
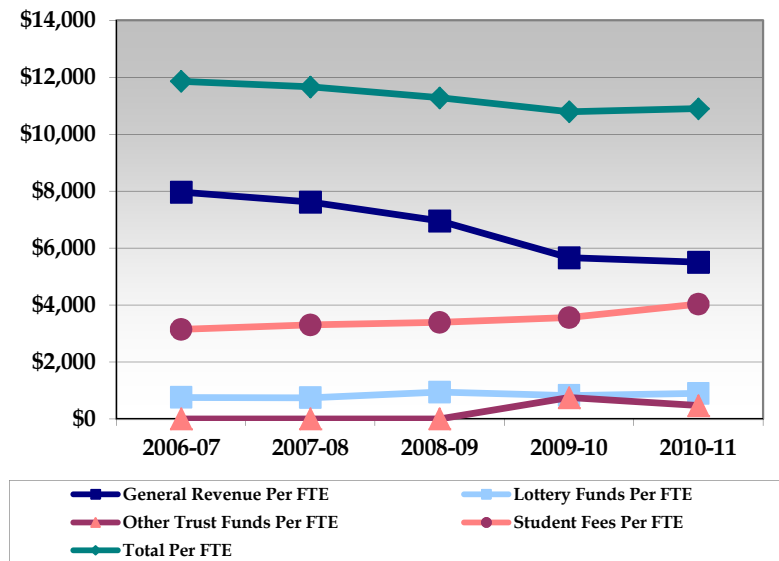**(2012 - 2013 for Degrees in Areas of Strategic Emphasis; 2011 -2012 for R&D, Licenses, and Licensing Revenue).**

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS (with 2010 University Work Plan "Targets" in Red)

USF Tampa

Undergraduate Retention and Graduation Rates

Yr Rates for FTIC Cohorts-6

FTICs - 2004-2010

Parsing of retention/graduation data at the campus-level cannot be completed at this time.

FTICs - 2000-2006

44.8%

Target: 49.5% 2007-13

Yr Rates for AA Transfer Cohorts-4

AATs - 2006-2010

Parsing of retention/graduation data at the campus-level cannot be completed at this time.

AATs - 2002-2006

59.0%

2009-13 Target: 64.8%

5-Yr Rates for Other* Transfer Cohorts

Others - 2005-2010.

Parsing of retention/graduation data at the campus-level cannot be completed at this time.

Others - 2001-2006

Target: Increase 2008-13

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Graduated from USF   □ Still Enrolled at USF   ■ Still Enrolled in Other SUS Institution

Student-to-Faculty Ratio

(chart: values near 27–28)

2005-06   2006-07   2007-08   2008-09   2009-10

Funding Per Student FTE**

$14,000
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0

2006-07   2007-08   2008-09   2009-10   2010-11

■ General Revenue Per FTE   ■ Lottery Funds Per FTE
■ Other Trust Funds Per FTE   ● Student Fees Per FTE
◆ Total Per FTE

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

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

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

Select Data Tables from the 2009-2010 Annual Report [USF Tampa]

Degrees Awarded	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	4,935	5,479	5,758	6,073	6,599
Master's and Specialist	1,737	1,803	2,014	2,096	2,259
Research Doctoral	180	223	229	248	244
Professional Doctoral	93	122	143	154	156

Comparison with Peers*

Peers: North Carolina State University, Rutgers University, Stony Brook University, University at Buffalo, University of Alabama Birmingham, University of California Irvine, University of Cincinnati, University of Illinois, Chicago. See http://www.ods.usf.edu/Plans/Strategic/docs/2010-10-07-Performance-Update-AAU.pdf for more comparisons.

In 2009-10, USF awarded more baccalaureate, master's and specialist degrees than all its peers, and awarded more professional doctoral degrees than all but two peers. In research doctoral degrees USF compared favorably with two peers, exceeded two others, but trailed the other four. By percentage, (see parentheses) USF is similar to N.C. State and Rutgers, and lower than California Irvine for baccalaureate and master's degrees, but are a little lower in doctoral degrees.

Degrees Awarded	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
BA/BS	6599 (71%)	4790 (68%)	5905 (72%)	3525 (61%)	4111 (58%)	1921 (52%)	5962 (79%)	3796 (59%)	3345 (53%)
MA/MS/Sp	2259 (24%)	1795 (25%)	1690 (21%)	1710 (30%)	2043 (29%)	1297 (35%)	1136 (15%)	1991 (31%)	2010 (32%)
Res. Doc.	244 (3%)	422 (6%)	424 (4%)	283 (5%)	279 (4%)	129 (3%)	365 (5%)	219 (3%)	316 (5%)
Prof. Doc.	156 (2%)	79 (1%)	218 (3%)	242 (4%)	640 (9%)	358 (10%)	103 (1%)	443 (7%)	649 (10%)

Overall performance in comparison with peers - strong.

Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	511	10.9	620	11.8	657	12.0	759	13.0	830	13.0
Non-Hispanic Black	613	13.1	686	13.1	723	13.2	786	13.5	795	12.5
Pell Grant Recipients	2,003	43.0	2,083	40.0	2,193	40.0	2,260	38.8	2,679	41.0

Comparison with Peers*

In 2009-10, USF far exceeded its peers in number of degrees awarded to Hispanic and Non-Hispanic Black students. Baccalaureate degrees awarded at peer institutions ranged from 27 to 468 for Hispanic students and 148 to 466 for Non-Hispanic Black students. Specific data on the number and percentage of Pell Grant recipients on peers are not readily available). However, it is important to note that forty-one percent of degrees awarded at USF went to Pell grant recipients.

BA/BS Awarded	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
Hispanic	830	136	478	278	140	27	677	64	478
Non-Hisp. Black	795	342	466	280	243	440	148	314	202

Overall performance in comparison with peers – outstanding.

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	1,049	1,199	1,231	1,324	1,472
STEM (Graduate)	426	453	543	529	616
Health Professions (Baccalaureate)	338	435	401	414	432
Health Professions (Graduate)	384	426	420	497	562
Education–Critical Shortage (Bacc.)	78	74	83	86	91
Education–Critical Shortage (Grad.)	88	116	112	140	129

Comparison with Peers*

In 2009-10, USF awarded more STEM baccalaureate and health baccalaureate degrees than all but two of its peer institutions. In health graduate degrees awarded, USF exceeded four of its peers; the number of graduate health degrees awarded by its peers ranged from 89 to 1,102. Comparable data on STEM graduate and educational degrees awarded are not readily available.

Degrees Awarded	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
STEM BA/BS	1,472	1,894	1,340	832	959	295	1,687	638	812
Health BA/BS	432	n/a	82	658	263	430	235	646	205
Health Grad	562	89	251	519	598	949	109	691	1,102

Overall performance in comparison with peers – outstanding.

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	48.1%	n/a	48.8%	n/a	47.5%	n/a	48.1%	n/a	51.0%	n/a
SUS Def.: 6-Yr Rates - FTICS	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus-level; as reported in 2010 Annual Report									
SUS Def.: 4-Yr Rates - AA Transfers	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus-level; as reported in 2010 Annual Report									
SUS Def.: 5-Yr Rates - Others	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus-level; as reported in 2010 Annual Report									

Comparison with Peers*	This is an issue of great concern to USF. The six year graduation rate (2009 data) at the eight peer institutions ranged from 39% (University of Alabama Birmingham) to 82% (California Irvine). The University of Cincinnati and the University of Illinois at Chicago were just ahead of USF Tampa at 55% and 54% respectively. The rate at USF is rising from 47.5 in 2008 to 51% in 2010.

Undergrad Ret/ Grad Rates 2009	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
Fed Def: 6 Yr FTIC	48%	73%	77%	67%	63%	39%	82%	55%	54%
SUS Def Rates		See USF System annual work plan – data using SUS methodology							

Overall performance in comparison with peers – improving, but there is work to be done.

Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5
Nursing (2005-06 Through 2009-10)	95.9%	82.1%	92.1%	98.1%	96%
Medicine – Step 1 (2006 – 2010)	94%	95%	97%	97%	95%
Medicine – Step 2 Clinical Knowledge (2005-06 Through 2009-10)	95%	100%	100%	100%	100%
Medicine – Step 2 Clinical Skills (2005-06 Through 2009-10)	95%	95%	97%	97%	95%

Comparison with Peers*	Peer data are not readily available for these metrics; data are generally available only at state level averages. However, the high pass rates suggest that USF Tampa compares favorably with its peers. Overall performance in comparison with peers – excellent.

Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only (Thousand $)	$ 143,051	$ 157,324	$ 171,272	$ 189,282	$ 213,163
Total – All Sources (Thousand $)	$ 276,609	$ 304,804	$ 337,169	$ 342,665	$ 371,037

Comparison with Peers*	Note, these are USF System data; data will be separated by USF campus starting next year. These data are included here since over 98% of the research funding is generated by USF. In both categories, USF System exceeds all but two of its peers. USF System has shown consistent improvement in bringing in external research funding over the last five years. It is ranked 34th in federal research expenditures (FY 2009) and 43rd in total research expenditures (FY 2008) for all public universities.

Res/Dev Expenditure	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
Federal ($M)	213.1	135.3	161.9	107.4	152.1	300.1	177.1	229.3	196.7
Total ($M)	371.0	380.6	351.6	258.1	338.3	431.7	325.5	356.8	341.7

Overall performance in comparison with peers – outstanding.

Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	20	21	23	28	25
Licensing Income	$ 1,548,818	$ 1,704,025	$ 2,099,712	$ 1,831,000	$ 1,300,000

Comparison with Peers* Data and peer comparisons are available in the USF System work plan.

OTHER KEY OUTPUT OR OUTCOME METRICS	2005	2006	2007	2008	2009
Freshman Retention Rates	82	81	81	88	86
Student to Faculty Ratio	27	27	28	28	27
Post-Doctoral Members	105	179	183	211	231
Total Research Expenditures/Faculty	$179K	$185K	$205K	$201K	$217K
Average Faculty Salary - Professor	$94,397	$99,475	$101,808	$101,912	$107,000
Average Faculty Salary - Associate	$69,588	$71,481	$73,409	$74,003	$77,000
Average Faculty Salary - Assistant	$58,801	$61,554	$61,823	$62,764	$65,600
Patents (#)	23	29	31	31	36

Comparison with Peers*

- Freshman retention rates have risen since 2006 and now compare favorably with the peer institutions.
- Ratio of students to faculty members at our national peers ranged from 14 to 1 at Rutgers to 19 to 1 at Stony Brook and California Irvine. This is one of the major areas of concern for USF (see below).
- The number of postdoctoral scholars at USF (231) was similar to its peers, except for Buffalo which had 325 and Stony Brook with 161. USF has made remarkable progress in this category over the last five years. (105 to 231).
- In research expenditures per faculty member, USF Tampa is comparable with its peers, although Alabama and Cincinnati are somewhat higher (around $300K). USF has made great progress over the last five years.
- Average faculty salaries lag behind most peer institutions except for Cincinnati.
- The number of patents is on a par with the peer institutions.

Other Metrics (2009)	USF	N.C. State	Rutgers	Stony Brook	Univ. at Buffalo	Alabama Birm.	California Irvine	Univ. of Cincinnati	Illinois Chicago
Freshman Retent. Rate	86	91	91	89	89	82	94	85	81
Student Faculty Ratio	27	17	14	19	16	17	19	16	18
Post-Docs.	231	253	258	161	325	220	293	277	226
Res Exp/Fac Member ($K)	217	241	210	274	289	318	299	295	228
Prof ($K)	107	115	140	132	129	111	133	102	121
Assoc ($K)	77	84	95	95	90	77	86	74	85
Assist ($K)	66	70	77	75	74	64	76	61	74
Patents	36	37	36	System	System	10	System	8	---

Overall performance in comparison with peers – strong to outstanding.

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

(1) **Graduation Rates:** While the six-year graduation rate for FTIC students has steadily improved since 2008 at USF, from 47.5% to 51.6% in 2010, it still remains relatively low in comparison with some of our peers. The strategic initiative highlighting student success is now paying benefits with higher retention rates at each year and with more students graduating in a timely manner. This initiative continues to be a very high priority for USF.

(2) **Student to Faculty Ratio:** The student to faculty ratio is low (27 to 1) in comparison with our peers, public AAU institutions, and AAU prospects (http://www.ods.usf.edu/Plans/Strategic/docs/2010-10-07-Performance-Update-AAU.pdf). The mean for public AAU institutions and AAU prospects is around 16 to 1. While USF has made remarkable progress and compares favorably with its peers and with many AAU institutions in most of its achievements, student success is somewhat stymied by lack of faculty members.

(3) **Academic Goals and University Infrastructure:** An important challenge to USF is maintaining and developing its infrastructure to ensure high quality academic performance. This entails not only maintenance of its physical plant but also its academic support structures. The library, as it moves towards being a member of the Association of Research Libraries needs special attention, as too does the enhancement of the technological resources that lead to greater innovation. The support for students also creates challenges at USF. USF lags its peer institutions and many other Florida universities in dollars per student FTE. While institutional efficiencies are already very high, additional resources would greatly enhance student success, further employment opportunities and contribute to new Florida initiatives.

UPDATES TO 2010 UNIVERSITY WORK PLAN [USF]

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

Developments consistent with the 2010 goals:

Moving Towards AAU Eligibility: Reflecting the institution's goals of becoming eligible for membership in the Association of American Universities, USF continues to make considerable progress. The strategic plan documents the metrics used to measure success, for which the institution is held accountable by Trustees. **http://www.ods.usf.edu/Plans/Strategic/docs/2010-10-07-Performance-Update-AAU.pdf** (http://www.ods.usf.edu/Plans/PPA/matrix.htm).

Revenue Enhancement -- Public-Private Partnerships: USF continues to enhance its revenue through development of external funding, private giving, technology transfer and public-private partnerships. USF monitors public-private partnerships for increases in external funding, patents and licenses.

Global Initiatives: USF has seen considerable increases in its global activities, international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy and employment opportunities. Its partnership with INTO has internationalized the campus. School for Global Sustainability has been established and will be developed further. USF World will be further enhanced.

New Opportunities:

Technological and Innovative Advances – Marine and Coastal Environments - Health: An identified area of strategic focus, Marine Science and Coastal Technologies represents a key area, as demonstrated by the rapid response to the Gulf Oil spill of 2010. Technological advances have been further enhanced through the innovative USF Health initiatives such as the Center for Advanced Medical Learning and Simulation.

Community Engagement: Establish a unified institutional structure to facilitate community engagement, social enterprise, and global collaborations in education, research and service learning, including managing fiscal and human resources for student exchange, study abroad and international field placement programs, and faculty research, teaching, outreach and professional development opportunities.

USF and the USF System: USF is an integral part of the evolving USF System. It works closely with the other campuses to enhance the mission of the USF System and helps facilitate the distinctive missions of all four campuses. All four institutions have separate IPEDS; USF (in Tampa) and USF St. Petersburg are accredited by SACS; USF Sarasota-Manatee should be SACS accredited in June 2011 and USF Polytechnic in 2012. In the Carnegie Foundation for the Advancement of Teaching classification: USF is a doctoral university with very high research activity; USF ST. Petersburg, USF Sarasota-Manatee and USF Polytechnic are each classified as masters, medium level. USF and USF St. Petersburg are also Carnegie Community Engaged institutions. The members of the USF System together provide:

- Enhanced access for students
- Distinctiveness while optimizing potential
- Greater choice to meet student and academic needs
- Broader advocacy
- Efficiencies, both academic and economic
- Commitment to meeting local needs
- Leveraging our combined strength through collaboration
- A unified brand yielding identity and impact.

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

Program Level	6-Digit CIP Code	Program Title	Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)	Proposed Action
D	14.0501	Biomedical Engineering	This program is in a unit that is highly productive; Chemical Engineering. The department awards degrees for BS, MS and Ph.D. in Chemical Engineering.	This program started in 2005 with no new resources and has produced 1.6 degrees per year, on average. Since 2009 the college has hired four new faculty in this program. With increased involvement of the Medical School we expect the number of graduates to increase beyond the threshhold.
D	14.1901	Mechanical Engineering	The program is in a unit that awards a high number of degrees at the BS and MS level. The program also delivers a high number of student credit hours and currently it has a high number of enrolled Ph.D. students.	There is a corrective action plan in place to improve graduation rates. Twenty-one new Ph.D. students were admitted to the department during AY 2010-2011. Current Ph.D. enrollment is close to 40; going forward, this will result in significant increase in Ph.D. degrees awarded.
D	45.0401	Criminology	The program is in a unit that serves a large number of undergraduate students (1200) and graduate students (99) with only 12 faculty. Faculty scholarly productivity is ranked in top ten for the discipline.	Curricular revisions are underway to: implement a 3-member faculty committee to promote timely degree completion; reviewing departmental policies regarding timeline for degree completion. A plan is in place to increase faculty hiring. In addition, a three-year plan will be developed to increase graduate stipends
D	50.0901	Music, General	This is the Ph.D. program in Music Education.	The program has increased the number of enrolled students and additional recruitment positions the program to meet and exceed the minimum requirement for average graduation rate.
EdS	13.0401	Education Administration/Ldrshp, Gnrl	There is no additional pecuniary or non-pecuniary cost to the department as these students enroll in the same courses as those pursuing a doctorate; in cases where doctoral students fail to make satisfactory progress in	We are in the process of submitting a new folio to the Florida Department of Education that will add principal certification track to our Educational Specialist degree. This will replace our current principal certificate modified program which is a non-degree program. We anticipate an increase in enrollment with this change.

			their program, the specialist degree provides an alternative to non-degree completion; the educational specialists degree prepares students to teach at the community college level without attaining the doctorate; and, the educational specialist degree provides an avenue for students who already have a master's degree, but do not want to pursue a doctorate.	
M	05.0102	American Studies	The department is in the midst of executing a plan to grow this program beyond critical levels as part of their efforts to "re-invent" American Studies. This also provides excellent support for the university's newly articulated global strategy.	We expect enrollment to exceed required levels within two years. This program also provides significant support for the university's general education program in the areas of Humanities and Fine Arts.
M	05.0207	Women Studies	The Department of Women's Studies at USF has undergone a radical transformation in the past year with the renaming of the department (now the more inclusive Women's and Gender Studies) and all new faculty.	In years past it had a large and successful Master's Program and within a year or two it will have one once again. The department is currently aggressively recruiting affiliate faculty and new students.

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

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
Dec 2011	B	51.000	Health Science	2012 Health
Dec 2011	B	51.1599	Behavioral Healthcare	2012 Health
Dec 2011	M	09.0903	Advertising	2012
Dec 2011	M	30.2001	Diplomacy and Strategic Studies	2012 Global
Spring 2012	M	31.0504	Sport Management	2012
Dec 2011	M	51.2707	Health Informatics	2012 Health
Dec 2011	M	26.0907	Diabetes and AutoImmune Diseases	2012 Health
Dec 2011	RD	14.1407	Environmental Engineering	2012 STEM
Dec 2011	RD	42.2814	Applied Behavioral Analysis	2012 Health
Dec 2011	RD	51.2314	Rehabilitation Sciences	2013 Health

Enorollment Planning

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

USF has an unduplicated head count enrollment for Fall 2010 of 40,429, of which 9,466 (23.4%) is at the graduate level. The over-riding, long-term goal of the institution is to maintain current enrollment levels by increasing graduate enrollment to 25% and slightly reducing undergraduate headcount enrollment. The other institutions within the USF System will then meet the needs of undergraduates in the west-central Florida region. The estimated student FTE at USF for 2010-11 is 25,542 of which graduates account for 5,154 (20%); the plan is to increase institutional efficiency by reducing the ratio of FTE to headcount for all academic levels. which current stands at 1 to 1.58.

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

With the absence of increased state appropriations for growth, the funded plan has not grown at the same pace as actual enrollment. Additional reasons for the enrollment growth are various, and include the following:

- USF's enrollment response reflects significant progress in addressing SUS priorities, including: providing increased access and production of degrees which is reflected in increases at all levels, increasing world-class research efforts (which partially explains the large increase in Grad II numbers), and meeting targeted program and critical statewide work force needs, such as health care (including nursing and pharmacy), engineering and technology, and education (all of which have increased enrollment at USF).
- A permanent revenue neutral shift would reduce magnitude of variance. And obviously, the lack of distribution of funded FTE by the Legislature for three years is a major factor.

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

For entire institution	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	8,617	8,052	8,617	8,000	8,000	8,000	8,000	0.0%
FL Resident Upper	9,999	10,264	9,999	10,400	10,556	10,873	11,199	1.5%
FL Resident Grad I	2,672	2,341	2,672	2,500	2,600	2,808	3,033	3.9%
FL Resident Grad II	623	786	623	800	832	899	970	3.9%
Total FL Resident	21,911	21,443	21,911	21,700	21,988	22,579	23,202	1.3%
Non-Res. Lower	■	372	■	428	492	566	651	8.7%
Non-Res. Upper	■	361	■	370	385	400	416	2.4%
Non-Res. Grad I	■	330	■	340	357	375	394	3.0%
Non-Res. Grad II	■	427	■	430	440	450	460	1.4%
Total Non-Res.	1,302	1,490	1,302	1,373	1,559	1,787	1,920	6.9%
Total Lower	■		■					
Total Upper	■	8,424	■	8,428	8,492	8,566	8,651	0.5%
Total Grad I	■	10,625	■	10,770	10,941	11,273	11,615	1.5%
Total Grad II	■	2,671	■	2,840	2,957	3,183	3,426	3.8%
Total FTE		1,213		1,230	1,272	1,349	1,430	3.1%

Enrollment Plan Proposal – Medical/Dental/Veterinary **State-Fundable** Enrollments								
For entire institution Headcount	Funded 2010-11	Estimated 2010-11	Funded 2011-12	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
FL Resident Medical Headcount	480.0	458.0	480.0	460.0	460.0	460.0	460.0	0.2%
Non-Res. Medical Headcount	■	17.0	■	20.0	20.0	20.0	20.0	0.2%
Total Medical Headcount	480.0	475.0	480.0	480.0	480.0	480.0	480.0	0.2%
FL Resident Dentistry Headcount								
Non-Res. Dentistry Headcount	■		■					
Total Dentistry Headcount								
FL Resident Veterinary Headcount								
Non-Res. Veterinary Headcount	■		■					
Total Veterinary Headcount								
FL Resident Pharmacy Headcount	0	0		50.0	225.0	375.0	400.0	140.0%
Non-Res. Pharmacy Headcount	■	0	■	-	-	-	-	0.0%
Total Pharmacy Headcount	0	0		50.0	225.0	375.0	400.0	140.0%

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

SITE: USF Health Science Center

USF-HSC FTE	Funded 2010-11	Estimated 2010-11	Funded 2011-12	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
FL Resident Lower	103	376	103	357	368	370	372	0.8%
FL Resident Upper	584	928	584	940	946	962	977	0.8%
FL Resident Grad I	495	847	495	916	889	891	893	-0.5%
FL Resident Grad II	232	247	232	246	258	266	267	1.6%
Total FL Resident	1,414	2,398	1,414	2,459	2,461	2,489	2,509	0.4%
Non-res Lower	■	11	■	11	12	12	12	0.3%
Non-res Upper	■	24	■	23	23	24	24	0.5%
Non-res Grad I	■	127	■	100	97	96	95	-1.1%
Non-res Grad II	■	48	■	27	28	27	27	0.3%
Total Non-res	98	210	98	162	160	159	158	-0.5%
Total Lower	■	386	■	368	380	382	384	0.8%
Total Upper	■	953	■	964	969	986	1,001	0.8%
Total Grad I	■	975	■	1,016	986	987	988	-0.6%
Total Grad II	■	295	■	273	286	293	294	1.5%
Total FTE	1,512	2,609	1,512	2,621	2,621	2,648	2,667	0.3%

SITE: REMAINING PHYSICAL LOCATIONS

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

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

FTE	Estimated 2010-11	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
Lower	938	966	995	1056	1120	3%
Upper	1,529	1575	1622	1721	1826	3%
Grad I	479	493	508	539	572	3%
Grad II	191	197	203	215	228	3%
Total	3,137	3,231	3,328	3,531	3,746	3%

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

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION (Continuing) USF has adopted a comprehensive approach to promoting student success, focusing on preparedness, affordability, and student support services.	• Raise academic standards for admission to improve readiness. • Develop financial aid leveraging model to support enrollment objectives and maintain access and affordability. • Improve teaching and learning outcomes through course redesign in high enrollment classes with low passing rates. • Develop new student evaluation of teaching. • Develop new programs to increase access and student choice. • Increase number of faculty. • Increase academic advisors. • Expand tutoring services. • Promote undergraduate research. • Improve new student orientation. • Expand Career Center services. • Implement state-of-the-art degree audit system (DegreeWorks) to promote timely progression.	**Metrics:** USF will monitor • Academic credentials of incoming students (High School GPA; SAT/ACT; Academic Success Factors). • Access and Affordability metrics - Pell Grant and Bright Futures recipients (number and percentage); Total Cost of Attendance). • Student Progression rates. • 6-year graduation rates. • Student: Advisor ratio. • Student utilization of tutoring and career services. • Student credit hours per semester. • Document undergraduate research. • Student evaluations of teaching. • Document number of new faculty. • Document number of new advisors. **Timeline:** USF continues to monitor its retention and graduation rate (http://www.ods.usf.edu/Plans/PPA/matrix.htm). **Expected Outcomes:** Six year FTIC graduation rate of 55% in three years. Gradual rise in retention rates between all years.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
		$4.8M	$4.8M	$10.0M	$8.2M			$18.2M	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#2 Revenue Enhancement –- Public-Private Partnerships (Continuing) USF continues to expand and diversify its resource base to maintain financial sustainability to meet its distinctive mission. These partnerships include close ties with Draper Laboratory, SRI International, and the Mote Marine Research Institute. USF is host to the Florida Institute of Oceanography, houses the Florida Center of Excellence for Biomolecular Identification and Targeted Therapeutics (FCoEBITT/ CDDI), and is an active partner in the Florida Energy Systems Consortium (FESC).	• Develop external funding, private giving, technology transfer and public-private partnerships, patents, licenses. • Sponsor research to support external funding, patents, technology transfer, licensing revenues, and start-ups. • Champion endowment support and foster partnerships with research and industry. • Cultivate research/development that strengthens Florida's economy and contributes to global solutions.	**Expected Outcomes:** Increased revenue and improved public-private partnerships that enhance education and contribute to employment opportunities to the state. **Metrics:** • Monitor external funding, private giving, technology transfer and public-private partnerships, patents, licenses. • Document research to support external funding, patents, technology transfer, licensing revenues, and start-ups. • Measure endowment support and partnerships with research and industry. **Timeline:** These are on-going activities of USF, but over the next three years, it is expected that significant research/development will be undertaken that strengthens Florida's economy, creates jobs, and contributes to global solutions.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					$4.0M			$4.0M	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#3 Global Initiatives (Continuing) USF has seen considerable increases in its global activities, international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy and employment opportunities. Its partnership with INTO has internationalized the campus. School for Global Sustainability has been established and will be developed further. USF World will be further enhanced.	• Brand and highlight USF World as an integral part of the curriculum and research endeavors at USF. • Foster international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy. • Promote USF:INTO program. • Continue to increase the number of international students on campus. • Develop School for Global Sustainability and facilitate international programs. • Advance Global Academic Partners program.	**Expected outcomes:** Increased international involvement across the campus with greater exchange of students with other countries. The goal is to make Florida students more competitive at the global level for employment opportunities. **Metrics:** • Monitor global activities, international faculty exchanges, recruitment of fee-paying international students and student study abroad programs, thus adding to Florida's place in the global economy. • Document progress with USF:INTO partnership program. • Monitor number of international students on campus. • Establish meaningful international academic partners. **Timeline:** This is an ongoing initiative, but gains are expected over the next two years.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					$2.0M			$2.0M	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#4 Technological and Innovative Advances – Marine and Coastal Environments – Health (Continuing/New Elements): An identified area of strategic focus, Marine Science and Coastal Technologies represents a key area, as demonstrated by the rapid response to the Gulf Oil spill of 2010. Technological advances have been further enhanced through the innovative USF Health initiatives such as the Center for Advanced Medical Learning and Simulation.	To enhance these initiatives, USF will: • Develop initiatives in the health sciences such as the technology-based Center for Advanced Medical Learning and Simulation (CAMLS). • Encourage research activities in coastal marine programs, and foster external research projects (Tampa Bay region is the largest marine research community in the southeast); • Promote student recruitment, involvement, graduation, and placement in coastal employment. USF is uniquely positioned to serve as the intellectual hub for technological advances and workforce development within the health and coastal industries.	**Expected outcomes:** Increased involvement in technological developments and innovations within the health and coastal industries. CAMLS will attract industry leaders and medical experts from around the world creating a national center for transforming medical education and a hub for biomedical research in the downtown area with more job opportunities. **Metrics:** Marine environments – USF will monitor: • Student recruitment. • Student engagement. • Student graduation. • Student placement. • External research funding. Health - USF will monitors CAMLS: • Health partnerships. • Doctors trained. **Timeline:** While some immediate outcomes are expected from the recent research activities associated with the Gulf oil spill, this is a long-term USF goal to develop a high quality coastal research and education initiative. Training of doctors from across the nation will begin and continue.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (st.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					$2.7M			$2.7M	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#5 Community Engagement (Continuing/New Elements): USF is committed to furthering community engagement and scholarship, fostering social enterprise and global collaborations in education, research and service learning.	Establish a unified institutional structure to facilitate and promote community engagement, social enterprise, and global collaborations in education, research and service learning, including mechanisms for managing fiscal and human resources for student exchange, study abroad and international field placement programs, and faculty research, teaching, outreach and professional development opportunities. This will include: • Development of an up-to-date clearinghouse of information about all engagement activities. • Development of system to measure community engagement. • Encourage faculty participation in community engagement –and include community engagement in USF's promotion and tenure guidelines. • Encourage and reward student community engagement and explore feasibility of acknowledging community engagement in official transcripts.	**Expected outcomes:** Greater involvement in community initiatives by faculty and students. Increased institutional efficiencies and job related activities. **Metrics:** • Document levels of community engagement of faculty • Document levels of community engagement of students • Change promotion and tenure policy on community engaged scholarship. • Recognize community engaged scholarship on student transcripts. **Timeline:** This initiative is ongoing with elements accomplished over a three period. WE expect community engagement by students and faculty to increase in this time frame. However, to change promotion and tenure policy will require different levels of discussion and approval.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (st.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					$2.0M			$2.0M	

	Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1			$4.8M	$4.8M	$10.0M	$8.2M			$18.2M	
2						$4.0M			$4.0M	
3						$2.0M			$2.0M	
4 optional						$2.7M			$2.7M	
5 optional						$2.0M			$2.0M	
Total			$4.8M	$4.8M	$10.0M	$18.9M			$28.9M	

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS

2010 - 2011 Tuition Differential Update

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

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Increase course offerings ($884,480)	Fall 2010 there were 263 additional sections taught compared to Fall 2009 which has increased accessibility.
Improve graduation rates ($686,966)	There has been a notable change graduation rates; they were 48% in 2009 and have risen three points to 51% in 2010.
Increase the percentage of undergraduate students who are taught by faculty ($3,481,076)	There has been an increase in the percentage of undergraduates taught by faculty, in accessibility, and in the number of degrees awarded.
Decrease student-faculty ratios ($3,900,193)	The student population increased over the last five years, even though resources were invested in faculty so the student to faculty ratio has remained relatively stable at 27:1.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	Over 40 new faculty and instructors have been hired.
Total Number of Advisors Hired or Retained (funded by tuition differential):	18 new advisors hired
Total Number of Course Sections Added or Saved (funded by tuition differential):	263
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
The 30% portion is managed at the USF System level. 1. We will continue to target our need based grant awards to students who are paying the differential charges. Total expenditures: $3,096,920 2. Because we continue to experience an increase in FAFSA filers who have need, the differential revenue will prevent dilution of the need based funds that are being awarded to an increasing number of students. Total expenditures: $1,032,307	
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,256
$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	$1,187
$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	$160
$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	$2,882

Fall 2011 Request for an Increased Tuition Differential Fee

University: University of South Florida

Effective Date	
University Board of Trustees Approval Date:	June 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	University of South Florida
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	Undergraduate courses offered by USF
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	$ 22.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
$ Increase in tuition differential per credit hour:	$ 10
$ Increase in tuition differential for 30 credit hours:	$ 300.00
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	$ 6,889,051
Total differential fee revenue generated in 2011-12 (projected):	$ 22,212,909

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

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

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

	Estimated Actual* 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ 306,082	$ 528,751
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ 306,082	$ 528,751
Receipts / Revenues		
Tuition Differential Collections	$ 12,584,925	19,497,249
Interest Revenue - Current Year	22,099	34,237
Interest Revenue - From Carryforward Balance	537	928
Total Receipts / Revenues:	$ 12,607,561	$ 19,532,414
Expenditures		
Salaries & Benefits	$ 8,497,897	$ 13,491,646
Other Personal Services	80,500	100,000
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	3,784,293	5,858,803
Expended From Carryforward Balance	22,202	526,776
**Other Category Expenditures	-	-
Total Expenditures:	$ 12,384,892	$ 19,977,225
Ending Balance Available:	$ 528,751	$ 83,940

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

**Provide details for "Other Categories" used.

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

University:	University of South Florida
Work Plan Issue Title:	**Program Access and Degree Production in STEM Fields**
Priority Number	1
Recurring Funds Requested:	**$8,217,981**
Non-Recurring Funds Requested:	**$**
Total Funds Requested:	**$8,217,981**

I. **Description:**

USF continues to prepare the nation's next generation of leaders, thinkers, and scientists by replenishing the ranks of the professoriate for American higher education and placing its graduates in competitive professional programs.

Faculties are the core of the instructional mission. The key performance indicator (KPI) of students to faculty serves as a nationally accepted benchmark for the adequacy of faculty resources. The SUS data indicate that USF has the second highest student-to-faculty ratio among the 11 institutions and the highest ratio of the three public Florida institutions classified as Research Universities, Very High Research Activity (RU/VH) by the Carnegie Foundation for the Advancement of Teaching. An extraction from the IPEDS database of public RU/VH institutions demonstrates that USF has the highest student-to-faculty ratio nationally.

These faculties will contribute to enhanced numbers of graduates in the high impact STEM disciplines. In addition, these faculties are among the highest producers of grants and contracts, contributing to not only increased research funding but also providing stimulus for high-technology, high-wage jobs.

Aligned with the vision of the *New Florida* initiative for the state of Florida to create a new state economy based on knowledge and innovation, USF stimulates innovation and the knowledge-based economy in Florida through (i) recruitment, development and retention of highly talented faculty and students; (ii) development of externally funded, basic and applied research leading to economic growth and new job creation; and (iii) public-private partnerships that attract new companies and venture capital.

2012-2013 LBR

USF continues to be among the leaders of STEM field graduates in Florida. During the period 2004-05 to 2008-09, STEM programs (degree production) increased close to 40%. The array of programs, especially the interdisciplinary nature of faculty and program collaboration, is a very positive environment. The recent "Industry Cluster Analysis of the Tampa Bay Region" published by Scripps Research Institute (SRI) identified five high-potential clusters for investment and growth: life sciences and medical services; research and engineering services; financial services; information technology services (with electronics); and aerospace, defense, and national security. The economy of the region is poised to make dramatic impacts in these areas. Likewise, these industry clusters reflect the strengths of USF. The state's investment in faculty coupled with the business conditions and climate make for a particularly strong synergy toward accomplishing the goals of *New Florida.*

While there will be some expansion of program depth and the provision for service and outreach, this is fundamentally an expansion of existing programs and services.

STEM disciplines are a strength of the university. Faculties are generally under resourced and must be augmented. Departments are established and highly productive. Administrative and support services are adequate and are in place. The university will provide start-up funding as appropriate. Student demand is high. Therefore an investment will make direct impacts.

II. Return on Investment:

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

	Year 1	Year 2	Year 3	Year 4	Year 5
	280	560	875	875	875

2. Number of FTE Students receiving services or participating in the program by year for the next five years:

	Year 1	Year 2	Year 3	Year 4	Year 5
	200	400	650	650	650

2012-2013 LBR

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
B				100	200	350	525
M				35	35	40	40
D						6	10

III. **Facilities:**

A. Does this issue require an expansion or construction of a facility?
NO

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

	Facility Project Title	**Fiscal Year**	**Amount Requested**
1.			
2.			

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

University:	University of South Florida
Work Plan Issue Title:	**Competitive PhD Student Recruitment in STEM Fields**
Priority Number	**2**
Recurring Funds Requested:	**$3,047,806**
Non-Recurring Funds Requested:	**$**
Total Funds Requested:	**$3,047,806**

I. **Description:**

USF provides access to an array of university experiences. As a RU/VH campus in Tampa, the University offers a range of experiences through cooperative programs, innovative courses, interdisciplinary initiatives and research opportunities. At the graduate level, impressive trends can be seen with regard to the number of doctoral degrees awarded, a measure of USF's growing commitment to graduate education and the creation of new knowledge through research, scholarship, and creative activity.

Doctoral students contribute directly to the research and instructional productivity of the university. The recruitment of highly qualified doctoral students is essential to the fabric and culture of a research university. To attract the best graduate students, the university must be able to offer viable support packages in this highly competitive environment.

As a catalyst for change, *New Florida* recognizes the basic requirement of attracting the best of brightest of the knowledge workers to Florida's universities.

During the period of academic year 2004-05 to academic year 2008-09, USF has experienced a 49% expansion in its Ph.D. graduates, growing from a base of 194 research and professional doctoral degrees awarded to 400.

The university has found resources to support doctoral programming growth by building on the overhead return from grants and contracts and by diverting funds from other priorities. USF graduate programming, especially for doctoral programs, should approximate the same level as other SUS RU/VH universities.

2012-2013 LBR

II. Return on Investment

Number of Headcount Students receiving services or participating in the program by year, for the next five years:

Year 1	Year 2	Year 3	Year 4	Year 5
110	110	110	110	110

Additional degrees, Doctoral

Year 5	Year 6	Year 7	Year 8	Year 9
30	40	40	40	40

Other outcomes:

The university will also realize increased SCH by those doctoral students with instructional responsibilities.

III. **Facilities:**

B. Does this issue require an expansion or construction of a facility?
No

	Facility Project Title	Fiscal Year	Amount Requested
1.			
2.			

2012-2013 LBR

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

University:	University of South Florida
Work Plan Issue Title:	Clinical Translational Sciences Institute
Priority Number	3
Recurring Funds Requested:	$ 1,061,000
Non-Recurring Funds Requested:	$ 0
Total Funds Requested:	$ 1,061,000 (Note: Priority 1 contains $1,041,366 for this issue – for a total of $2,102,366 to complete this issue as described)

I. **Description:**

This request for the USF Clinical Translational Sciences Institute (CTSI) is driven by Goal 3, (Building World-Class Academic Programs and Research Capacity) of USF's Strategic Plan. This initiative complements the research in USF Health's public health, nursing, physical therapy and pharmacy programs. It also supports the Clinical and Translational Science Award application USF Health submitted in Fall 2010 to NIH, which will advance interdisciplinary research across disciplines and hasten the translation of laboratory findings to clinical practice.

The requested funding for the CTSI will enable USF to create and support a seamless process for interdisciplinary clinical and translational research across a regional research network that will lead to increased research funding from the National Institutes of Health and industry sponsors. These efforts will enhance USF's institutional profile in the area of clinical and translational research, will provide a platform for innovative, collaborative educational programs in health fields and will support community participation in research.

Performing interdisciplinary research needed to address complex health issues of our population has become increasingly complicated. New technological tools outpace the ability to integrate and interpret their findings and the translation of new findings to human trials is challenging.   The NIH has developed a national network of funded institutions to address this issue. The competitive grant application requires demonstrated institutional support and infrastructure. Institutions that cannot show this capacity will be at a competitive

disadvantage. This is an instance where federal funding agencies goals align with USF's strategic goals.

This budget issue will allow us to further the Goal of Building Research capacity at USF. It is expected that the investment of $1M in this activity will directly lead to a minimum return on investment of 200% per year. Funding this budget issue will increase both internal research capacity and the volume of externally funded research at USF.

The objectives of the New Florida initiative are to create a new economy based on knowledge and innovation. Investing in the CTSI will lead to faster implementation of medical breakthroughs, improvements in medical care and the overall health of the population of the state. Industry partners will be attracted to collaborate with USF due to the infrastructure and facilitation of research. These funds will also be leveraged as cost sharing against federal awards in accordance with the goals of the New Florida initiative.

The mission of the USF CTSI is to facilitate and accelerate innovative clinical and translational research with the goal of improving health outcomes and making life better for our community. The CTSI strives to be an efficient, coordinated resource that provides educational, technical and administrative support to strengthen the connection and create new ideas between scholars, clinical and translational investigators, industry and the community with the ultimate goal of translating research discoveries into practice. The institute is composed of faculty and investigators from across diverse academic disciplines with access to resources and tools needed to catalyze research.

The CTSI is an existing program providing education of junior faculty in clinical and translational research, investigator services such as biostatitical and study design support and some administrative support. CTSI faculty are in the process of submitting a request for funding from the National Institutes of Health that will further increase the capacity of the Center and make it a key stakeholder in the federal government's Research Roadmap Initiative. In the last year, the CTSI has undergone a planning process and is reengineering how clinical research is conducted at USF. Additional funding will allow the CTSI to expand services and develop linkages with other Florida SUS partners conducting clinical and translational research. In addition, this funding will create processes and capacity that will further enhance our funding applications to NIH and other clinical and translational research fundors.

2012-2013 LBR

This budget request will allow for further development of a webportal that will serve researchers, patients and the community and connect collaborative groups. It will provide informatics support for meaningful interface between medical records and a research data warehouse and the development of a tissue and clinical sample repository core for the CTSI.

USF and USF Health leadership have identified the CTSI as a strategic initiative that will further enhance the University's reputation in the research community and increase institutional capacity in clinical and translational research.

Current initiatives to improve graduate education and post-doctoral training in the clinical disciplines will generate more users of CTSI services and lead to better trained investigators.

II.   Return on Investment:

We anticipate that this additional funding will positively impact the Federal R&D expenditure Dashboard Indicator, generating more competitive proposals which will lead to more funded grant projects. This funding will be leveraged to submit a competitive Clinical Translation Sciences Award application to the National Institutes of Health for $20M over five years. The additional research funding that USF will receive as a result of this investment will allow USF to support and train additional graduate students and junior faculty.

Projections include:

Additional Federal Academic Research and Development Expenditures

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
$100,000	$500,000	$3,000,000	$7,000,000	$12,000,000

Additional Total Academic Research and Development Expenditures

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
$200,000	$1,000,000	$5,000,000	$10,000,000	$15,000,000

Licenses and Options Executed

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	1	3	10	12

2012-2013 LBR

Additional Doctoral Degrees Produced

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	2	4	7	10

A strong Clinical and Translational Science Institute will attract competitive graduate students, faculty and industry partners. New partnerships will be developed with resultant workforce and economic enhancement. This national network will provide for increased collaboration and unique grant opportunities. Community based research will be enhanced through a pilot program and the community engagement core of the CTSI. The number of collaborative grants with other institutions and community partners will increase.

III. **Facilities:**

Does this issue require an expansion or construction of a facility? **No**

2012-2013 LBR

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

University:	University of South Florida
Work Plan Issue Title:	**Increase Federal Research Expenditures and Economic Impact**
Priority Number	**4**
Recurring Funds Requested:	**$4,872,788**
Non-Recurring Funds Requested:	**$**
Total Funds Requested:	**$4,872,788**

I. Description:

As one of the leading research universities in the state of Florida, USF contributes significantly to the state's economy, evident by its $3.2 billion economic impact on the region. USF maintains research as the centerpiece of the university's strategic plan; it is fundamental to the recruitment and retention of talented faculty and students, and gives the university distinction. The System is focused on five main strategic priorities: student success, research and innovation, community engagement, global literacy and impact, and integrated, interdisciplinary inquiry. USF has four internationally recognized research themes: sustainable healthy communities, integrated neurosciences, diabetes and autoimmune disorders, and drug design, development and delivery. Home to Florida's second public medical school, USF's focus on health education and research is a hallmark of USF's unique contributions to improving health care in Florida and across the nation .

The SUS Strategic Plan emphasizes the establishment of distinctive institutional missions, critical to the identity of the university. USF has focused on research as a pervasive driver to distinction. With a 213% increase between 2000-2007, no other American university grew its federal research enterprise at a faster rate than USF, according to the *Chronicle of Higher Education*. The latest data (2008) from the National Science Foundation (NSF) show USF ranked 43rd for total research expenditures and 34th for federal expenditures compared with all public higher education institutions in the country.

Aligned with the vision of the *New Florida* initiative of creating a new state economy based on knowledge and innovation, USF stimulates innovation and the knowledge-based economy through (i) recruitment, development

2012-2013 LBR

and retention of highly talented faculty and students; (ii) development of externally funded, basic and applied research leading to economic growth and new job creation; and (iii) public-private partnerships that attract new companies and venture capital.

Partnerships include close ties with Draper Laboratory, SRI International, and Mote Marine Research Institute. USF is the host of the Florida Institute of Oceanography, houses the Florida Center of Excellence for Biomedical Identification and Targeted Therapeutics (FCoE-BITT), and is an active partner in the Florida Energy System Consortium (FESC).

These resources will be applied to recurring funding for approximately 33 faculty who will have a research agenda.

In addition to its research enterprise, USF research and innovation infrastructure is becoming increasingly robust as evidenced by the growing number of postdoctoral fellows (120% increase between 2004-05 and 2008-09) and non-faculty researchers with doctorates (762% increase between 2004-05 and 2008-09).

II. Return on Investment

In the first two to four years, the university expects to maintain the current level of research funding. An increase in research expenditures is anticipated for subsequent years.

III. Facilities:

C. Does this issue require an expansion or construction of a facility?
NO

2012-2013 LBR

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

University:	University of South Florida
Work Plan Issue Title:	USF/UWF/Andrews Institute Partnership Program in Physical Therapy Education, Research & Clinical Care
Priority Number	5
Recurring Funds Requested:	$ 600,000
Non-Recurring Funds Requested:	$ 0
Total Funds Requested:	$ 600,000

I. Description:

The proposed expansion of the USF Health Doctor of Physical Therapy (DPT) Degree Program through a collaborative arrangement with the University of West Florida and the Andrews Institute is addressed in several of the 2010 University Work Plan strategies including the overview of core institutional strengths, special assets, and niche contributions that most appropriately address "access to and production of degrees – enhanced opportunities". Further, Goal 3 addressing Academic and Administrative Collaborations is a goal of this initiative. The focused direction of this plan also addresses "providing access to an array of high quality, globally competitive degree programs" and "meeting distinctive needs" of the region and state. The expansion of the DPT Degree Program will serve to meet the needs presented by Florida's increasing population of retirees, including Wounded Warriors, especially in the panhandle region of the State of Florida. There is a continual and growing student demand for this type of health professions education. Lastly, this proposal is part of the new academic degree program goals which are needed to align with the institutional strategic plan and system priorities.

The USF/UWF/Andrews Institute Partnership Program in Physical Therapy Education, Research & Clinical Care is to **Meet Statewide Professional and Workforce Needs.**

The expansion of USF's the Doctor of Physical Therapy Degree Program will support the SUS Strategic Plan by educating additional physical therapists that will enter high skill/high-wage jobs deemed *a critical*

2012-2013 LBR

workforce shortage by the Secretary of Health. Physical Therapists are projected to experience a 3.3% annual growth rate over the next decade in the state. In June, 2010, Physical Therapists were reported by the AWI as the 2nd highest (only to Nursing) advertised occupation available in the state of Florida.

Selected Geography: Florida
Standard Occupational (SOC) Code: 291123
Standard Occupational (SOC) Title: Physical Therapists

Wages for Year 2010

Entry	Average	Experienced
$58,250.40	$80,382.61	$91,448.72

Occupational Projections

2017 Projected Employment	Annual Growth Rate	Annual Total Openings
15,064	3.30%	528

Source: Agency for Workforce Innovation - Labor Market Statistics

This LBR request specifically addresses the objectives of the **New Florida initiative**. The expansion of Florida's economy is to be structured around high-technology, high-wage jobs involving the fields of science, technology, engineering and mathematics (or "STEM"); this specifically includes the fields of medicine, health care and education which are tremendously vital to Florida's future economy.   This LBR request is to enhance and build upon the academic strengths of the USF Health School of Physical Therapy and Rehabilitation Sciences.

The University of South Florida College of Medicine School of Physical Therapy & Rehabilitation Sciences proposes to partner with the University of West Florida to provide qualified UWF graduates with **guaranteed pathway/admissions** into the USF SPTRS Doctor of Physical Therapy degree Program on the USF Tampa campus. This partnership program will allow the USF DPT degree program to expand to reserve up to twelve (12) future places in each first-year DPT class for UWF students who satisfy USF SPTRS requirements for admissions to the study of physical therapy.

2012-2013 LBR

The University of South Florida College of Medicine School of Physical Therapy & Rehabilitation Sciences proposes to partner with the University of West Florida and the Andrews Institute/APREI in **complementary and collaborative research** projects utilizing the combined human resources of UWF, AI/APREI and USF SPTRS faculty.

The University of South Florida College of Medicine School of Physical Therapy & Rehabilitation Sciences proposes to partner with the University of West Florida and the Andrews Institute/APREI in **clinical care and education** acknowledging the expertise resident in the surgeons, physicians, therapists, certified athletic trainers and strength & conditioning specialists at the institute.

UWF School of Allied Health and Life Sciences (SAHLS) has a solid track record in the allied health arena, offering the following list of programs: Master of Public Health degree (IVIPH); a BS in Health Sciences with 8 specializations covering Allied Health, Health Care Professional, Aging Studies, Health Care Administration, Health Communications, Health Care Ethics, Psychology of Health and Medical Information Technology; a RN to BSN; a four-year generic BSN; a Master of Science in Administration (MSA)-Nursing Administration specialization; a BOT-approved and soon to be implemented Master of Science in Nursing; and a BS in Clinical Laboratory Sciences. A set of graduate courses in health care ethics and in medical informatics support certificates in both these areas as well as providing elective credit toward the MPH and a MSA - Biomedical/Pharmaceutical specialization.

Another set of graduate and undergraduate courses serve as electives in the MPH or BSHS and underwrite certificates in Emergency Management, Environmental Health, Infection Control and Occupational Safety and Health at the graduate level, and Occupational Safety and Health, and in Readiness and Response at the undergraduate level. In addition, SAHLS offers a mosaic of workshops on topics dictated by the education departments of regional hospitals and public health departments. All of these degrees, certificates and workshops enjoy strong support from the regional health care and public health communities in the form of funding, in-kind and direct involvement in the design and conduct of all offerings.

SAHLS has worked closely with high schools throughout the region to create "teflon" pathways for the best students from high school health academies into the full range of allied health programs offered by UWF. This design represents a pipeline for excellent students for ally professional school in the area. UWF also brings to the table over 300

2012-2013 LBR

highly qualified undergraduate students in the UWF pre-professional program which is designed to prepare students for admission into professional schools and doctoral programs, and the BSHS which technology related to rehabilitation would be at their fingertips in one central location within AI's 12,000 sf outpatient rehabilitation facility.

The USF Health School of Physical Therapy & Rehabilitation Sciences was established in 1998 by the Florida Board of Regents as a component of the USF College of Medicine and graduated its first class of MSPT students in 2001. As the first SUS physical therapist educational program to receive BOG authorization to implement the first-professional Doctor of Physical Therapy degree in late 2004, USF did so and graduated it's charter DPT class in 2008. Subsequent classes have graduated in 2009 and 2010 with graduates achieving NPTE Board examination scores well above the US average. The School received a reaffirmation of its CAPTE accreditation *with commendation* in 2008 through 2016. The School receives in excess of 250 applications for the current 36 seats available in each class cohort and has joined the Physical Therapy Centralized Application Service (PTCAS) for AY '10-'11. The School is supported by a core academic and clinical faculty of twenty (20) and an administrative staff of eight (8). The USF DPT curriculum is unique in its innovative, integrated, interprofessional blending of MD and DPT students in the first year foundational science and doctoring courses. Students complete their DPT degrees in 37 months and eight semesters of study, including 36 weeks of full-time clinical education. The School's total physical footprint is approximately 30,000 square feet, with 6,000 square feet dedicated to the Human Functional Performance Laboratory and 4,000 square feet dedicated to the USF Physical Therapy Center. All classrooms are wireless to support laptop computer use and fully media equipped. Classrooms are scalable to support as many as 48 students per class. As part of its Strategic Plan, the School will be implementing an ABPTS accredited clinical residency in the PT Center, partnering with Rehab Essentials, Inc to offer an on-line transitional DPT degree program for practicing physical therapists in Florida and continuing the planning for the future offering of a PhD degree in Rehabilitation Sciences. The School aspires to gain College status within the next five years.

II. Return on Investment

This LBR initiative will assist in meeting the following dashboard metrics and will help advance the research and academic reputation of the University:

- Research and Professional Doctorates Awarded, and

2012-2013 LBR

- Degrees Awarded in Specified Health Profession Critical Need Areas.

4. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

Fiscal Year	Headcount
2012-13	12
2013-14	24
2014-15	36
2015-16	36
2016-17	36

5. Number of FTE Students receiving services or participating in the program by year for the next five years:

Fiscal Year	FTE
2012-13	15
2013-14	30
2014-15	45
2015-16	45
2016-17	45

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

Fiscal Year	Professional Degrees
2012-13	0
2013-14	0
2014-15	12
2015-16	12
2016-17	12

III. **Facilities:**

2012-2013 LBR

A. Does this issue require an expansion or construction of a facility? No.

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

University:	University of South Florida
Work Plan Issue Title:	USF Health Neurosciences and Alzheimer's Disease Initiative
Priority Number	6
Recurring Funds Requested:	$ 684,000
Non-Recurring Funds Requested:	$ 0
Total Funds Requested:	$ 684,000 (Note: Priority 1 contains $315,000 for this issue for a total of $1,000,000 to complete the issue as described)

I. **Description:**

This Legislative Budget Request is to secure state funding for a strategically important research and education program of USF Health's related to neurosciences and specifically to Alzheimer's disease.

This request is addressed in several of the 2011 University Work Plan strategies including the overview of core institutional strengths, special assets, and niche contributions that most appropriately address developing "world class academic programs and research capacity" and "economic develop (new job creation)." The strategic directions of this plan also address "stimulating the innovation and knowledge-based economy in Florida," and "meeting distinctive needs of education and research" of Florida which are integral to USF Health.

The USF Health Neurosciences and Alzheimer's disease Initiative is to **Build World-Class Academic Programs and Research Capacity.** This effort will be accomplished through the following.

During the past several decades, researchers have made breathtaking progress in understanding the anatomy, cell biology, physiology and chemistry of the brain. Yet many basic mysteries remain, including how brain function translates into mental activity and why brain function declines with age. Recent advances in neuroimaging, genomics, computational neuroscience, engineering and other disciplines have placed scientists on the brink of continued successes in neuroscience with

the expectation to make unprecedented discoveries regarding brain function in health, aging and disease.

Neurosciences research especially at the USF Health Byrd Alzheimer's Institute is of critical importance to USF Health, USF and Florida. The Byrd Institute serves as the state-wide focus for Alzheimer's Research, yet the Institute currently has no state allocation to advance its research and education programs. This LBR is to request state support to continue to advance the mission of the USF Health Byrd Alzheimer's Institute which is dedicated to the prevention, treatment and cure of Alzheimer's disease and related disorders.

This LBR request specifically addresses the objectives of the **New Florida initiative**. The expansion of Florida's economy is to be structured around high-technology, high-wage jobs involving the fields of science, technology, engineering and mathematics (or "STEM"); this specifically includes the fields of medicine, health care and education which are tremendously vital to Florida's future economy. This LBR request is to enhance and build upon the research and education strengths of USF Health Neurosciences and Alzheimer's disease research and to facilitate building an economy that provides the kind of jobs that lead to a robust quality of life for Floridians. This initiative helps to ensure that USF Health continues to maintain a strong and vibrant research programs and facilitates the expansion of ideas and discoveries that are so important to the State's economic development. Further, this important collaboration furthers helping to establish Florida as a major player of new knowledge development and innovation on the world stage.

With a state-of-the-art research and education building and a highly qualified team of researchers, physicians, clinicians and educators, the USF Health Byrd Alzheimer's Institute is at the forefront of Alzheimer's and related neurosciences disease research and care in Florida. The core missions of the Institute include:

- To conduct laboratory research to understand the changes in the brain that cause dementia and relate disorders, and to develop approaches for the prevention and treatment of Alzheimer's disease.
- To conduct clinical trials to test treatments for individuals with all stages of memory loss.
- Provide state-of-the-art diagnostic evaluations and the highest level of patient care to individuals with Alzheimer's disease and other memory problems.

2012-2013 LBR

- Support family caregivers by providing educational programs, support groups, counseling and information.
- Provide education and training for healthcare professionals, service providers and students.

The USF Health Byrd Alzheimer's Research Institute provides an important focus for both research and education related to Alzheimer's and related neuroscience diseases. This LBR request will help the Institute recruit new faculty and provide support for additional post-doctoral and graduate student trainees. This initiative provides significant opportunities to expand our research efforts in biochemistry and cellular and molecular neuroscience, neural systems and computational neuroscience, behavioral neuroscience, developmental neuroscience, neuroimmunology, and neuropsychopharmacology, among others. This initiative compliments the research in USF Health's public health, nursing, physical therapy and pharmacy programs. It also supports the Clinical and Translational Science Award application USF Health is submitted to advance interdisciplinary research across disciplines to enhance laboratory findings to the clinical setting.

Numerous new medical discoveries and technologies are anticipated from this initiative. Thus, new start-up companies are expected and additional established pharmaceutical and medical companies are anticipated to either move or establish satellite facilities in the Tampa area as a result of this collaboration. Ultimately, the research, clinical practice, and education conducted by USF Health personnel at the Byrd Alzheimer's Institute will produce new discoveries and 21st century "health professionals" to enable the delivery of cutting edge care to the citizens of Florida.

Our strategic research directions for the University include neurosciences, diabetes and autoimmune disorders, and globalization. We have a strong focus with the Moffitt Cancer Center regarding Cancer Research. We also have a strong developing research area of focus regarding drug development and delivery with our Center for Drug Development and Innovation. The University also has a Neurosciences Collaborative that cuts across USF and USF Health. Considerable collaboration already exists in this area of research and education, and this LBR will help to further expand and enhance this area of research. This initiative is expected to be integral to advancing this important University research initiative in the future.

II. Return on Investment

2012-2013 LBR

is LBR initiative will assist in meeting the following dashboard metrics and will help advance the research reputation of the University:

- Research and Professional Doctorates Awarded,
- Federal Academic Research and Development Expenditures,
- Total Academic Research and Development Expenditures, and
- Licenses and Options Executed

Projections include:

Additional Federal Academic Research and Development Expenditures

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
$100,000	$300,000	$750,000	$3,000,000	$5,000,000

Additional Total Academic Research and Development Expenditures

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
$150,000	$500,000	$1,000,000	$4,000,000	$7,000,000

Licenses and Options Executed

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	1	2	5	7

Additional Doctoral Degrees Produced

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0	2	3	5	7

III. **Facilities:**

A. Does this issue require an expansion or construction of a facility? **No**

2012-2013 LBR

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

University:	University of South Florida
Work Plan Issue Title:	Cardiovascular Sciences Initiative
Priority Number	7
Recurring Funds Requested:	$ 412,000
Non-Recurring Funds Requested:	$ 0
Total Funds Requested:	$ 412,000 (Note: Priority 1 contains $338,000 for this issue for a total of $750,000 to complete this issue as described)

I. **Description**

Cardiovascular disease is the number one cause of death in Florida and in the country. USF Health proposes to establish a Cardiovascular Research Institute that will leverage existing resources and serve as a foundation for recruiting new physicians and researchers who will focus on identifying new methods to diagnose and treat cardiovascular disease. The USF Health Cardiovascular Research Institute will concentrate on four areas that have been demonstrated to offer the greatest return in terms of bringing research discoveries from the laboratory to the patient bedside: Regenerative Medicine, Genomics, Vascular Biology and Diabetes. Heavy emphasis will be directed towards research focused on new therapies such as the use of stem cell and gene therapy to regenerate cardiac tissue and restore cardiac function to patients with a diagnosis of heart failure. Additional emphasis will be placed on genomic research and screening including the establishment of a large biorepository to store thousands of samples from patients with various forms of cardiovascular disease to assist in identifying diagnostic markers that will lead to the identification and treatment of patients who are at high risk.

II. Return on Investment

Given the current reality of cardiovascular disease (CVD) being the leading cause of death in the world (with expected further increases due to the aging US population), the creation of a Cardiovascular Research Institute will undoubtedly draw a significant number of new students interested in the field of CVD. This will include students looking for a career in medicine or looking for graduate programs in a number of areas

2012-2013 LBR

such as bioengineering, public health, or molecular medicine. In addition, the Institute will enhance the current MD program by attracting medical students seeking excellent training in these areas. From a research perspective, the new therapies being developed such as the use of stem cells or gene therapy will only enhance this enthusiasm. Finally, the whole area of genomic screening leading to personalized medicine will appeal to a wide array of students and trainees that overall will enhance not only the number, but the caliber of our applicants**.**

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

	Facility Project Title	Fiscal Year	Amount Requested	Priority Number
1.	USF Health Heart Institute	2012-13	$6,893,188	
2.	USF Health Heart Institute	2013-14	$42,235,000	
3.	USF Health Heart Institute	2014-15	$1,020,000	

2011 Update to the

University of South Florida St. Petersburg

Work Plan

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.
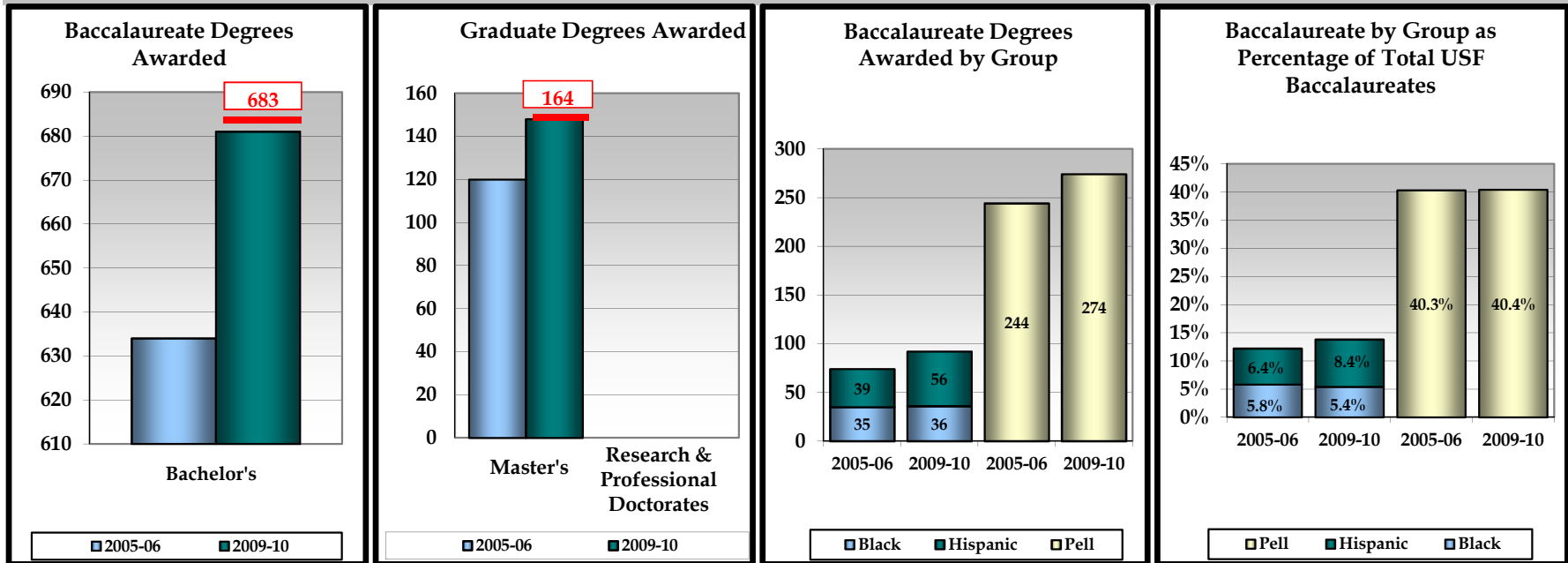
University of South Florida 2010 Annual Report

USF St. Petersburg

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification	
TOTAL (Fall 2009)	**3,991**	100%	TOTAL	**41**	Undergraduate Instructional Program:	
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:	SEPARATE CLASSIFICATION PENDING
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		
Graduate	390	10%	Tenure/T. Track	85 / 0	Elective Classification:	
Unclassified	243	6%	Other Faculty/Instr.	27 / 9		

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 1:
ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)

Baccalaureate Degrees Awarded

Graduate Degrees Awarded

Baccalaureate Degrees Awarded by Group

Baccalaureate by Group as Percentage of Total USF Baccalaureates

2012 - 2013 Projected Institutional Contributions in RED PRINT.

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 2:
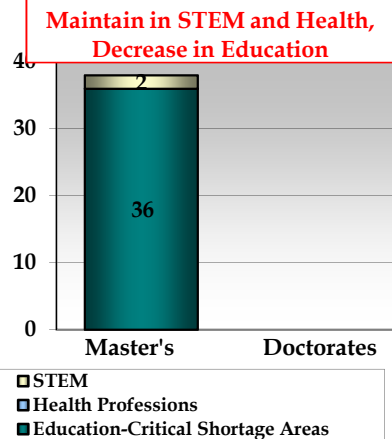
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)
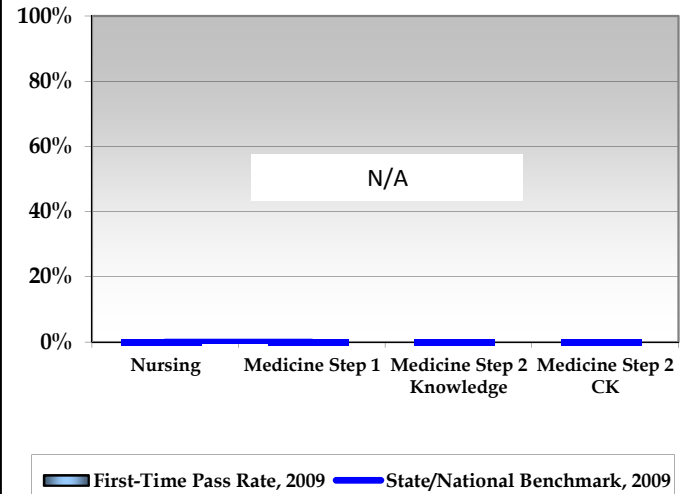
USF St. Petersburg

Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10

Increase in Health, Maintain in STEM and Education

- 32
- 14

Bachelor's

- □ STEM
- □ Health Professions
- □ Education-Critical Shortage Areas

Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10

Maintain in STEM and Health, Decrease in Education

- 2
- 36

Master's   Doctorates

- □ STEM
- □ Health Professions
- □ Education-Critical Shortage Areas

Licensure Pass Rates

N/A

Nursing   Medicine Step 1   Medicine Step 2 Knowledge   Medicine Step 2 CK

- ▭ First-Time Pass Rate, 2009   ▬ State/National Benchmark, 2009

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY
(2010 University Work Plan "Targets" in Red)
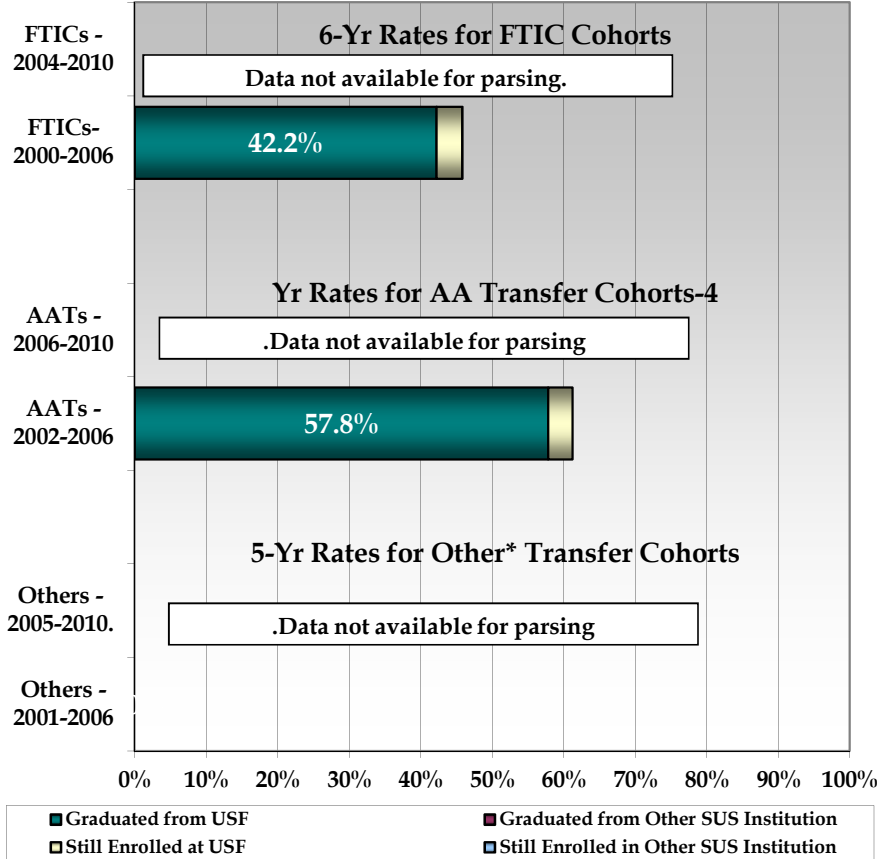
Academic Research and Development Expenditures

Millions

Development/Research data is a USF system-wide function

Federal Only   Total - All Sources

- □ 2004-05   □ 2008-09

University Innovations Generating Revenue Through Technology Transfer:
Millions Licenses and Licensing Revenue

Licensing Income

Data are applicable to the USF System and USF Tampa

Licenses & Options Executed

2005   2006   2007   2008   2009

- ▭ Licensing Income   ◆ Licenses & Options Executed
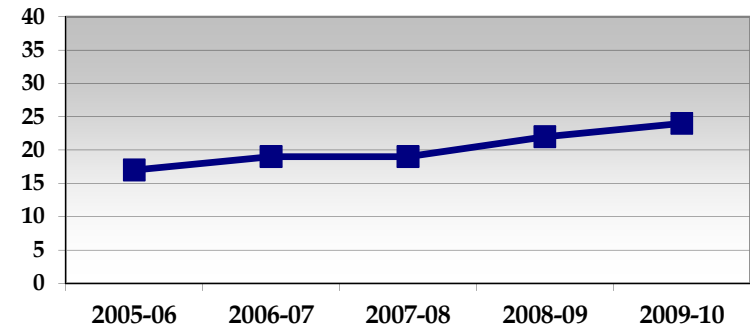
Projected Institutional Contributions in RED PRINT
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 -2012 for R&D, Licences, and Licensing Revenue).

USF St. Petersburg

Undergraduate Retention and Graduation Rates

6-Yr Rates for FTIC Cohorts

FTICs - 2004-2010

Data not available for parsing.

FTICs- 2000-2006

42.2%

Yr Rates for AA Transfer Cohorts-4

AATs - 2006-2010

.Data not available for parsing

AATs - 2002-2006

57.8%

5-Yr Rates for Other* Transfer Cohorts

Others - 2005-2010.

.Data not available for parsing

Others - 2001-2006

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- ■ Graduated from USF
- ■ Graduated from Other SUS Institution
- ☐ Still Enrolled at USF
- ☐ Still Enrolled in Other SUS Institution

Student-to-Faculty Ratio

40
35
30
25
20
15
10
5
0

2005-06 2006-07 2007-08 2008-09 2009-10

Funding Per Student FTE**

$14,000
$12,000
$10,000
$8,000
$6,000
$4,000
$2,000
$0

2006-07 2007-08 2008-09 2009-10 2010-11

- ■ General Revenue Per FTE
- ■ Lottery Funds Per FTE
- ▲ Other Trust Funds Per FTE
- ● Student Fees Per FTE
- ✦ Total Per FTE

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

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

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

Select Data Tables from the 2009-2010 Annual Report

Degrees Awarded	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	634	647	668	657	681
Master's and Specialist	120	144	125	158	148
Research Doctoral	0	0	0	0	0
Professional Doctoral	0	0	0	0	0
Comparison with Peers*	Peer Institutions Bachelors Masters Doctoral All Degrees SUNY at Geneseo 1132 87 - 1219 University of Tennessee-Martin 1018 115 - 1133 University of Texas at Tyler 1187 218 - 1405 University of N. Carolina at Asheville 604 6 - 610 University of S. Carolina-Upstate 997 14 - 1013 University of West Florida 1799 410 26[1] 2397 [1]One EdD in Curriculum and Instruction The six institutions in USFSP's current peer list have an annual average of 1,123 degrees awarded (baccalaureate) and 142 (masters).				

Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	39	6.4	29	4.7	45	7	52	8.1	56	8.4
Non-Hispanic Black	35	5.8	38	6.2	35	5.4	45	7.0	36	5.4
Pell Grant Recipients	244	40.3	239	40.0	230	35.7	243	37.9	274	40.4

Comparison with Peers*

Number and Pct. of 0910 Degrees Awarded to Hispanic and Black Students

Peer Institutions	Hispanic No.	Hispanic Pct. of Total	Black No.	Black Pct. of Total
SUNY at Geneseo	34	2.8%	19	1.6%
University of Tennessee-Martin	14	1.2%	119	10.5%
University of Texas at Tyler	77	6.1%	115	9.2%
University of N. Carolina at Asheville	14	1.9%	14	1.9%
University of S. Carolina-Upstate	24	2.6%	202	21.5%
University of West Florida	103	4.4%	215	9.2%

At the current peer institutions, the average number of baccalaureate degrees awarded to Hispanic students was 44, representing 3.5% of the total; and the average number of baccalaureate degrees awarded to Non-Hispanic Black

students was 114, representing 9.0% of the total. USFSP compares favorably to peers in degrees awarded to Hispanic students but lags somewhat in degrees awarded to non-Hispanic Black students. It is notable that about 40% of the total baccalaureate degrees at USFSP are awarded to Pell grant recipients.

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	42	26	30	30	32
STEM (Graduate)	0	0	0	1	2
Health Professions (Baccalaureate)	0	0	0	0	0
Health Professions (Graduate)	0	0	0	0	0
Education–Critical Shortage (Bacc.)	16	18	12	15	14
Education–Critical Shortage (Grad.)	38	33	41	54	36

Comparison with Peers*

Number STEM and Critical Shortage Education Degrees Awarded

	STEM		Education	
Peer Institutions	BA	MA	BA	MA
SUNY at Geneseo	180	3	188	-
University of Tennessee-Martin	134	-	22	-
University of Texas at Tyler	91	23	-	6
University of N. Carolina at Asheville	43	-	-	-
University of S. Carolina-Upstate	85	-	16	-
University of West Florida	169	47	141	24

Using CIP codes for STEM and Education — Critical Shortage areas, USFSP generally falls below its current six peer institutions in STEM baccalaureate and STEM graduate degrees. This is due primarily to USFSP's very limited STEM degree offerings in STEM areas. USFSP generally falls below peers in Education – Critical Shortage baccalaureate degrees but compares favorably to peers in Education – Critical Shortage graduate degrees. This is due to USFSP's single baccalaureate degree in Education but its robust array of graduate degree offerings in critical shortage areas.

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	n/a	n/a	n/a	n/a	n/a	n/a	32.88	36.94	29.09	33.33
SUS Def.: 6-Yr Rates - FTICS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SUS Def.: 4-Yr Rates - AA Transfers	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SUS Def.: 5-Yr Rates - Others	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Comparison with Peers*

IPEDS Six-Year (Freshman) Graduation Rate and Overall Retention Rate

Peer Institutions	Graduation Rate	Retention Rate
SUNY at Geneseo	79%	90%
University of Tennessee-Martin	44%	72%
University of Texas at Tyler	37%	64%
University of N. Carolina at Asheville	54%	82%
University of S. Carolina-Upstate	38%	65%
University of West Florida	48%	79%

	The 6-year graduation rate (Federal Definition) at the six peer institutions ranges from 37% to 79% and the one-year retention rate ranges from 64% to 90%. At the present time, USFSP is far below these peers. However, it is important to note that many students start at USFSP and subsequently complete their degrees at another USF location. The only cohort data available are for years prior to USFSP's separate accreditation (2006). It is expected that the cohorts for 2006 and forward will show significant improvement in FTIC completions at USFSP.				
Licensure Exam Pass Rates	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Nursing (2005-06 Through 2009-10)	n/a	n/a	n/a	n/a	n/a
Medicine – Step 1 (2006 – 2010)	n/a	n/a	n/a	n/a	n/a
Medicine – Step 2 Clinical Knowledge (2005-06 Through 2009-10)	n/a	n/a	n/a	n/a	n/a
Medicine – Step 2 Clinical Skills (2005-06 Through 2009-10)	n/a	n/a	n/a	n/a	n/a
Comparison with Peers*	There are no nursing or medicine degree programs at USF St. Petersburg				
Academic Research and Development Expenditures	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
Federal Only *(Thousand $)*	n/a	n/a	n/a	n/a	n/a
Total – All Sources *(Thousand $)*	n/a	n/a	n/a	n/a	n/a
Comparison with Peers*	Data provided only for USF System and USF Tampa				

Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	n/a	n/a	n/a	n/a	n/a
Licensing Income	n/a	n/a	n/a	n/a	n/a
Comparison with Peers*	Data provided only for USF System and USF Tampa				
OTHER KEY OUTPUT OR OUTCOME METRICS					
Comparison with Peers*					

Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement
(1) Graduate Enrollment: USFSP recruits its graduate students primarily from the local community and the nearby region. Historically, the largest programs have been in education (for in-service teachers) and business (MBA). With the continuing economic difficulties in the state, and the financial challenges facing school districts that have reduced professional development funding, graduate enrollments have weakened significantly in Education programs. Business has remained stable.
(2) Increased STEM Degree Production: the "New Florida Initiative" envisions that Florida's future lies in growing a "knowledge and innovation economy" that "is sustained by high-technology, high-wage jobs in the fields of science, technology, engineering and mathematics (or "STEM")." In order for USFSP to contribute meaningfully to this statewide goal, it must expand its STEM and STEM education degree offerings. This process has begun with a new BS in Health Sciences, but will need to continue to achieve the New Florida goals both in overall graduates and in retention and graduation rates.

(3)

UPDATES TO 2010 UNIVERSITY WORK PLAN

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

Reaffirmation: USFSP was initially separately accredited by the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) in 2006. SACS/COC requires a full reaffirmation process in the 5th year following initial accreditation. USFSP is in the final stages of this reaffirmation process. The Compliance Certification and on-site visit by the Reaffirmation Committee have been completed successfully. Action on USFSP's reaffirmation will be taken by the SACS/COC in December 2011.

<u>Window of Opportunity</u>:
 STEM Degrees: The "New Florida Initiative" envisions a growing knowledge economy sustained by jobs in the STEM fields, medicine/healthcare, finance, insurance, education and the arts. USFSP plans to increase its degree offerings in STEM as well as STEM education to meet the challenges offered by New Florida. More access to these degrees by Florida resident students is vital and USFSP can offer this access. This increased access will increase degree production in the STEM fields bringing USFSP more in line with its peer institutions, all of which have multiple STEM degrees. For example, USFSP has proposed a BS in Biology which is moving forward to the USF Board of Trustees. In addition, the MS in Middle Grades STEM Education proposed in this Update will combine both robust STEM content with innovative pedagogies designed to retain students in the STEM "pipeline."

USFSP and the USF System: USFSP is an integral part of the evolving USF System. It works closely with the other member institutions to enhance the mission of the USF System. Two institutions currently are separately accredited by the Southern Association of Colleges and Schools (SACS) and have separate IPEDS reporting: USF (in Tampa) and USFSP. USF Sarasota-Manatee expects to receive separate accreditation from SACS in Summer 2011 and USF Polytechnic is pursuing separate accreditation (expected in 2012). All four member institutions are now separately classified by the Carnegie Foundation for the Advancement of Teaching and two, USF (Tampa) and USF St. Petersburg, have the Carnegie elective classification in Community Engagement.

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

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

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

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
2011-2012	M	13.1203	M.S. in Middle Grades STEM Education	For Math/Science Teachers in grades 4-9 with initial certification; leverages private funding opportunity; Initial enrollment in Fall 2012 **BOG Critical Needs Designation**
2011-2012	M	42.0101	M.S. in Psychology	Builds on strong B.A. in Psychology; will focus on infant/family mental health and learning disorders; leverages federal funding of relevant research. Initial enrollment planned for Fall 2013. **BOG Area of Strategic Emphasis**

Enrollment Planning

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

USFSP has projected very modest enrollment growth reflecting the following rationale and assumptions:
- Decreasing absolute numbers of high school students but projected increases in graduation rates from Florida high schools.
- Increased participation of college students in on-line education. A recent study by the SREB has revealed that all of the FTE growth at Florida SUS members in the previous year was accounted for by increased on-line participation.
- Increased FTIC enrollments as USFSP adds residential capacity in 2012-2013.
- Improved graduation rates due to investments in advising, academic support, and better degree progression (Quality Enhancement Plan)

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

USF St. Petersburg Fundable FTE
2010-2011 Funded Year

	Summer 2010	Fall 2010	Spring 2011*	Actual	Funded**	% Actual over Funded
Lower Level	140.65	418.23	357.49	916.37	657	28%
Upper Level	301.92	650.72	669.17	1621.81	1486	8%
Grad	70.6	94.71	85.34	250.65	227	9%
Grad II	N/A	N/A	N/A	N/A	N/A	N/A
Total University	513.29	1163.72	1112.56	2789.57	2370	15%

USF St. Petersburg Enrollment & Marketing Services

*Final report unavailable for Spring 2011 term, preliminary report utilized.

**Source: USF St. Petersburg SUS Workplan, 2010

24-Mar-11

USFSP exceeded its 2010 Enrollment Plan in all categories. This was due to a number of factors including a revamped admissions process and team; a change in transfer admissions requirements to be more in line with other SUS institutions; and more focus on graduate student admissions outreach services.

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

For entire institution	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	657	825	657	837	850	876	902	1.5%
FL Resident Upper	1486	1613	1486	1637	1662	1712	1764	1.5%
FL Resident Grad I	227	258	227	262	266	274	282	1.5%
FL Resident Grad II	0	0	0	0	0	0	0	N/A
Total FL Resident	2370	2696	2370	2736	2777	2861	2948	1.5%
Non-Res. Lower		20		21	21	21	22	1.5%
Non-Res. Upper		35		36	36	37	38	1.5%
Non-Res. Grad I		8		8	8	8	9	1.5%
Non-Res. Grad II		0		0	0	0	0	N/A
Total Non-Res.		63	-	64	65	67	69	1.5%
Total Lower		845		858	871	897	924	1.5%
Total Upper		1648		1673	1698	1749	1802	1.5%
Total Grad I		266		270	274	282	291	1.5%
Total Grad II		0		0	0	0	0	N/A
Total FTE		2759	-	2801	2843	2928	3017	1.5%

Enrollment Plan Proposal – Medical/Dental/Veterinary **State-Fundable** Enrollments								
For entire institution	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
Headcount	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Medical Headcount	0	0	0	0	0	0	0	0
Non-Res. Medical Headcount	■	0	■	0	0	0	0	0
Total Medical Headcount	0	0	0	0	0	0	0	0
FL Resident Dentistry Headcount	0	0	0	0	0	0	0	0
Non-Res. Dentistry Headcount	■	0	■	0	0	0	0	0
Total Dentistry Headcount	0	0	0	0	0	0	0	0
FL Resident Veterinary Headcount	0	0	0	0	0	0	0	0
Non-Res. Veterinary Headcount	■	0	■	0	0	0	0	0
Total Veterinary Headcount	0	0	0	0	0	0	0	0

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

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

SITE: USF St. Petersburg

FTE	Estimated 2010-11	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
Lower	845	858	871	897	924	1.5%
Upper	1648	1673	1698	1749	1802	1.5%
Grad I	266	270	274	282	291	1.5%
Grad II	0	0	0	0	0	0%
Total	2759	2801	2843	2928	3017	1.5%

SITE:

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

SITE:

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

SITE: Pasco-Hernando Community College

FTE	Estimated 2010-11	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
Lower	0	0	0	0	0	0
Upper	70	71	72	73	74	1%
Grad I	1	1	1	1	1	1%
Grad II	0	0	0	0	0	0
Total	71	72	73	74	75	1%

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

FTE	Estimated 2010-11	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
Lower	161	166	172	181	193	3.0%
Upper	455	464	473	493	513	2.0%
Grad I	37	38	39	41	44	3.0%
Grad II	0	0	0	0	0	0
Total	653	668	684	715	749	2.3%

Note: Virtual Instruction/Distance Learning FTE are included in the summary data for USF St. Petersburg.

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

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION (CONTINUING).	**Strategy:** Enhance support for student learning through implementation of the institution's Quality Enhancement Plan (QEP) focused on improving student performance in gateway mathematics and statistics courses. This will include enhanced support for student achievement through increased staffing for academic success center and math courses; increase communication and planning between orientation, advising and academic programs; enhance the student experience through refinement of undergraduate and graduate program offerings. Enhance support services for TRIO/SSS students (low income/first generation) as well as for Pell Grant recipient population (about 40% of baccalaureate population).	**Metrics:** Retention rate year to year; 4/5/6 year graduation rate; ratio of academic advisors to students; number of D/F/W grades in key gateway courses (College Algebra, Finite Mathematics, Elementary Statistics); number of students accepted to/enrolled in post-baccalaureate training or employed within 1 year of graduation; increased student satisfaction with academic advising and academic success (tutoring) center. **Timeline for Actions To Be Taken in FY2011-12**: Initial implementation of USFSP's Quality Enhancement Plan focused on quantitative literacy; use of incremental Tuition Differential funding to hire one additional mathematics faculty member and additional staff/tutors for the Academic Success Center, further refinement of orientation programs for FTIC and transfer students to integrate more fully academic and social elements of college life. **Expected Outcomes**: 6-year graduation rate for FTIC increases within 4 years; 4-year graduation rate for AA transfers rises by at least 4% within 3 years; D/F/W rate falls by 20% in College Algebra within 2 years; students employed or accepted/enrolled in post-baccalaureate training increases within 4 years; student satisfaction with academic advising/tutoring serviced and overall

| | | | | experience as measured by the NSSE increases within 3 years.

Assumptions: Funding will be provided for the Director and co-director of the QEP, for administrative support staff for the Academic Success Center, for one additional faculty member in mathematics, and for enhanced support for tutors including stronger academic "early intervention" programs. |

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	**Other (Identify Revenue Source – e.g., Private)**	**Undergrad. Tuition Differential Revenue (est.)**	**Total from 2011-12**	**Undergrad. Tuition Differential Revenue (est.)**	**Legislative Budget Request (State Funds)**	**State/ Tuition Revenue (est.)**	**Other (Identify Revenue Source – e.g., Private)**	**Total from 2012-13**	**2012-13 to 2016-17 PECO/ Courtelis Request**
97,750	0	140,600	238,350	147,630	0	97,750	0	245,380	0

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#2 (Required) - : Increase faculty and student research and creative activities (CONTINUING).	**Strategy:** Expand knowledge of and opportunities for research within the faculty, particularly for new and pre-tenure faculty; increase involvement of undergraduates in research and creative activity with faculty; expand research and scholarly collaborations with community partners (federal/state/local government, private sector); enhance institutional infrastructure for research and sponsored programs administration; enhance institutional support for graduate students, particularly graduate research assistants.	**Metrics:** Total amount of externally funded research annually; number of large awards (over $100,000) annually; number of proposals written; percentage of proposals awarded; number of publications in peer-refereed journals/books/monographs; number of faculty publications with student (graduate/undergraduate) co-authors; number of student presentations at local/regional/national/international conferences; number of proposals/awards and/or publications with non-USFSP co-authors/co-investigators.

Timeline for Actions to Be Taken in FY2011-12: Increased training in research administration for faculty and unit staff; establishment of annual calendar of research-related events and activities; |

enhanced reporting to enable at least quarterly updates of research funding received; development of database for student research (graduate and undergraduate) to identify student learning gains as a result of research experiences; strengthen electronic proposal submission process.

Expected Outcomes: Number of proposals written to external sponsors will increase by 10% over two years; total dollar value of all awards will increase by 5 percent over three years; number of peer-refereed publications (accepted or in press) will increase by 5 percent over two years; number of publications with student co-authors will increase by 10% over three years; number of student presentations at local/regional/national /international conferences will increase by 15% over 3 years; retention and graduation rates will improve as undergraduate research has been shown to increase these outcome measures.

Assumptions: Funding for undergraduate research program with faculty including summer and academic year; development and approval of capstone or research courses for students in selected majors.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
10,000	122,500 Private	0	123,500	0	0	10,000	122,500 Private	123,500	0

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline

#3 (Required) - **Enhance Student Success and overall campus experience by completing construction of the Multipurpose Student Center (MPSC); renovating the former Dali Museum (Harbor Hall); renovating the current Campus Activities Center (CAC) to consolidate student services into this facility and provide space for a Student Health and Wellness Clinic (NEW)**	**Strategy:** Construction of the MPSC underway. The MPSC will encompass a dining facility, additional residential spaces, meeting spaces. When combined with the renovation of the existing Campus Activities Center (CAC), these two facilities will provide much needed space for student services such as the Career Center as well as additional space to accommodate the rapid growth in student organizations. A critically-needed Health and Wellness Clinic is also planned. Complete the infrastructure improvements needed in Harbor Hall including new roof, information technology, a fire suppression system that meets current codes, and additional renovations for environmental health and safety. Harbor Hall will house academic programs and will provide greater opportunities for academic collaboration.	**Metrics:** Enhanced student satisfaction through surveys such as the NSSE and CIRP; greater numbers of student organizations and measurement of the impact of these organizations on campus life and the community (through surveys of entities such as the St. Petersburg Downtown Partnership); enhanced revenues from residential occupancy and dining; enhanced academic collaborations. **Timeline for Actions to be Taken in 2011-2012:** Maintain construction schedule for completion of MPSC by August of 2012. Initiate CAC Renovation in October of 2011. Complete infrastructure improvements for Harbor Hall so that academic programs can be housed prior to Fall 2011 semester. Complete space renovation for a Student Health Clinic by July 1, 2012. **Expected Outcomes**: In 2011-2012 USFSP will complete these projects to house students for the 2012-2013 academic year. At completion, the campus residential population is expected to rise by 25-35%. The institution expects to experience a significant increase in auxillary revenues through expanded food service and facility rentals. **Assumptions:** Construction will proceed on schedule and on budget for the MPSC and renovation of the CAC, and the creation of the Student Health and Wellness Clinic. All required permitting for Harbor Hall will be acquired in a timely way. Cost estimates for all projects will be within budgetary limits.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	**Other (Identify Revenue Source –**	**Undergrad Tuition Differential Revenue**	**Total from 2011-12**	**Undergrad Tuition Differential Revenue (est.)**	**Legislative Budget Request (State Funds)**	**State/ Tuition Revenue (est.)**	**Other (Identify Revenue Source –**	**Total from 2012-13**	**2012-13 to 2016-17 PECO/ Courtelis**

	e.g., Private)	(est.)						e.g., Private)		Request
2,963,299	1,450,000 student fees	0	4,413,299	0	0	2,000,000	1,450,000 student fees	3,450,000	0

#4 (Optional) - Support faculty and staff related to undergraduate education and enhance undergraduate degree programs through new Tuition Differential funding. (NEW)	**Strategy:** Tuition differential revenue will be used to support new faculty who will provide instruction in undergraduate degree programs, specifically, the BS in Health Sciences, the BS in Entrepreneurship, the BA in Psychology (most popular major), BA in History and other high productivity programs in order to maintain existing student/faculty ratio and improve graduation rates. In addition, tuition differential funding will support academic advisors and advising office staff to reduce advisor/student ratio and provide enhanced academic advising services for undergraduate students (which will improve retention and graduation rates). (This strategy is in addition to the Strategy supporting Goal 1 which also addresses enhanced student retention)	**Metrics:** Increase in 2/3/4/5/6-year graduation rates for FTIC and AA transfers from 2005 baseline; maintain student/faculty ratio from 2008 baseline; improve student/advisor ratio from 2008 baseline; maintain or increase undergraduate SCH production from 2009 baseline. **Timeline for Actions to be Taken in 2011-2012:** Continue current commitments to faculty and staff already supported on Tuition Differential funding; use increased Tuition Differential revenue to support new faculty in high productivity programs to maintain or increase access to courses necessary for timely degree progression. **Expected Outcomes:** Increased graduation rates; students will be able to enroll in courses on the critical path to graduation without delay; students will receive timely academic advising to support timely progress to degree. **Assumptions:** Tuition increase will be 7% for all undergraduate courses and will be added to existing tuition differential funding.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
0	0	1,881,304	1,881,304	1,975,369	0	0	0	1,975,369	0

	SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS								
	Proposed Funding Source: 2011-12				**Proposed Funding Source: 2012-13**				
Goal #	**State/ Tuition Revenue (est.)**	**Other (Identify Revenue Source – e.g., Private)**	**Undergrad Tuition Differential Revenue (est.)**	**Total from 2011-12**	**Undergrad Tuition Differential Revenue (est.)**	**Legislative Budget Request (State Funds)**	**State/ Tuition Revenue (est.)**	**Other (Identify Revenue Source – e.g., Private)**	**Total from 2012-13**	**2012-13 to 2016-17 PECO/ Courtelis Request**
1	97,750	0	140,600	238,350	147,630	0	97,750	0	245,380	0
2	10,000	122,500 Private	0	123,500	0	0	10,000	122,500 Private	123,500	0
3	2,963,299	1,450,000 student fees	0	4,413,299	0	0	2,000,000	1,450,000 student fees	3,450,000	0
4 optional	0	0	1,881,304	1,881,304	1,975,369	0	0	0	1,975,369	0
5 optional										
Total	3,071,049	1,572,500	2,021,904	6,656,453	2,122,999	0	2,107,750	1,462,500	5,794,249	0

2010 - 2011 Tuition Differential Update

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

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Hiring of additional advisor and staff for academic advising to enable reduction of advisor:student ratio	Hiring completed and additional staff are in place
Hiring of two new faculty members for health sciences	Hiring completed. Faculty will start July 1, 2011
Technology for Registrar's office to enhance student success	Technology implementation underway. Completion date June 2011
Hiring of additional staff for Academic Success Center	Hiring completed; co-director and administrative staff are in place.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	7 (including commitments from previous year)
Total Number of Advisors Hired or Retained (funded by tuition differential):	3 (including commitments from previous year)
Total Number of Course Sections Added or Saved (funded by tuition differential):	16
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Managed at the USF System Level (See USF System Work Plan)	
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	231
$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	$1,055
$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	$250
$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	$2,000

Fall 2011 Request for an Increased Tuition Differential Fee

University: University of South Florida St. Petersburg

Effective Date	
University Board of Trustees Approval Date:	June 8, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	USF St. Petersburg
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	$ 12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
$ Increase in tuition differential per credit hour:	$8.62
$ Increase in tuition differential for 30 credit hours:	$ 258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	$849,887
Total differential fee revenue generated in 2011-12 (projected):	$2,021,904

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

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

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

	Estimated Actual* 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ 60,926	$ 495,583
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ 60,926	$ 495,583
Receipts / Revenues		
Tuition Differential Collections	$ 1,171,131	2,019,504
Interest Revenue - Current Year	886	1,500
Interest Revenue - From Carryforward Balance	-	900
Total Receipts / Revenues:	$ 1,172,017	$ 2,021,904
Expenditures		
Salaries & Benefits	$ 308,695	$ 1,291,053
Other Personal Services	-	-
Expenses	16,400	-
Operating Capital Outlay	-	-
Student Financial Assistance	351,339	605,851
Expended From Carryforward Balance	60,926	495,583
**Other Category Expenditures	-	-
Total Expenditures:	$ 737,360	$ 2,392,487
Ending Balance Available:	$ 495,583	$ 125,000

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

**Provide details for "Other Categories" used.

**State University System
Florida Board of Governors
Instructions for Completing the
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Each university should submit <u>one sequential priority list</u> of all budget issues for the university. Any issues unique to a branch campus or a special unit (e.g., IFAS, health science center) should be incorporated into the single university priority list, even if the university decides to separate the base allocation into prorated amounts for each branch campus or special unit.

For each budget issue, please indicate the primary goal from the SUS Strategic Plan that the issue will address, and complete the form according to the instructions provided.

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

2011-2012 LBR

State University System
Education and General
2011-2012 Legislative Operating Budget Issue
Form I

University:	USF St. Petersburg
Work Plan Issue Title:	Support for Programs in Biology and Middle Grades STEM Teaching
Priority Number	1
Recurring Funds Requested:	$549,900
Non-Recurring Funds Requested:	$ 0
Total Funds Requested:	$549,900 (Note: Priority 1 contains $699,802 and Priority X contains $359,450 for this issue for a total of $1,609,101 to complete this issue)

Although an issue might address multiple SUS Strategic Plan Goals, please check a single <u>primary</u> goal that this issue will address:

☐ **Access to and Production of Degrees** *(Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.)*

☒ **Meeting Statewide Professional and Workforce Needs** *(Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.)*

☐ **Building World-Class Academic Programs and Research Capacity** *(Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.)*

2011-2012 LBR

☐ **Meeting Community Needs and Fulfilling Unique Institutional Responsibilities** *(Examples could include issues important to a region or specific to an institution's mission – e.g., extension services, service learning initiatives, lifelong learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.)*

I. **Need and Justification:**

A. Identify the need as addressed explicitly in the **2010 University Work Plan**, and indicate where this budget issue is referenced in the Plan.

> This request addresses a vital need for graduates with STEM degrees and for qualified science and mathematics teachers, particularly in the middle grades. This need is well-documented for Pinellas County, for the broader Tampa Bay region, and for the State of Florida as a whole. The degrees proposed in Biology (BS) and in STEM teaching (MS in Middle Grades Math and Science) were referenced in the 2010 university Work Plan under **New Academic Degree Program Proposals – Next Three Years** which called for initial enrollment in Fall 2012. They were also referenced in the Work Plan section on **Windows of Opportunity/Unique Challenges.** USFSP has reviewed these degree program plans and has revised the MS in Middle Grades Math and Science to be an MS in Middle Grades STEM Education which better reflects the inclusion of technology education in the planned degree. The BS in Biology is currently in the approval process by the USF System Board of Trustees.

B. Indicate how this budget issue aligns with the goal selected above from the **SUS Strategic Plan**.

> The State of Florida has identified critical workforce shortages in the science, technology, engineering, mathematics, and medical (STEMM) fields that include Science and Math Teaching. This requested funding will help sustain and enhance USF St. Petersburg's initiative to initiate a new undergraduate degree in Biology and a new Masters degree in Middle Grades STEM Education. This proposal builds on USFSP's existing BS degrees in Environmental Science and Health Sciences and leverages the successful Middle Grades Digital Mathematics initiative (currently a graduate certificate) which has received funding from the Helios and Progress Energy Foundations. The proposal adds staff support for additional capacity in the sciences and in science and math education that will maximize the use of USFSP's Science and

Technology Building that provides needed teaching classroom and laboratory space.

C. Indicate how this budget issue aligns with the objectives of the **New Florida** initiative.

This request aligns directly with three of the objectives of the **New Florida** initiative

1. *Focus each university on fulfilling its distinctive mission (research, degree production, solving Florida's problems, or some combination).*

    USF St. Petersburg is well-positioned to fulfill its distinctive mission as a student-centered, regional comprehensive university oriented to addressing the problems of the region and the state.

3. *Focus half of the new funding on targeted degrees, such as Science, Technology, Engineering, and Math programs.*
4. *Focus half of the new funding on developing a pool of graduates with degrees needed for regional and statewide development (business, nursing, computing, construction, architecture, education, etc.) and create a pool of degreed citizens with creative and analytical thinking skills.*

    The request speaks directly to these two objectives through production of graduates in the STEM areas (Biology and STEM Education). USFSP has ample empirical evidence that its graduates possess highly developed creative and analytical thinking skills.

II. **Description:**

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

   USF St. Petersburg will initiate a new B.S. in Biology. USFSP already provides most of the courses for this degree but will need additional support for new, advanced courses in areas such as biochemistry, comparative physiology, limnology, and plant molecular biology. The new MS in Middle Grades STEM Education will require additional support for technology-enhanced teaching laboratories. USFSP requests funding to provide graduate student support, capital equipment, and supplies and operating expenses for both degrees, as well as support for undergraduate research.

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

> USFSP created a Program of Distinction in Environmental Science, Policy, and Geography (ESPG) in 2003 to expand its science programs and leverage the expertise of its current partners on campus (USGS, FWRI, USF College of Marine Sciences, NOAA). This strategic investment allowed USFSP to hire core science faculty and purchase scientific equipment. A new Science and Technology (S&T) Building has been funded by the SUS BOG and the building is now operational. This facility provides needed teaching and research laboratory space to expand science and health programming. Moreover, USFSP has now initiated a new B.S. degree program in the Health Sciences aimed at students who will pursue careers or further e study in the para-medical fields. Two new faculty have been hired to support this new degree program through differential tuition funds. In addition, the USFSP College of Education will expand its current programs by initiating a new degree, an M.S. in Middle Grades STEM Education for practicing middle grades math and science teachers. Studies have clearly shown that the middle grades (4-9) represent the greatest source of "leaks" in the STEM pipeline – that is, these grades are where most students abandon their plans to pursue careers or further study in the STEM fields. The USFSP M.S. in Middle Grades STEM will enable USFSP to offer in-depth content and innovative pedagogies in science and mathematics courses and will include technological content knowledge in the middle grades that is necessary to provide future math and science teachers with tools to enhance student performance (and thus retention) in these key grades.

C. **Description of outcome(s) anticipated or dashboard indicator(s) to be improved:** (*Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. In addition, identify the following, if applicable.*)

The request for the BS in Biology will address Dashboard Metric #5 (Degrees Awarded in STEM (Baccalaureate), through awarding of degrees in this area for the first time (see estimated numbers below). This new degree will enable USFSP to be more in line with its peer institutions in STEM degree production.

The request for the MS in Middle Grades STEM Education will have a salient effect on Dashboard Metric #6 (Degrees Awarded in Specified Education Critical Shortage (Graduate)) by enabling students to pursue advanced education degrees to strengthen math/science/technology teaching at a key point in the STEM pipeline.

2011-2012 LBR

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

Biology		STEM Education
2012	30	10
2013	35	10
2014	65	15
2015	85	15
2016	100	20

Number of FTE Students receiving services or participating in the program by year for the next five years:

Biology		STEM Education
2012	22.5	10
2013	26.25	10
2014	45	12
2015	63.75	12
2016	75	15

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

BS in Biology		MS in STEM Education
2012	0	0
2013	10	5
2014	25	10
2015	35	10
2016	50	15

Other outcomes:

III. **Facilities:**

A. Does this issue require an expansion or construction of a facility?
No, a Science and Technology Building project is completed and will support this initiative.

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

	Facility Project Title	**Fiscal Year**	**Amount Requested**

2011-2012 LBR

1.			
2.			

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

For each budget issue, please indicate the primary goal from the SUS Strategic Plan that the issue will address, and complete the form according to the instructions provided.

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

2011-2012 LBR

State University System
Education and General
2011-2012 Legislative Operating Budget Issue
Form I

University:	USF St. Petersburg
Work Plan Issue Title:	Faculty for Programs in Biology and Middle Grades STEM Teaching
Priority Number	1
Recurring Funds Requested:	$699,802
Non-Recurring Funds Requested:	$ 0
Total Funds Requested:	$699,802

Although an issue might address multiple SUS Strategic Plan Goals, please check a single primary goal that this issue will address:

☐ **Access to and Production of Degrees** (*Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.*)

☒ **Meeting Statewide Professional and Workforce Needs** (*Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.*)

☐ **Building World-Class Academic Programs and Research Capacity** (*Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.*)

☐ **Meeting Community Needs and Fulfilling Unique Institutional Responsibilities** (*Examples could include issues important to a region or specific to an institution's mission—e.g., extension services, service learning initiatives, lifelong learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.*)

2011-2012 LBR

I. **Need and Justification:**

A. Identify the need as addressed explicitly in the **2010 University Work Plan**, and indicate where this budget issue is referenced in the Plan.

This request addresses a vital need for graduates with STEM degrees and for qualified science and mathematics teachers, particularly in the middle grades. This need is well-documented for Pinellas County, for the broader Tampa Bay region, and for the State of Florida as a whole. The degrees proposed in Biology (BS) and in STEM teaching (MS in Middle Grades Math and Science) were referenced in the 2010 university Work Plan under **New Academic Degree Program Proposals – Next Three Years** which called for initial enrollment in Fall 2012. They were also referenced in the Work Plan section on **Windows of Opportunity/Unique Challenges.** USFSP has reviewed these degree program plans and has revised the MS in Middle Grades Math and Science to be an MS in Middle Grades STEM Education which better reflects the inclusion of technology education in the planned degree. The BS in Biology is currently in the approval process by the USF System Board of Trustees.

B. Indicate how this budget issue aligns with the goal selected above from the **SUS Strategic Plan**.

The State of Florida has identified critical workforce shortages in the science, technology, engineering, mathematics, and medical (STEMM) fields that include Science and Math Teaching. This requested funding will help sustain and enhance USF St. Petersburg's initiative to initiate a new undergraduate degree in Biology and a new Masters degree in Middle Grades STEM Education. This proposal builds on USFSP's existing BS degrees in Environmental Science and Health Sciences and leverages the successful Middle Grades Digital Mathematics initiative (currently a graduate certificate) which has received funding from the Helios and Progress Energy Foundations. The proposal adds instructional capacity in the sciences and in science and math education that will maximize the use of USFSP's Science and Technology Building that provides needed teaching classroom and laboratory space.

C. Indicate how this budget issue aligns with the objectives of the **New Florida** initiative.

2011-2012 LBR

This request aligns directly with three of the objectives of the **New Florida** initiative

1. *Focus each university on fulfilling its distinctive mission (research, degree production, solving Florida's problems, or some combination).*

   USF St. Petersburg is well-positioned to fulfill its distinctive mission as a student-centered, regional comprehensive university oriented to addressing the problems of the region and the state.

3. *Focus half of the new funding on targeted degrees, such as Science, Technology, Engineering, and Math programs.*
4. *Focus half of the new funding on developing a pool of graduates with degrees needed for regional and statewide development (business, nursing, computing, construction, architecture, education, etc.) and create a pool of degreed citizens with creative and analytical thinking skills.*

   The request speaks directly to these two objectives through production of graduates in the STEM areas (Biology and STEM Education). USFSP has ample empirical evidence that its graduates possess highly developed creative and analytical thinking skills.

II. **Description:**

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

   USF St. Petersburg will initiate a new B.S. in Biology. USFSP already provides most of the courses for this degree but will need additional faculty to support new, advanced courses in areas such as biochemistry, comparative physiology, limnology, and plant molecular biology. . USFSP requests funding to provide instructional salaries and support for approximately 20 course sections per semester in these subjects. The request includes 6 full-time faculty with teaching expertise and research interests in the above areas. For the new M.S. in Middle Grades STEM Education, the requested funding will provide three full-time faculty, one in math education, one in science education, and one in technology education.

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

   USFSP created a Program of Distinction in Environmental Science, Policy, and Geography (ESPG) in 2003 to expand its science programs and leverage the expertise of its current partners on campus (USGS,

2011-2012 LBR

FWRI, USF College of Marine Sciences, NOAA). This strategic investment allowed USFSP to hire core science faculty and purchase scientific equipment. A new Science and Technology (S&T) Building has been funded by the SUS BOG and the building is now operational. This facility provides needed teaching and research laboratory space to expand science and health programming. Moreover, USFSP has now initiated a new B.S. degree program in the Health Sciences aimed at students who will pursue careers or further e study in the para-medical fields. Two new faculty have been hired to support this new degree program through differential tuition funds. In addition, the USFSP College of Education will expand its current programs by initiating a new degree, an M.S. in Middle Grades STEM Education for practicing middle grades math and science teachers. Studies have clearly shown that the middle grades (4-9) represent the greatest source of "leaks" in the STEM pipeline – that is, these grades are where most students abandon their plans to pursue careers or further study in the STEM fields. The USFSP M.S. in Middle Grades STEM will enable USFSP to offer in-depth content and innovative pedagogies in science and mathematics courses and will include technological content knowledge in the middle grades that is necessary to provide future math and science teachers with tools to enhance student performance (and thus retention) in these key grades.

C. **Description of outcome(s) anticipated or dashboard indicator(s) to be improved:** (*Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. In addition, identify the following, if applicable.*)

The request for the BS in Biology will address Dashboard Metric #5 (Degrees Awarded in STEM (Baccalaureate), through awarding of degrees in this area for the first time (see estimated numbers below). This new degree will enable USFSP to be more in line with its peer institutions in STEM degree production.

The request for the MS in Middle Grades STEM Education will have a salient effect on Dashboard Metric #6 (Degrees Awarded in Specified Education Critical Shortage (Graduate)) by enabling students to pursue advanced education degrees to strengthen math/science/technology teaching at a key point in the STEM pipeline.

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

Biology	STEM Education
2012 30	10

2011-2012 LBR

2013	35	10
2014	65	15
2015	85	15
2016	100	20

Number of FTE Students receiving services or participating in the program by year for the next five years:

Biology		STEM Education
2012	22.5	10
2013	26.25	10
2014	45	12
2015	63.75	12
2016	75	15

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

BS in Biology		MS in STEM Education
2012	0	0
2013	10	5
2014	25	10
2015	35	10
2016	50	15

Other outcomes:

III. **Facilities:**

A. Does this issue require an expansion or construction of a facility?
   No, a Science and Technology Building project is completed and will support this initiative.

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

	Facility Project Title	**Fiscal Year**	**Amount Requested**
1.			
2.			

2011-2012 LBR

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For each budget issue, please indicate the primary goal from the SUS Strategic Plan that the issue will address, and complete the form according to the instructions provided.

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

2011-2012 LBR

State University System
Education and General
2011-2012 Legislative Operating Budget Issue
Form I

University:	USF St. Petersburg
Work Plan Issue Title:	Staff for Programs in Biology and Middle Grades STEM Teaching
Priority Number	1
Recurring Funds Requested:	$359,450
Non-Recurring Funds Requested:	$ 0
Total Funds Requested:	$359,450 Note: Priority 1 contains $699,802 for this issue for a total of $1,609,101 to complete this issue as described

Although an issue might address multiple SUS Strategic Plan Goals, please check a single <u>primary</u> goal that this issue will address:

☐ **Access to and Production of Degrees** *(Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.)*

☒ **Meeting Statewide Professional and Workforce Needs** *(Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.)*

☐ **Building World-Class Academic Programs and Research Capacity** *(Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.)*

☐ **Meeting Community Needs and Fulfilling Unique Institutional Responsibilities** *(Examples could include issues important to a region or specific to an institution's mission — e.g., extension services, service learning initiatives, lifelong*

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learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.)

I. **Need and Justification:**

A. Identify the need as addressed explicitly in the **2010 University Work Plan**, and indicate where this budget issue is referenced in the Plan.

   This request addresses a vital need for graduates with STEM degrees and for qualified science and mathematics teachers, particularly in the middle grades. This need is well-documented for Pinellas County, for the broader Tampa Bay region, and for the State of Florida as a whole. The degrees proposed in Biology (BS) and in STEM teaching (MS in Middle Grades Math and Science) were referenced in the 2010 university Work Plan under **New Academic Degree Program Proposals – Next Three Years** which called for initial enrollment in Fall 2012. They were also referenced in the Work Plan section on **Windows of Opportunity/Unique Challenges.** USFSP has reviewed these degree program plans and has revised the MS in Middle Grades Math and Science to be an MS in Middle Grades STEM Education which better reflects the inclusion of technology education in the planned degree. The BS in Biology is currently in the approval process by the USF System Board of Trustees.

B. Indicate how this budget issue aligns with the goal selected above from the **SUS Strategic Plan**.

   The State of Florida has identified critical workforce shortages in the science, technology, engineering, mathematics, and medical (STEMM) fields that include Science and Math Teaching. This requested funding will help sustain and enhance USF St. Petersburg's initiative to initiate a new undergraduate degree in Biology and a new Masters degree in Middle Grades STEM Education. This proposal builds on USFSP's existing BS degrees in Environmental Science and Health Sciences and leverages the successful Middle Grades Digital Mathematics initiative (currently a graduate certificate) which has received funding from the Helios and Progress Energy Foundations. The proposal adds staff support for additional capacity in the sciences and in science and math education that will maximize the use of USFSP's Science and Technology Building that provides needed teaching classroom and laboratory space.

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C. Indicate how this budget issue aligns with the objectives of the **New Florida** initiative.

This request aligns directly with three of the objectives of the **New Florida** initiative

1. *Focus each university on fulfilling its distinctive mission (research, degree production, solving Florida's problems, or some combination).*

   USF St. Petersburg is well-positioned to fulfill its distinctive mission as a student-centered, regional comprehensive university oriented to addressing the problems of the region and the state.

3. *Focus half of the new funding on targeted degrees, such as Science, Technology, Engineering, and Math programs.*
4. *Focus half of the new funding on developing a pool of graduates with degrees needed for regional and statewide development (business, nursing, computing, construction, architecture, education, etc.) and create a pool of degreed citizens with creative and analytical thinking skills.*

   The request speaks directly to these two objectives through production of graduates in the STEM areas (Biology and STEM Education). USFSP has ample empirical evidence that its graduates possess highly developed creative and analytical thinking skills.

II. **Description:**

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

   USF St. Petersburg will initiate a new B.S. in Biology. USFSP already provides most of the courses for this degree but will need additional staff to support new, advanced courses in areas such as biochemistry, comparative physiology, limnology, and plant molecular biology. . USFSP requests funding to provide staff salaries and support for approximately 20 course sections per semester in these subjects. The request includes five (5) full-time staff to support courses and laboratories as well as to provide additional staff support for student research.   For the new M.S. in Middle Grades STEM Education, the requested funding will provide two (2) full-time staff members with expertise in technology-based instruction in STEM fields.

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

2011-2012 LBR

USFSP created a Program of Distinction in Environmental Science, Policy, and Geography (ESPG) in 2003 to expand its science programs and leverage the expertise of its current partners on campus (USGS, FWRI, USF College of Marine Sciences, NOAA). This strategic investment allowed USFSP to hire core science faculty and purchase scientific equipment. A new Science and Technology (S&T) Building has been funded by the SUS BOG and the building is now operational. This facility provides needed teaching and research laboratory space to expand science and health programming. Moreover, USFSP has now initiated a new B.S. degree program in the Health Sciences aimed at students who will pursue careers or further e study in the para-medical fields. Two new faculty have been hired to support this new degree program through differential tuition funds. In addition, the USFSP College of Education will expand its current programs by initiating a new degree, an M.S. in Middle Grades STEM Education for practicing middle grades math and science teachers. Studies have clearly shown that the middle grades (4-9) represent the greatest source of "leaks" in the STEM pipeline – that is, these grades are where most students abandon their plans to pursue careers or further study in the STEM fields. The USFSP M.S. in Middle Grades STEM will enable USFSP to offer in-depth content and innovative pedagogies in science and mathematics courses and will include technological content knowledge in the middle grades that is necessary to provide future math and science teachers with tools to enhance student performance (and thus retention) in these key grades.

C. **Description of outcome(s) anticipated or dashboard indicator(s) to be improved:** (*Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. In addition, identify the following, if applicable.*)

The request for the BS in Biology will address Dashboard Metric #5 (Degrees Awarded in STEM (Baccalaureate), through awarding of degrees in this area for the first time (see estimated numbers below). This new degree will enable USFSP to be more in line with its peer institutions in STEM degree production.

The request for the MS in Middle Grades STEM Education will have a salient effect on Dashboard Metric #6 (Degrees Awarded in Specified Education Critical Shortage (Graduate)) by enabling students to pursue advanced education degrees to strengthen math/science/technology teaching at a key point in the STEM pipeline.

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

<div align="right">2011-2012 LBR</div>

Biology   STEM Education
          2012   30   10
          2013   35   10
          2014   65   15
          2015   85   15
          2016   100   20

   Number of FTE Students receiving services or participating in the
   program by year for the next five years:

          Biology   STEM Education
          2012   22.5   10
          2013   26.25   10
          2014   45   12
          2015   63.75   12
          2016   75   15

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

          BS in Biology   MS in STEM Education
          2012   0   0
          2013   10   5
          2014   25   10
          2015   35   10
          2016   50   15

   Other outcomes:

III. **Facilities:**

   A. Does this issue require an expansion or construction of a facility?
      No, a Science and Technology Building project is completed and will support this
      initiative.

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

	Facility Project Title	**Fiscal Year**	**Amount Requested**
1.			
2.			

2011 Update to the

University of South Florida

Sarasota-Manatee

Work Plan

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.
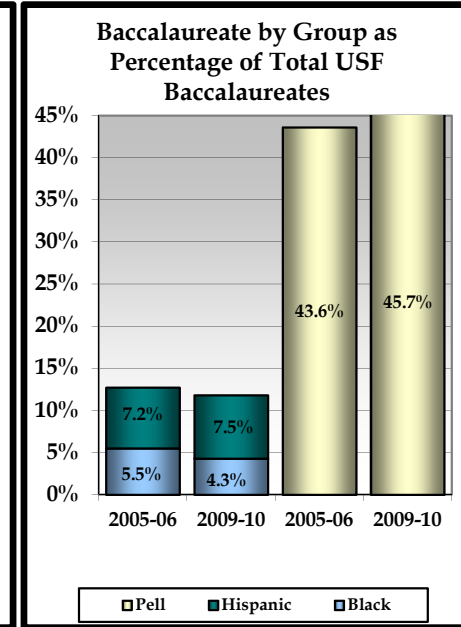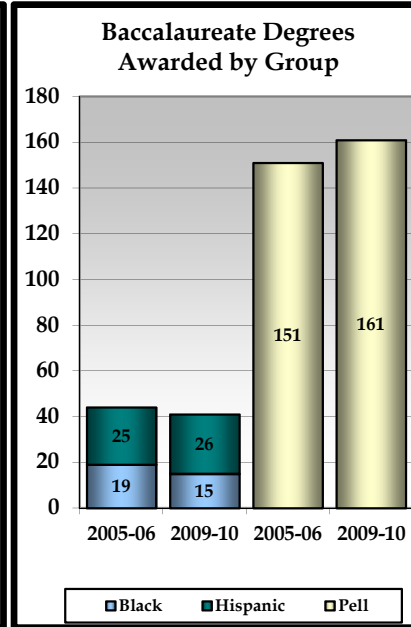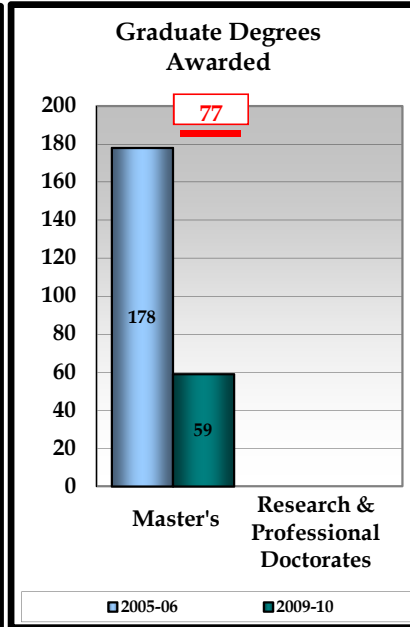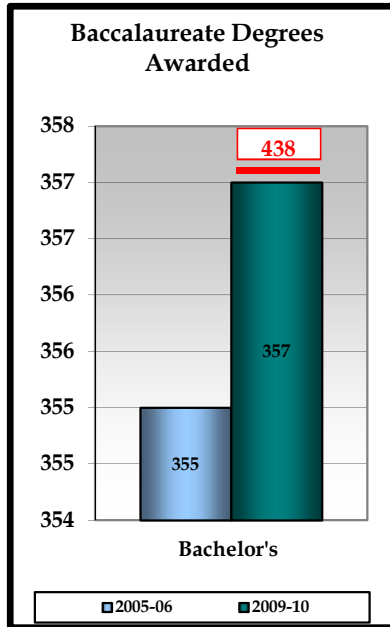
University of South Florida 2010 Annual Report

USF Sarasota-Manatee

Enrollments	#	%	Degree Programs Offered (As of Spr. 10)		Carnegie Classification	
TOTAL (Fall 2009)	1,784	100%	TOTAL	30	Undergraduate Instructional Program:	
Black	110	6%	Baccalaureate	23	Graduate Instructional Program:	
Hispanic	152	9%	Master's & Specialist's	7		
White	1,408	79%	Research Doctorate	0	Enrollment Profile:	SEPARATE CLASSIFICATION PENDING
Other	114	6%	Professional Doctorate	0	Undergraduate Profile:	
Full-Time	693	39%	Faculty (Fall 2009)	Full-Time	Part-Time	Size and Setting:
Part-Time	1,091	61%				Basic:
Undergraduate	1,414	79%	TOTAL	52	5	
Graduate	203	11%	Tenure/T. Track	31	1	Elective Classification:
Unclassified	167	9%	Other Faculty/Instr.	21	4	

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 1:
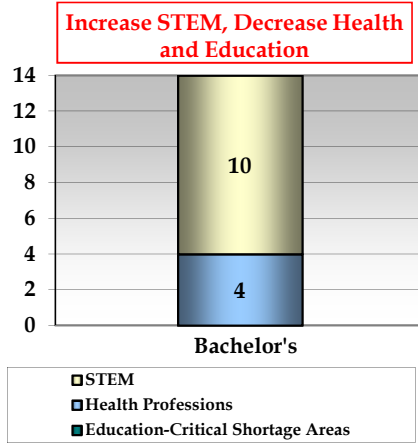### ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)

Baccalaureate Degrees Awarded — Bachelor's: 2005-06 = 355, 2009-10 = 357 (target 438)

Graduate Degrees Awarded — Master's: 2005-06 = 178, 2009-10 = 59 (target 77); Research & Professional Doctorates

Baccalaureate Degrees Awarded by Group — Black: 2005-06 = 19, 2009-10 = 15; Hispanic: 2005-06 = 25, 2009-10 = 26; Pell: 2005-06 = 151, 2009-10 = 161

Baccalaureate by Group as Percentage of Total USF Baccalaureates — Pell: 2005-06 = 5.5%, 2009-10 = 4.3%; Hispanic: 2005-06 = 7.2%, 2009-10 = 7.5%; Black: 2005-06 = 43.6%, 2009-10 = 45.7%

2012 - 2013 Projected Institutional Contributions in RED PRINT.

USF Sarasota-Manatee

Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10

Increase STEM, Decrease Health and Education

Legend:
- ☐ STEM
- ☐ Health Professions
- ■ Education-Critical Shortage Areas

Bachelor's: STEM = 10, Health Professions = 4

Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10

Decrease in all

Legend:
- ☐ STEM
- ☐ Health Professions
- ■ Education-Critical Shortage Areas

Master's: 4 (Health Professions), 12 (Education-Critical Shortage Areas); Doctorates

Licensure Pass Rates

Data applicable to USF System and Tampa

X-axis: Nursing, Medicine Step 1, Medicine Step 2 Knowledge, Medicine Step 2 CK

Legend:
- ☐ First-Time Pass Rate, 2009
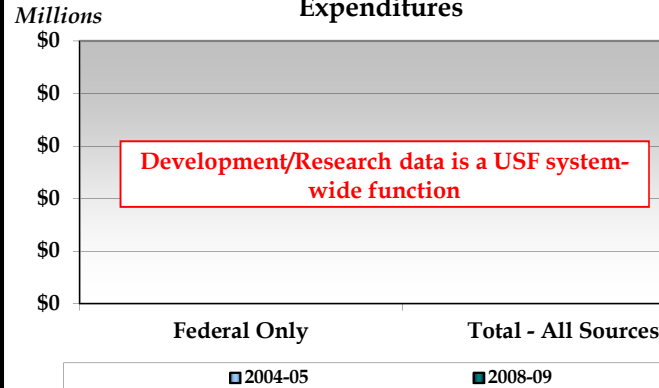- — State/National Benchmark, 2009
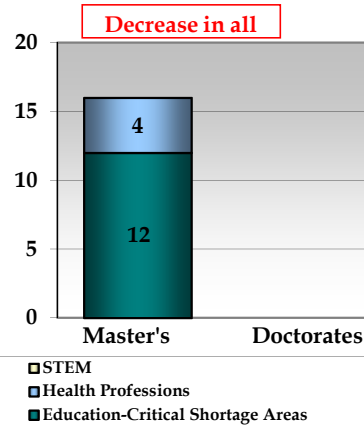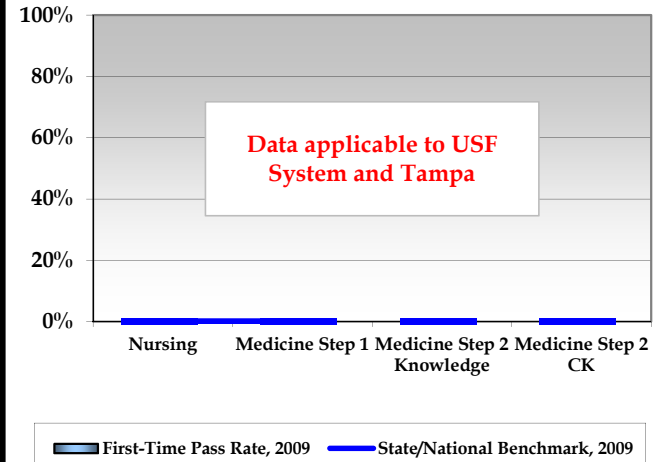
BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 3:
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY
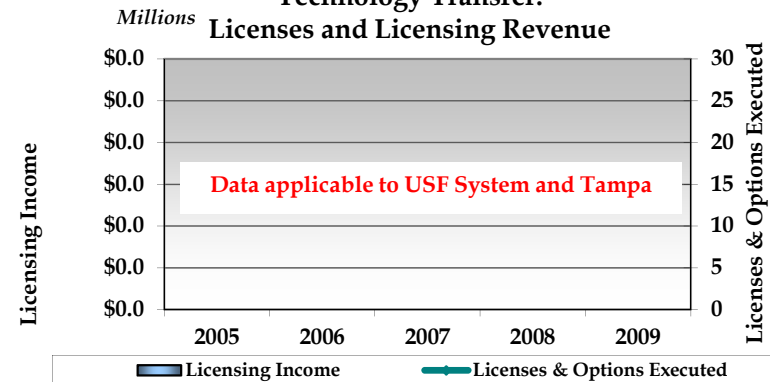### (2010 University Work Plan "Targets" in Red)

USF Sarasota-Manatee

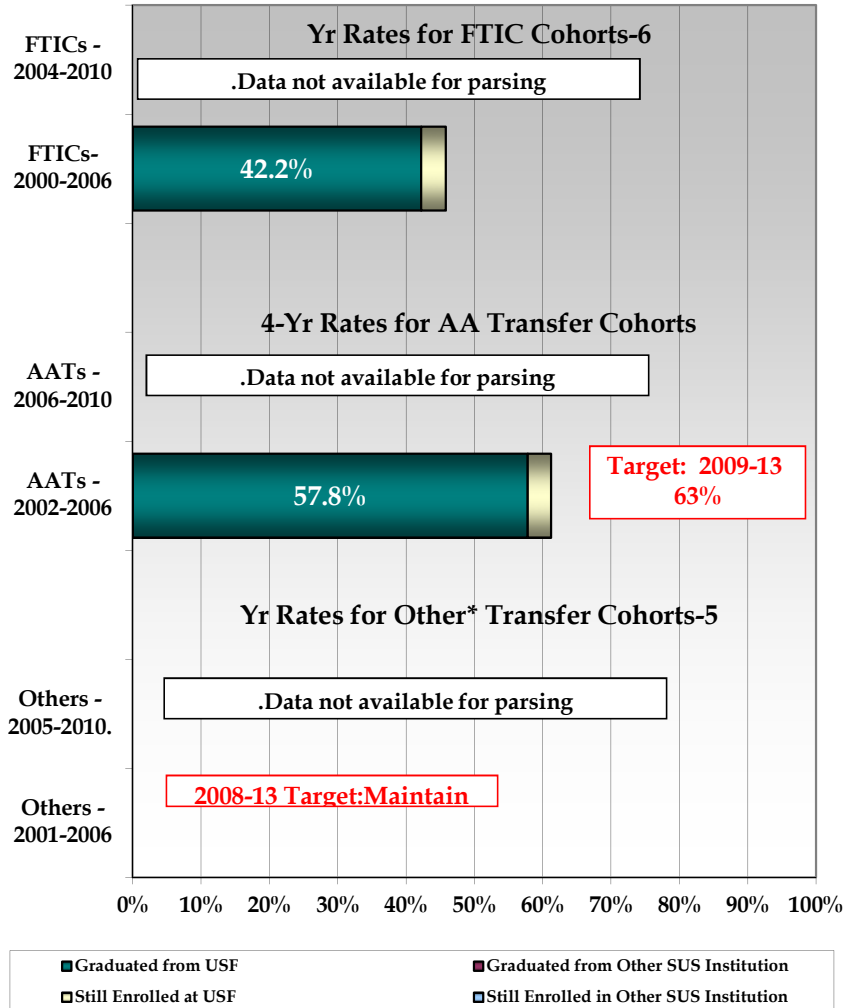#### Academic Research and Development Expenditures

Millions

Development/Research data is a USF system-wide function

X-axis: Federal Only, Total - All Sources

Legend:
- ☐ 2004-05
- ■ 2008-09

University Innovations Generating Revenue Through Technology Transfer: Licenses and Licensing Revenue

Millions

Data applicable to USF System and Tampa

Y-axis left: Licensing Income; Y-axis right: Licenses & Options Executed

X-axis: 2005, 2006, 2007, 2008, 2009

Legend:
- ☐ Licensing Income
- — Licenses & Options Executed

Projected Institutional Contributions in RED PRINT
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 -2012 for R&D, Licences, and Licensing Revenue).
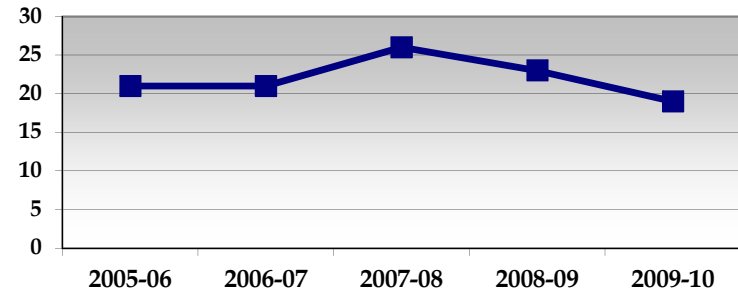
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS (with 2010 University Work Plan "Targets" in Red)

USF Sarasota-Manatee

Undergraduate Retention and Graduation Rates

Yr Rates for FTIC Cohorts-6

FTICs - 2004-2010	.Data not available for parsing
FTICs- 2000-2006	42.2%

4-Yr Rates for AA Transfer Cohorts

AATs - 2006-2010	.Data not available for parsing
AATs - 2002-2006	57.8%

Target: 2009-13 63%

Yr Rates for Other* Transfer Cohorts-5

Others - 2005-2010.	.Data not available for parsing
Others - 2001-2006	

2008-13 Target:Maintain

Legend: ■ Graduated from USF ■ Graduated from Other SUS Institution □ Still Enrolled at USF □ Still Enrolled in Other SUS Institution

Student-to-Faculty Ratio

Funding Per Student FTE**

Legend: ■ General Revenue Per FTE ■ Lottery Funds Per FTE ■ Other Trust Funds Per FTE ■ Student Fees Per FTE ■ Total Per FTE

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

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

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

Select Data Tables from the 2009-2010 Annual Report

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

Degrees Awarded	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	355	384	427	450	357
Master's and Specialist	178	86	109	125	59
Research Doctoral					
Professional Doctoral					

Comparison with Peers*

	USFSM	Georgia Southwestern State University	Indiana University – Kokomo	Louisiana State University Shreveport	University of Houston - Victoria
Baccalaureate	357	406	322	502	555
Master's	59	92	34	90	336

USFSM shows a slightly lower production of degrees awarded when compared to its peers; however, USFSM also has a smaller home campus headcount as well. (*Source: NCES COLLEGE Navigator*)

Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	25	7.2%	18	5.0%	37	9.3%	27	6.2%	26	7.5%
Non-Hispanic Black	19	5.5%	32	8.8%	22	5.5%	26	5.9%	15	4.3%
Pell Grant Recipients	151	43.6%	138	37.9%	153	38.3%	158	36.3%	161	45.7%

Comparison with Peers*

	USFSM	Georgia Southwestern State University	Indiana University – Kokomo	Louisiana State University Shreveport	University of Houston - Victoria
Hispanic	7.2%	0%	1%	5%	22%
Non-Hispanic Black	5.5%	29%	3%	17%	11%
Pell Grant Recipients	43.6%	Not available			

USFSM's peers on average awarded a greater percentage of their degrees to Hispanics and non-Hispanic Blacks than did USFSM. A possible reason could be the racial distribution of communities surrounding the peer campuses is different from the USFSM service area. (*Source: NCES COLLEGE Navigator*)

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Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	14	13	18	23	10
STEM (Graduate)	0	0	0	0	0
Health Professions (Baccalaureate)	1	6	18	16	4
Health Professions (Graduate)	3	2	9	7	4
Education–Critical Shortage (Bacc.)	3	2	10	11	0
Education–Critical Shortage (Grad.)	32	25	19	12	12

Comparison with Peers*

	USFSM	Georgia Southwestern State University	Indiana University – Kokomo	Louisiana State University Shreveport	University of Houston - Victoria
STEM	14	39	84	16	72
Health Professions	4	53	122	0	74
Education – Critical Shortage	35	9	0	5	7

USFSM matches well with its peers in areas of critical shortage in Education, but trails its peers in awarding degrees in STEM and health professions because USFSM offers only one program in the area. The history reflects nursing and engineering degrees that are now conferred instead by the Tampa campus. As USFSM's goals reflect, over the next three years the campus hopes to start and grow programs related to these fields. (*Source: NCES COLLEGE Navigator*)

Undergraduate Retention and Graduation Rates from Same Institution	By 2006		By 2007		By 2008		By 2009		By 2010	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									
SUS Def.: 6-Yr Rates - FTICS	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									
SUS Def.: 4-Yr Rates - AA Transfers	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									
SUS Def.: 5-Yr Rates - Others	See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.									

Comparison with Peers*

See USF System plan; parsing of retention/grad rates using SUS methodology n/a by campus level; as reported in 2010 Annual Report.

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Licensure Exam Pass Rates	Year 1	Year 2	Year 3	Year 4	Year 5
Nursing (2005-06 Through 2009-10)	N/A	N/A	N/A	N/A	N/A
Medicine – Step 1 (2006 – 2010)	N/A	N/A	N/A	N/A	N/A
Medicine – Step 2 Clinical Knowledge (2005-06 Through 2009-10)	N/A	N/A	N/A	N/A	N/A
Medicine – Step 2 Clinical Skills (2005-06 Through 2009-10)	N/A	N/A	N/A	N/A	N/A
Comparison with Peers*	Not applicable.				

Academic Research and Development Expenditures	2004-05	2005-06	2006-07	2007-08	2008-09
Federal Only *(Thousand $)*	N/A	N/A	N/A	N/A	N/A
Total – All Sources *(Thousand $)*	N/A	N/A	N/A	N/A	N/A
Comparison with Peers*	Not applicable.				

Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	N/A	N/A	N/A	N/A	N/A
Licensing Income	N/A	N/A	N/A	N/A	N/A
Comparison with Peers*	Not applicable.				

OTHER KEY OUTPUT OR OUTCOME METRICS	2005-06	2006-07	2007-08	2008-09	2009-10

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Comparison with Peers*	

Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement
(1) Separate accreditation in June 2011 will allow USFSM to offer new degree programs and courses that meet the needs of local employers. In alignment with the New Florida Initiative and USFSM's mission, the new degrees will be related to fields needed for regional and statewide development. To this end USFSM hopes to increase its degree production by targeting areas with strategic emphasis, such as science, arts, health, and technology.
(2)
(3)

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UPDATES TO 2010 UNIVERSITY WORK PLAN

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

CHANGES TO INSTITUTIONAL STRATEGIC PLAN

USFSM STRATEGIC PLAN 2012-17: In June 2011, USFSM expects to be awarded separate regional accreditation from the Southern Association of Colleges and Schools. Though the campus will remain part of the USF System, the curricular autonomy will allow USF Sarasota-Manatee (USFSM) to develop new degree programs and courses, and to grow enrollment. In response to the changes occurring on the campus, Dr. Arthur Guilford, CEO of USFSM, recently charged a campus committee to develop a new strategic plan that will guide USFSM through the next five years. A new vision and mission is being developed, along with identifying the institution's specific goals and values. Initial discussions have been centered around (1) growing USFSM into a four-year degree institution and (2) developing programs based on their positive potential impact on the local community while also serving state and national educational needs, including a master's degree in Hotel and Restaurant Management, a School of Wellness and Longevity and programs in science, health, arts, and technology.

SELECTED INSTITUTIONAL PEERS & ASPIRANTS

Peers	Aspirant
Georgia Southwestern State University	Auburn University at Montgomery
Indiana University Kokomo	University of Houston at Clear Lake
Louisiana State University Shreveport	University Of North Carolina at Asheville
University of Houston Victoria	The University of Texas of the Permian Basin

WINDOWS OF OPPORTUNITY

USFSM MOTE MARINE LABORATORY PARTNERSHIP: USFSM is working in partnership with Mote Marine Laboratory to bring the natural sciences to USFSM students. Potential benefits of the partnership include classroom laboratory space on the Mote campus and attracting Mote scientists into instructional roles so that they may share their expertise with the next generation of environmental stewards.

ON-LINE PEDAGOGY: In partnership with the Manatee and Sarasota County School Districts, USFSM will be training high school teachers in on-line pedagogy to prepare them for the new Florida legislation requiring that each student take an on-line course while enrolled in high school.

SARASOTA ARTS COMMUNITY: Sarasota is one of the cultural centers of Florida and rivals some of the biggest urban centers in the country. With dozens of performing arts venues, renowned opera, an orchestra, theater and ballet companies, numerous art museums, and a developing film industry, Sarasota offers a perfect learning environment for USF Sarasota-Manatee students to enrich their university education through the arts. The faculty in both the College of Business and the College of Education are working closely with the Sarasota arts community to infuse the arts into the MBA program and the teacher education program.

USF SYSTEM: As one of the four member institutions within the USF System, USFSM benefits from the efficiency of shared resources, the collaboration with the other member institutions, and a unified brand that yields identity and impact.

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UNIQUE CHALLENGES

FINANCIAL RESOURCES: USFSM complied with the Florida state law for separate regional accreditation in spite of a 46% decrease in general revenue funding per student FTE over the 2006-07 level.

STATE COLLEGE SYSTEM AND PRIVATE HIGHER EDUCATION: USFSM is experiencing increased competition and duplication of programs/services from state colleges and the for-profit private higher education market.

RECODING OF DEGREES: USF Sarasota-Manatee began the process of seeking separate accreditation in 2009. In Fall 2009, USF Tampa mandated that any USF Sarasota-Manatee student in degree programs hosted by USF Tampa or not offered completely by USF Sarasota-Manatee be removed from USF Sarasota-Manatee Home Campus enrollment numbers. As a result of this mandate, the number of degrees awarded by USF Sarasota-Manatee dropped significantly although the students still graduated from USF Tampa.

CAVP Academic Coordination Project (List degree programs recommended for **new collaborative or joint delivery model** or **other corrective action,** as well as any degree programs recommended for **continuation** but for which university and Board staff have not reached agreement on the sufficiency of the rationale.)				
Program Level	**6-Digit CIP Code**	**Program Title**	**Category (i.e., Collaborative Model, Corrective Action, or Proposed Continuation)**	**Proposed Action**

New Academic Degree Program Proposals - Next Three Years (Program development goals need to align with the institutional strategic plan and System priorities.)				
Proposed Date of Submission to University Board of Trustees	**Program Level**	**6-Digit CIP Code**	**Program Title**	**Comments (Including Proposed Implementation Date)**
TBD	M	13.1305	Sec. Ed English Education	Fall 2012
TBD	M	13.1201	Adult Education	Fall 2012

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Enrollment Planning

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

USF Sarasota-Manatee has plans to implement lower-level curriculum beginning in fall 2012. In addition, the campus has plans to add additional degree programs at both bachelor and master's levels that meet local and statewide needs. USFSM has been strategic in its selection of new programs, targeting areas that will best utilize resources while maximizing enrollment growth.

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

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

For entire institution	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	2010-11	2010-11	2011-12	2011-12	2012-13	2014-15	2016-17	
FL Resident Lower	0	64	0	69	97	252	472	117%
FL Resident Upper	798	983	798	1033	1080	1179	1287	5%
FL Resident Grad I	182	122	182	123	141	153	168	7.3%
FL Resident Grad II	0	2	0	0	0	0	0	0
Total FL Resident	980	1171	980	1225	1318	1584	1927	11.5%
Non-Res. Lower	■	2	■	0	0	0	0	
Non-Res. Upper	■	21	■	16	16	18	20	5%
Non-Res. Grad I	■	2	■	3	3	4	4	6.7%
Non-Res. Grad II	■	0	■	0	0	0	0	
Total Non-Res.	0	25	0	19	19	22	24	5.2%
Total Lower	■	66	■	69	97	252	472	117%
Total Upper	■	1004	■	1049	1096	1197	1307	4.9%
Total Grad I	■	124	■	126	144	157	172	7.3%
Total Grad II	■	2	■	0	0	0	0	0%
Total FTE	980	1196	980	1244	1337	1606	1951	11%

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

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

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

SITE: USF Sarasota-Manatee

FTE	Estimated 2010-11	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
Lower	66	69	97	252	472	117%
Upper	1004	1049	1096	1197	1307	4.9%
Grad I	125	126	144	157	172	7.3%
Grad II	0	0	0	0	0	0%
Total	1196	1244	1337	1606	1951	11%

SITE:

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

SITE:

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

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SITE: REMAINING PHYSICAL LOCATIONS University of South Florida Sarasota-Manatee @ North Port

FTE	Estimated 2010-11	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
Lower	0	0	0	0	0	0
Upper	76	79	83	90	99	5%
Grad I	4	5	5	6	6	4%
Grad II	0	0	0	0	0	0
Total	80	84	88	96	105	5%

SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING

FTE	Estimated 2010-11	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
Lower	25	26	26	27	28	1.5%
Upper	449	458	467	486	506	2.1%
Grad I	23	23	24	25	26	2.6%
Grad II	0	0	0	0	0	
Total	497	507	517	538	560	2.1%

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

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1 (Required) - IMPROVE BACCALAUREATE RETENTION AND GRADUATION – (CONTINUING)	Purchased Hobson's, a web-based early alert and student retention CRM technology solution. Campus advisors and faculty will work together using the system to pinpoint students at-risk. Also, implemented state-of-the-art degree audit system, Degree Works, to promote timely progression and to better determine course scheduling needs. Tuition differential will pay for the additional undergraduate courses.	**Metric:** Retention Rate **Timeline:** As of March 2011, USFSM began using the retention module to manage communications and conduct pilot testing with faculty. Information collected from faculty will be tied to students within a comprehensive database. **Expected Outcome:** By 2014-15, a 2% increase in retention is expected.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
$45,000	$0	$376,838	$421,838	$430,606	$0	$45,000	$0	$475,606	$0

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Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#2 (Required) - Provide freshman and sophomore classes. (NEW)	Pending BOG and SACS approval, program is slated to begin in fall 2012. Courses will be limited to simplify instruction needs and program costs.	**Metric:** 1-year retention rate **Timeline:** Fall 2012 to Fall 2013 **Expected Outcome:** 70% 1-year retention rate of initial cohort. **Assumptions:** Board of Governors and SACS approval of lower level course offerings. Approval of Legislative Budget Request (LBR).

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
$0	$0	$0	$0	$24,000	$856,412	$320,000	$0	$1,200,412	$0

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Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#3 (Required) - developing programs based on their positive potential impact on the local community while also serving state and national educational needs, including a School of Wellness and Longevity and programs in science, health, arts, and technology. (NEW)	(1) Start 2nd bachelor degree programs in communication sciences and nursing (in partnership with USF Health), and a master's level degree in Social Work (in partnership with USF Tampa). (2) Partner with Mote Marine Laboratory to offer course work in the natural sciences. (3) Seek national accreditation for the Colleges of Business and Education.	**Metric:** (1)Increased degree production in state and local critical needs areas/strategic emphasis areas. (2) Successful launch of an Interdisciplinary Natural Science degree. (3) Successful accreditation of two professional colleges (Business and Education). **Timeline:** (1)2nd BA in nursing start Summer 2011; MSW start Fall 2011; and 2nd BA in CSD start Spring 2012. Review of degree production 3 years after start of program. (2) Interdisciplinary Natural Science start in Fall 2013. (3) Business – AACSB separate accreditation - 2013/Education – NCATE separate accreditation – 2015. **Expected Outcomes:** (1) Double the number of strategic emphasis degrees awarded by 2015. (2) First natural science courses offered in partnership with Mote Marine to start in Fall 2013. (3) Successful separate professional accreditation from AACSB and NCATE. **Assumptions:** Approval of Legislative Budget Request or private funding. SACS substantive change approval for new programs.

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Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
$0	$250,000*	$0	$250,000	$0	0	$0	$225,000*	$225,000	$0

OPTIONAL: Universities may add one or two additional goals.

SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS										
	Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1	$45,000	$0	$376,838	$421,838	$430,606	$0	$45,000	$0	$475,606	$0
2	$0	$0	$0	$0	$24,000	$856,412	$320,000	$0	$1,200,412	$0
3	$0	$250,000*	$0	$250,000	$0	$0	$0	$225,000*	$225,000	$0
Total	$45,000	$250,000*	$376,838	$671,838	$454,606	$856,412	$365,000	$225,000*	$1,901,018	$0

*Private.

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2010 - 2011 Tuition Differential Update

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

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Increase undergraduate course offerings.	41 undergraduate courses were funded in fall semester 2010.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	39 adjunct faculty and 1 phased retirement faculty, and 1 faculty overload were funded.
Total Number of Advisors Hired or Retained (funded by tuition differential):	0
Total Number of Course Sections Added or Saved (funded by tuition differential):	41
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Managed at USF System Level (See System Work Plan)	
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	137
$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	$783
$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	$250
$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	$1000

Fall 2011 Request for an Increased Tuition Differential Fee

University: USF Sarasota-Manatee

Effective Date	
University Board of Trustees Approval Date:	June 8, 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All university undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	$ 12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7 %
$ Increase in tuition differential per credit hour:	$ 8.62
$ Increase in tuition differential for 30 credit hours:	$ 258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected):	$ 207,165
Total differential fee revenue generated in 2011-12 (projected):	$376,838

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

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

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

	Estimated Actual* 2010-11 ------------	Estimated 2011-12 ------------
Balance Forward from Prior Periods		
Balance Forward	$0	$ 173,407
Less: Prior-Year Encumbrances	$0	-
Beginning Balance Available:	$0	$ 173,407
Receipts / Revenues		
Tuition Differential Collections	$429,618	749,229
Interest Revenue - Current Year	-	550
Interest Revenue - From Carryforward Balance	-	300
Total Receipts / Revenues:	$ 429,618	$ 750,079
Expenditures		
Salaries & Benefits	$0	$ -
Other Personal Services	$127,624	658,717
Expenses	$0	-
Operating Capital Outlay	$0	-
Student Financial Assistance	128,587	224,769
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	$ 256,211	$ 883,486
Ending Balance Available:	$ 173,407	$ 40,000

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

**Provide details for "Other Categories" used.

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

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

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

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

2012-2013 LBR

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

University:	University of South Florida Sarasota-Manatee
Work Plan Issue Title:	Lower-Level Curriculum
Priority Number	1
Recurring Funds Requested:	$856,412
Non-Recurring Funds Requested:	$0
Total Funds Requested:	$856,412

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

The University of South Florida Sarasota-Manatee proposes the offering of lower-level academic programs at the freshman and sophomore years for an entering cohort of 100 students beginning with Fall Semester 2012 to increase to 590 FTE by Fall Semester 2016.

The approval of this request will help the USF System meet the unmet and growing demand for lower-level academic programs at USF Sarasota-Manatee. Within Sarasota, Manatee, and DeSoto counties, employer demand for workers trained in high-skill, high-wage occupations continues to grow. Student enrollment in local institutions of higher education, including USF Sarasota-Manatee, also is growing. Local school districts and private, charter schools have expressed interest in partnering with USF Sarasota-Manatee in the development of dual enrollment programs.

Although this is a new service, USF Sarasota-Manatee tested the local demand by offering a few, select lower-level courses as a service to our entering transfer students who were lacking specific general education and prerequisite courses. In 2008-09 USF Sarasota-Manatee students took 269 credit hours in these courses. This number jumped nearly five times to 1,306 in 2009-10, and then doubled in 2010-11 to 2,640 credit hours.

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

This program will directly increase baccalaureate degree production within our region and will result in the many returns on investment that a well-educated work force brings to a local community. According to Pay Scale, Inc., the annual return on investment of earning a bachelor's degree at the University of South Florida is 10.9%

2012-2013 LBR

(Source: http://www.payscale.com/education/average-cost-for-college-ROI) as compared to investing in stocks or bonds. Citizens with bachelor's degrees have a greater likelihood of achieving a higher socioeconomic status and income. They tend to pay substantially more taxes and lower burdens on government programs. They also have less likelihood of being jobless or incarcerated.

Within four years, USF Sarasota-Manatee's program will graduate the first cohort of students and grow each year after that. Students from USFSM's region will be more likely to remain in our region for their professional careers. Over 1,150 high school students leave Sarasota and Manatee counties annually to attend other state universities outside our region and are unlikely to return. USF Sarasota-Manatee's admissions office has 2,068 students in our database from high school graduating classes of 2011 and 2012, who expressed interest in attending USF Sarasota-Manatee as freshmen. Of these, nearly 300 are from the USF Sarasota-Manatee region. The local Economic Development Councils (EDC) and Chambers of Commerce are working to keep highly educated youth in our region, and USF Sarasota-Manatee offering lower-level course work will assist in meeting that mission. The cost of attendance at USF Sarasota-Manatee for a student living with his or her parents will be $5,000 less annually than for students who leave the region to attend a state university. In addition, USF Sarasota-Manatee's student-faculty ratio is 15:1, which is conducive to higher retention and graduation rates. When college freshman are in smaller university classes, they are much more likely to remain enrolled at the university and ultimately graduate with their bachelor's degrees.

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

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

Currently, USF Sarasota-Manatee's classrooms are at 60% capacity, providing ample classroom space for expansion into freshman and sophomore courses.

2012-2013 LBR

2011 Update to the

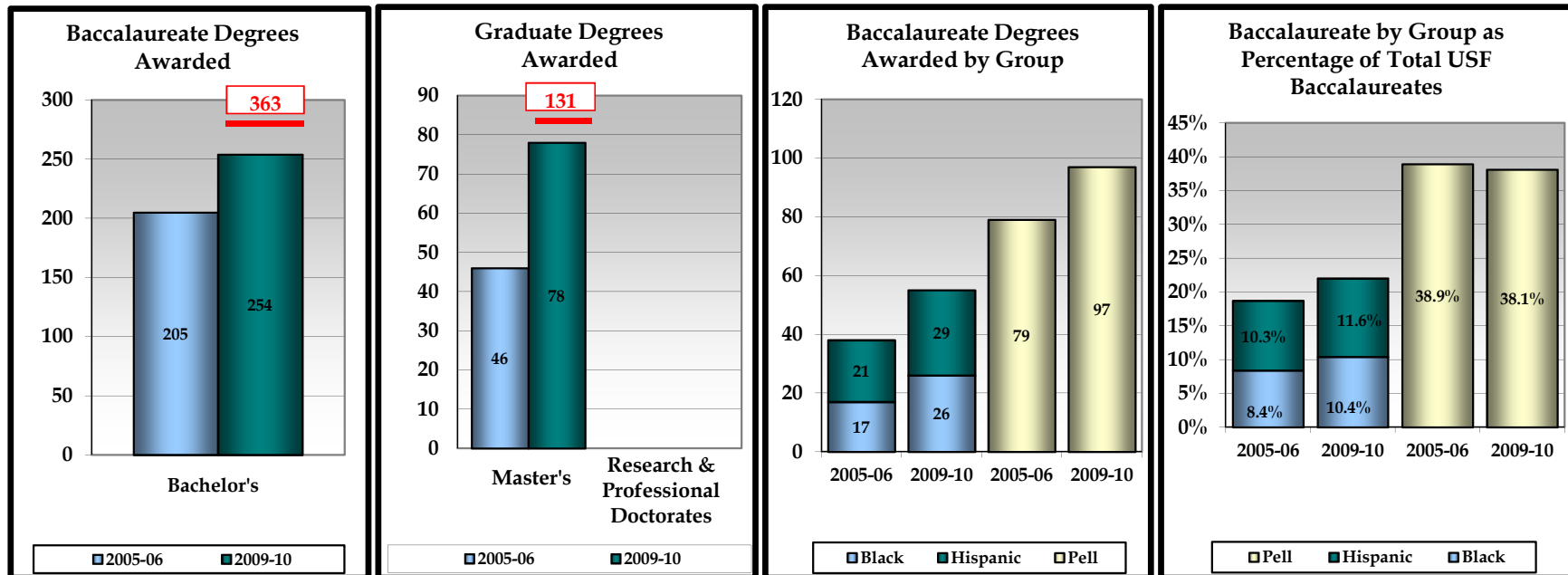**University of South Florida Polytechnic**

Work Plan

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

University of South Florida 2010 Annual Report						
			USF Polytechnic			
Enrollments	**#**	**%**	**Degree Programs Offered (As of Spr. 10)**		**Carnegie Classification**	
TOTAL (Fall 2009)	**1,299**	100%	**TOTAL**	**16**	Undergraduate Instructional Program:	
Black	129	10%	**Baccalaureate**	11	Graduate Instructional Program:	
Hispanic	124	10%	**Master's & Specialist's**	5		
White	976	75%	**Research Doctorate**	0	Enrollment Profile:	SEPARATE CLASSIFICATION PENDING
Other	70	5%	**Professional Doctorate**	0	Undergraduate Profile:	
Full-Time	509	39%	**Faculty (Fall 2009)**	**Full-Time**	**Part-Time**	Size and Setting:
Part-Time	790	61%				Basic:
Undergraduate	1,055	81%	**TOTAL**	30	5	
Graduate	201	15%	**Tenure/T. Track**	19	0	Elective Classification:
Unclassified	43	3%	**Other Faculty/Instr.**	11	5	

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 1:
ACCESS TO AND PRODUCTION OF DEGREES (with 2010 University Work Plan "Targets" in Red)

Baccalaureate Degrees Awarded — 363 (target); 2005-06: 205, 2009-10: 254 (Bachelor's)

Graduate Degrees Awarded — 131 (target); Master's: 2005-06: 46, 2009-10: 78; Research & Professional Doctorates

Baccalaureate Degrees Awarded by Group — Black 2005-06: 17, 2009-10: 26; Hispanic 2005-06: 21, 2009-10: 29; Pell 2005-06: 79, 2009-10: 97

Baccalaureate by Group as Percentage of Total USF Baccalaureates — Black 2005-06: 8.4%, 2009-10: 10.4%; Hispanic 2005-06: 10.3%, 2009-10: 11.6%; Pell 2005-06: 38.9%, 2009-10: 38.1%

2012 - 2013 Projected Institutional Contributions in RED PRINT.

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 2:

MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)
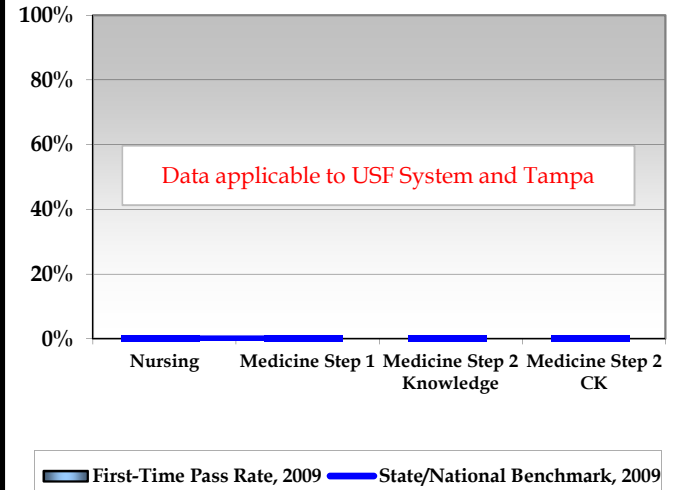
USF Polytechnic

Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10

Increase in all

- STEM
- Health Professions
- Education-Critical Shortage Areas

Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10

Increase in STEM and Education, Maintain in Health

- STEM
- Health Professions
- Education-Critical Shortage Areas

Licensure Pass Rates

Data applicable to USF System and Tampa

Nursing   Medicine Step 1   Medicine Step 2 Knowledge   Medicine Step 2 CK

- First-Time Pass Rate, 2009
- State/National Benchmark, 2009

BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 3:

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY
(2010 University Work Plan "Targets" in Red)

Academic Research and Development Expenditures

Development/Research data is a USF system-wide function

Federal Only   Total - All Sources

- 2004-05
- 2008-09

University Innovations Generating Revenue Through Technology Transfer: Licenses and Licensing Revenue

Millions

Data applicable to USF System and Tampa

2005   2006   2007   2008   2009

- Licensing Income
- Licenses & Options Executed

Projected Institutional Contributions in RED PRINT
(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 -2012 for R&D, Licences, and Licensing Revenue).
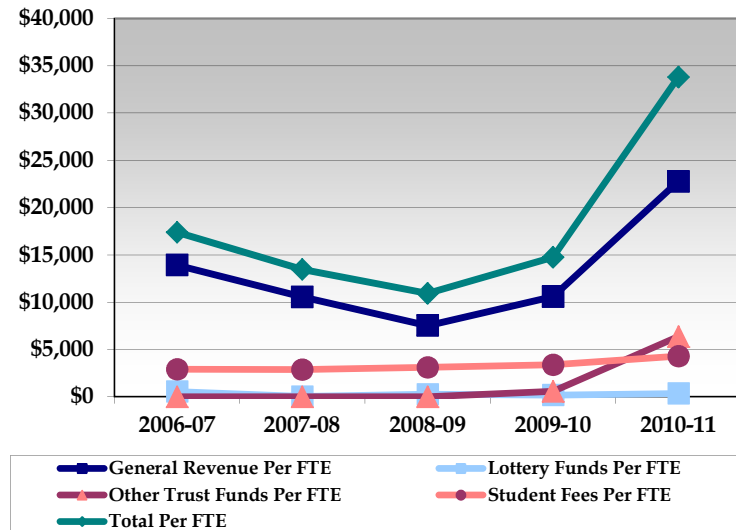
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS (with 2010 University Work Plan "Targets" in Red)

USF Polytechnic

Undergraduate Retention and Graduation Rates

Yr Rates for FTIC Cohorts-6

FTICs - 2004-2010

FTICs- 2000-2006

Data not available for parsing.

Yr Rates for AA Transfer Cohorts-4

AATs - 2006-2010

Data not available for parsing.

AATs - 2002-2006

65.7%

2009-13 Target: 76.0%

5-Yr Rates for Other* Transfer Cohorts

Others - 2005-2010.

Data not available for parsing.

Others - 2001-2006

Target: Increase 2008-13

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Graduated from USF
■ Graduated from Other SUS Institution
□ Still Enrolled at USF
■ Still Enrolled in Other SUS Institution

Student-to-Faculty Ratio

2005-06 2006-07 2007-08 2008-09 2009-10

Funding Per Student FTE**

2006-07 2007-08 2008-09 2009-10 2010-11

■ General Revenue Per FTE
■ Lottery Funds Per FTE
■ Other Trust Funds Per FTE
■ Student Fees Per FTE
■ Total Per FTE

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

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

Graduation Rate from SAME Institution - Projected Institutional Contributions in RED PRINT.

Select Data Tables from the 2009-2010 Annual Report

Degrees Awarded	2005-06	2006-07	2007-08	2008-09	2009-10
Baccalaureate	205	226	233	299	254
Master's and Specialist	46	80	66	103	78
Research Doctoral	NA	NA	NA	NA	NA
Professional Doctoral	NA	NA	NA	NA	NA

Comparison with Peers*

USF Polytechnic has two developmental peers: Arizona State University Polytechnic and University of Wisconsin-Stout. USP Polytechnic utilizes this term "developmental peer" as we transition from an upper level liberal arts institution into the 4 year polytechnic model of applied learning and applied research. In other words, we are developing towards the similar polytechnic mission/model as ASU Poly and Wisconsin-Stout Poly.

Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available. USFP and Wisconsin-Stout are developing a polytechnic consortium called "PolyDasher" to gather metrics specific to our polytechnic missions. The University of Wisconsin-Stout reported a student body of 9,017 in fall 2009. In 2009-2010 UW-Stout awarded 1,424 baccalaureate degrees and 283 master's degrees.

Degrees Awarded	USF Poly	ASU Poly	Wisconsin-Stout
Baccalaureate	254	945	1,424
Master's	78	248	283

Baccalaureate Degrees Awarded to Underrepresented Minorities	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Hispanic	21	10.3	20	9.3	24	10.2	28 Increase*	9.5	29	11.6
Non-Hispanic Black	17	8.4	23	10.7	27	11.5	35 Increase*	11.9	26	10.4
Pell Grant Recipients	79	38.9	89	41.2	92	40.7	104 Maintain*	35.4	97	38.1

Comparison with Peers*

Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available at this time. At UW-Stout baccalaureate degrees awarded data were not parsed by demographics other than gender. These data are being sought through the "PolyDasher" Consortium and modified IPEDS reports.

Degrees Awarded in Select Areas of Strategic Emphasis	2005-06	2006-07	2007-08	2008-09	2009-10
STEM (Baccalaureate)	22	17	20	18	22
STEM (Graduate)	3	1	1	0	0
Health Professions (Baccalaureate)	0	2	1	5	1

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Health Professions (Graduate)	0		0		0		2		0	
Education–Critical Shortage (Bacc.)	0		0		0		0		0	
Education–Critical Shortage (Grad.)	12		19		22		28		11	

Comparison with Peers*	Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available. In 2009-2010 at UW-Stout 38 baccalaureate degrees and 6 master's degrees were awarded in Engineering; 117 baccalaureate degrees and 18 in Information Technology; and 27 baccalaureate degrees and 9 master's degrees in applied science. Of these degrees awarded by UW-Stout 24 baccalaureate and 20 master's degrees were in Health Professions, and 62 baccalaureate and 3 master's degrees were in Education-Critical Shortage areas.

Undergraduate Retention and Graduation Rates from Same Institution	**By 2006**		**By 2007**		**By 2008**		**By 2009**		**By 2010**	
	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr	Grad	Still Enr
Fed.Def.: 6-Yr Rates Full-Time FTICs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUS Def.: 6-Yr Rates - FTICS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUS Def.: 4-Yr Rates - AA Transfers										
SUS Def.: 5-Yr Rates - Others										

Comparison with Peers*	NA

Licensure Exam Pass Rates	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Nursing (2005-06 Through 2009-10)	NA	NA	NA	NA	NA
Medicine – Step 1 (2006 – 2010)	NA	NA	NA	NA	NA
Medicine – Step 2 Clinical Knowledge (2005-06 Through 2009-10)	NA	NA	NA	NA	NA
Medicine – Step 2 Clinical Skills (2005-06 Through 2009-10)	NA	NA	NA	NA	NA

Comparison with Peers*	NA

Academic Research and Development Expenditures	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**
Federal Only *(Thousand $)*	$	$	$	$	$
Total – All Sources *(Thousand $)*	$	$	$	$	$

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Comparison with Peers*	NA

Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	NA	NA	NA	NA	NA
Licensing Income	NA	NA	NA	NA	NA
Comparison with Peers*	NA				
OTHER KEY OUTPUT OR OUTCOME METRICS					
Comparison with Peers*					

Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement
(1) **Increase the number of baccalaureate degrees awarded.** A SACS request for substantive change is in process for allowing a freshmen cohort in 2012 and the first freshmen class in 2013 following SACS accreditation. The general education curriculum and faculty hires are in process. In addition, new concentrations in applied science and general studies are coming on line now with additional baccalaureate degrees under development following SACS accreditation. Significant effort towards recruitment, persistence and retention are underway to serve our current pool of transfer students.
(2) **Increase the number of master's degrees awarded**. The completion of approval of the M.S. in Information Technology is at the BOG level with a plan implementation of fall 2011. As with the baccalaureate degrees, additional faculty hires and curriculum development are in process for implementation of new master's programs following SACS accreditation.

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(3) **Increase the number of baccalaureate degrees awarded in STEM fields**. Goal 3 of the USFP Strategic Plan states: **Expand and create academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model. Develop and implement new degree programs in five areas of distinction; applied health sciences; mathematics and science education; business and entrepreneurship; manufacturing engineering and technology; and information technologies** (all STEM fields). As we develop our polytechnic model, all processes and procedures are focused on this commitment.

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UPDATES TO 2010 UNIVERSITY WORK PLAN

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

Change:

The list of New Academic Degree Program Proposals over the next three years was updated from the 2010 list in the following ways:

- Degrees in Manufacturing Engineering and Manufacturing Technology have been removed and replaced with degrees in Systems Engineering (B). Refinement of focus to systems perspective provides for interdisciplinary opportunities with Innovation Management.
- Two new programs were added in Accounting & Financial Management (B) and Health Information Management (B), in keeping with the development of the Innovation Incubators and emphasis on economic development needs of the Central Florida region and State.

Significant updates:

- The initial SACS Accreditation Application was submitted in December 2010. Targeted completion of accreditation by December 2012 is still anticipated.
- Implementation of the M.S. in Information Technology is expected for fall 2011.
- Twenty-two new faculty were hired for the 2010-2011 academic year; 14% received degrees from, or experience working, in a polytechnic university; 55% had degrees from institutions classified as Very High Research Activity; and 18% had degrees from institutions classified as High Research Activity. Thirty seven additional faculty hires are in process for 2011-12.
- Work on infrastructure for the new I-4 campus site began in fall 2010.

Unique Challenges:

- State College System: Increased competition and risk of duplication of programs/services within the higher education market.

USF Polytechnic and the USF System:

- USF Polytechnic is an integral part of the evolving USF System. It works closely with the other USF institutions to enhance the mission of the USF System and helps to facilitate the individual missions of all four institutions. Specific benefits include: enhanced access for students, distinctiveness while optimizing campus potential, greater choice to meet student and academic needs, broader advocacy, efficiencies (both academic and economic), commitment to meeting local needs, leveraging our combined strength through collaboration, and a unified brand yielding identity and impact.

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

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

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

Proposed Date of Submission to University Board of Trustees	Program Level	6-Digit CIP Code	Program Title	Comments (Including Proposed Implementation Date)
2012	B	14.2701	Systems Engineering	Degrees will not be offered until completion of SACS accreditation and opening of new I-4 campus site.
2012	B	52.0304	Accounting & Financial Management	
2012	B	51.2706	Health Information Management	USF Polytechnic is pursuing four-year programs to include freshmen and sophomores.

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Enrollment Planning

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

- Increased lower-level course offerings, beginning fall 2011.
- Enrollment of a Pilot Freshman Cohort in 2012.
- Enrollment of a Freshman Class in 2013.
- Increased graduate enrollment with implementation of the M.S. in Information Technology in fall 2011.

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

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Enrollment Plan Proposal – All State-Fundable FTE Enrollments (Except Medical/Dental/Veterinary Enrollments) POLYTECHNIC							
For entire institution	Funded	Estimated	Funded	Estimated	Estimated	Estimated	Estimated	5-Year Projected Average Annual Growth Rate
FTE	**2010-11**	**2010-11**	**2011-12**	**2011-12**	**2012-13**	**2014-15**	**2016-17**	
FL Resident Lower	0	56	0	56	228	305	418	129%
FL Resident Upper	494	740	494	793	910	1,185	1,626	21%
FL Resident Grad I	103	94	103	129	139	146	195	10%
FL Resident Grad II	0	0	0	0	0	0	0	0
Total FL Resident	597	890	597	978	1,277	1,636	2,239	25.8%
Non-Res. Lower		1		3	8	10	22	127%
Non-Res. Upper		9		9	12	15	38	64%
Non-Res. Grad I		0		1	2	3	12	220%
Non-Res. Grad II		0		0	0	0	0	0
Total Non-Res.	0	10	0	13	22	28	72	90.8%
Total Lower		57		59	236	315	440	129%
Total Upper		749		802	922	1,200	1,664	21%
Total Grad I		94		130	141	149	207	12%
Total Grad II		0		0	0	0	0	0
Total FTE	597	900	597	991	1,299	1,664	2,311	26.6%

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

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

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SITE:

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

SITE:

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

SITE:

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

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SITE: REMAINING PHYSICAL LOCATIONS: Citrus County and Avon Park (Elem. Ed, Ed. Leadership)

FTE	Estimated 2010-11	Estimated 2011-12	Estimated 2012-13	Estimated 2014-15	Estimated 2016-17	5-Year Projected Average Annual Growth Rate
Lower	0	0	0	0	0	0
Upper	29.8	34	35	38	40	3.5%
Grad I	10.1	11	12	15	18	12.7%
Grad II	0	0	0	0	0	0
Total	39.9	45	47	53	58	5.8%

- **SITE: VIRTUAL INSTRUCTION / DISTANCE LEARNING POLYTECHNIC**

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

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

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1(Required) - Improve baccalaureate retention and graduation. (CONTINUING)	• Continue implementation of Hobson's Communication and Retention management systems. • Increase the number of academic advisors to provide enhanced service to undergraduate students. • Continue to monitor course offerings to ensure scheduling of courses required for majors and degree completion.	• Full implementation expected by December 2011. Retention reports will inform and assist interventions. • Expect full complement of advisors by spring 2012 (2 vacancies in process & 2 additional in hiring plan). • Weekly enrollment management sessions (beginning 5 weeks out from term) to monitor and initiate immediate changes to enhance enrollment and process improvements. Expected Outcomes/Timeline: By 2014-15, a 3% increase in retention is expected with graduation rate increasing by 4%.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad. Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
		$185,543	$185,543	$200,385				$200,385	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#2 (Required) - STEM education and engineering; interdisciplinary with business and innovation management, and applied research in Alternative Energy and Biofuels Technologies (CONTINUING)	• Hire Experienced Faculty to Develop an Interdisciplinary Engineering Degree Program and Establish a Center for Applied Research in Alternative Energy and Biofuels Technologies	• Faculty will have identified talent and capacity to deliver the polytechnic mission: interdisciplinary and applied learning; application in cutting-edge research and technology to real world needs; and collaborative partnerships that support

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• Hire experienced faculty to develop a degree program and establish an applied research center that aligns with critical needs identified in the SUS Strategic Plan: STEM education and engineering, with potential further interdisciplinary opportunity in business and innovation management. • To enhance capacity to move quickly to deliver new academic programs and expand research initiatives subsequent to separate SACS accreditation. • Expand and/or create academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model.	economic, social and community development. • Academic programs will reflect a commitment to interdisciplinary learning and research engagement. The Center for Applied Research and Alternative Energy and Biofuels Technology will provide opportunities for interactive, problem and solution based learning and for application of innovative research and technology. Expected Outcomes/Timeline: Resources in place and approval process completed for implementation of Interdisciplinary System Engineering for start of AY 2012-13. The Center of Alternative Engineering and Biofuels Technologies will be housed in the High Tech Research, Innovation and Business Incubator & Learning Labs, one of the first buildings planned for the new I-4 campus in 2013.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					$1,632,567			$1,632,567	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#3 (Required) – New /Enhanced Degree Programs, Faculty resources and support requirements (NEW)	• Establish a faculty hiring plan that includes faculty to enhance Innovation and Technology Programs, Education Programs, and Human and Social Sciences Programs for AY 2012-2013 searches. • Provide the support required for curriculum and delivery of academic	• USF Polytechnic's academic structure will enable USF Polytechnic (following USF System degree and approval procedures and SACS and Board of Governors notification and approval requirements) to develop new degree programs in a polytechnic model, including programs in identified economic development industry sectors and in the five areas of distinction

programs.	identified in Goal 3 of the USFP Strategic Plan. Expected Outcomes/Timeline: Following the SACS accreditation (late 2012) and the degree program approval process, new degree programs within the Polytechnic model will assist in meeting the identified economic development industry sectors.

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

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#4 – Continue strategic hiring, general education curriculum and academic program development for implementation of a Freshman Pilot Cohort in 2012 and a Freshman Class in 2013. (CONTINUING)	• Establish a faculty hiring plan that includes faculty in general education content areas for AY 2011-2012 searches. • Establish a faculty committee for the development of the general education curriculum, complete curriculum development and approval processes. • Establish a First Year Experiences Committee to identify facilities and student services and supports needed for implementation of the Freshman Pilot Cohort in 2012 and transition to a Freshman Class in 2013. • Develop and implement a freshmen recruitment and marketing plan.	• Some general education faculty already hired with plans to add required full time faculty in 2011-12 (pending budget). • Faculty committee will have cohort gen ed complete by May 2011 and 2013 class complete by December 2011. Will monitor progress through the approval process. • Committee began work in February 2011 with ongoing process planning through early spring 2012. Anticipate early admission for 2012 pilot. Committee works from a project planning document that incorporates action steps and target expectations. • Plan is constantly monitored against expectations. Expected Outcomes: To have the resources in place to implement the Freshmen Pilot Cohort in 2012 and the Freshmen Class in 2013.
Proposed Funding Source: 2011-12		Proposed Funding Source: 2012-13

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State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
$4,125,000			$4,125,000			$4,405,000		$4,405,000	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#5 - Complete separate SACS accreditation and develop revised or new degree programs for implementation in 2012-2013. (CONINUING)	- Complete Compliance Certification and SACS Accreditation site visit in 2012. - Establish program development committees in academic divisions to complete degree program revisions and/or new program proposals by December 2011, and complete program approval processes by March 2012. - Develop new degree program marketing and recruitment materials by March 2012. - Complete new faculty hires where needed for implementation of revised or new degree programs by June 2012 for start in August 2012.	- Accreditation approval by December 2012. - Meet expected timeline with close coordination with approval process and resource allocation. - Recruitment materials will meet expected timeline and strategy. 22 new faculty hired in 2009-10 and an additional 37 searches in process for hire. Additional hires will be dependent upon resources. Expected Outcomes: SACS accreditation in late 2012 with new degree programs ready for implementation in 2012-13.

Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
$70,000			$70,000			$60,000		$60,000	

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	SUMMARY OF PROPOSED FUNDING FOR PRIMARY GOALS									
	Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
Goal #	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source – e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
1			$185,543	$185,543	$200,385				$200,385	
2						$1,632,567			$1,632,567	
3										
4 optional	$4,125,000			$4,125,000			$4,405,000		$4,405,000	
5 optional	$70,000			$70,000			$60,000		$60,000	
Total	$4,195,000		$185,543	$4,380,543	$200,385	$1,632,567	$4,465,000		$1,297,952	

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2010 - 2011 Tuition Differential Update

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

2010-2011 – 70% Initiatives (List the initiatives provided in the 2010-11 tuition differential request.)	University Update on Each Initiative
Increase number of course sections.	23 additional course sections were offered for students.
Additional Detail, Where Applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	22
Total Number of Course Sections Added or Saved (funded by tuition differential):	23
2010-2011 - 30% Initiatives (list the initiatives provided in the 2010-11 tuition differential request)	University Update on Each Initiative
Increase the number of financial aid awards to undergraduate students with financial need.	Financial Aid awards are distributed and controlled by the USF System office.
Financial Aid awards are distributed and controlled by the USF System office.	
Additional Information (estimates as of April 30, 2011):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	72
$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	$757
$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	$250
$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	$1,000

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Fall 2011 Request for an Increased Tuition Differential Fee

University: POLYTECHNIC

Effective Date	
University Board of Trustees Approval Date:	Implementation date – August 2011
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	USF Polytechnic
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	The tuition differential will apply to all undergraduate courses offered by the USF System.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	$12.80
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	7%
$ Increase in tuition differential per credit hour:	$8.62
$ Increase in tuition differential for 30 credit hours:	$258.60
Projected Differential Revenue Generated and Intended Uses	
Incremental differential fee revenue generated in 2011-12 (projected/calculated):	$ 279,012
Total differential fee revenue generated in 2011-12 (projected/calculated):	$ 658,656

INSERT the following Documents:

- **Tuition Differential Schedule I (EXCEL)**
- University Tuition, Fees, and Housing Projections (EXCEL)
- **Legislative Budget Request (LBR) Summary (EXCEL)**
- **An Operating Budget (OB) Form I Narrative for each LBR Item (Word)**
- Summary of the Five-Year Capital Improvement Plan(PECO and Challenge Grant)Projects (EXCEL)

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

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

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

	Estimated Actual* 2010-11	Estimated 2011-12
Balance Forward from Prior Periods		
Balance Forward	$ 29,816	$ 705
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ 29,816	$ 705
Receipts / Revenues		
Tuition Differential Collections	$ 350,984	658,349
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	$ 350,984	$ 658,349
Expenditures		
Salaries & Benefits	$ 196,411	$ 259,742
Other Personal Services	40,333	201,200
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	114,240	197,717
Expended From Carryforward Balance	29,111	-
**Other Category Expenditures	-	-
Total Expenditures:	$ 380,095	$ 658,659
Ending Balance Available:	$ 705	$ 395

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

**Provide details for "Other Categories" used.

REVISED 5-13-2011

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

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

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

For each budget issue, please indicate the primary goal from the SUS Strategic Plan that the issue will address, and complete the form according to the instructions provided.

Keep all responses brief. All issues must have been identified in the 2010 University Work Plan submitted to the Board of Governors and must align with the goals and objectives of the SUS Strategic Plan and the New Florida Initiative.

2011-2012 LBR

State University System
Education and General
2011-2012 Legislative Operating Budget Issue
Form I

University: University of South Florida Polytechnic	
Work Plan Issue Title: - STEM education and engineering; interdisciplinary with business and innovation management, and applied research in Alternative Energy and Biofuels Technologies	
Priority Number: 1	
Recurring Funds Requested:	**$1,632,567**
Non-Recurring Funds Requested:	
Total Funds Requested:	**$1,632,567**

Although an issue might address multiple SUS Strategic Plan Goals, please check a single <u>primary</u> goal that this issue will address:

☐ **Access to and Production of Degrees** *(Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.)*

☐ **Meeting Statewide Professional and Workforce Needs** *(Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.)*

☒ **Building World-Class Academic Programs and Research Capacity** *(Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.)*

☐ **Meeting Community Needs and Fulfilling Unique Institutional Responsibilities** *(Examples could include issues important to a region or specific to an institution's mission — e.g., extension services, service learning initiatives, lifelong learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.)*

I. **Need and Justification:**

2011-2012 LBR

A. Identify the need as addressed explicitly in the **2010 University Work Plan**, and indicate where this budget issue is referenced in the Plan.

USF Polytechnic requests funding to hire talented, competitive and experienced faculty to develop an Interdisciplinary Engineering degree program and to establish a Center for Applied Research in Alternative Energy and Biofuels Technologies. This goal is consistent with our vision of becoming a "premier destination campus for applied learning, research, and innovative technology" whose students and graduates "will inspire and lead change, locally and internationally."

Emphasis in faculty hiring is the identification of talented, competitive and experienced practitioner-scholars with capacity to deliver the polytechnic mission: interdisciplinary and applied learning; application of cutting-edge research and technology to real world needs; and collaborative partnerships that support economic, social and community development.

To enhance our capacity to move quickly to deliver new academic programs and expand research initiatives subsequent to separate SACS accreditation, we will be seeking faculty who have academic degrees from polytechnic or polytechnic-like universities or experience working in polytechnic or polytechnic-like universities.

This need is referenced in USF Polytechnic's 2010 Work Plan on pp. 7-8 under primary institutional goals and new academic degree programs.

B. Indicate how this budget issue aligns with the goal selected above from the **SUS Strategic Plan**.

This budget request aligns with the SUS Strategic Plan goal of building world-class academic programs and research capacity. Funding will provide opportunity to hire experienced faculty to develop a degree program and establish an applied research center that aligns with critical needs identified in the SUS Strategic Plan: STEM education and engineering, with potential further interdisciplinary opportunity in business and innovation management.

Talented, competitive and experienced faculty, prepared and/or experienced in the polytechnic model, will provide opportunity to move more quickly on the development of cutting-edge research application, technology transfer and/or commercialization.

2011-2012 LBR

In addition, hiring talented, competitive and experienced faculty will enhance the university's ability to achieve specialized professional accreditation following separate SACS accreditation (e.g., ABET).

C. Indicate how this budget issue aligns with the objectives of the **New Florida** initiative.

The New Florida initiative focuses on the development of a knowledge and innovation economy built on high-technology and high-wage jobs in fields of science, technology, engineering and mathematics, medicine, finance, insurance, professional services, health care and education.

Building the New Florida requires new talent which includes not only increasing the percentage of Floridians who have baccalaureate and advanced degrees in these areas, but also bringing new competitive talent to the state to build new degree programs and research capacity in the State's universities.

The unique and specialized mission of the polytechnic in applied learning, research and innovative technology is well-aligned with the New Florida initiative. Hiring talented and competitive faculty, trained and/or experienced in the polytechnic model, will increase the university's ability to develop and deliver more quickly degree programs consistent with needs articulated in the New Florida initiative.

II. **Description:**

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

While no new degree programs can be implemented until completion of SACS accreditation, new degree programs can be developed and taken through the USF System and State program approval processes for implementation after SACS accreditation. These new degree programs would be targeted for implementation in fall 2013 with the opening of the new campus site.

The development of a new degree program in Interdisciplinary Engineering not only aligns with the State's critical needs areas, but also with industry sectors identified by SRI International and Enterprise Florida as prime for future cultivation and growth. In addition, the program places emphasis on applied learning where students and faculty engage in interactive, problem- and solution-based learning and development of applications of innovative research and technology to real-world problems.

2011-2012 LBR

The establishment of a Center for Applied Research in Alternative Energy and Biofuels Technologies is consistent with the polytechnic model where students and faculty have world-class opportunities for interactive, problem- and solution-based learning and for application of innovative research and technology. The Center will also provide students with opportunity for participation in a dynamic learning community, a collaborative learning lab, and field experiences and internships

USF Polytechnic will use these funds to attract, recruit and support the teaching and research needs of talented and competitive new faculty, as well as establish a recurring funding base to operate the Center.

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

Goal 3 of the USF Polytechnic Strategic Plan 2007-2012 established the university's direction in the expansion and/or creation of academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model.

The structure of USF Polytechnic's colleges accommodates its existing degree programs, allows for the development of these new degrees, and reflects commitment to interdisciplinary learning and research engagement. The new faculty and degree program will be housed in the College of Technology and Innovation which comprises the Divisions of Innovation Management, Engineering & Applied Sciences, and Information Technology. The Center will be housed in the High Tech Research, Innovation and Business Incubator & Learning Labs, one of the first buildings planned for the new I-4 campus.

Current university resources have been used to hire faculty and staff to support existing degree programs and meet SACS accreditation requirements, including expanding faculty in Innovation Management and Industrial Engineering. Both fields offer potential for further interdisciplinary academic and research opportunities in conjunction with the development of an Interdisciplinary Engineering degree program and the Center for Applied Research in Alternative Energy and Biofuels Technologies.

C. **Description of outcome(s) anticipated or dashboard indicator(s) to be improved:** (*Be specific. For example, if this issue focuses on improving retention rates, indicate the current retention rate and the expected increase in the retention rate. In addition, identify the following, if applicable.*)

1. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

2011-2012 LBR

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NA	NA	25	50	75

2. Number of FTE Students receiving services or participating in the program by year for the next five years:

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NA	NA	10	20	30

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

   B.S. Interdisciplinary Engineering – 2013
   M.S. Energy and Environmental System Engineering – 2016

4. Other outcomes:

Critical to successful completion of initial SACS accreditation is the identification and implementation of a faculty and staff hiring plan to build depth in existing faculty, capacity for delivery of existing degree programs, and additional support for student services. As accreditation is achieved, faculty and staff hiring plans will continue to focus on capacity for delivery of the new "polytechnic" degrees and additional capacity for full implementation of general education offerings for freshman and sophomore classes in fall 2013.

Faculty hired through this funding request will also contribute to the development and delivery of a General Education core, focusing on a narrow number of course offerings, aligned with the USF Polytechnic Core Values as identified in the 2007-2012 Strategic Plan. We seek faculty who can teach in both a primary and secondary content area. This will enable USFP to deliver general education that meets State requirements, demonstrates measurable performance-based competencies, and includes field-based and internship experiences for all students with fewer course offerings.

The establishment of a Center for the Development of Alternative Energy and Biofuels Technologies will provide increased opportunity to seek grants and contracts to further enhance research capacity.

2011-2012 LBR

III. **Facilities:**

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

YES

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

The Center for Applied Research in Alternative Energy and Biofuels Technologies will be one of the entities initially housed in the High Tech Research, Innovation and Business Incubator & Learning Labs. Additional private funding will be sought to expand facilities for the Center.

	Facility Project Title	**Fiscal Year**	**Amount Requested**
6.	USF Health School of Pharmacy at USF Polytechnic	2011-2012	$10,000,000
21.	USF Polytechnic I-4 Campus Phase IIA High Tech Research, Innovation and Business Incubator & Learning Labs - **FECG**	2011-2012	$700,000

In addition, a PECO request has been made for the High Tech Research, Innovation and Business Incubator & Learning Labs in the amount of $10,000,000. It is not on the current five-year CIP listing.

2011-2012 LBR