

The State University System of Florida



2009 Annual Report

Volume I

Data definitions are provided in the Appendices.

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data. The data in this document are based on university file submissions as of December 18, 2009.

BACKGROUND

The Florida Constitution (Article IX, Section 7) created the Board of Governors (BOG) to “operate, regulate, control, and be fully responsible for the management of the whole university system.” The responsibilities of the Board also include “defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities and programs.”

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

This 2009 Annual Report is the first installment in the process. It provides an overview of the System’s historical performance on a range of measures, with an emphasis on performance during the last five years for which data are available on any given metric. The full report contains the following: (1) key

2008-09 developments in the SUS; (2) a graphic “dashboard” that highlights System-level performance on key measures; (3) a narrative outlining the System’s progress on indicators related to the Board of Governors Strategic Plan; (4) more detailed System-level data; (5) dashboards and contextual narratives for each of the SUS institutions; and (6) more detailed data for the individual institutions.

Over time, the annual reporting process will be refined, and Web-based interactive versions will be designed to provide various constituents with data at the level of detail they need. These annual reports will demonstrate how well the SUS is meeting its goals, document the return on investment of public funds, and promote and reflect the commitment of the Board of Governors and the System to transparency and accountability.

Data in this report also meet certain statutory reporting requirements. Specifically, the State University System Annual Report, in conjunction with work plans to be completed each summer, encompasses the following statutorily required information:

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

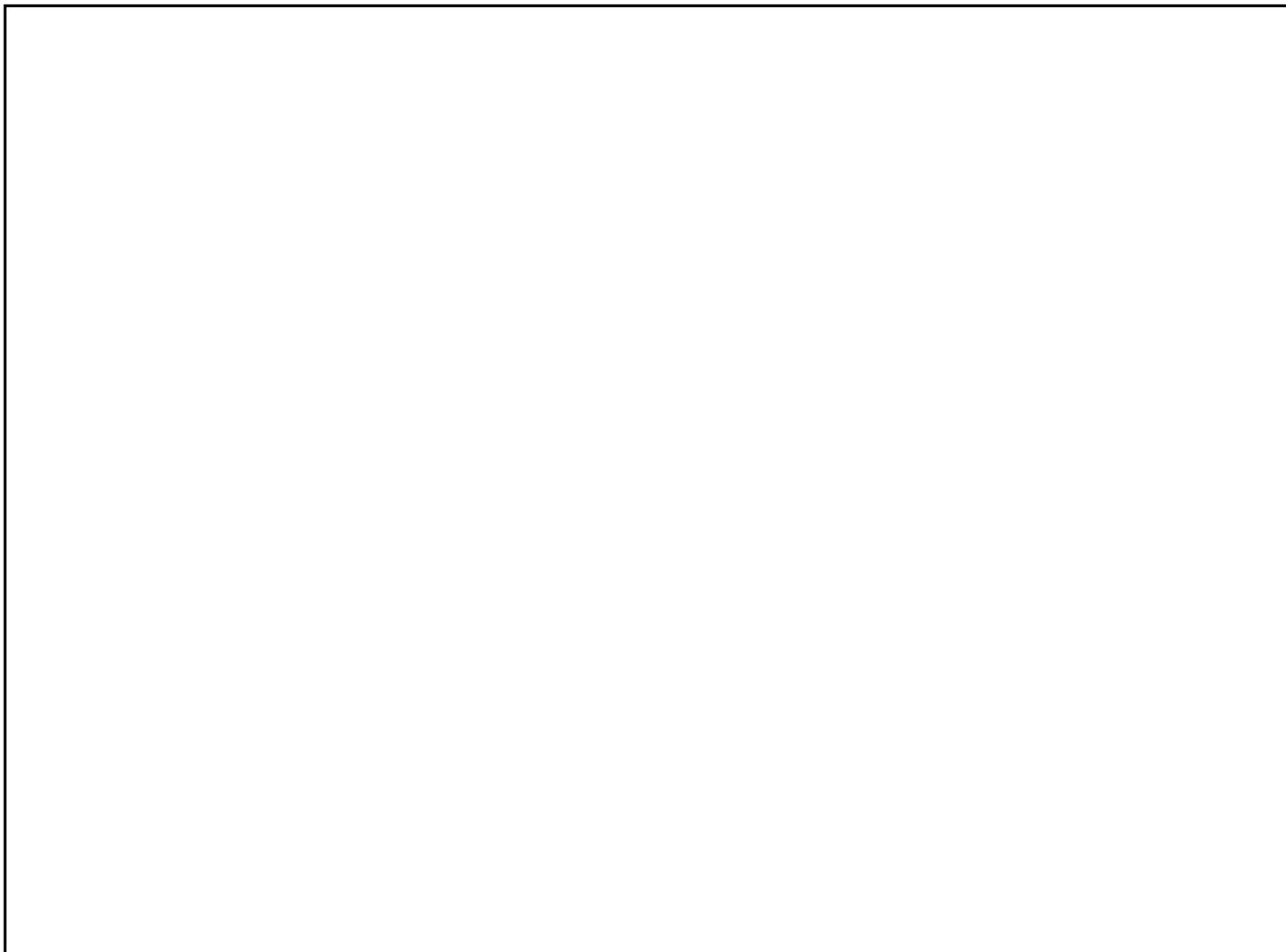


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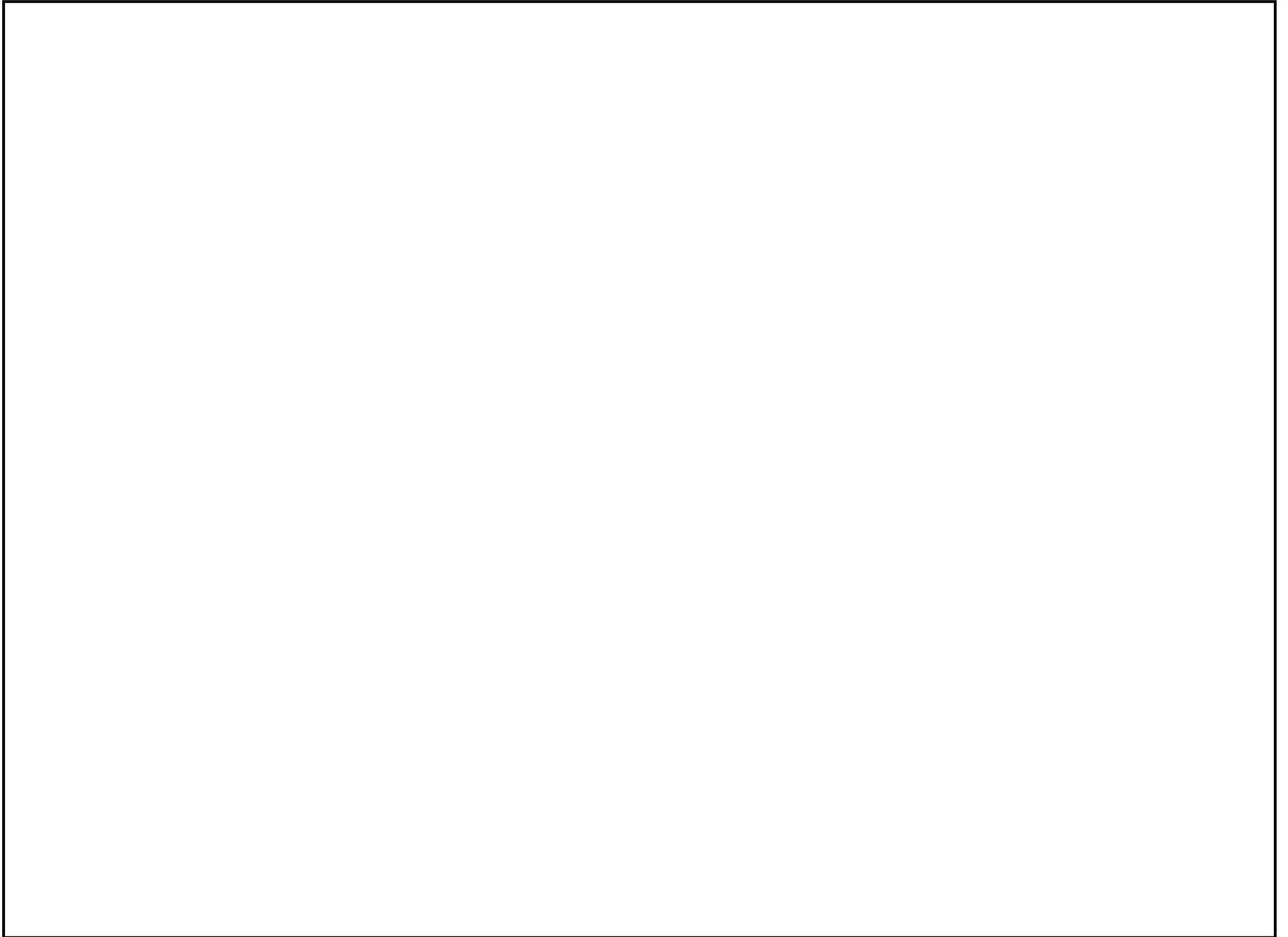
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Key Developments in the State University System in 2008-09



Economic Development: Talent Production and Innovation

- In 2008-09, the SUS awarded bachelor's and graduate degrees to more than 70,000 students, who will contribute an estimated \$700-900 million annually to Florida's economy as a result of their higher education attainment.
- Collectively, the SUS was awarded \$1.43 billion in research grants in fiscal year 2008, 84% of which came from federal and private entities, and used past research funding to generate 156 patents, 125 new licenses, and \$56 million in license revenue.
- The SUS is poised to receive \$81 million in fiscal year 2010 federal earmarks for R&D, pending a Senate appropriations vote. This represents a 30% increase over the current year and is the result of the System's redoubled efforts to draw down more federal dollars.
- Centers of Excellence are paying substantial dividends. Most Centers report having generated external grant funding many times the initial state investment, and all but one are active and involved in pursuing world-class scholars, patent applications, invention disclosures, external investment, commercialization, and business start-ups.
- To continue to align state university degree programs with the economic development and workforce needs of the state, the Board of Governors approved revised Areas of Programmatic Strategic Emphasis in late 2008. These targeted degree areas include STEM (science, technology, engineering, and math), Health, Security, Education, and other fields focused on both regional and global economic demands.

Focusing Operations and Pursuing Efficiency

- The state and national economic situation resulted in a state budget shortfall, a federal response through the American Recovery and Reinvestment Act (ARRA) stimulus funds, relatively flat university endowment performance and private fundraising gains, and increasing student need. State universities responded to these challenging times by redoubling efforts to find efficiencies through shared services and streamlining many operations. The emphasis on need-based aid has grown, as well, both to balance the impact of tuition and fee increases and to offset the effects of the economic downturn.
- Universities had already outsourced numerous functions (e.g., food service, lawn maintenance, custodial services, bookstores, building maintenance, printing services). In 2008, the Board created a Shared Services Workgroup to review and act upon initiatives that would save the universities money. This workgroup, along with the university purchasing directors, has identified several initiatives involving multiple universities that will save precious operating funds. These initiatives include builders risk insurance, media buying, academic book vendor contract, audio/visual equipment purchasing, and energy management.
- Since January 2007, the SUS has closed more than 75 institutes and centers or put them into an inactive status.
- Since June 2007, universities have closed or suspended more than 130 full degree programs and closed, consolidated, or suspended numerous other tracks and specializations within existing degree programs. They also have merged a number of departments and colleges;

laid off 377 faculty and staff; reduced purchasing; and restricted travel.

- Some universities have taken advantage of technological efficiencies, improving a number of online services including admissions, financial aid, and registrar functions.
- Universities added more than \$14 million to spending on institutional need-based aid in 2008-09, and that amount should continue to grow in 2009-10 and beyond with growth in tuition differential revenues (30% of which are dedicated to need-based aid) and private fundraising.
- Distance education in the State University System has grown by leaps and bounds. Just over half of the more than 300,000 SUS students take at least one distance education course, and the number who are pursuing their studies entirely through distance learning is growing fast, reaching more than 21,000 students last year. There are now at least 254 different undergraduate and graduate degree and certificate programs that are earned primarily through distance learning.
- In September 2009, the Board of Governors approved three Academic Infrastructure and Support Organizations to provide underlying technology, equipment, facilities, services, and resources for academic programs and research across the SUS: the Florida Center for Library Automation, the University Press of Florida, and the Florida Institute of Oceanography. Such organizations provide a venue for cost-effective shared services and inter-institutional collaboration.
- A new BOG regulation is being drafted that will dovetail with the university work plans and annual report processes and will require the universities to conduct periodic reviews of efficiencies that can be achieved and

to identify any shared services available to them which can maximize their efficiency.

Articulation and Statewide Strategic Alignment

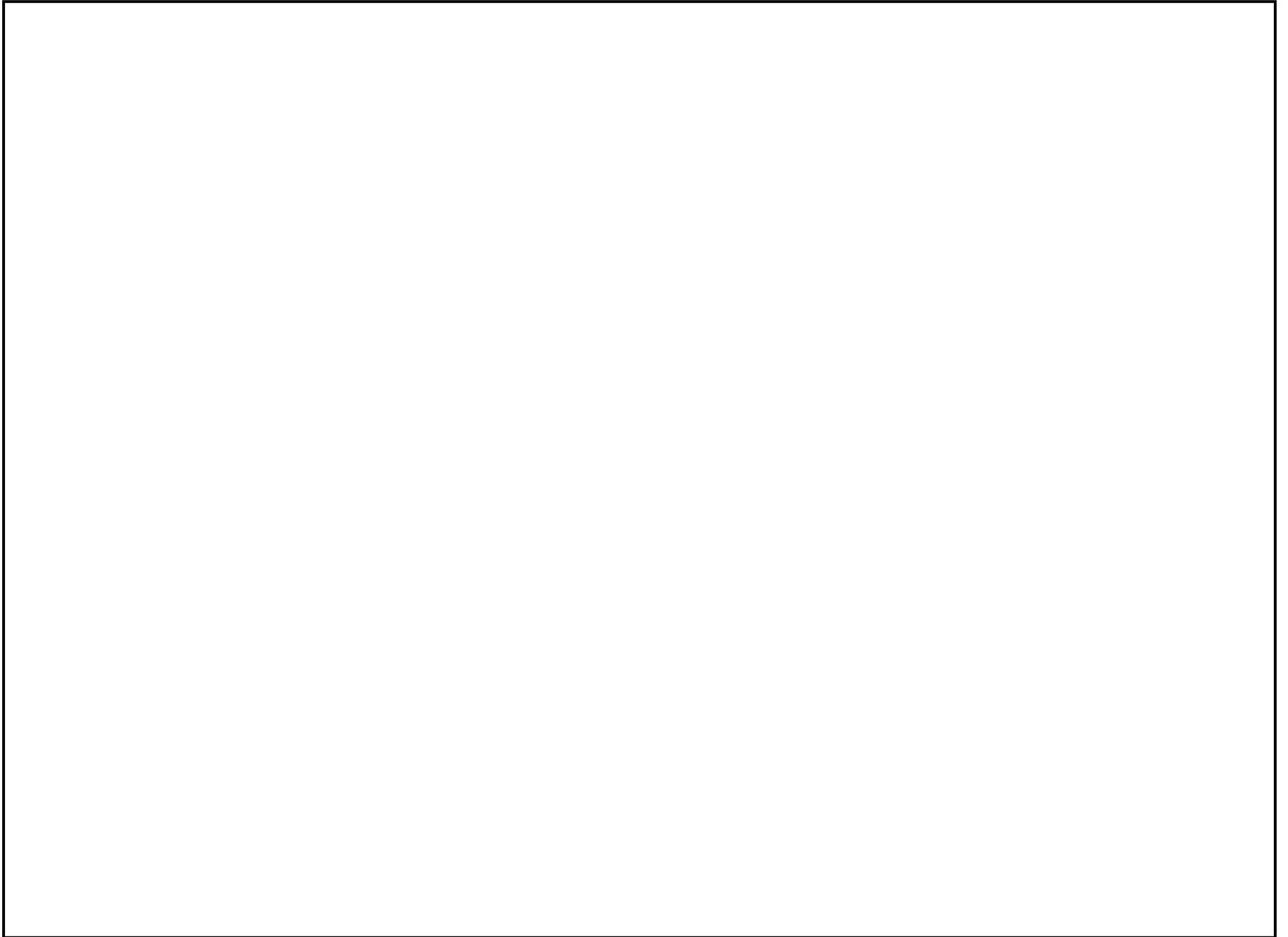
- Universities responded to budget challenges in a variety of ways, some by ceasing to grow or shrinking enrollment. However, the SUS maintained its commitment to keep doors open to community college AA transfers, even as many universities were holding down enrollment of other types of students.
- The SUS is stepping up its efforts on cross-sector planning and strategic alignment, punctuated by a joint workshop between the Board of Governors and the State Board of Education in November 2009.
- SUS and Florida College System representatives (including participation of approximately 800 college and university faculty) completed an extensive review of the prerequisites for 317 specializations in 242 baccalaureate degree programs.

Tuition Differential

- The Legislature and Governor put into statute an expanded tuition differential fee, providing state universities with a predictable funding source and providing students with additional need-based financial aid.
- The Board of Governors implemented the tuition differential fee System-wide and is monitoring university implementation and performance. The Board passed a revised tuition and fee regulation and a planning and performance monitoring regulation that define the process for proposing, approving, and monitoring the

success of each university's tuition differential fee. This includes requirements for use of financial aid funds generated by the fee to ensure that undergraduate need-based aid increases at least as much as the law envisions.

- In the 2008-09 academic year, five universities charged a tuition differential fee, raising nearly \$10.3 million. The revenues were spent to hire new faculty and advisors, maintain course offerings, and provide need-based financial aid and other undergraduate support services.
- In the 2009-10 academic year, each of the eleven state universities is charging a tuition differential fee, with rates ranging from \$5.74 to \$13.74 per credit hour and estimated 2009-10 revenues of \$33.7 million. The planned uses of these funds will provide \$10.4 million in need-based financial aid and \$23.3 million to support undergraduate education through investments in faculty and advisors, more course offerings and course sections, and other undergraduate educational resources.



State University System of Florida

Data Dashboard

Dashboard Data Definitions

[Additional definition information in appendices.]

GOAL 1:

- Baccalaureate Degrees Awarded and Graduate Degrees Awarded: Graduate degrees include master's, research doctoral, and professional doctoral programs. Source: SUS Student Instruction File.
- # and % Baccalaureate Degrees Awarded (Non-Hispanic Blacks and Hispanics): The number of baccalaureate degrees granted to non-Hispanic black students or Hispanic students. The percentage is the number of baccalaureate degrees awarded to each group divided by the total number of degrees awarded, excluding those awarded to non-resident aliens and those not reporting race/ethnicity. Source: SUS Student Instruction File.
- # and % Baccalaureate Degrees Awarded (Pell Recipients): The number of baccalaureate degrees awarded to federal Pell grant recipients, an indicator of low family income. For this report, a Pell grant recipient is defined as a student who received Pell from the reporting institution within six years of graduation. The percentage is the number of baccalaureate degrees awarded to Pell recipients divided by the total number of degrees awarded, excluding those awarded to non-resident aliens. Sources: SUS Student Instruction File and Student Financial Aid File.

GOAL 2:

- # Degrees Awarded in Select Areas of Strategic Emphasis: Degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff in consultation with business and industry groups. These counts may be duplicated if a student earns majors/degrees in more than one strategic area.
- Pass Rates on Professional Licensure Examinations: Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

GOAL 3:

- Federally Financed and Total Academic Research and Development Expenditures: The National Science Foundation conducts an annual survey of colleges and universities regarding research and development expenditures. These amounts combine reported science and engineering R&D expenditures with reported non-science and engineering expenditures. Dollars are in nominal dollars (i.e., not inflation-adjusted). Source: <http://webcaspar.nsf.gov/>
- # Licenses/Options Executed: Count of the number of licenses/options executed in the fiscal year for all technologies. Each license agreement is counted separately. Source: AUTM Licensing Survey
- Licensing Income Received: License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Source: AUTM Licensing Survey

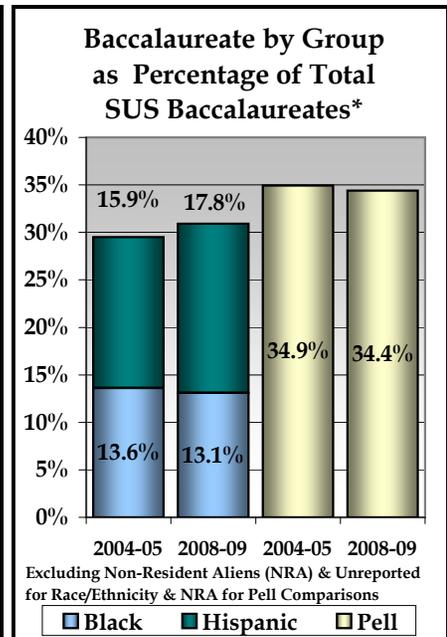
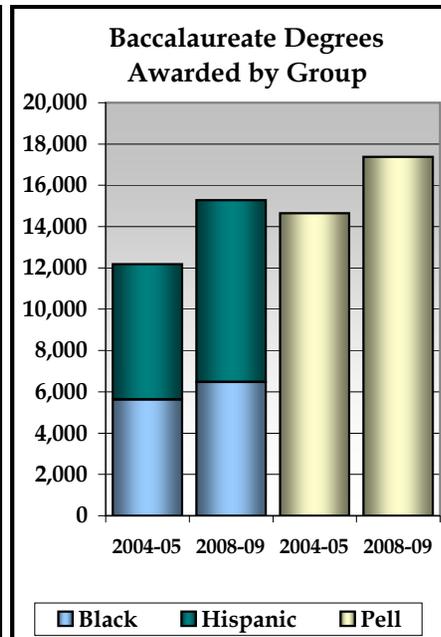
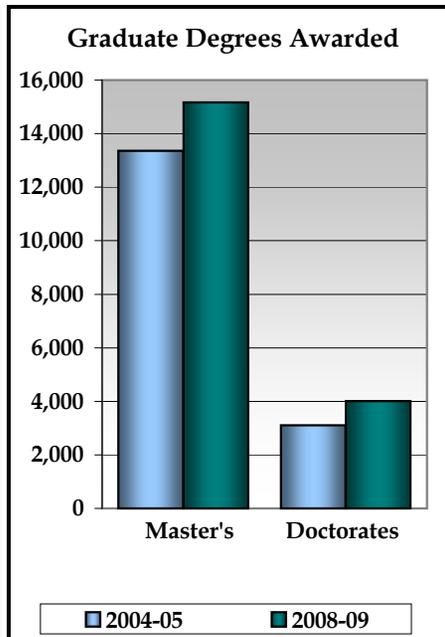
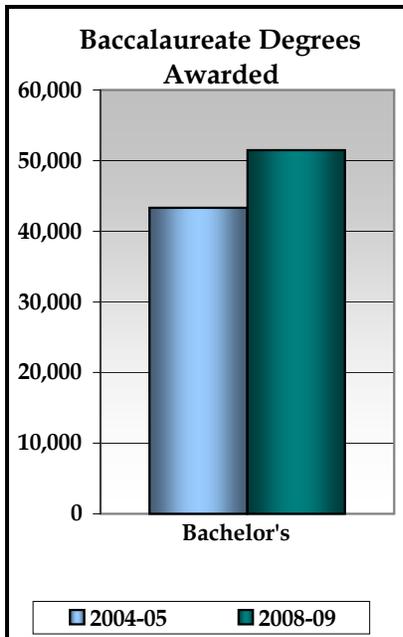
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

- 6-Year Graduation and Retention Rates (FTICs), 4-Year Graduation and Retention Rates (AA Transfers), 5-Year Graduation and Retention Rates (Other Transfers): An FTIC cohort is defined as undergraduates entering in fall term or summer continuing to fall with fewer than 12 hours earned since high school graduation. An AA Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall and having earned an AA degree from an institution in the Florida College System. An Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of the initial cohort that had either graduated from or was still enrolled in the sixth academic year for FTIC students, fourth year for AA Transfers, and fifth year for Other Transfers. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts. Source: SUS Retention File
- Student-Faculty Ratio: The ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. This metric does not count undergraduate or graduate student teaching assistants as faculty. Source: Common Data Set/IPEDS
- Funding per FTE Student: E&G appropriation and tuition revenues are divided by total student FTE. Only state-fundable credit hours are used. To allow for national comparisons, FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, Medical Schools) or special appropriations such as commercialization assistance grants or centers of excellence. Sources: Operating Budget, SUS Student Instruction File

State University System 2009 Annual Report

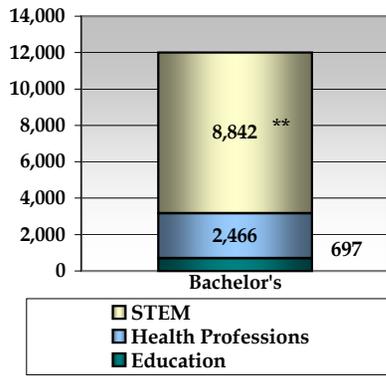
Institutions		University of Florida, Florida State University, Florida A&M University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, Florida International University, University of North Florida, Florida Gulf Coast University, New College of Florida						
Enrollments	#	%	Degree Programs Offered (2008-09)			Basic Carnegie Classifications		
TOTAL (Fall 2008)	302,513	100	TOTAL		1,786	UF, FSU, USF Research Universities (Very High Research Activity)		
Black	41,190	14%	Baccalaureate		733			
Hispanic	54,452	18%	Master's & Specialist's		739	FAU, UCF, FIU Research Universities (High Research Activity)		
White	173,003	57%	Research Doctorates		283			
Other	33,868	11%	Professional Doctorates		31	FAMU, UWF Doctoral/Research Universities		
Full-Time	215,442	71%	Faculty (Fall 2008)		Full-Time			Part-Time
Part-Time	87,071	29%	TOTAL		12,364	2,311	UNE, FGCU Master's Colleges and Universities (Larger Programs)	
Undergraduate	233,772	77%	Tenure/T. Track		7,969	244		
Graduate	56,872	19%	Non-Ten. Track		4,395	2,067	NCF Arts & Sciences Focus, No Graduate Coexistence	
Unclassified	11,869	4%						

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

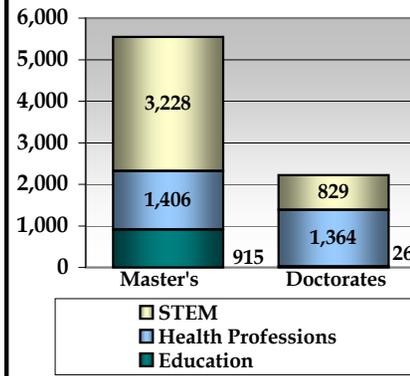


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2008-09**



**Graduate Degrees Awarded
in Select Areas of Strategic
Emphasis, 2008-09**



Pass Rates on Licensure Examinations

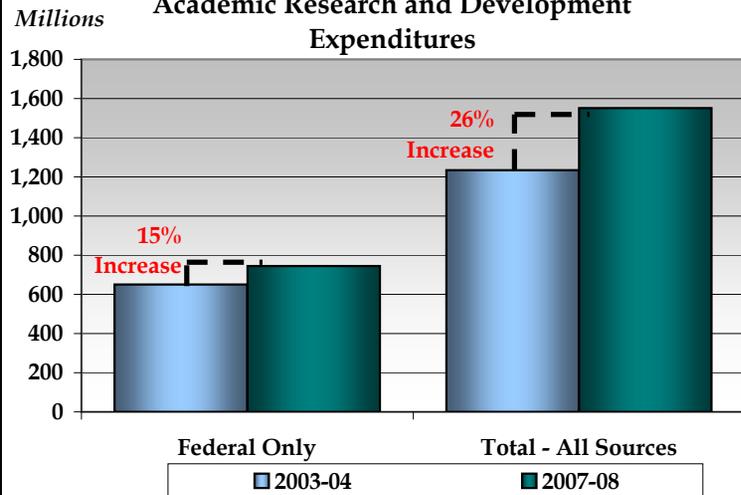
Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, the SUS had 1,292 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 92.4%.

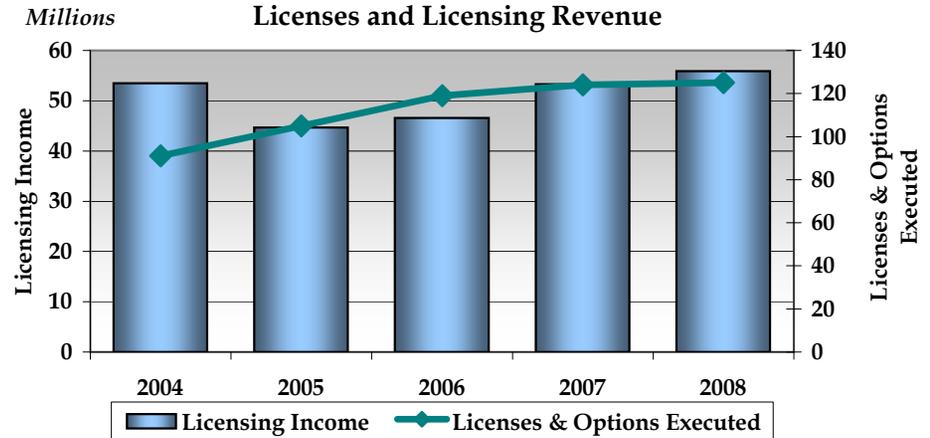
** Although NCF offers only one degree, students are able to specialize in certain disciplines. Total includes 49 NCF baccalaureate students specializing in the STEM fields.

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

**Academic Research and Development
Expenditures**

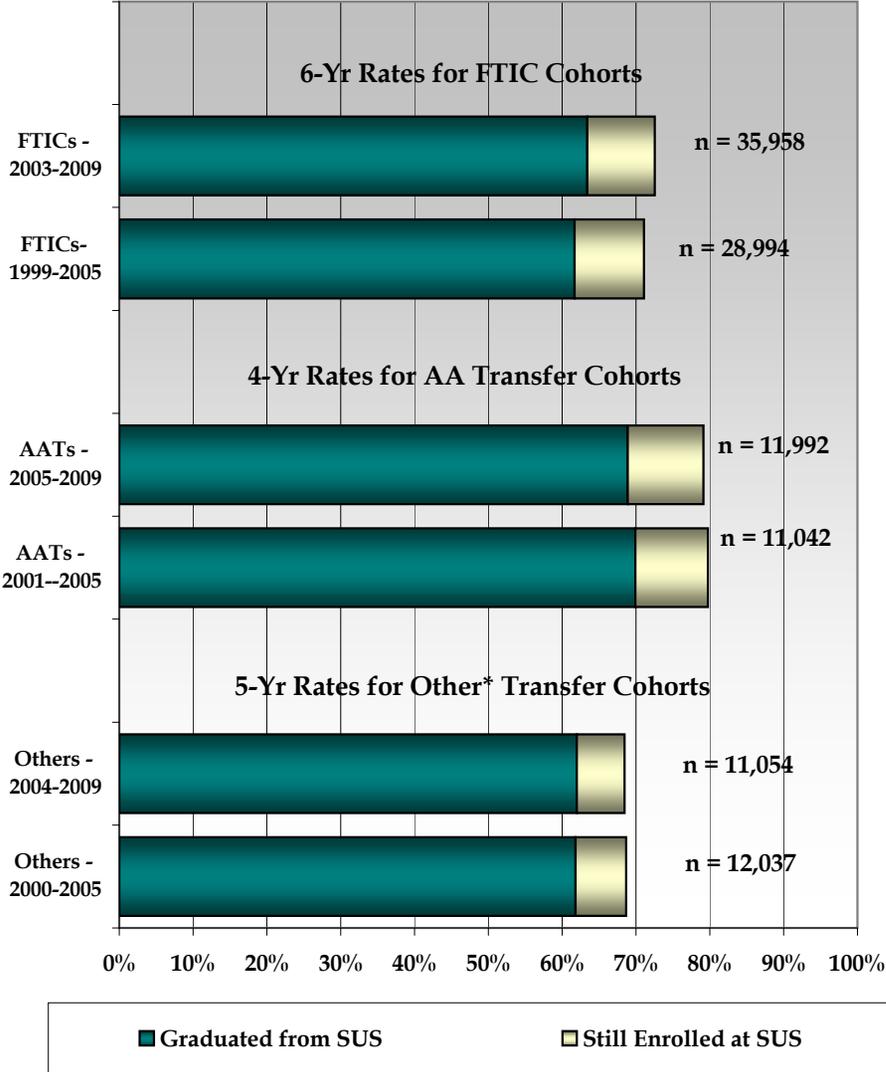


**University Innovations Generating Revenue Through
Technology Transfer:
Licenses and Licensing Revenue**

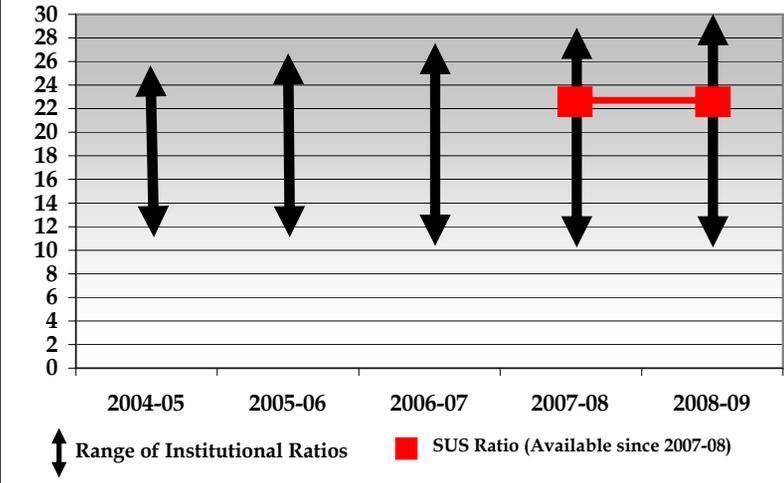


RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

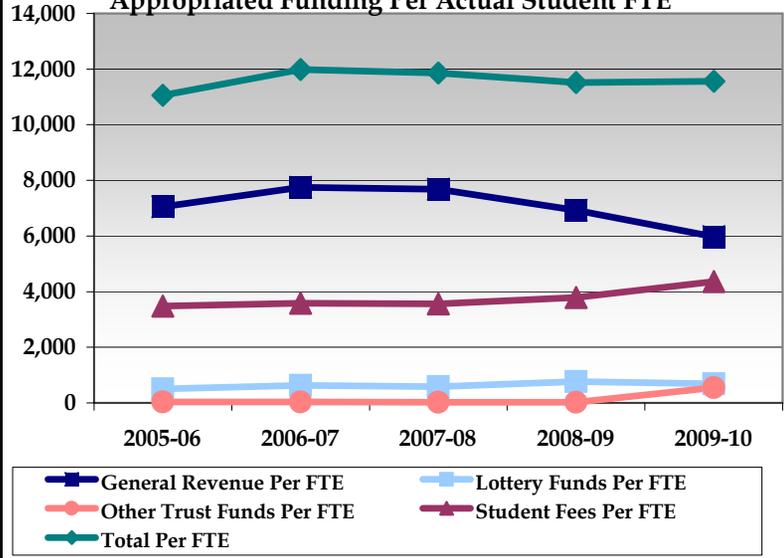
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratios

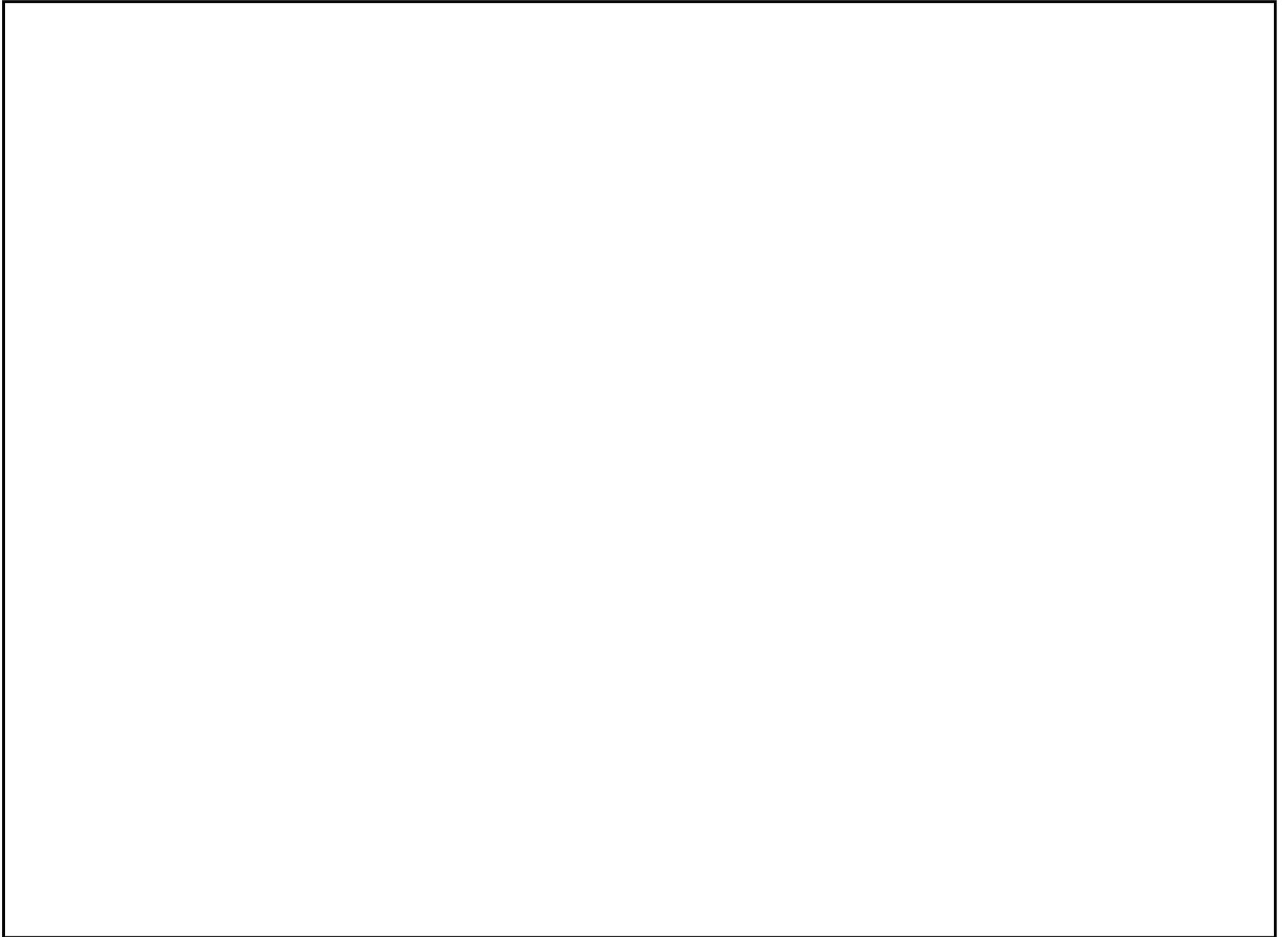


Appropriated Funding Per Actual Student FTE**

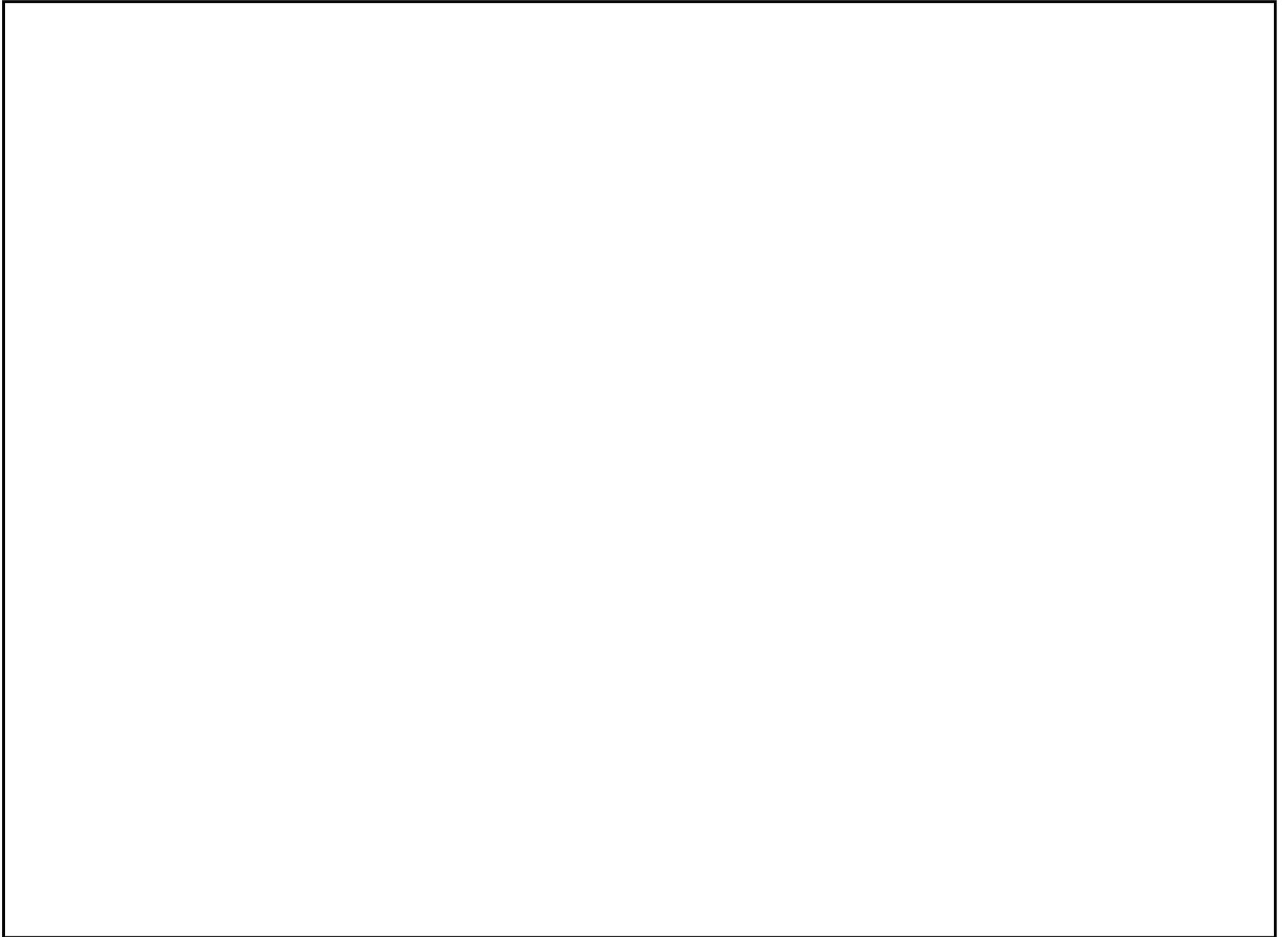


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

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



State University System of Florida
System-Level Report



INTRODUCTION

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

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

This spring, institutions will develop work plans that build on their unique personalities and strengths; that outline a vision for the next 5 to 10 years, including more immediate university priorities and plans for achieving those priorities; and that focus on how each will contribute to the accomplishment of System-level goals.

If the SUS is to become a globally competitive provider of advanced education, innovative research, and high-impact public service for the citizens of Florida, it will require appropriate and predictable levels of funding; widespread collaboration and responsible stewardship; the recruitment and development of talented and diverse faculty, staff, and

¹ The Florida Constitution, Article IX, Section 7.

students; engagement with educational, business, governmental, and community partners; and a System-wide commitment to continuous improvement. Fulfillment of this vision will be marked by accomplishments such as:

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

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

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

Talent Production for Florida's Knowledge-Based Economy

University degrees mean more talent for Florida businesses, more income for Floridians, a stronger economy for the state, and an improved quality of life for its citizens. Students who earn university degrees not only provide the foundation of talent for Florida's economic development, but they also dramatically increase their own annual earning potential. Based on FETPIP (Florida Education & Training Placement Information Program) and U.S. Census data, it is estimated that degrees from the SUS increase individual earning potential by \$15,000-20,000 annually. (Refer to data compiled at <http://www.fldoe.org/fetpip/> and www.higheredinfo.org.)

Also, applying Federal Reserve Bank research to Florida, one economist recently concluded that each university graduate adds \$120,000 annually to the state economy, \$40,000 in additional direct economic output plus \$80,000 more in indirect output.² Based on that analysis and the percentage of these graduates who historically stay in Florida to work, the undergraduate and graduate degrees granted in the SUS during the last five years add approximately \$24 billion to Florida's economy every year.

The institutions in the SUS collectively offer 1,786 degree programs in more than 300 disciplines. Current data show that the System enrolled 302,513 students in the fall term of 2008, and preliminary figures indicate that the System may have enrolled as many as 311,000 in the fall term of 2009. The SUS has increased its headcount enrollment by one-third since 1999.

The SUS awarded 70,625 total degrees in 2008-09, an 18.2% increase over five years (since 2004-05). However, the SUS annual production of graduates alone is insufficient to meet all of Florida's educational needs. Florida and the nation face an increasing workforce demand for employees with the baccalaureate degree or higher. Currently, at the baccalaureate level alone, the SUS produces only 43% of the new degrees in Florida annually (51,458 baccalaureate degrees in 2008-09). Private institutions awarded about one-quarter of the bachelor's degrees (28,000 estimated) in 2008-09. The Florida College System accounts for less than 2% of new bachelor's degrees, but may increase that share significantly in the coming decades. Generating the additional graduates the

² David Denslow: Education's value will grow in Florida's new economy. Tallahassee Democrat, March 4, 2009

state requires will take a coordinated effort of public universities, public colleges, and private, independent institutions. It is incumbent upon the Board of Governors and the SUS to work in collaboration with policymakers and representatives from all of the major educational sectors of the state to create an environment that will foster Florida's knowledge-based economy.

In pursuit of this goal, the Board of Governors met this fall with the State Board of Education to further efforts (1) to promote student achievement at all levels through articulated standards and programs; (2) to align strategic plans across the education and business communities to meet a common vision for Florida; and (3) to prepare the diverse and talented workforce needed for Florida's success in the globally competitive economy. Participants acknowledged the importance of establishing an overall strategic vision for what higher education in Florida will look like in the coming decades – a vision based on local, regional, and national workforce needs and one that creates a framework for what issues could be better coordinated from a statewide perspective. The Chancellor of the SUS and the Commissioner of Education have convened a workgroup that is addressing related tasks as the two boards continue to increase coordination.

Undergraduate Education

Education and the Economy: Approximately 27% of Florida's 25-64 year old population, or just over 2.5 million people, have a bachelor's or higher degree. The national average is more than 29%, and, in the 10 states with the highest per capita incomes, 33% of the members of the core workforce have a college degree. How does that gap translate in economic

terms for the state? If Florida were among the top 10 states, the economy would be \$182 billion larger than it is today.

College and Career Readiness: If Florida is to grow its highly educated workforce to attract knowledge-based businesses to the state, it must ensure that students leave high school "college and career ready," that is, they must "have the academic preparation, knowledge, and skills needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement."³

The SUS, the Board of Governors, and its staff have been working closely with their partners in the Department of Education, the PreK-12 sector, and the Florida College System to operationalize this definition of college and career readiness. Together, they have participated in the ACHIEVE American Diploma Project (ADP) for the past two years, which is a national initiative focused on aligning high school exit requirements with postsecondary admissions standards, improving readiness, and thus reducing the need for postsecondary remediation. Florida is also participating in a parallel national project led by the National Governors Association and the Council of Chief State School Officers to establish common academic college and career readiness standards in mathematics and English.

³ Definition as developed by an inter-sector workgroup for Florida's educational delivery system.

Representatives from across Florida's educational sectors will continue to work together to align standards, curricula, assessments, instructor training, and data collection to ensure that more of Florida's students gain the skills needed for success in college and in the high-tech workplace and knowledge economy. Improvements in PreK-12 educational achievement, especially in the early grades, are already well underway, and the recent focus on increased rigor in Florida's middle and high schools will ensure that even more students graduate well prepared for postsecondary success.

Articulation: With Florida's long history of "2+2" articulation, many students begin their postsecondary careers in the Florida College System before transferring into the SUS. In 2008-09, 38% of the newly admitted and enrolled undergraduate students in the SUS transferred from the Florida College System, with 29% transferring with the Associate in Arts (AA) or the Associate in Science (AS) degree. These percentages represent an increase from five years ago (2004-05), when 33% of the newly admitted and enrolled undergraduate students came from the then Community College System, and 23% transferred with the AA or AS degree. During the past five years, Florida College System transfers have made up approximately 28% of the undergraduate headcount enrollment in the SUS.

Student Support: The Board of Governors and the SUS recognize that merely providing access is insufficient. Efforts must be made to ensure that students are provided with the support necessary to succeed once enrolled and to persist to graduation. The SUS institutions have implemented an array of processes and services designed to improve student retention, including early outreach and summer bridge programs, freshman orientation courses, tracking or mapping

programs, proactive advising programs, tutoring and supplemental instruction programs, special programs for first generation college students, learning communities, opportunities for undergraduate research, special assistance for veterans, and more.

Retention and Graduation: Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping students who are academically at risk. First-year persistence rates serve as a valuable early indicator of student success. Of the full-time students who entered an SUS institution as first-time-in-college students (FTICs) in the fall (or entered in the summer and continued in the fall), the percentage who were still enrolled in the same SUS institution after one year remained between 87.1% and 88.1% during the last five years. First-year persistence rates increased at seven universities during this time period.

Accountability measures in higher education have increasingly focused on graduation rates as a proxy for institutional effectiveness in state and national governmental measures, national rankings, and institutional strategic plans. In 1990, Congress passed the Student Right to Know Act, which requires higher education institutions to report graduation data to the National Center for Education Statistics (NCES) according to nationally standardized definitions. These data have been useful for allowing stakeholders to make peer comparisons, thereby allowing better evaluations of institutional performance. According to these national data, Florida's six-year graduation rate for full-time FTIC students who entered in the fall of 2001 was higher than the national average for public four-year universities. Of the public institutions in the 25 most populated states, the SUS ranked

10th in its overall graduation rate, 4th in its graduation rate for black, non-Hispanic students, and 4th in its graduation rate for Hispanic students.

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

For all FTIC students (full- and part-time) who entered in the fall term (or who entered in the summer and continued into the fall), the six-year graduation rate from the SUS has improved over the last five years, from 61.7% for the cohort entering in 1999 to 63.4% for the cohort entering in 2003. An additional 9.2% of the students in this latter cohort are still enrolled in the SUS. Research indicates that a very high percentage of students still enrolled after six years go on to graduate within 10 years.

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

The Board of Governors has asked institutions to monitor the progress of other undergraduate transfer students, as well. Comparisons among student cohorts are difficult, because the composition of these cohorts can vary greatly by institution and by year. In any case, the five-year graduation and retention rates have remained relatively steady for these students, with between 60% and 62% graduating from the SUS and another 6% or 7% remaining enrolled at the end of five years.

Baccalaureate Degree Production in the SUS: The number of baccalaureate degrees awarded to state university students has increased in each of the last five years. Current data indicate that the SUS awarded 51,458 baccalaureate degrees in 2008-09, an 18.8% increase over five years (since 2004-05). The top five major fields in which students received the baccalaureate degree in 2008-09 included business, the social sciences, education, the health professions, and psychology. These five disciplines accounted for 56% of the baccalaureate degrees awarded in the SUS last year.

It is worth noting that 37% of the baccalaureate degrees that were awarded in 2008-09 went to transfers from the Florida College System. Florida College transfers received more than 40% of the baccalaureate degrees awarded in the following disciplines: Agriculture, Agriculture Operations & Related Sciences; Architecture & Related Services; Education; Engineering Technologies/Technicians; Legal Professions & Studies; Liberal Arts & Sciences, General Studies, & Humanities; Public Administration & Social Services Professions; and Security & Protective Services.

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

Workforce: Given the changing demographics of the nation, and particularly of Florida, more and more workers are going to come from lower socioeconomic populations and from traditionally underrepresented minority populations. Many are going to need higher education degrees. However, Florida faces significant gaps for these populations when it comes to college readiness, access, persistence, and graduation.

Minority Enrollment in the SUS: Between fall 2004 and fall 2008, the number of reported black, non-Hispanic undergraduate students enrolled in SUS baccalaureate programs only increased by 668 students (just over 2%). Simultaneously, the proportion of all undergraduate students who were reported as black, non-Hispanic dropped from 15.5% to 14.5%. Excluding FAMU, the other ten institutions experienced a 9.7% increase in reported black, non-Hispanic undergraduate enrollments over the five years. Given FAMU's role as an historically black university, the decrease at that institution had a significant impact on System numbers.

The number of reported Hispanic undergraduate students increased by 10,440 (almost 30%) between fall 2004 and fall 2008. The proportion of all undergraduate students who were reported as Hispanic rose from 16.49% to 19.53%. The overall increase in undergraduate enrollment across all racial and ethnic groups during this time period was 20,221 (9.47%).

Degrees Awarded to Underrepresented Minority Students: Institutions in the SUS are among the top in the nation when it comes to awarding baccalaureate degrees to students from traditionally underrepresented minority groups. *Diverse Issues in Higher Education* reported that, in 2007-08 (the latest year of data available), FAMU ranked second in the country in

baccalaureates awarded to African American students. Collectively, UF, FSU, FAMU, USF, and FAU ranked among the top five in baccalaureates awarded to African Americans in 10 different disciplines (at the two-digit Classification of Instructional Programs or CIP level). Many other programs across the SUS institutions were ranked in the top 50 nationally when it came to the number of baccalaureate degrees awarded to African American students in 2007-08. *Diverse Issues in Higher Education* also reported that, in 2007-08, FIU ranked first in the country in baccalaureates awarded to Hispanic students. Collectively, UF, UCF, and FIU ranked among the top five in baccalaureates awarded to Hispanic students in 14 different disciplines. Many other programs across the SUS institutions also ranked in the top 50 nationally when it came to the number of baccalaureate degrees awarded to Hispanic students in 2007-08.

[<http://diverseeducation.com/top100/top100listing.html>]

Although the SUS fares well in comparisons of baccalaureate degrees awarded to traditionally underrepresented minorities, Florida has more work to do on this front. Individuals from traditionally underserved populations represent large and fast-growing portions of the state's future workforce. If educational attainment gaps are not addressed, there will be gaps between Florida and the world in terms of the quality of the state's workforce, and these gaps will limit the state's economic development potential.

In its 2005-2013 Strategic Plan, the Florida Board of Governors expressed a commitment to improving access and diversity in the SUS. The Board set a goal to match the percentage of all SUS graduates who are from underrepresented racial/ethnic minority populations to the percentage of 18-to-44 year-old individuals in Florida from these same groups.

Across all racial and ethnic populations, the annual number of students receiving baccalaureate degrees in the SUS increased by 8,145 (18.8%) between 2004-05 and 2008-09. The annual number of black, non-Hispanic students receiving baccalaureate degrees increased by only 841 (almost 15%). Additionally, the proportion of all baccalaureate degrees that were awarded to blacks dropped from 13.6% to 13.1%. Unfortunately, a significant gap still exists when one considers that 19.5% of the state's 18-44 year-old population is black.⁴

The annual number of Hispanic students receiving baccalaureate degrees increased by 2,266 (34.6%) between 2004-05 and 2008-09. This increase represented a change from 15.9% of all baccalaureate degrees awarded to 17.8% in five years. However, in comparison, 25.9% of Florida's 18-to-44 year-old population base is Hispanic.⁴

Degrees Awarded to Low-Income Students: In addition to asking institutions to monitor the progress of black and Hispanic students, the Board of Governors asked the universities to monitor the number and percentage of baccalaureate degrees awarded to Pell Grant recipients. At the System level, the number of baccalaureate degrees awarded to Pell recipients grew by 2,740 (18.7%) between 2004-05 and 2008-09. However, the percentage of all baccalaureate degrees awarded that went to Pell recipients dropped from 34.9% to 34.4%.

Access to Success Initiative: In an effort to increase overall baccalaureate degree production while decreasing the

⁴ Florida Demographic Estimating Conference, February 2009 and the Florida Demographic Database, August 2009.

enrollment and graduation gaps for traditionally underrepresented students, the SUS joined with 23 other public college and university systems in the NASH-Ed Trust Access to Success (A2S) initiative. Baseline data collected for the initiative indicated that, although there is a tremendous need for improvement, the SUS does better than most of its A2S partner systems in graduating the minority and low-income students who are admitted. However, the overall success rates are not as good comparatively, because insufficient numbers of students from these populations enter the SUS in the first place.

On-going efforts will be needed as the SUS works with its PreK-12 and Florida College partners to see that greater numbers of students from these populations are prepared for achievement in the SUS and that they receive the support necessary for successful access and persistence to graduation.

Tuition Differential: The tuition differential fee for SUS undergraduate education was created in statute in 2007 and was first charged by five state universities in 2008-09. The 2009 Legislature expanded the statute to include all 11 state universities. These changes in tuition policy provide the SUS institutions with a mechanism that they have not had in the past—a source of predictable funding. Being able to plan a long-term budget built around the predictability of tuition revenue will assist the universities with strategic goal setting and management. The universities can also offset any increased student financial need with a portion of the tuition differential.

The 2009 tuition differential fee statute included specific provisions for need-based financial aid and performance accountability, and it set an upper limit for all tuition and fees

at the national average for public universities. The SUS institutions have set aside 30% of the differential revenue for the purpose of meeting students' needs – helping to enroll and retain students for whom finances are a limiting factor – and they are using the other 70% to provide higher quality services that will also contribute to student success.

Universities reported on performance metrics related to the tuition differential in their 2009 Annual Reports. A separate SUS Tuition Differential Fee Report has been compiled to provide details about institutional and System performance on the statutorily required indicators. This summary report can be found at [\[http://www.flbog.edu/resources/publications/accountability.php\]](http://www.flbog.edu/resources/publications/accountability.php).

Graduate Education

SUS degree production at the graduate level also has increased over the last five years. The annual number of master's and specialist's degrees awarded increased 1,797 or 13.4% between 2004-05 and 2008-09. The annual number of research doctorates increased by 326 or 24.0%, and the annual number of professional doctorates increased by 575 or 33.5%.

Professional Science Master's: During 2009, the Florida Council of Graduate Deans formed a statewide initiative to promote the development of Professional Science Master's (PSM) programs. According to the Council, the PSM is "equivalent to the MBA for the sciences and designed to integrate studies of natural sciences, mathematics, management and law to better prepare students for professional positions outside academia." The Council points out that "PSM programs have an immediate payoff in terms of

increasing the supply of well-qualified people educated in the STEM disciplines in the workforce. Graduates of PSM programs have advanced technical and professional skills beyond those acquired during their undergraduate education, and hence, they will be prepared to contribute directly to those industries important to Florida's economy. This initiative will support the following industry sectors: biotechnology, healthcare, forensics and homeland security, simulation, and environmental sustainability for the purposes of supplying the workforce for a diversified Florida economy."

[\[http://www.flpsm.org/\]](http://www.flpsm.org/)

Medical Education: During 2009, the UCF College of Medicine welcomed its charter class of 41 students. The FIU Herbert Wertheim College of Medicine admitted its first class of 43 students. Once the newest colleges of medicine become fully operational at FSU, UCF, and FIU, these three institutions will be able to enroll 480 M.D. students each. Additionally, the FAU-University of Miami program will be able to enroll 192 M.D. students, for a total of 1,632 students.

Graduate Degrees Awarded to Minority Students: Diverse Issues in Higher Education reported that, in 2007-08, the SUS did an outstanding job in awarding graduate degrees to Hispanic students. FIU ranked first in the country in the number of master's degrees awarded to Hispanics. Together, UF and FIU ranked among the top five in master's degrees awarded to Hispanic students in 11 different disciplines and in doctorates in five disciplines (at the two-digit CIP level). Many other programs across the SUS institutions were ranked in the top 50 nationally when it came to the number of graduate degrees awarded to Hispanic students in 2007-08. During this same year, FAMU ranked fifth in the number of law degrees awarded to African Americans. UF, FSU, and

FAMU together ranked among the top five in other graduate degrees awarded to African Americans in four different disciplines. Many other programs across the SUS institutions were ranked in the top 50 nationally when it came to the number of graduate degrees awarded to African American students in 2007-08.

[\[http://diverseeducation.com/top100/top100listing.html\]](http://diverseeducation.com/top100/top100listing.html)

E-Learning in the SUS

Recently, student enrollment in E-Learning (distance and technology-mediated instruction) has seen strong growth in Florida's public universities. In 2007-08 (the latest year for which compiled data are available), 152,709 students (approximately half of the enrolled students) took at least one distance education course, i.e., a course that did not require scheduled classroom instruction. This number represented a 172% increase in participation since 2000-01. Also during 2007-08, 49,451 students enrolled in technology-mediated courses that included a mix of classroom instruction and instructional technology.

Most distance learning students also enroll in on-campus courses. The percentage of students doing so has remained at about 89% or 90% for the last nine years. However, 21,257 students did appear to be pursuing their studies only through distance education in 2007-08.

Growth in the number of full degree programs offered through distance education has been strong over the past seven years, but has been dominated by graduate-level degree programs and post-baccalaureate certificate programs. In the fall of 2007, there were 36 distinct baccalaureate degrees offered primarily through distance education (up from five in

2000), mostly targeting workforce areas such as business, information technology, healthcare, paralegal studies, and emergency management. Of these programs, 32 were offered completely through distance education. At the graduate level, 120 programs were offered primarily through distance education, with 84 offered completely through distance education. An additional 108 post-baccalaureate certificate programs were offered primarily through distance education, with 84 offered completely through distance education.

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

Areas of Programmatic Strategic Emphasis

In order to ensure alignment of the SUS degree program offerings with the economic development and workforce needs of the state, the Board of Governors approved an updated list of "Areas of Programmatic Strategic Emphasis" at its meeting on November 20, 2008. To identify the areas, the Board reviewed the most current reports and data of the key economic and workforce councils in Florida, including Enterprise Florida, Inc.; Workforce Florida, Inc.; the Florida Council of 100; the Florida Chamber of Commerce; and the Agency for Workforce Innovation. Other organizations whose reports and data informed this process were the Florida Hospital Association, the Florida Center for Nursing, the Florida High-Tech Corridor, the Florida Department of Education, and the U. S. Department of Labor. The resulting areas identified for programmatic strategic emphasis included the following:

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

Subsequent to the Board's approval of the areas of programmatic strategic emphasis, a list was developed that included program offerings in the SUS that aligned with the approved areas. Data were compiled regarding degrees conferred in each of the identified programs. This information is displayed in Table 5E and Table 6C and appears in the System-level summary charts for three selected areas (Education, Healthcare, and STEM) that the Board wished to highlight in this year's annual report.

At the baccalaureate level, 57% of the degrees granted in 2008-09 were in at least one of the six areas of programmatic strategic emphasis. At the graduate level, 59% of the degrees granted were in at least one area of programmatic strategic emphasis.

Based on the list approved by the Board of Governors, 18.3% of SUS degrees awarded in 2008-09 at all levels were awarded in the STEM fields. It is challenging to arrive at a national comparison, because STEM is defined differently in many of the existing reports. For example, in its March 2008 report for Congress on STEM education, the Congressional Research Service indicated that, for the past three decades (ending in 2003), the number of STEM degrees awarded at all levels nationally hovered around 17%. A review of NCES data for

baccalaureate degrees granted indicated that the national average in 2006-07 for STEM degrees was approximately 19%, based upon selected disciplines at the two-digit CIP level. In this analysis, Florida ranked 45th nationally with 16% of its degrees in a STEM discipline, although the state ranked 3rd in overall baccalaureate degree production and 4th in the total number of STEM degrees granted. By contrast, Wyoming ranked 3rd in the percent of STEM degrees granted, but ranked 49th in the total number of baccalaureate degrees and 49th in the total number of STEM degrees. This example illustrates the difficulty in attempting national comparisons or using them to set aspiration target numbers.

Regardless of whether Florida ranks near the bottom or near the middle in STEM degree production, the SUS needs to focus additional effort on STEM-related degree programs. University representatives have reported that there is sufficient capacity in the SUS to accommodate more students in the STEM disciplines, particularly at the graduate level. Qualified Florida residents who have applied for admission to these programs have come nowhere near to filling all of the available spots in these departments. There are insufficient Florida applicants demonstrating the interest and capability of pursuing graduate study in these fields. This problem bears more scrutiny. Florida will not be able to grow its knowledge-based economy without the talented graduates that these programs prepare.

Each year, the State Board of Education identifies critical teacher shortage areas for the state. Currently, the list includes middle and high school level mathematics, middle and high school level science, middle and high school level English/language arts, reading, exceptional student education programs (ESE), English for speakers of other languages

(ESOL), foreign languages, and technology education/ industrial arts. In 2008-09, 1,638 of the education graduates across degree levels were in critical shortage fields. This number represents a 19.2% increase in graduates from these programs since 2004-05.

In the health professions, 5,236 students graduated in 2008-09 from degree programs in the related area of strategic emphasis. This number represents a 24.4% increase in graduates from these programs since 2004-05. It is worth remembering that the overall increase in degree production during this time across all disciplines was 18.2%.

In approving the revised areas of programmatic strategic emphasis, the Board of Governors also adopted a regional workforce demand category to encourage sufficient engagement by universities with local industries and employers to identify academic programs in high demand. These programs were identified based upon a variety of criteria, including numbers of projected openings, importance to the local community/ economy, difficulty filling vacancies, etc. Across the SUS, the degrees produced in this category of programs included 21% at the baccalaureate level, 17% at the master's level, and 6% at the doctoral level of all degrees awarded in 2008-09.

Even with the emphasis on areas of programmatic strategic emphasis, it is important that the System not focus too narrowly on the current set of targeted degree programs. Many of the state's business, political, and community leaders are alumni of the SUS, including many with degrees in disciplines such as English, psychology, political science, or law. Sufficient regard must be given to other professional programs, as well as programs in the liberal and fine arts.

Significant contributions will be made, for example, by new social workers who will work with the Floridians who are most at risk, artists who will give the state a cultural depth and texture valued by residents and visitors alike, and new business graduates who will improve existing companies and start new ones.

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

Academic Program Quality

The Board of Governors' system of accountability for the SUS includes regulations that guide the continuous improvement efforts of the state universities. The Board has directed each state university to maintain regional accreditation and encourages institutions to seek national or specialized accreditation for its colleges, schools, and academic programs for which there are established standards. Of the SUS baccalaureate and master's degree programs for which specialized accreditation exists, 94% have achieved such accreditation. Of the research doctorates, 97% have achieved such accreditation, and all of the professional doctorates have achieved such accreditation. These achievements translate into approximately 67% of graduates from baccalaureate programs, 85% from master's programs, 74% from research doctoral programs, and 100% from professional doctoral programs completing degree programs with specialized accreditation.

To supplement specialized accreditation reviews and to ensure that programs without such accreditation options receive

sufficient attention, the Board requires the cyclic review of all academic degree programs in state universities at least every seven years. Academic program review has a lengthy history in the SUS and includes the periodic analysis of how degree programs provide students with high-quality education and preparation for successful work. The program review processes have been well aligned with regional and discipline-specific accreditation expectations.

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

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

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

Research, Development, and Commercialization

Florida's critical challenges have often served as bellwethers for the rest of the nation. This trend remains true today: Provision of healthcare to a diverse and aging population, access to new energy sources, and the protection of increasingly fragile environments are among Florida's – and the nation's – most pressing challenges. What has become all the more apparent is that these challenges will not be met without the knowledge creation and innovation associated with university teaching, research, and public service activities.

Florida's universities also focus on areas specific to Florida, such as re-inventing the future of the Kennedy Space Center when the Shuttle is retired, or defining urban areas as homes to medical technology innovation and best practice delivery. Florida's three newest medical schools at FSU, UCF, and FIU are having a transformative effect on their environments – each in its own way. FSU's distributed model is providing increased and better healthcare to different areas of Florida, while UCF's medical school serves as the cornerstone of the Lake Nona Medical City that will include the Burnham Institute, as well as veterans' and children's hospitals. FIU's College of Medicine is the only U.S. medical school to spearhead a unique program in collaboration with university and community partners through a curriculum that integrates medical ethics, social health determinants, cultural competency, public health principles, and sustained community-based participatory service-learning.

R&D Awards and Expenditures: The SUS continues to improve yearly in the most meaningful and generally accepted productivity indicators associated with university research

and development (R&D), with nine of its 11 universities improving on these indicators in 2007-08. While at the same time providing a high-quality education to more than 300,000 students, SUS faculty brought \$1.2 billion in outside (federal, and all private and other resources) grant awards to Florida in 2007-08. This amount equaled half of the General Revenue and Lottery funds used to support the SUS during that year.

The most commonly used measures nationally for university research are federal and total academic research and development expenditures. Here, the SUS total of \$1.55 billion in 2007-08 represents a 26% increase from its level five years earlier (2003-04). It is noteworthy that Florida's SUS R&D expenditures have been consistently ranked 4th in the nation among public institutions.

The total academic R&D expenditures per full-time, tenured or tenure-earning faculty member in the SUS increased by \$18,055 or 11% between 2003-04 and 2007-08, resulting in an average of \$182,176 per faculty member. SUS faculty members are above the national average for public institutions in productivity per faculty member. Despite these impressive results, research in proportion to population provides another perspective on the state's research productivity. In the most recent national data available (2007), Florida (as a state) dropped to 47th in total academic R&D expenditures per capita and 48th in federal academic R&D per capita. (See the National Science Foundation data compiled at www.higheredinfo.org.) In combination, these data suggest that the gap exists because there are not enough of those highly productive faculty members for the size of the state.

Patents and Licenses: Other products associated with universities that stoke the engines of economic development

are patents and licenses. These key indicators often represent the initial movement from laboratory bench to retail shelf. SUS issuances of patents increased 12.2% between 2003-04 and 2007-08. Of note in the System was UCF's ranking in the top 10 on patent scorecards by the Institute of Electrical and Electronics Engineers (IEEE), the world's leading professional association for the advancement of technology. This ranking placed UCF with peers that included MIT, Harvard, the University of Texas, and Stanford. Licenses and options executed increased in the SUS by 37% between 2004 and 2008. UF is also nationally regarded as a leader in commercialization, increasing its annual licenses revenue from \$37 million to \$52 million over the past five years.

Centers of Excellence: Florida's investment in creating 11 Centers of Excellence is paying substantial dividends. Most Centers report having generated external grant funding many times the initial state investment, and all but one are active and involved in attracting world-class scholars, patent applications, invention disclosures, seeking external investment funding, commercialization, and business start-ups.

Institutional Achievements: Indicators of institutional, program, and research quality are found throughout the individual university annual reports. The following are but a few highlights of the breadth and depth of such activity in the SUS:

- Indicative of the efforts made toward increasing its national reputation, **USF** led the entire nation in federal research growth (a 213% increase) between 2000 and 2007. In the same manner, but to a lesser degree, **UNF's**

productivity increased dramatically on all major research productivity indicators.

- Working with Spain and Mexico, **UF** inaugurated the world's largest optical telescope in the Canary Islands.
- **FSU's** research programs in physics, chemistry, statistics, ecology and evolutionary biology, meteorology, political science, psychology, sociology, criminology, and information studies were ranked among the nation's top 25 for public universities in 2007-08.
- **FAMU's** premier program in Pharmacy ranks fourth in the Southeast in National Institute of Health (NIH) awards.
- **FAU** pioneered the field of ocean engineering in 1965 with the establishment of the first such department in the country; the University continues to characterize all water-associated research as a niche for national prominence, and its Center of Excellence for Ocean Energy Technology received \$15 million in the past year.
- Cluster hiring is a strategy by which faculty members are recruited in groups built around common research and academic themes, enhancing cross-disciplinary student learning and advancing strategically targeted areas. **FSU** employs cluster hiring as part of its "Pathways of Excellence" program, and **FIU** has used it in the area of Attention Deficit Hyperactivity Disorder to connect its strong applied developmental psychology program to its new College of Medicine.
- **UNF** is focusing to achieve niche excellence in four programs inherently important to its local economy: community-based nursing, coastal biology, international business, and transportation and logistics, the latter of which has been ranked as the 13th strongest such program in the nation, far ahead of those at much older and more prestigious universities.

- **FSU's** research program in materials science was housed this year in a new, state-of-the-art research facility that is assisting its Center of Excellence in attracting national and international recognition.
- The Florida Solar Energy Center places **UCF** among the national leaders in sustainable energy.
- **New College** has the highest number of Fulbright Fellows per capita in the nation.
- **UF's** Florida Institute for Sustainable Energy Technology Incubator, an SUS Center of Excellence, received \$142 million in competitive grants during the reporting period and was responsible for four business start-ups. **UF's** other Center of Excellence received \$13 million in competitive grants for nano-biosensor research.
- As indicators of program quality, **FGCU** has earned 12 specialized accreditations and is actively pursuing several others, a remarkable feat for so young an institution.
- In 2008, **FSU** increased NIH research awards by 33% from the previous year, reflecting growth in the research portfolio of its College of Medicine.
- **UNF's** program in jazz studies has gained an international reputation.
- **FGCU** is collaborating on environmental and marine science research and education with the U.K.'s University of Bangor.
- **UF's** Institute of Food and Agricultural Sciences is transforming itself in part from traditional agronomy and animal husbandry in order to focus on creating sustainable, green platforms for producing alternate energies from biomass materials.
- **UCF** enrolled the 39th largest class of National Merit Scholar finalists in the nation.

- UWF's Small Business Development Center assisted 54 small businesses to receive \$206 million in loans.
- Florida's promise as a destination for world-class research has been greatly enhanced by FAU's partnerships with preeminent organizations such as Scripps Florida, the Max Planck Florida Institute, and the Torrey Pines Institute for Molecular Studies, as well as UF's and UCF's strengthened relationships with the Burnham Institute, and USF's with SRI International. These partnerships pave the way for cooperative research projects of mutual interest, joint-use facilities, affiliate faculty appointments, improved student training opportunities, and joint seminars and public forums.

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

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

Community Engagement: Many of the individual university annual reports speak to the incredible, documented positive economic impact the institutions have on their regions. Public-private partnerships are referenced throughout the reports. Outreach in the PreK-12 schools represents a critical aspect of the universities' public service activity. The institutions play a major role in the cultural life of the

communities in which they reside. The land-grant institutions offer critical assistance to the state through their cooperative extension programs. Students, faculty, and staff provide hundreds of thousands of hours university in service to their communities, both through service-learning activities and through more general volunteer activities. Many of the universities' clinics provide various services to members of their communities, mostly free or at extremely reduced costs.

In 2008, UF, FSU, USF, FAU, UCF, and FGCU were all named to the President's Higher Education Community Service Honor Roll, which recognizes higher education institutions for their commitment to community service. It is a program of the Corporation for National and Community Service and is supported by the U.S. Departments of Education and Housing and Urban Development, Campus Compact, the American Council on Education, and other higher education associations.

All accredited, degree-granting colleges and universities in the United States represented in the National Center for Education Statistics IPEDS system are eligible for inclusion in the Carnegie Classifications. The classification for Community Engagement is an elective classification that focuses on the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." Currently, USF has received the Community Engagement classification in the Outreach & Partnerships category. Outreach focuses on "the application and provision of institutional resources for community use with benefits to both campus and community." Partnerships focus on "collaborative interactions with community and related

scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.)” UCF and FGCU have received the Community Engagement classification in the Outreach and Partnerships and Curricular Engagement categories. This latter category includes “institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.” Several other SUS institutions are in the process of seeking the Community Engagement Carnegie Classification.

ADDITIONAL INFORMATION ON RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

The SUS consists of 11 institutions with dozens of other campuses, instructional sites, and centers. The System has more than 3,629 facilities and 77.6 million gross square feet of classrooms, laboratories, offices, residence halls, and other facilities. The System has a large and complex workforce, employing about 61,000 people in a variety of faculty and staff roles.

State University System Funding and Expenditures

The SUS has an overall budget in excess of \$8 billion. The budget is divided into four major components: Education and General, Contracts and Grants, Auxiliary Services, and Local Funds.

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

- Before recent successive annual cuts (2005-06), state support provided approximately 70% of the funds used to provide general instruction. State support includes general revenue and lottery proceeds. Student tuition makes up the balance of funds.
- Over the last few years (2007-08 to 2009-10), the universities have seen a decrease in state funds in excess of \$400 million (17%).
- In 2009-10, the state support has dropped to 59% with tuition making up 35%. The remaining support comes from one-time federal stimulus funding.
- With the passage and implementation of the tuition differential fee, the student portion of support for E&G will most likely increase over the next several years. No policy decision has been made as to what percentage resident students should pay for their cost of instruction. (Non-resident students must pay at least 100% of their cost of instruction).

Other components of the SUS budget include the following:

- Contracts and Grants.
- Auxiliary Enterprises.
- Local Funds Local Funds - includes the following activities:

- Student Activities,
- Intercollegiate Athletics,
- Concession Fund,
- Student Financial Aid, and
- Technology.

A review of actual expenditures from all funding sources in the SUS by program activity over a four-year period (from 2005-06 to 2008-09) reveals the following:

- Overall expenditures have increased by 7%.
- Instructional expenditures have increased 5%.
- Student support expenditures have increased 9%.
- Library expenditures have increased 7%.
- Plant operations & maintenance expenditures have increased 16%.
- From 2005-06 to 2008-09, administration and support services expenditures have increased by 16%. However, it should be noted that, from 2006-07 to 2008-09, expenditures in this activity have remained flat. A recent survey of the universities reflects that 20% of the cuts incurred have come from administrative functions throughout the university and will not be reflected in activity expenditures until 2009-10 or 2010-11.

Productivity, Efficiencies, and Shared Services

A new report written by Patrick J. Kelly was released in 2009 as part of the Delta Cost Project. The report is titled “The Dreaded “P” Word: An Examination of Productivity in Public Postsecondary Education.” Several items in the report are worth noting:

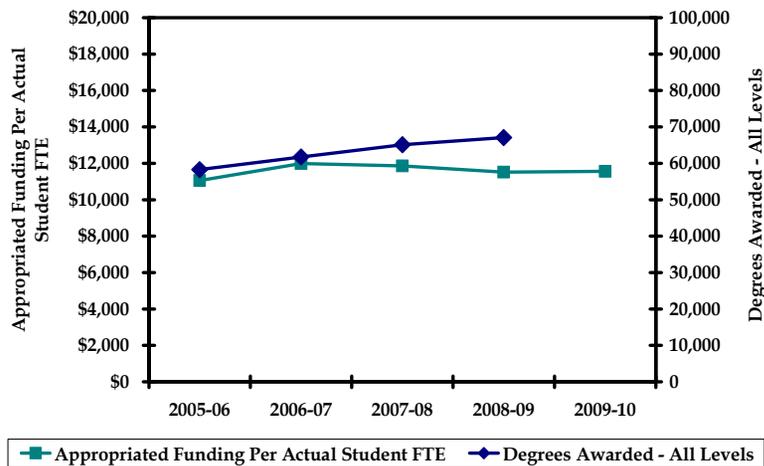
- Florida’s top ranking reflects the overall success of its public postsecondary systems, including the articulation

mechanisms that exist between the Florida College System and the SUS.

- Florida is ranked 1st in productivity as measured by total funding per credential (degrees and certificates) for all public postsecondary education.
- Florida is ranked 8th in productivity as measured by total funding per credential for public bachelor’s and master’s granting institutions.
- Florida is ranked 5th in degrees (and certificates) awarded per 100 FTE students for public postsecondary education (weighted by the value of degrees and certificates in the state employment market – median earnings by award type and level).
- The report suggests that a good course of action for states like Florida whose postsecondary institutions are already achieving high productivity with relatively few resources would be to focus on where to target resources in order to increase degrees in high-demand fields and increase levels of degree completion.
[\[http://deltacostproject.org/resources/pdf/Kelly07-09_WP.pdf\]](http://deltacostproject.org/resources/pdf/Kelly07-09_WP.pdf)

Funding and Degree Productivity: As can be noted in the following graph, the SUS has continued to produce more graduates, even as funding levels have declined. However, although the SUS is above average on many productivity measures, the Board of Governors and the SUS recognize that they must be able to demonstrate to their governmental partners and the greater public that they are continuing to be good stewards of public funds and that they are seeking opportunities and support to improve and contribute to Florida’s citizens’ educational attainment and the State’s economic development.

Trends in SUS Funding and Degrees Awarded



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

Universities also continue to review and act upon numerous shared services opportunities. In the fall of 2008, the Board of Governors created a Shared Services Workgroup to review and act upon initiatives that would save funds for the universities. Members of this Workgroup, along with the university purchasing directors, have identified several

initiatives involving multiple universities that will save precious operating funds. These initiatives include items such as builders risk insurance, media buying, an academic book vendor contract, audio/visual equipment purchasing, and energy management.

The array of efficiency and shared services opportunities have been important to the SUS given the economy and reduced appropriations provided to the universities for operations. Although state funding has decreased over the last five years, tuition increases – including tuition differential revenues – have helped offset the reduced appropriations. The implementation of tuition differential will allow the universities to have an appropriate and predictable source of funding as the universities implement their strategic plans.

Over this same five year period, university contracts and grants, auxiliaries, and local funds have seen upwards of 20% increases in revenues. Most important is the awarding of contracts and grants, primarily from federal sources, which has seen a 24% increase in revenues. These awards are a reflection of the tenacity of university faculty in applying for and receiving contracts and grants. These contracts and grants provide the impetus in developing research projects that can lead to medical breakthroughs or commercialization of new products.

Academic Infrastructure and Support Organizations: In June 2008, the Board of Governors created in regulation Academic Infrastructure and Support Organizations (AISOs) to provide underlying technology, equipment, facilities, services, and resources for academic programs and research in the SUS. Such organizations also provide the venue for cost-effective shared services and inter-institutional collaboration. Three

existing entities were approved to become AISOs in September of 2009: the Florida Center for Library Automation, the University Press of Florida, and the Florida Institute of Oceanography.

The Florida Center for Library Automation (FCLA) serves to centralize the major library computer systems and the staff and resources required to manage them. Sharing a single, centrally run library management system results in significant savings over the cost of purchasing and supporting eleven individual systems, and additional savings accrue by sharing hardware and data storage facilities. On many issues, FCLA serves as a locus for coordination of communication and shared planning activities across the state university libraries.

The University Press of Florida serves as a System-wide publisher of scholarly books, and engages in vigorous promotion, sales, and distribution, both domestically and internationally, in order to achieve maximum dissemination. Goals of the Press include becoming, in five years, one of the top fifteen American university presses in terms of revenue and books published and to enter into an era of digital publishing, especially textbook publishing, providing a substantial savings to Florida students.

The Florida Institute of Oceanography (FIO) provides affordable research vessel platforms and lab support to the 11 state universities and 9 other entities through a diverse and collaborative statewide forum to address problems of concern in coastal oceanographic research and education.

Viability Studies: In response to budget contractions during the past two years, institutions in the SUS have conducted a variety of program evaluations to address projected funding

shortfalls and to make informed decisions on the continued viability of different programs, services, and activities. Since June 2007, based on these analyses, universities have closed more than 80 full degree programs (64 since fall 2008), suspended more than fifty other full degree programs, and closed, consolidated, or suspended numerous other tracks and specializations within existing degree programs. A number of departments and colleges have been merged, as well.

Institutions also have reviewed the status of various institutes and centers throughout the state. Since January of 2007, more than 75 of these entities have been closed completely or put into an inactive status.

Much has been learned about the development of program viability studies during this process, and BOG staff members are working with university personnel to identify some of the best and promising practices for replication. They recognize that many of the processes put into place during difficult fiscal times should be used routinely, even when the budgetary situation is better. At the request of the BOG Chair and Chancellor, Board staff members are currently drafting a new regulation that can dovetail with the university work plans and annual report processes and will require the universities to conduct periodic reviews of efficiencies that can be achieved and to identify any shared services available to them which can maximize their efficiency.

State University System Central Office

The SUS is governed by a 17-member Board of Governors, of which 14 are appointed by the Governor, one is a representative of the faculty, one is a student representative, and one is the Commissioner of Education. The Board of

Governors has a staff of 53 legislatively authorized positions to carry out the day-to-day operations of the System. These functions include, but are not limited to, such activities as System coordination; ensuring accountability; collaborative data collection, research, analysis, policy development, and strategic planning related to academic, student, research, and economic development issues; budget and finance activities; facilities planning; cross-sector articulation; and compliance monitoring.

Like the overall state budget, the Board's general office budget has seen a decline in positions and funding over the last few years. Positions have decreased from a high of 65 to 53, and the operating budget has dropped from \$7.1 million in 2006-07 to \$5.6 million in 2009-10. In addition, the 2009-10 operating budget includes \$1.5 million in federal stimulus funds that is supporting 20 of the 53 authorized positions. If these funds are not replaced, there is potential for a detrimental impact on the Board's ability to carry out its constitutional obligations.

ADDITIONAL RESOURCES

- Data on SUS institutions are available through the Fact Book and Quick Facts links at: <http://www.flbog.edu/>
- National Center for Education Statistics "College Opportunities On-Line" has individual institution data: <http://nces.ed.gov/ipeds/cool/>
- National Center for Education Statistics Documentation for the Graduation Rate Survey and other Integrated Postsecondary Education Data System (IPEDS) surveys: <http://nces.ed.gov/ipeds/>
- State Higher Education Executive Officers information on the limitations of graduation rates as accountability

measures and current accountability initiatives:

<http://www.sheeo.org/>

- The National Center for Higher Education Management Systems (NCHEMS) provides comparative data for states and counties, as well as useful contextual information, to help higher education policymakers and analysts make sound policy decisions:

<http://www.higheredinfo.org/>

- University College Portraits:

<http://collegeportraits.org/>

- Carnegie classifications:

<http://classifications.carnegiefoundation.org/>

State University System of Florida

Data Tables

State University System Data Tables

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Data definitions are provided in the Appendices.

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data. The data in this document are based on university file submissions as of December 18, 2009.

1 - Budget - E&G					
	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
Education and General					
<i>E&G Revenues</i>					
State Funds (Recurring GR & Lottery)	\$1,816,016,435	\$2,052,210,376	\$2,036,380,381	\$1,905,772,456	\$1,680,725,555
State Funds (Non-Recurring GR & Lottery)	\$17,475,793	\$76,245,649	\$86,746,509	\$81,704,855	\$11,300,000
Tuition (Resident/ Non-Resident)	\$771,455,530	\$806,912,971	\$844,968,884	\$908,012,538	\$984,419,432
Tuition Differential (UG)	\$0	\$0	\$0	\$10,156,021	\$34,305,702
Other (Include Revenues from Misc. Fees & Fines)	\$27,418,173	\$32,275,558	\$31,534,916	\$30,609,354	\$31,228,173
Phosphate Research Trust Fund	\$6,984,905	\$7,141,734	\$7,268,856	\$7,287,963	\$7,303,188
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$133,923,489
TOTAL	\$2,639,350,836	\$2,974,786,288	\$3,006,899,546	\$2,943,543,187	\$2,883,205,539

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<i>E&G Expenditures</i>					
Instruction/ Research	\$1,633,988,192	\$1,758,722,078	\$1,757,169,183	\$1,707,787,840	\$1,915,505,790
Institutes and Research Centers	\$23,065,981	\$22,257,869	\$25,032,069	\$21,865,038	\$20,972,969
PO&M	\$236,722,721	\$264,992,767	\$270,254,181	\$274,869,631	\$280,157,689
Administration and Support Services	\$264,801,508	\$305,727,873	\$316,006,696	\$307,213,085	\$339,895,609
Radio/TV	\$4,467,034	\$4,886,997	\$4,892,840	\$4,656,001	\$4,627,844
Library/ Audio Visual	\$107,309,680	\$118,190,046	\$118,583,551	\$115,034,669	\$114,148,364
Museums and Galleries	\$17,460,455	\$12,097,229	\$18,196,684	\$17,396,921	\$17,067,356
Student Services	\$170,016,941	\$175,916,454	\$183,072,416	\$185,163,451	\$172,691,604
Intercollegiate Athletics	\$2,208,088	\$2,526,241	\$2,487,962	\$2,175,571	\$2,255,916
TOTAL	\$2,460,040,600	\$2,665,317,554	\$2,695,695,582	\$2,636,162,207	\$2,867,323,141

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
Contracts and Grants					
<i>Revenues</i>	\$1,660,835,227	\$1,710,771,843	\$1,662,438,353	\$2,081,547,958	\$2,053,815,929
<i>Expenditures</i>	\$1,433,656,036	\$1,487,714,017	\$1,483,321,603	\$1,814,064,321	\$1,915,001,722
Auxiliary Enterprises					
<i>Revenues</i>	\$1,062,305,086	\$1,096,160,822	\$1,219,626,203	\$1,220,946,852	\$1,249,719,018
<i>Expenditures</i>	\$876,065,921	\$961,620,786	\$1,023,909,242	\$1,129,179,849	\$1,112,804,749
Local Funds					
<i>Revenues</i>	\$1,538,268,079	\$1,459,756,335	\$1,505,899,950	\$1,620,778,867	\$1,873,233,493
<i>Expenditures</i>	\$1,478,067,279	\$1,366,768,878	\$1,441,962,684	\$1,613,751,341	\$1,843,207,126

TOTAL REVENUE	\$6,900,759,228	\$7,241,475,288	\$7,394,864,052	\$7,866,816,864	\$8,059,973,979
TOTAL EXPENDITURES	\$6,247,829,836	\$6,481,421,235	\$6,644,889,111	\$7,193,157,718	\$7,738,336,738

1 - Budget (Health Science Centers)					
	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
Education and General					
<i>E&G Revenues</i>					
State Funds (Recurring GR & Lottery)	\$176,782,230	\$209,187,739	\$209,587,383	\$218,031,264	\$233,015,769
State Funds (Non-Recurring GR & Lottery)	\$1,221,122	\$10,252,981	\$8,664,409	\$1,977,158	\$0
Tuition (Resident/Non-Resident)	\$38,045,188	\$42,164,954	\$51,019,084	\$59,884,163	\$62,839,416
Tuition Differential (UG)	\$0	\$0	\$0	\$111,799	\$225,072
Other (Include Revenues from Misc. Fees & Fines)	\$135,868	\$4,868,317	\$249,489	\$130,077	\$305,466
Phosphate Research Trust Fund	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$16,398,029
TOTAL REVENUES	\$216,184,408	\$266,473,991	\$269,520,365	\$280,134,461	\$312,783,752

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<i>E&G Expenditures</i>					
Instruction/Research	\$142,881,870	\$161,166,671	\$174,406,640	\$183,572,998	\$238,419,940
Institutes and Research Centers	\$306,730	\$202,840	\$154,396	\$1,153	\$0
PO&M	\$23,014,309	\$28,447,903	\$29,089,014	\$30,932,467	\$33,095,268
Administration and Support Services	\$20,664,144	\$21,277,432	\$21,911,974	\$21,893,039	\$24,963,610
Library/Audio Visual	\$7,146,025	\$7,257,339	\$7,299,561	\$8,863,228	\$8,468,392
Student Services	\$0	\$0	\$0	\$1,242,530	\$1,920,840
Teaching Hospital	\$14,376,814	\$17,921,857	\$17,585,317	\$15,753,373	\$15,911,604
TOTAL EXPENDITURES	\$208,389,892	\$236,274,042	\$250,446,902	\$262,258,788	\$322,779,654

1 - Budget (Special Units-IFAS)

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
Education and General					
<i>E&G Revenues</i>					
State Funds (Recur-ring GR & Lottery)	\$129,032,001	\$141,948,970	\$138,387,951	\$129,273,382	\$122,956,886
State Funds (Non-Recurring GR & Lottery)	\$1,110,825	\$1,800,000	\$2,156,191	\$1,281,391	\$0
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$8,978,531
TOTAL REVENUES	\$130,142,826	\$143,748,970	\$140,544,142	\$130,554,773	\$131,935,417

	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Actual	2009-10 Estimates
<i>E&G Expenditures</i>					
Instruction/Research	\$0	\$0	\$0	\$0	\$0
Institutes and Research Centers	\$72,164,779	\$75,126,816	\$81,735,684	\$73,184,626	\$78,471,961
PO&M	\$14,576,347	\$13,763,765	\$11,492,884	\$15,017,009	\$15,785,676
Administration and Support Services	\$9,558,139	\$10,242,485	\$11,955,090	\$10,208,066	\$12,374,344
Agricultural Extension	\$39,082,880	\$42,388,428	\$43,489,720	\$41,304,133	\$38,225,365
TOTAL EXPENDITURES	\$135,382,145	\$141,521,494	\$148,673,378	\$139,713,834	\$144,857,346

2 - Federal Stimulus Dollars (ARRA) - E&G

	Proposed 2009-10
# Jobs Saved/Created	2,728.17
Proposed Operating Budget Detail	
Jobs Saved/Created	\$116,303,153
Scholarships	\$860,115
Library Resources	\$0
Building Repairs/Alterations	\$12,602,145
Motor Vehicles	\$56,000
Printing	\$123,940
Furniture & Equipment	\$911,149
Information Technology Equipment	\$1,483,283
Financial Aid to Medical Students	\$0
Other:	\$1,583,705
TOTAL	\$133,923,490

2 - Federal Stimulus Dollars (ARRA) - Health Science Centers

	Proposed 2009-10
# Jobs Saved/Created	127.25
Proposed Operating Budget Detail	
Jobs Saved/Created	\$13,396,397
Scholarships	\$0
Library Resources	\$500,000
Building Repairs/Alterations	\$1,501,632
Motor Vehicles	\$0
Printing	\$0
Furniture & Equipment	\$0
Information Technology Equipment	\$0
Financial Aid to Medical Students	\$1,000,000
Other:	\$0
TOTAL	\$16,398,029

2 - Federal Stimulus Dollars (ARRA) - IFAS

	Proposed 2009-10
# Jobs Saved/Created	129.5
Proposed Operating Budget Detail	
Jobs Saved/Created	\$7,678,531
Scholarships	0
Library Resources	0
Building Repairs/Alterations	\$1,300,000
Motor Vehicles	0
Printing	0
Furniture & Equipment	0
Information Technology Equipment	0
Financial Aid to Medical Students	0
Other:	0
TOTAL	\$8,978,531

3 - Other Core Resources

Funding per Student FTE (US Definition)	2005-06	2006-07	2007-08	2008-09	2009-10					
General Revenue per FTE	\$7,046	\$7,751	\$7,685	\$6,926	\$5,970					
Lottery Funds per FTE	\$504	\$630	\$583	\$766	\$683					
Other Trust Funds per FTE	\$29	\$29	\$28	\$28	\$552					
Student Fees per FTE	\$3,479	\$3,580	\$3,565	\$3,792	\$4,358					
Total per FTE Student	\$11,058	\$11,990	\$11,861	\$11,512	\$11,563					
** FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.										
Personnel Headcount	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Total Tenure/Tenure-track Faculty	7,915	182	8,004	212	8,240	194	8,224	222	7,969	244
Total Non-Tenure Track Faculty	3,734	1,780	3,910	1,821	4,184	1,799	4,495	2,271	4,395	2,223
Total Graduate Assistants/Associates		10,086		12,532		13,359		13,398		13,174
Total Executive/Administrative/Managerial	3,496	72	3,203	47	3,144	46	3,334	44	3,477	49
Total Other Professional	11,095	645	11,051	341	11,783	359	12,296	375	12,355	350
Total Non-Professional	12,249	323	12,198	285	12,256	268	12,456	277	12,288	247
Space	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
Space Utilization Percentage (Classrooms)	114.9		113.8		125.3		112.5		129.6	

4 - Enrollment and Funding

For entire institution: Annual FTE	Funded 2007-08	2007-08 Actual	Funded 2008-09	2008-09 Actual	Funded 2009-10	2009-10 Estimated
FL Resident Lower	64,191	65,210	63,771	63,702	63,471	63,830
FL Resident Upper	86,235	87,393	86,372	89,321	86,372	90,750
FL Resident Grad I	22,411	22,556	22,525	23,302	22,647	23,454
FL Resident Grad II	4,481	4,482	4,566	4,661	4,611	4,737
Total FL Resident	177,318	179,641	177,234	180,986	177,101	182,771
Non-Res. Lower		3,823		3,240		3,579
Non-Res. Upper		4,354		3,959		4,205
Non-Res. Grad I		3,850		3,940		4,007
Non-Res. Grad II		2,671		2,721		2,718
Total Non-Res.	14,988	14,698	14,958	13,860	14,865	14,509
Total Lower		69,033		66,942		67,409
Total Upper		91,747		93,280		94,955
Total Grad I		26,406		27,242		27,461
Total Grad II		7,153		7,382		7,455
Total FTE	192,306	194,339	192,192	194,846	191,966	197,280
Total FTE - US Definition*	256,408	259,119	256,256	259,795	255,955	263,040

Annual FTE	Funded 2007-08	2007-08 Actual	Funded 2008-09	2008-09 Actual	Funded 2009-10	2009-10 Estimated
FL Resident Medical Headcount (Med, Dent., Vet.)	2,002	1,971	2,062	2,043	2,186	2,165
Non-Res. Medical Headcount (Med, Dent., Vet.)		49		49		41
Total Medical Headcount (Med, Dent., Vet.)		2,020		2,092		2,206

* Use FL - SUS definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) for all items except the row named Total FTE- US Definition. For this row, use Undergraduate FTE = 30 and Graduate FTE = 24 credit hours.

5 - Undergraduate Education Data					
5A. Baccalaureate Degree Programs Implemented or Terminated	Implemented Since Fall 2008		Terminated Since Fall 2008		
Title and Program Level					
13 - Education	3				8
14 - Engineering	0				2
15 - Engineering Technology	0				3
16 - Foreign Language	1				1
24 - Liberal Arts	1				1
27 - Mathematics	0				1
30 - Interdisciplinary	2				1
31 - Recreation	1				1
45 - Social Sciences	1				
50 - Arts	1				1
51 - Health Professions	1				5
52 - Business Administration	1				4
TOTAL	12				28
5B. Successful First-Year Persistence Rates					
YEAR OF SUS MATRICULATION	2003	2004	2005	2006	2007
Full-Time FTIC Cohort (Fall/Summer-Fall) Size	34,402	35,204	35,909	36,199	35,568
Percentage Enrolled in Same IHE After One Year	87.8%	87.8%	87.1%	88.0%	88.1%

5C. Successful Undergraduate Progression and Graduation Rates					
YEAR OF SUS MATRICULATION	1999	2000	2001	2002	2003
FTIC Cohort (Fall/Summer-Fall) Size	28,994	31,531	32,520	34,484	35,958
Percentage Graduated from the SUS Within 4 Years	33.5%	34.0%	33.7%	34.5%	34.5%
Percentage Enrolled in the SUS After 4 Years	41.4%	41.5%	41.0%	41.7%	41.8%
TOTAL 4-Year Success and Progress Rate (Graduated or Enrolled in SUS)	74.9%	75.5%	74.7%	76.2%	76.3%
Percentage Graduated from the SUS Within 6 Years	61.7%	62.3%	61.9%	63.3%	63.4%
Percentage Enrolled in the SUS After 6 Years	9.4%	9.2%	9.0%	8.8%	9.2%
TOTAL 6-Year Success and Progress Rate (Graduated or Enrolled in SUS)	71.1%	71.5%	70.9%	72.1%	72.6%

YEAR OF SUS MATRICULATION	2001	2002	2003	2004	2005
AA Transfer Cohort (Fall/Summer-Fall) Size	11,042	11,399	11,430	11,959	11,992
Percentage Graduated from the SUS Within 2 Years	32.7%	33.0%	32.0%	32.2%	31.6%
Percentage Enrolled in the SUS After 2 Years	54.7%	54.1%	55.7%	55.9%	55.3%
TOTAL 2-Year Success and Progress Rate (Graduated or Enrolled in SUS)	87.4%	87.1%	87.7%	88.1%	86.9%
Percentage Graduated from the SUS Within 4 Years	69.9%	69.0%	69.9%	70.6%	68.90%
Percentage Enrolled in the SUS After 4 Years	9.9%	10.0%	9.8%	10.2%	10.3%
TOTAL 4-Year Success and Progress Rate (Graduated or Enrolled in SUS)	79.8%	79.0%	79.7%	80.8%	79.2%

YEAR OF SUS MATRIC.	2000	2001	2002	2003	2004
Other Transfer Cohort (Fall/Summer-Fall) Size	12,037	11,425	11,745	11,764	11,054
Percentage Graduated from the SUS Within 5 Years	61.8%	60.2%	60.8%	61.1%	62.0%
Percentage Enrolled in the SUS After 5 Years	6.9%	6.9%	7.2%	7.0%	6.5%
TOTAL 5-Year Success and Progress Rate (Graduated or Enrolled in SUS)	68.7%	67.1%	68.0%	68.1%	68.5%
5D. Baccalaureate Degrees Awarded	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Baccalaureate Degrees	43,304	45,015	47,326	49,779	51,458
5E. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis	Areas of Strategic Emphasis: Specific degree programs will be identified for each university.				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Education	612	589	601	669	697
Health Professions	2,069	2,194	2,213	2,449	2,466
Science, Technology, Engineering, and Math	7,664	7,833	7,991	8,438	8,842
Security & Emergency Services	1,947	2,178	2,286	2,440	2,327
Globalization	3,356	3,422	3,862	3,933	4,186
Regional Workforce Needs	9,354	9,535	10,039	10,294	10,779
TOTAL: Areas of Strategic Emphasis	25,002	25,751	26,992	28,223	29,297

5F. Baccalaureate Degrees Awarded to Underrepresented Groups	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
# of Baccalaureate Degrees Awarded to Black Non-Hispanic Students	5,629	5,780	5,968	6,410	6,469
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens and Unreported) Awarded to Black Non-Hispanic Students	13.6%	13.4%	13.1%	13.3%	13.1%
# of Baccalaureate Degrees Awarded to Hispanic Students	6,553	7,086	7,790	8,271	8,816
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens and Unreported) Awarded to Hispanic Students	15.9%	16.4%	17.1%	17.3%	17.8%
Number of Baccalaureate Degrees Awarded to PELL Recipients (Defined as Those Receiving PELL Within 6 Years of Graduation)	14,643	15,641	16,496	16,876	17,383
% of Total Baccalaureate Degrees (Excluding Those Awarded to Non-Resident Aliens) Awarded to PELL Recipients (Defined as Those Receiving PELL Within 6 Years of Graduation)	34.9%	35.7%	35.7%	34.7%	34.4%

5G. Baccalaureate Completion Without Excess Credit Hours	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	54.3%	53.7%	51.7%	50.7%	51.8%
5H. Undergraduate Course Offerings	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Number of Undergraduate Course Sections	22,727	23,561	23,662	23,752	22,430
% of Undergraduate Course Sections With < 30 Students	60.4%	59.6%	59.8%	59.3%	57.5%
% of Undergraduate Course Sections With >=30 and <50 Students	23.9%	25.2%	24.9%	25.1%	25.7%
% of Undergraduate Course Sections With >=50 and <100 Students	10.8%	10.6%	10.4%	10.6%	11.6%
% of Undergraduate Course Sections With >=100 Students	4.9%	4.7%	4.9%	5.0%	5.2%

5I. Faculty Teaching Undergraduates	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Percentage of Credit Hours Taught by Faculty	64.2%	63.8%	65.1%	67.1%	68.9%
Percentage of Credit Hours Taught by Adjunct Faculty	19.9%	19.7%	18.9%	17.6%	19.3%
Percentage of Credit Hours Taught by Graduate Students	12.8%	13.1%	12.9%	12.0%	9.3%
Percentage of Credit Hours Taught by Other Instructors	3.1%	3.4%	3.1%	3.3%	2.5%
5J. Undergraduate Instructional Faculty Compensation	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$78,889	N/A	\$85,893	N/A	\$87,986
5K. Student/Faculty Ratio	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
IPEDS/Common Data Set Student-to-Faculty Ratio	N/A	N/A	N/A	23	23

5L. Licensure Pass Rates	2004	2005	2006	2007	2008
Nursing: Number of NCLEX First-Time Test Takers - Baccalaureate	958	1,068	1,151	1,237	1,292
Nursing: Pass Rate for NCLEX First-Time Test Takers - Baccalaureate	85.7%	89.9%	91.4%	89.4%	92.4%
Indicators for pass rates on other licensure exams will be added as data become available. [See ENDNOTES.]					

5M. Tuition Differential	2008-2009	Sum-Fall 2009
Revenues		
Total Revenues Generated By the Tuition Differential	\$8,376,602	\$19,901,139
Waivers		
Number of Students Eligible for FSAG	23,467	29,487
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	2	651
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	369	145,621

Detailed expenditures of the revenues generated by the tuition differential will be captured in the Operating Budget submission each August.

6 - Graduate Education Data					
6A. Graduate Degree Programs Implemented or Terminated	Implemented Since Fall 2008			Terminated Since Fall 2008	
	Master's & Specialist	Doctoral		Master's & Specialist	Doctoral
3 - Natural Resources	1	0		0	0
4 - Architecture	2	0		0	0
9 - Communication	1	0		0	0
11 - Computer Science	2	0		0	0
13 - Education	4	1		15	4
14 - Engineering	2	0		9	3
15 - Engineering Technology	1	0		2	0
22 - Law (LL.M.)	2	0		0	0
23 - English	1	0		0	0
24 - Liberal Arts	0	0		1	0
26 - Biology	3	0		0	0
30 - Interdisciplinary	1	1		0	0
31 - Recreation	1	1		1	0
40 - Physical Science	0	1		0	0
42 - Psychology	0	0		3	2
43 - Security	1	0		0	0
44 - Public Administration	1	0		0	0
45 - Social Sciences	0	2		0	1
50 - Arts	1	0		0	0
51 - Health Professions	3	6		3	0
52 - Business Administration	3	1		2	0

6B. Graduate Degrees Awarded	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Master's and Specialist	13,365	12,908	13,786	14,614	15,162
Research Doctoral	1,357	1,480	1,647	1,698	1,683
Professional Doctoral	1,716	1,791	1,993	2,299	2,291
Medicine	229	244	288	287	312
Law	750	806	838	1005	970
Pharmacy	450	464	557	642	590
Research/Professional Doctoral, combined	29	21	26	37	31
6C. Graduate Degrees Awarded in Areas of Strategic Emphasis	Areas of Strategic Emphasis: Specific degree programs will be identified for each university.				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Education	762	791	849	819	941
Health Professions	2,140	2,180	2,484	2,682	2,770
Science, Technology, Engineering, and Math	3,435	3,299	3,542	3,860	4,057
Security & Emergency Services	241	246	191	243	239
Globalization	414	433	452	459	443
Regional Workforce Needs	3,138	3,065	3,306	3,571	3,890
TOTAL: Areas of Strategic Emphasis	10,130	10,014	10,824	11,634	12,340
6D. Licensure Pass Rates	2004	2005	2006	2007	2008
Indicators for pass rates on other licensure exams will be added as data become available. [See ENDNOTES.]					

7 - Research and Economic Development Data					
7A. Research and Development Expenditures	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Federally Financed Academic Research and Development Expenditures (As Reported in NSF Surveys)	\$649,684	\$665,866	\$701,588	\$724,171	\$744,597
Total Academic Research and Development Expenditures (As Reported in NSF Surveys)	\$1,233,372	\$1,351,163	\$1,421,325	\$1,532,460	\$1,551,592
Total Academic Research and Development Expenditures Per Full Time, Tenured, Tenure-Earning Faculty Member	\$164,121	\$166,317	\$172,721	\$177,980	\$182,176
7B. Other Research and Economic Development Outcomes	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Invention Disclosures Received	586	182	706	660	650
Total U.S. Patents Issued	139	132	152	165	156
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	18	16	18	19	18

7B. Other Research and Economic Development Outcomes (Continued)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Total Number of Licenses/Options Executed	91	105	119	124	125
Total Licensing Income Received	\$53,489,630	\$44,688,769	\$46,595,139	\$53,281,321	\$55,885,510
Jobs Created By Start-Ups in Florida	Data collection methodology still under discussion. (See endnote.)				

7C. Centers of Excellence
Information Regarding Each Center of Excellence Included in Individual Institutional Reports in Volume II.
7D. Commercialization Assistance Grants
Information Regarding Commercialization Grants Included in Individual Institutional Reports in Volume II.

8 - Voluntary Support of Higher Education					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Endowment Market Value (Thousand \$)	\$1,874,486	\$2,042,470	\$2,361,682	\$2,855,060	\$2,889,870
Annual Gifts Received (Amount)	\$291,157,928	\$351,834,368	\$366,267,585	\$424,605,846	\$423,198,732
Percentage of Graduates Who Are Alumni Donors	7.3%	6.7%	6.4%	9.4%	8.6%

ENDNOTES:

- Currently, teacher certification examination pass rates are reported for program completers only, resulting in a 100% pass rate (because state-approved programs require passage of the certification exams for completion). Engineering, accounting, architecture, and other professional licensure data, gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation, are not currently formatted and do not contain sufficient information to match to SUS data. Such a match is necessary to develop metrics reflecting pass rates for graduates in those fields. Board of Governors staff will work with individuals from the appropriate agencies to try to get data in the needed format.
- Board staff are continuing to work with the SUS Technology Transfer Directors to determine the best way to capture consistent information regarding Jobs Created By Start-Ups in Florida in a cost-effective manner.

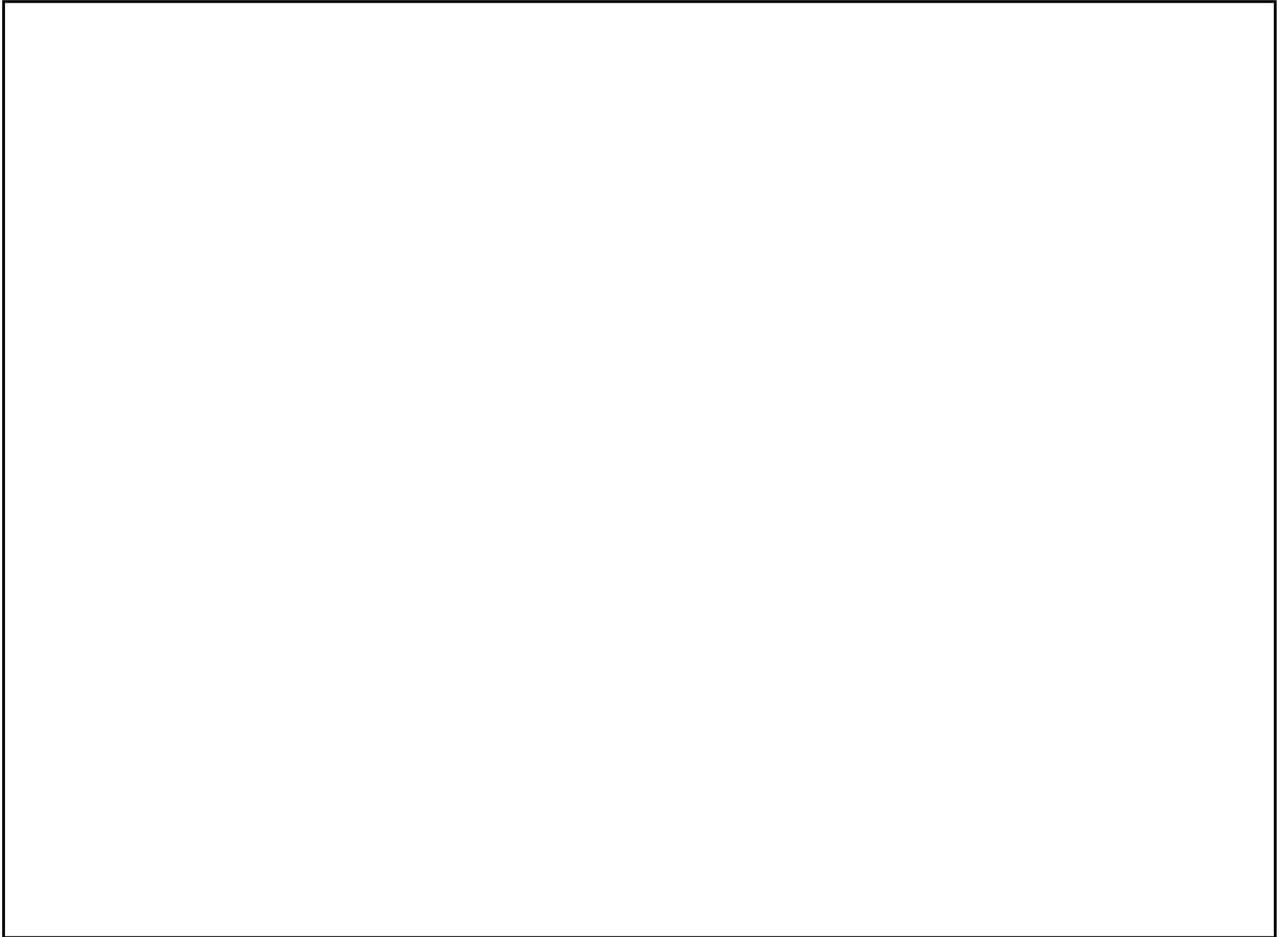
Tables for Individual Institutions in Volume II.

Individual University Annual Reports

Data definitions are provided in the Appendices.

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data. The data in this document are based on university file submissions as of December 18, 2009.

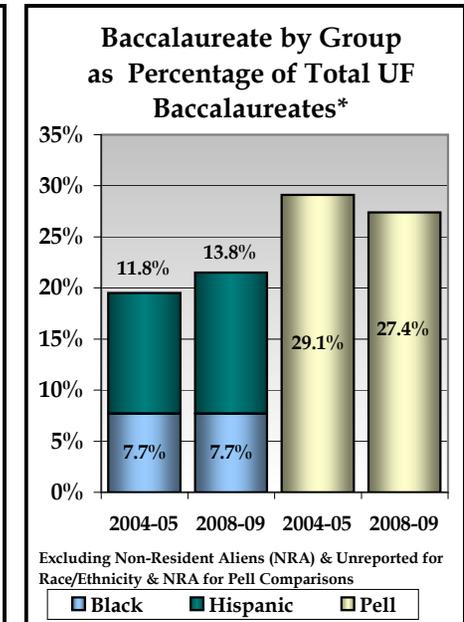
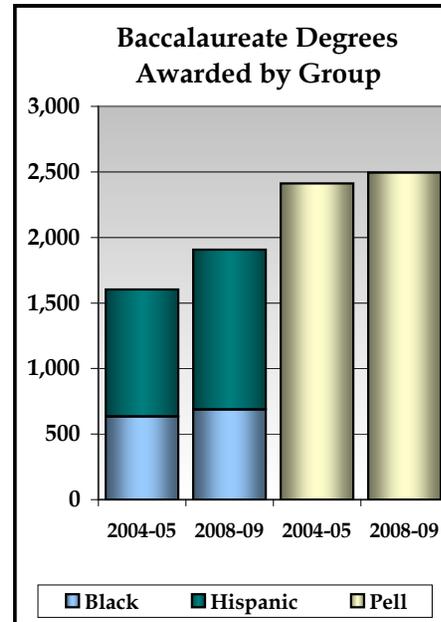
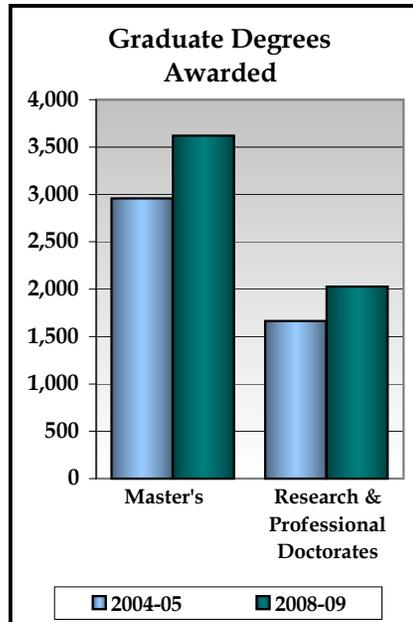
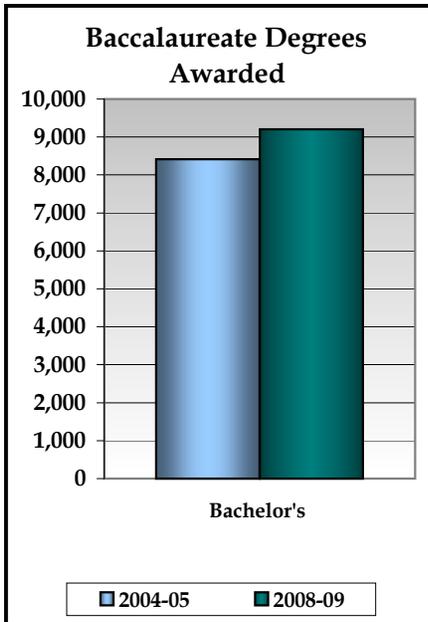
University of Florida



University of Florida 2009 Annual Report

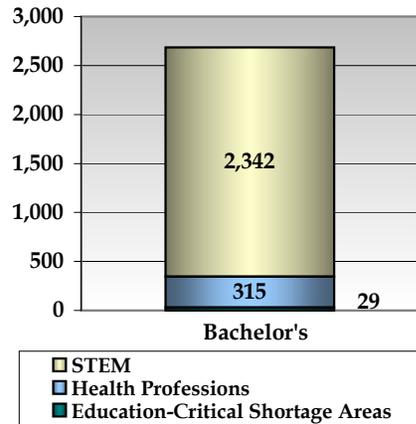
Sites and Campuses			Main Campus, Jacksonville Site, St. Petersburg Site, Orlando Site			
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification
TOTAL (Fall 2008)	51,851	100%	TOTAL			Undergraduate Instructional Program: Balanced arts & sciences/professions, high graduate coexistence
Black	4,309	8%	Baccalaureate	101		Graduate Instructional Program: Comprehensive doctoral with medical/veterinary
Hispanic	6,273	12%	Master's & Specialist's	143		
White	31,654	61%	Research Doctorates	83		Enrollment Profile: Majority undergraduate
Other	9,615	19%	Professional Doctorates	10		Undergraduate Profile: Full-time four-year, more selective, higher transfer-in
Full-Time	44,813	86%	Faculty (Fall 2008)	Full-Time	Part-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	7,038	14%		TOTAL		4,319
Undergraduate	34,191	66%	Tenure/T. Track	2,658	117	Elective Classification: N/A
Graduate	16,127	31%	Non-Ten. Track	1,661	598	
Unclassified	1,533	3%				

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

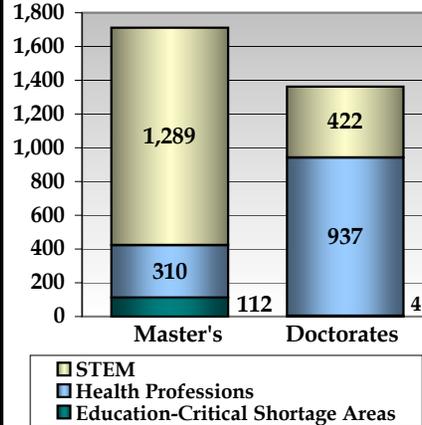


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2008-09**



**Graduate Degrees Awarded
in Select Areas of Strategic
Emphasis, 2008-09**



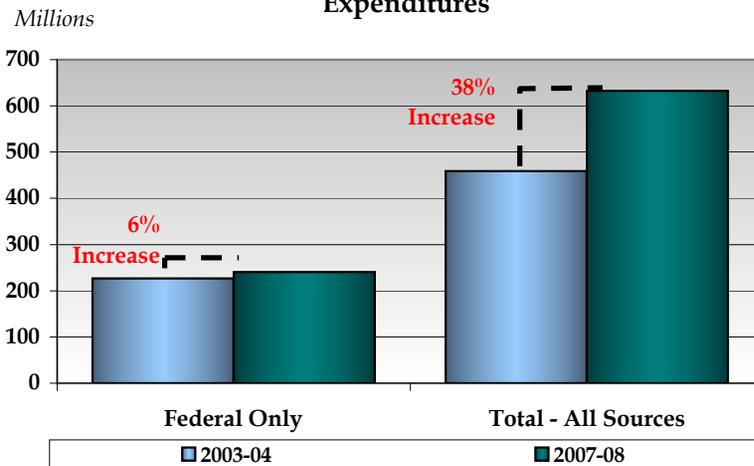
Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

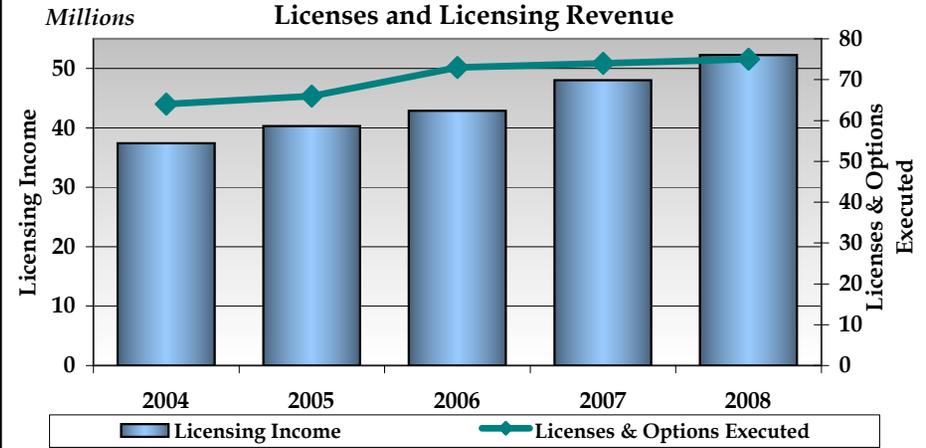
In 2008, UF had 168 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 95.2%.

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

**Academic Research and Development
Expenditures**



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



Key University Achievements

► Student awards/achievements

- > 154 National Merit scholars in freshman class.
- > Undergraduate named one of 35 Marshall Scholars for 2010; 3 undergraduates named Goldwater Scholars for 2009-10.
- > UF Air Force ROTC detachment honored for best program out of 144 detachments in the nation.

► Faculty awards/achievements

- > Win Phillips honored for lifetime of service in engineering by American Society Mechanical Engineers.
- > Carol Murphy awarded highest French decoration (Chevalier de la Legion d'honneur).
- > Martin Cohn named a Howard Hughes Medical Institute Early Career Scientist (one of only 50 in U.S.).

► Program awards/achievements

- > MacArthur Foundation awards \$1 million for new master's program in sustainable development.
- > Student-manned PBS station wins two national Society of Professional Journalists Mark of Excellence awards.
- > Gift of two million butterflies in October.

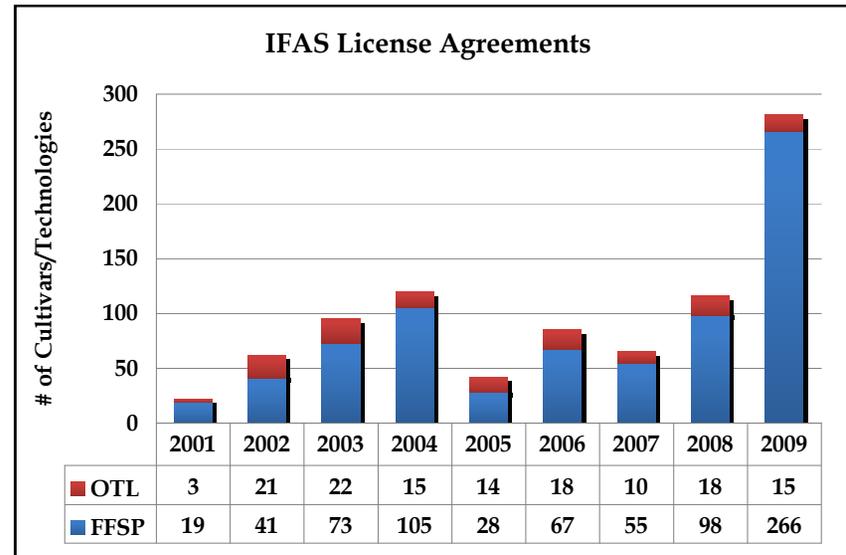
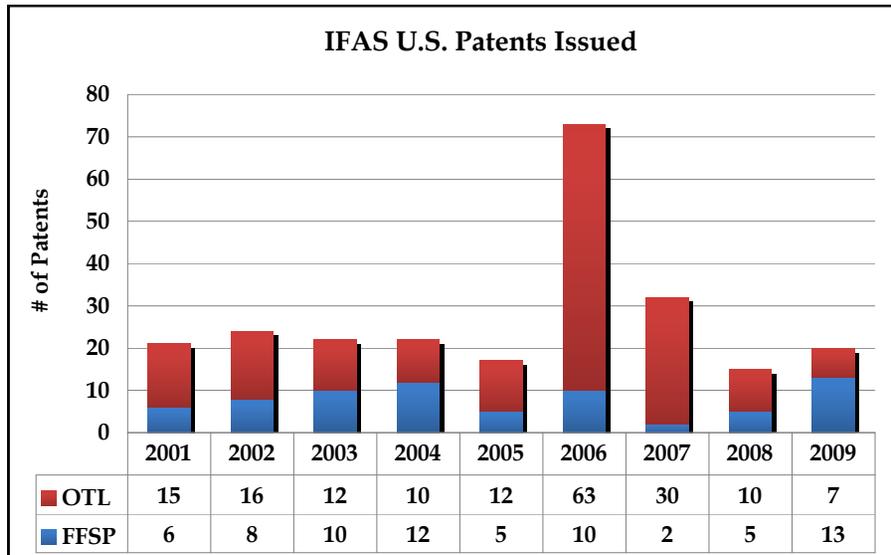
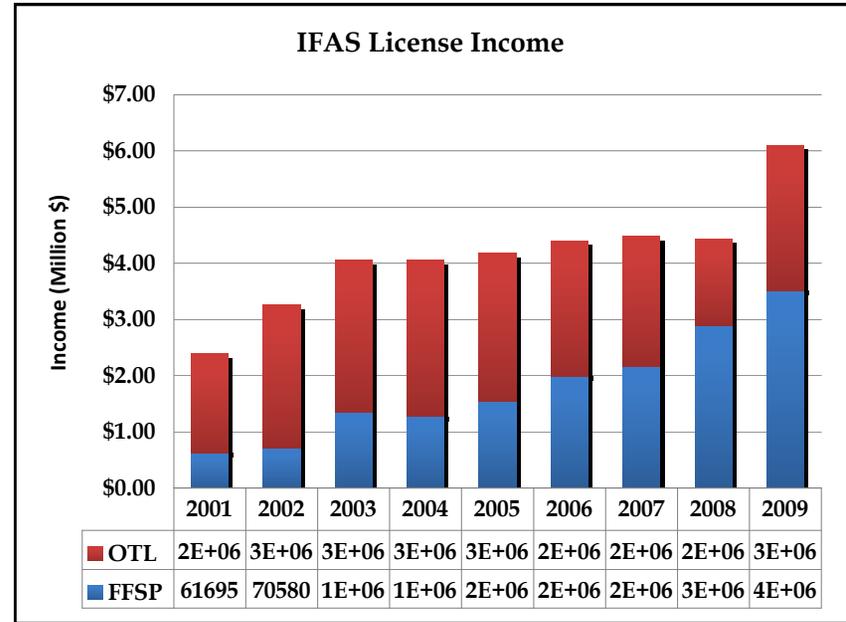
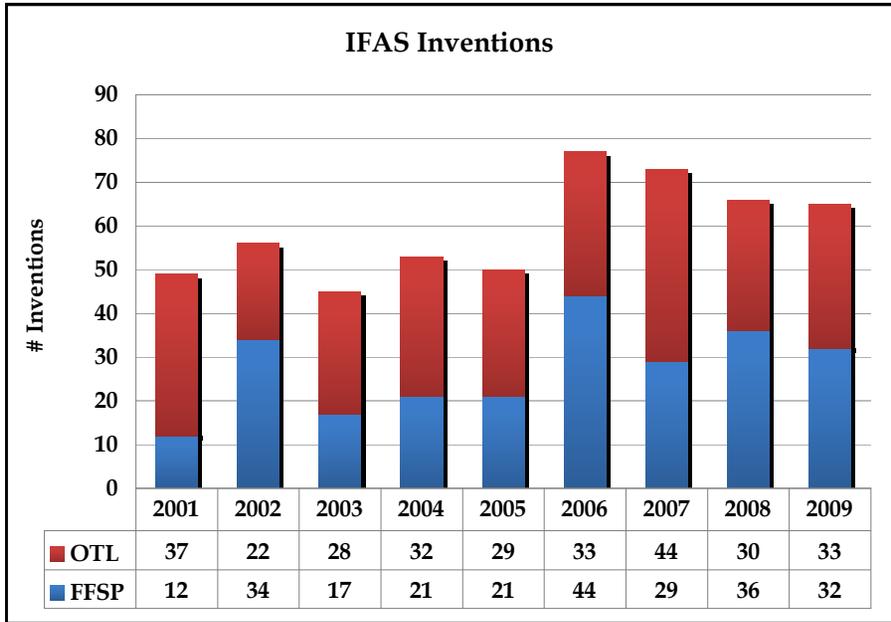
► Research awards/achievements

- > UF, Spain, and Mexico inaugurate world's largest optical telescope in Canary Islands.
- > Institute of Aging awarded \$29.5 million grant.
- > UF gene therapy reverses color blindness in animals.

► Institutional awards/achievements

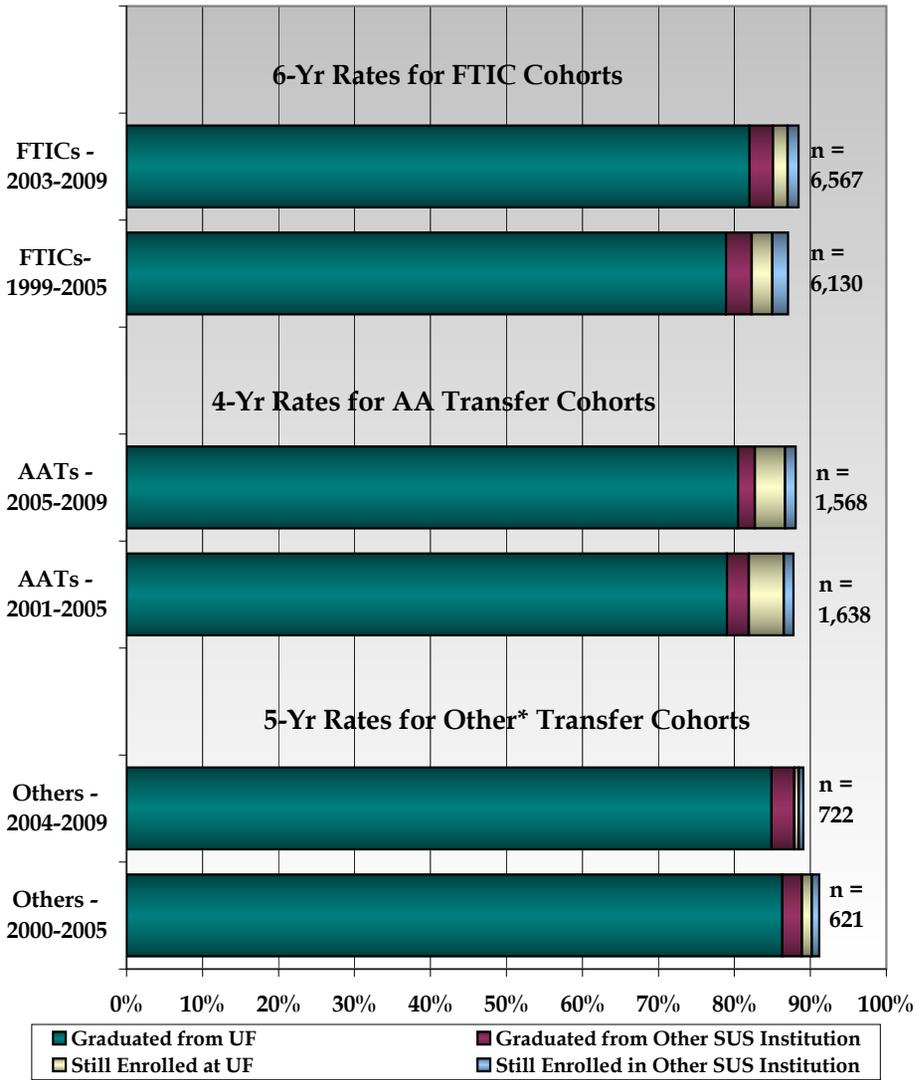
- > \$8.2 million Economic Development Administration grant to create Florida Innovation Hub at UF.
- > \$26 million NIH Clinical and Translational Science award.
- > Public health accreditation of College of Public Health and Health Professions.

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



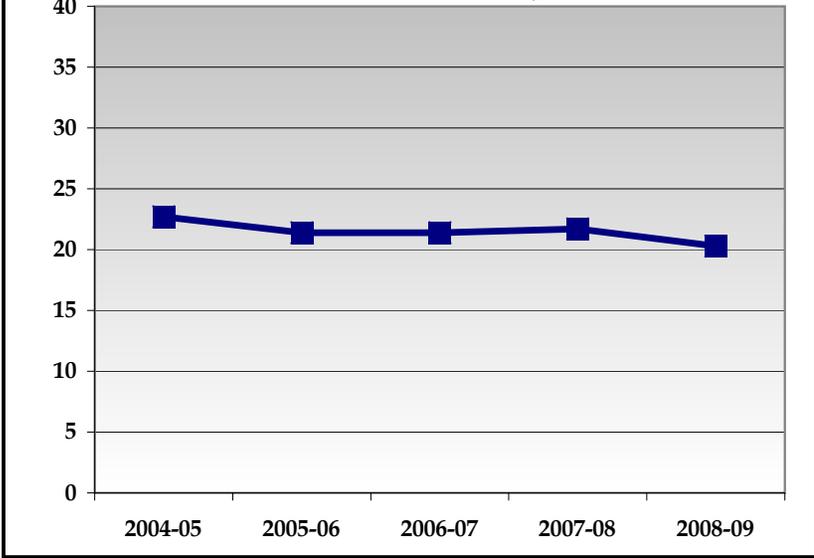
OTL = Office of Technology and Licensing ; FFSP = Florida Foundation Seed Producers

Undergraduate Retention and Graduation Rates

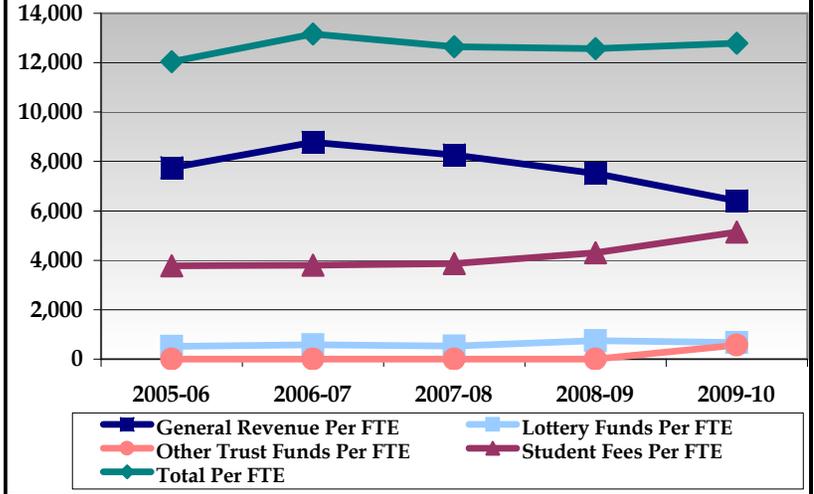


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

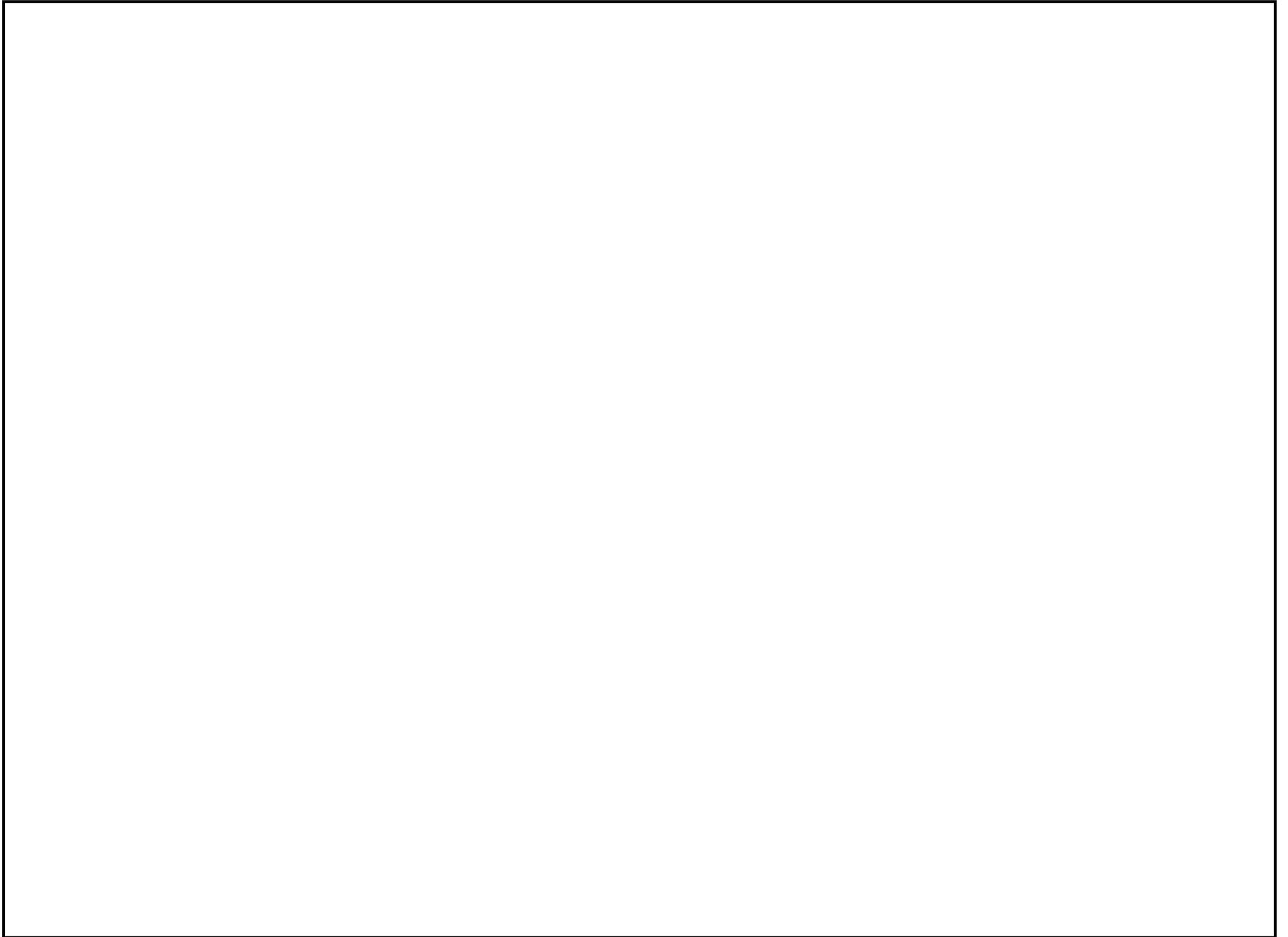
Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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



INTRODUCTION

Mission

The University of Florida (UF) is a public land-grant, sea-grant, and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities, and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research, and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, University of Florida faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes, and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect, and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the

state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership, and workforce. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements span all the university's academic disciplines and represent the university's commitment to lead and serve the State of Florida, the nation, and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The University aspires to advance by strengthening the human condition and improving the quality of life. (See: From Achievement to recognition: A Strategic Workplan for the University of Florida March 8, 2007 <http://www.president.ufl.edu/workPlan.html>)

Vision

The University of Florida aspires to join the ranks of the nation's top public research universities. The best universities are aided by careful planning, a commitment to excellence by faculty, staff, students, alumni, and donors, and by a determination to invest in areas that enhance quality. It is this commitment to academic excellence and the resulting achievements that will lead to the university's recognition as one of the top public research universities.

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

Undergraduate: Over 25,000 applicants with excellent credentials seek one of the 6200-6500 slots in the UF freshman class each year. UF also admits 2400-2600 community college transfer students each year. In admitting each cohort, UF strives to ensure access for traditionally underrepresented groups, including African-Americans, Hispanics, and first-generation students from families without a tradition of higher education. (The first-generation students comprise the Florida Opportunity Scholars Program with a total 1375 students. The average family income of the entering class is \$22,000, and 79% of these students are from minority groups. Funding for this program from non-state resources will exceed \$7 million this year.) In addition, through its growing catalog of distance learning programs, UF is increasing access to degrees for students around the state who may not be able to spend four years on the Gainesville campus engaged in full-time study.

The majority of undergraduates are full-time. This fact, coupled with several other influences such as the quality of the student body and UF's Universal Tracking System for advising, contributes to a six year graduation rate for freshmen of 81%. This graduation rate is nationally competitive. UF will find ways to increase this graduation rate incrementally. Doing so will further increase access to the university, since the quicker students graduate, the more room there is for students to enter.

UF's ability to increase access to baccalaureate degrees on the Gainesville campus is limited by state appropriations. Over the past three years, UF's state appropriation has decreased by

approximately 22%. This has worsened the student-faculty ratio, which is currently 20.3 to 1, and which is the highest among AAU public universities.

However, UF is expanding access to baccalaureate degrees through distance learning. Online programs in Business Administration and Fire and Emergency Services are already fully implemented. Building on the success of these programs and on more extensive campus experience with distance learning programs at the Master's and Doctoral levels, the deans of the colleges are currently exploring the feasibility of new offerings. See <http://www.distancelearning.ufl.edu/>

UF is partnering with Santa Fe College to place upper division baccalaureate degree programs on the Santa Fe campus. The program in Business Administration is fully operational there. A baccalaureate degree in Sports Management will be added in fall 2010, and others are under consideration.

While UF's ability to increase the number of students on the Gainesville campus is limited, UF continues to revise its undergraduate offerings so that they meet the demands of both undergraduates and State for high quality training in critical disciplines. Among the recent developments in baccalaureate degrees are the following:

- In 2009, the Department of Communicative Disorders and the Department of Communication Sciences and Disorders were merged, partly in response to budgetary imperatives, but partly to form a stronger department to better serve students.
- In 2008, the departments of Botany and Zoology were merged to form a Department of Biology. This was done partly in response to budgetary imperatives, but it was

also spurred by scientific trends in biology and the need to provide undergraduates with a strong baccalaureate degree in the subject.

- A multi-year project to build an accredited program in public health was completed recently with the professional accreditation of the College of Public Health and Health program. This brings students access to new high-quality degrees and opens new research frontiers in this critical need area.
- The Department of Biomedical Engineering in the College of Engineering is formulating a new undergraduate degree that will be phased in beginning Fall 2010.

Graduate and Professional: The President and the UBOT have reaffirmed the centrality of research and graduate education in UF's mission. UF is uniquely positioned among the SUS institutions to increase access to high quality graduate degrees in many critical need areas, particularly in STEM fields. This is due, in part, to the century of partnership between the State of Florida and UF. UF has developed into a comprehensive research university with remarkable breadth of expertise and depth in quality scholarly infrastructure. These factors are fundamental to success in basic and applied research and to the quality of graduate education. For example, in studying pathogens, few universities can bring to bear on one campus state-of-the-art expertise in human medicine, veterinary medicine, agriculture, biomedical engineering, pharmacy, and basic sciences to attack the problem. Graduate students grow best in an interdisciplinary environment equipped with the resources to attack new problems from multiple angles.

UF's commitment to diversity is as strong at the graduate level as at the undergraduate. UF is a recognized national leader in

the production of African-American Ph.D.s (#17) and Hispanic Ph.D.s (#6).

The number of Master's degrees and Research and Professional Doctorates is growing slowly, and UF intends to continue growth in these areas consistent with its mission. Further accelerating growth in these degrees would accelerate the State's economic development in two ways. First, graduate students will be the state's next generation of professionals. Our ability to recruit and graduate them, especially in STEM fields, attracts established industry and helps create new industry in the State. Second, they are important participants right now in the \$570+ million university research and development enterprise, working shoulder-to-shoulder with faculty in research and development in laboratories, field studies, and technology transfer and licensing.

UF has an extensive catalog of Master's and Doctoral degrees offered through distance learning. Most of these have been offered at little or no additional cost to the State. The university plans expanded access to graduate degrees on the Gainesville campus, at many IFAS locations throughout the State, and through Distance Learning. See <http://www.distancelearning.ufl.edu/>

Additional access to degrees is also being provided in the Health Science Center. The College of Public Health and Health Professions has been accredited recently in public health, and this provides an exceptional new opportunity to graduate students in a critical need area. In addition, the College of Veterinary Medicine is planning an expansion of the incoming DVM class from its historical level of 88 students

to approximately 138 students. No additional state appropriation has been requested to enable this expansion.

There is considerable access available at the graduate level at the University of Florida, especially in STEM areas. And there is no question UF is serving the needs of Florida residents in this area. We recently reviewed the admissions data for 4 STEM departments (Chemistry, Physics, Electrical Engineering, and Computer Science). Every Florida resident who applied and was qualified for entry into the Graduate School was offered admission. In each of these departments, over 90% of the Florida residents offered admission accepted the offer. These Florida residents came nowhere near exhausting the need of these departments for qualified graduate students. Further investigation revealed that all of the SUS institutions combined are not producing sufficient Florida residents interested and capable of continuing on to graduate study in these fields. This phenomenon is problematic for the State and bears more scrutiny.

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

Undergraduate: In 2008-09, over 25% of UF baccalaureate degrees were awarded in STEM disciplines, which are of critical importance to the State. Nearly 29% of UF baccalaureate degrees were awarded in STEM and Health Professions disciplines. Of the 9207 baccalaureate degrees, 1487 help address Regional Workforce Needs.

While only 29 undergraduate degrees were produced in Education, UF is working to address this in several ways. UF

is participating in a national program (UTEACH) to replicate success at the University of Texas in preparing STEM educators. UFTeach is designed to dramatically strengthen the recruitment and retention of middle and high school mathematics and science teachers, a critical workforce need in Florida. See <http://ufteach.clas.ufl.edu/about.html>. By 2012, UFTeach expects to graduate 90 students each year into the mathematics and science teaching ranks. With funding from the Howard Hughes Medical Institute, UF has created the Science for Life Program “to strengthen and transform undergraduate research and interdisciplinary laboratory education in the life sciences.” An 18 credit science education minor has been developed for students majoring in any scientific or engineering discipline. Successful completion of the minor will qualify students for a Florida teaching certificate through the “Professional Training Option.” See <http://sfl.chem.ufl.edu/index.php?link=minor>

The mission of the “Science for Life” program is more extensive than teacher preparation. It is stimulating increased interest in STEM disciplines, particularly in the life sciences.

Graduate: Through its research and graduate education mission, UF’s impact in meeting professional and workforce needs is considerable.

In 2008-09, 35% of Master’s degrees and half of all research doctoral degrees were in STEM fields. In Health Professions, there were over 310 Master’s degrees and 937 Doctoral degrees produced. As was mentioned above, UF is a net importer of graduate students in STEM disciplines into the State, in part because there are not enough qualified Florida residents who apply for entry and in part because UF competes for the very best nationally and internationally. In STEM and Health

disciplines, UF provides very high quality graduate education and research opportunities. This is demonstrated in a quantitative way by UF's success in securing external research grants and contracts. These provide graduate students with remarkable opportunity to participate in exploring important scientific and engineering challenges facing society. UF also fosters substantial linkages between graduate students and Florida industries through College and faculty relationships. Of more recent vintage is the developing relationship between UF and several biotechnology firms that have settled in central and south Florida. UF anticipates continued growth in graduate degrees in STEM and Health Professions areas. As was mentioned above, the College of Veterinary Medicine is poised to begin expansion of its Doctor of Veterinary Medicine class from its current size of 88 students admitted per year to 138 students per year.

In the area of education, there is a burgeoning Master's degree program. The College of Education has identified this as a key need of teachers in the state and an important component in retention and professional advancement of teachers. The College has been a leader in distance learning and currently offers eight comprehensive degree programs online, including the degrees Master of Education (M.Ed.), Master of Arts in Education (M.A.E.), Specialist in Education (Ed.S.), and Doctor of Education (Ed.D.). In 2008-09, the College had 2,621 student enrollments online.

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

UF is one of 62 leading public and private research universities in the U.S. and Canada that comprise the Association of American Universities (AAU). The 60 AAU universities in the U.S. award more than one-half of all U.S. doctoral degrees and 55 percent of those in the sciences and engineering. This is a quantitative statement, and it is no surprise that most of the AAU universities are large. But this is also a statement about quality, because only large universities can assemble the range of talents and resources needed to tackle large, complex, and multidisciplinary problems.

Modern science demands a multidisciplinary approach and interdisciplinary techniques to tackle the grand challenges of this century. Fortunately, UF is one of the nation's most interdisciplinary universities, with more fields of study than most other universities in the country. This has enabled the university to establish world-class academic programs and multidisciplinary initiatives that draw upon the resources of many academic departments, including the Emerging Pathogens Institute, the Water Institute, the Institute on Aging, the Florida Institute for Sustainable Energy, the Nanoscience Institute for Medical and Engineering Technology, and the Digital Worlds Institute. That these, and other, academic programs are world-class is demonstrated by their reputations, their funding, and their products. The funding is the most easily demonstrated and quantifiable. For example, the National Institute on Aging recently granted the UF Institute on Aging \$29.5 million to further its scientific agenda. The NIH awarded a \$26 million Clinical and Translational

Science Award to the College of Medicine. This award is an entry point for select universities to the next decade's major NIH competitions. All told, UF faculty won over \$570 million in external grants and contracts last year for research and development. This is testimony to the quality of the research enterprise and the vitality of the faculty. The funds also provide a large spur to economic development in the State.

Another hallmark of research strength can be found in technology transfer. In 2009, the university executed 72 licenses or options and had 271 invention disclosures. There were 167 patents applications. Royalty and licensing income exceeds \$40 million annually, and technologies developed at UF have led to the founding of dozens of companies. See <http://www.research.ufl.edu/otl/>. The federal Economic Development Administration has awarded UF an \$8.2 million grant to help create the Florida Innovation Hub at UF. This 45,000 square-foot incubator, scheduled for completion by December 2011, will nurture startup companies and house UF's commercialization efforts.

World-class research and education are closely interwoven. For example, as part of its effort to win the Clinical and Translational Science award, the College of Medicine created a program in Medical Informatics, which strengthens both research and education programs in the college. UF is currently exploring creation of a program in computational biology to tap into research and education opportunities in that emerging field. Graduate education and research go hand-in-hand. The great discoveries of the twenty first century will undoubtedly come from the creative efforts of university faculty working closely with bright and motivated graduate students. The university's graduate programs have produced generations of professionals in a wide variety of

disciplines, many of whom have risen to positions of prominence in our state, the nation and the world.

Undergraduate education and research are increasingly linked. One of the wonderful benefits UF can offer undergraduates is the opportunity to participate in the research enterprise with faculty and graduate students. These young students are the problem-solvers of tomorrow, and there is no better way to prepare them than by pairing them with today's problems-solvers. To better facilitate undergraduate connections with research and to ensure that undergraduate education remains current, exciting, and relevant, UF is in the midst of a multi-year project to reexamine the undergraduate experience and curriculum.

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

UF is the State's oldest and most comprehensive university. It has many world-renowned academic and research programs and a presence in every county in the State, notably through IFAS and the Health Science Center. Consequently, UF emphasizes its statewide mission and the unique resources it can bring to bear on that mission.

IFAS (http://www.ifas.ufl.edu/IFAS_facts.html) is a federal-state-county partnership dedicated to developing knowledge in agriculture, human and natural resources, and the life sciences, and to enhancing and sustaining the quality of human life by making that information accessible. IFAS is the research and development center for Florida's agricultural and

natural resource industries that have a \$93 billion annual impact. Major components of IFAS include the College of Agricultural and Life Sciences, twelve Research and Education Centers, and County Extension Offices.

The UF College of Medicine is a partner with the Shands Health Care System in the delivery of health care to the people of the State. The College is acknowledged as having one of the strongest medical education programs in North America. It operates UF campus clinics plus 37 regional clinics. The new Shands Cancer Hospital was opened in Fall 2009 opposite Shands Teaching Hospital and the College of Medicine. This positions UF and Shands as leaders in the treatment of cancer. In addition to the new hospital, several other major initiatives are underway, including a project to implement electronic medical records and further integration between the College of Medicine and Shands Health Care. In FY 08-09, the College received \$226 million in research awards and \$292 million in clinical income.

The College of Public Health and Health Professions is newly accredited in public health. This accreditation opens a multitude of educational opportunities and new research vistas in public health and provides the state with a new source of critically needed professionals. PHHP is ranked first in the nation in NIH awards among colleges of health professions.

There is only one accredited College of Veterinary Medicine in the State. Florida is a net importer of veterinarians, who are critical participants in animal care, food safety, emerging pathogens, and homeland security. Having recognized the State's need, the College will begin implementing a plan to increase the size of each Doctor of Veterinary Medicine class

from 88 students to 138 per year. This will be accomplished without additional state funding.

Through its Working Professional Pharm.D. program, the College of Pharmacy teaches nearly 750 students across the U.S., Canada, Europe and the Caribbean. This program has been a major factor in meeting the pharmacist shortage in Florida. The College has initiated a new program in partnership with the U.S. Food and Drug Administration aimed at attracting scientists and health professionals to careers in the FDA Center for Drug Evaluation and Research. See

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

The College of Nursing plays a central role in addressing the nursing shortage in Florida. It is a major provider of BSN/RNs in the state, and it has instituted several innovative education programs to address the national shortage of nurses and nursing faculty. The College recently instituted a new Doctor of Nursing Practice (DNP) degree for advanced practice roles. The College's graduates consistently exceed national and state pass rates on the professional licensure exam with pass rates averaging above 96%.

The College of Dentistry is ranked 7th of 57 U.S. dental schools for NIH/NIDCR funding. It operates clinics in Gainesville, Jacksonville, Naples, Seminole, and Hialeah. It is the only state-supported dental institution in Florida completing over 101,000 patient visits last year. The college is nationally recognized for its oral health research enterprise, emphasizing infectious diseases in dentistry, bone biology, pain and neurosciences, and translational research to improve clinical dental care.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

UF has implemented an e-procurement product ("MyUF Market") which all units are required to use. While it has not saved a lot of money in the short run since its implementation this year, we expect savings to increase to several million dollars per year.

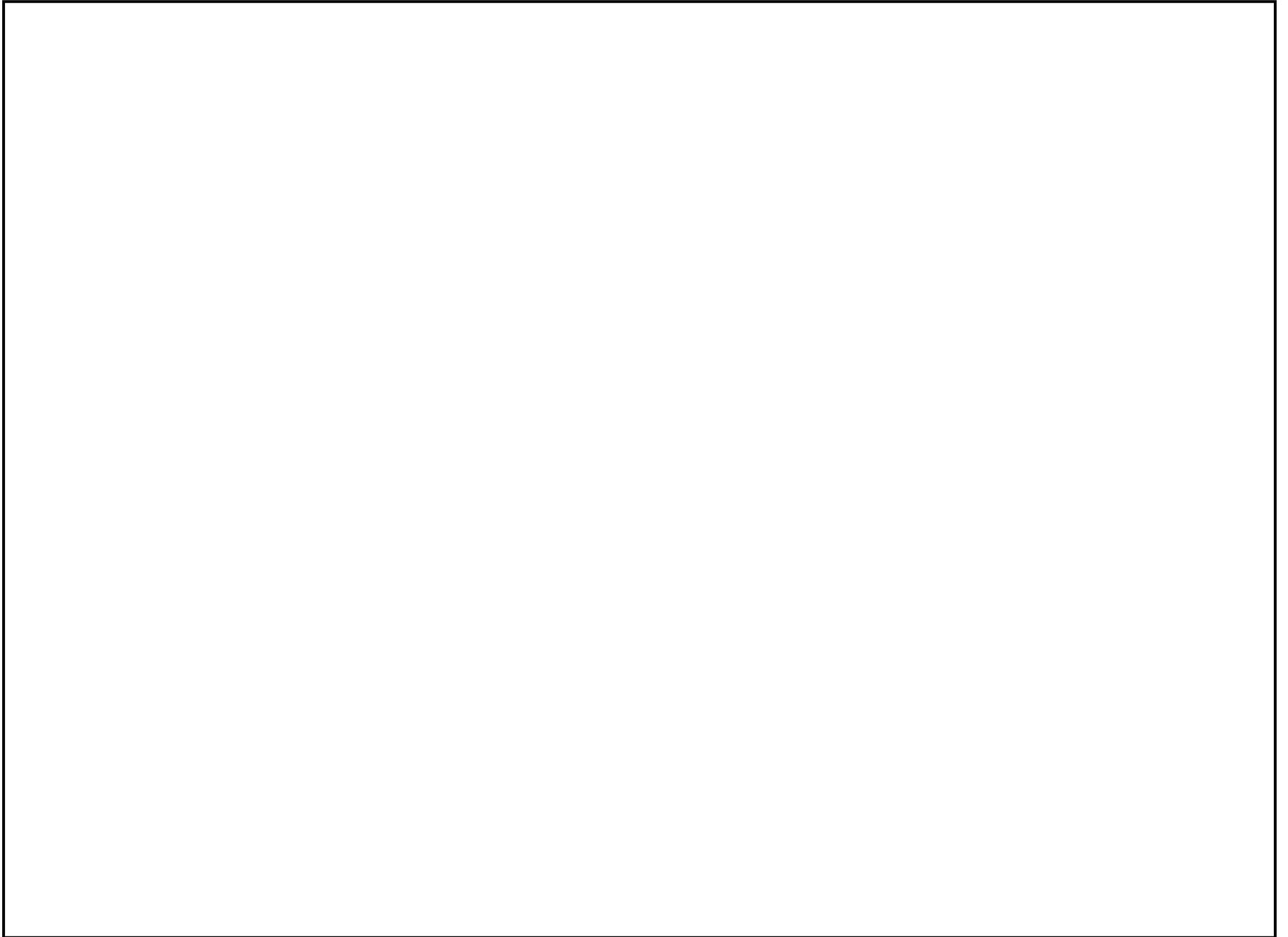
UF is implementing a new budget model based on Responsibility Centered Management (RCM). This new model promises more transparency in budgeting and it provides administrators with incentives to increase revenues and to cut costs through greater efficiencies. Full implementation is scheduled currently for the upcoming fiscal year.

UF's educational program is highly effective. In an atmosphere of declining budgets, UF has maintained the quality of the student body and its nationally competitive graduation rates. As indicated by many quantitative and qualitative measurements, UF's academic programs are of extremely high quality. This is also true of UF's research enterprise, as indicated by over \$570 million of external grant and contract awards. UF provides enormous service to the State through its educational and research programs and through its service and outreach components provided by IFAS and the colleges in the Health Science Center.

ADDITIONAL RESOURCES

- Carnegie Classification
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=134130&start_page=institution.php&clq=%7B%22first_letter%22%3A%22U%22%7D
- Graduate School
<http://gradschool.ufl.edu/>
- Office of Research
<http://www.research.ufl.edu>
- Average Cost of Attendance
<http://www.sfa.ufl.edu/apply/coa.html>
- Common Data Set
<http://www.ir.ufl.edu/OIRAPPS/CDS/data.asp>
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=University+of+Florida&s=all&id=134130>
- University Institutional Research Unit
<http://www.ir.ufl.edu/>
- UF Student Experience in the Research University (SERU) Reports Executive Summary
<http://www.ir.ufl.edu/OIRApps/SERU/signon.aspx>

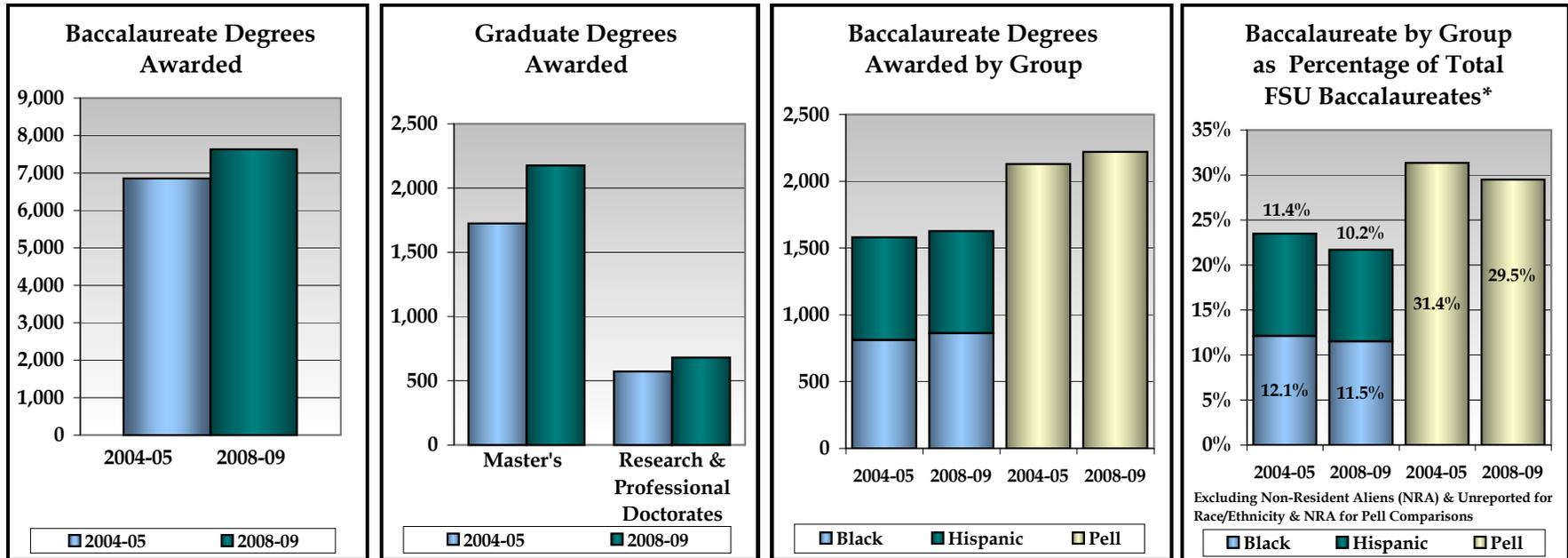
Florida State University



Florida State University 2009 Annual Report

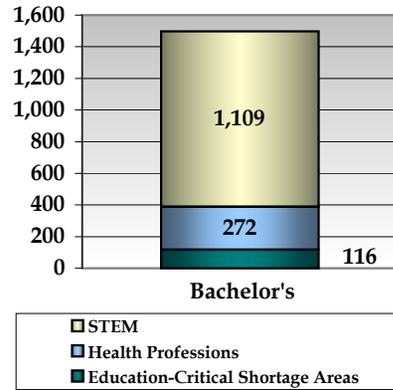
Sites and Campuses			Main Campus, Panama City Campus, Off Campus			
Enrollments	#	%	Degree Programs Offered (2008-09)		Carnegie Classification	
TOTAL (Fall 2008)	39,072	100%	TOTAL	323	Undergraduate Instructional Program: Balanced arts & sciences/professions, high graduate coexistence	
Black	3,955	10%	Baccalaureate	101	Graduate Instructional Program: Comprehensive doctoral with medical/veterinary	
Hispanic	4,110	11%	Master's & Specialist's	144		
White	27,580	71%	Research Doctorates	74	Enrollment Profile: High undergraduate	
Other	3,427	9%	Professional Doctorates	4	Undergraduate Profile: Full-time four-year, more selective, higher transfer-in	
Full-Time	32,564	83%	Faculty (Fall 2008)	Full-Time	Part-Time	Size and Setting: Large four-year, primarily nonresidential
Part-Time	6,508	17%		TOTAL		1,735
Undergraduate	29,584	76%	Tenure/T. Track	1,071	5	Elective Classification: N/A
Graduate	8,376	21%	Non-Ten. Track	664	460	
Unclassified	1,112	3%				

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

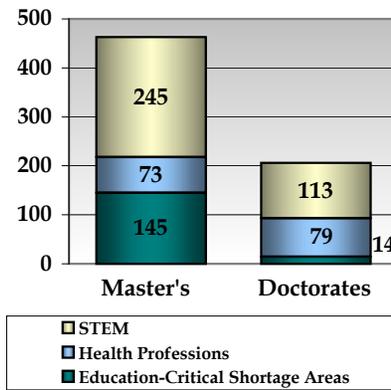


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas
of Strategic Emphasis,
2008-09**



**Graduate Degrees
Awarded in Select Areas
of Strategic Emphasis,
2008-09**



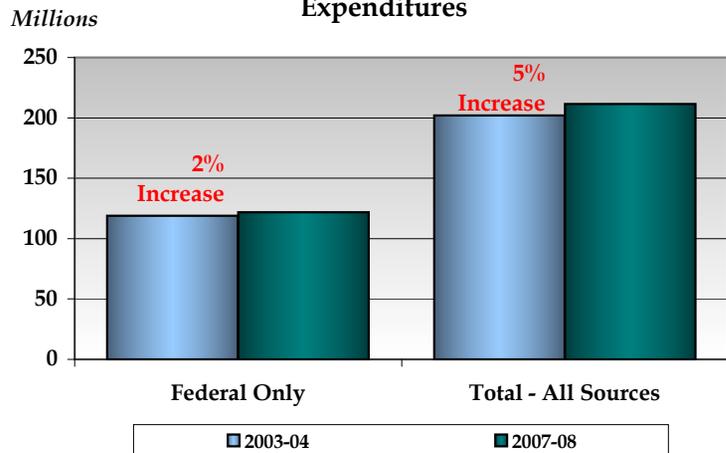
Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

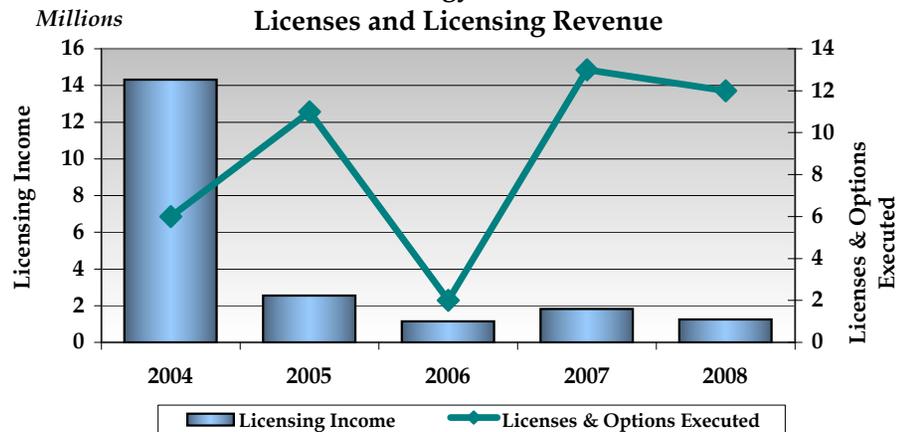
In 2008, FSU had 142 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 92.3%.

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

**Academic Research and Development
Expenditures**



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



Key University Achievements

► Student awards/achievements

> Since 2005, FSU undergraduates have won over 40 nationally competitive awards, including three prestigious Rhodes, three Truman, a Jack Kent Cooke, a Morris Udall, and three Goldwater scholarships; two Pickering fellowships; and 22 Fulbright fellowships and assistantships.

> Graduate student Nicole Stroud of the Florida State University College of Communication & Information's School of Library & Information Studies was chosen for the American Library Association (ALA) 2010 Emerging Leader program.

> Two Florida State University College of Medicine students have been awarded scholarships that cover the entire cost of their remaining time in medical school in exchange for service in medically underserved areas.

For more detail see: <http://onf.fsu.edu/fame.html>

► Faculty awards/achievements

> Numerous FSU faculty have received various forms of national and international recognition in their disciplines. [Please refer to the Goal 3 section of FSU's report for a more complete listing.]

► Research awards/achievements

> External contract and grant awards for research, service, and training grew from \$195.8 million in 2007-08 to \$200 million in 2008-09. [Please refer to the Goal 3 section of FSU's report for a more complete listing.]

► Program awards/achievements

> One of the top film schools in the nation, Florida State has been recognized by the Directors Guild of America for its "distinguished contribution to American culture through the world of film and television."

> The New York Times recognized the College's Asolo Conservatory for Actor Training as one of the best acting conservatory programs in the country in 2003.

> *U.S. News & World Report* ranked:

* Nuclear physics graduate program - 8th among public universities.

* College of Law's Environmental Law Program - 11th in nation.

* Secondary Teacher Education Program - 21st in nation.

* College of Criminology and Criminal Justice - 7th in nation.

* College of Information - 14th among US Library & Information Studies schools, #3 in school library media and children and youth services, and #11 in digital librarianship amongst LIS schools.

> *The Atlantic* ranked the doctoral program in Creative Writing among the top five in the nation.

► Institutional awards/achievements

> The Florida State University is one of the nation's most prolific research institutions in the arts, according to rankings recently released by Science Watch that place Florida State third among the universities with the most published papers in the field of performing arts between 2003 and 2007.

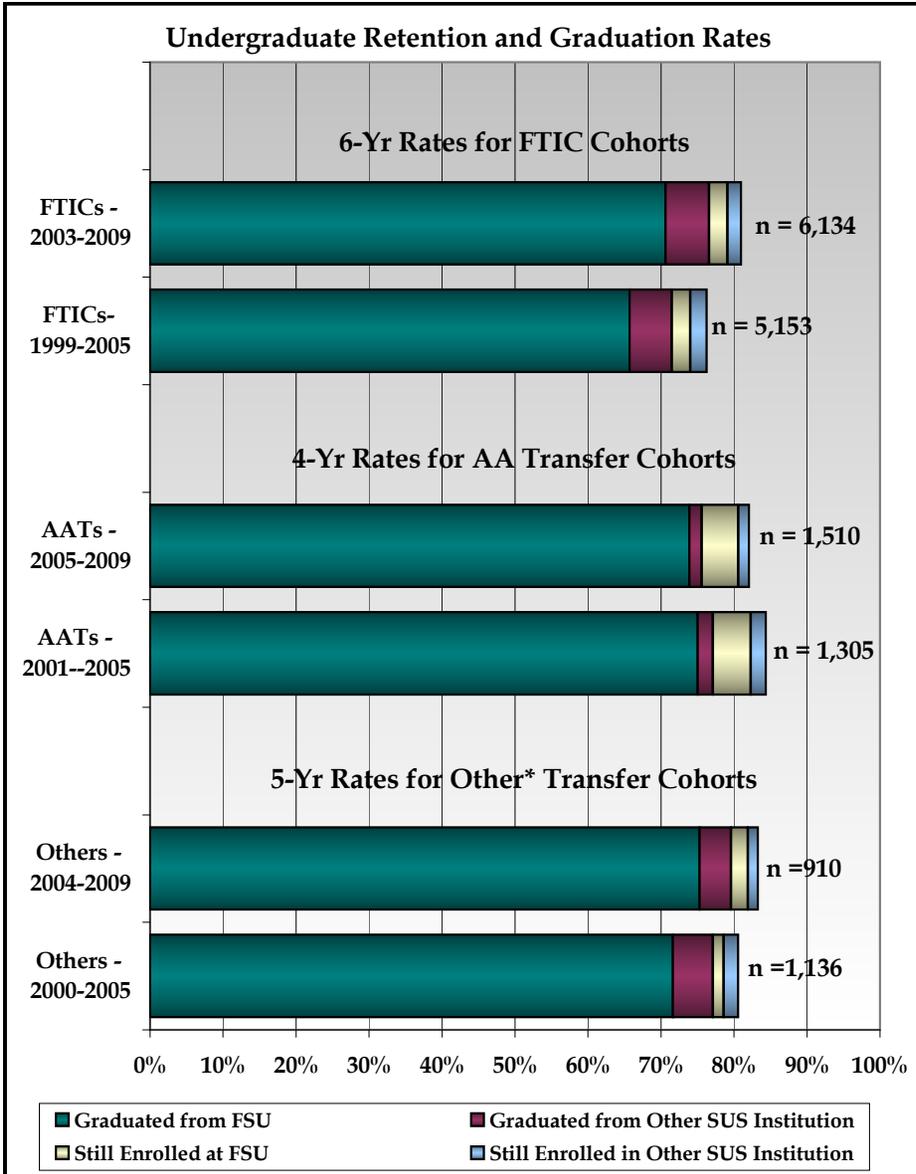
> For third year in a row, The College of Medicine ranks among the top 5 schools in the United States for percentage of graduates choosing to specialize in family medicine, according to an American Academy of Family Physicians annual report.

> The Colleges of Law & Medicine are among the Top 10 best in the nation for Hispanics, according to Hispanic Business magazine, which has published its annual rankings of graduate schools in the magazine's

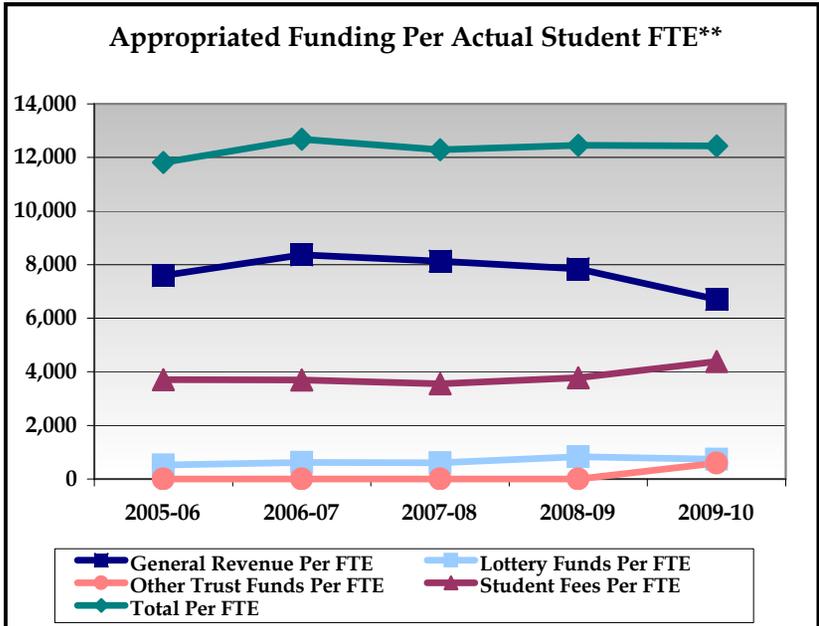
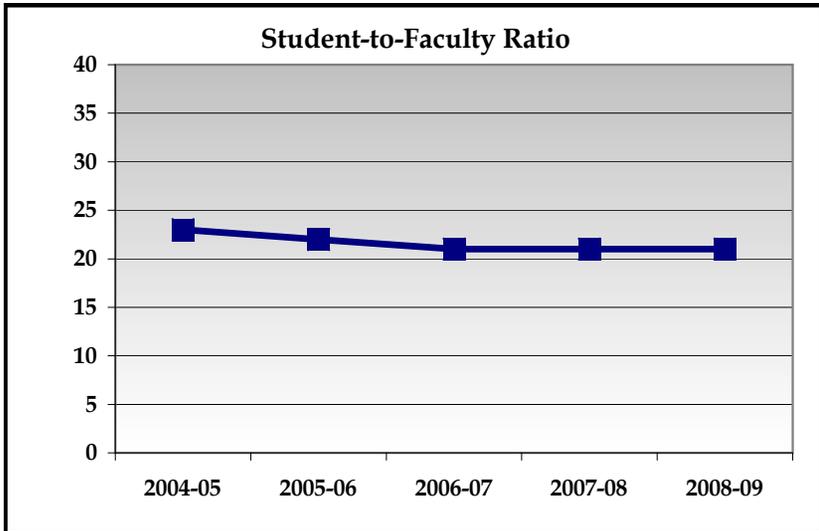
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

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

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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



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

INTRODUCTION

Mission

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

Vision

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

Other Contextual Introductory Comments

As a premier graduate-research university, Florida State University is among the 20 largest public universities in the United States. It operates several international sites and a branch campus in Panama City, Florida. The university sponsors more than 90 centers and institutes and conducts more than \$200 million in research annually. The University's Strategic Plan established eight strategic priorities and ten urgent initiatives. The Strategic Priorities are:

- SP 1.0 Recruit and graduate outstanding and diverse students.
- SP 2.0 Enrich the student experience while supporting and improving undergraduate, graduate, and professional education.
- SP 3.0 Recruit, develop, and retain outstanding and diverse faculty and staff.
- SP 4.0 Enhance research and creative endeavors.
- SP 5.0 Foster academic excellence.
- SP 6.0 Ensure operational excellence while maintaining financial integrity.
- SP 7.0 Strengthen the public service mission of the university.
- SP 8.0 Build the university's national reputation

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

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

The specific priorities identified in the university's Strategic Plan that align with the SUS goal of providing access to and production of degrees include:

- Recruiting and graduating outstanding and diverse students;

- Enriching the student experience while supporting and improving undergraduate, graduate, and professional education;
- Recruiting, developing, and retaining outstanding and diverse faculty and staff;
- Fostering academic excellence;
- Ensuring operational excellence while maintaining financial integrity.

One of the university's highest priorities has been providing access to students and graduating these students in a timely fashion. The FSU FTIC six year graduation rates show continuous improvement and reflect one of the highest increases in the SUS in the last five years. (From 65.7% in 2004 to 70.6% in 2009). During this same period, FSU made great improvements in the six-year graduation rate of blacks. More than 74% of black or African American students (who make up 12 % of FSU's student body) graduate within six years. According to the October 2009 report of the Integrated Postsecondary Education Data System (IPEDS), this compares nationally where the median percentage for all others in the comparison group was 59% between 2002 and 2008. The IPEDS report also showed that Florida State was ahead of the median in year-to-year student retention rates with 89 percent, while the median percentage for the comparison group was 88 percent. Nationally, fewer than half of African-American students who enroll in college graduate within six years, according to an April 2008 report from Education Sector, a nonpartisan think tank based in Washington, D.C. That report -- "Graduation Rate Watch: Making Minority Student Success a Priority" -- singled out Florida State for its success, noting that no other large public universities had matched it and "many aren't even close."

FSU has continued to expand the number of graduate and professional degrees. An increase of 23.9% in the number of doctoral degrees awarded over the last five years (From 272 in 2004 to 337 in 2008). As noted in the 2009 Florida Equity Report, graduation numbers continue to increase across all minority populations. The College of Law was ranked third among the nation's law schools, while the College of Medicine was ranked seventh among medical schools. This is the sixth year in a row that Florida State Law has been named in the Top 10. The College of Medicine was ranked 11th in 2008.

Many of the successes among undergraduates mentioned above have been accomplished by implementing an academic MAPPING strategy, adding additional advisors, implementing and expanding a UCoach program, adding new tutorial offerings in a range of disciplines, creating a new office of Undergraduate Research and Creativity, and new Academic Center for Excellence (ACE) and expanding the Honors, Freshmen Interest Groups, and Center for Academic Retention and Enhancement Summer Bridge programs.

FSU has requested additional enrollment funds to continue to provide access to students. Our intent is to be very close to the funded enrollment plan and to err on being slightly over-enrolled providing maximum access while maintaining quality.

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

The specific priorities identified in the university's Strategic Plan that align with the SUS goal of meeting statewide professional and workforce needs include:

- Recruiting and graduating outstanding and diverse students;
- Enriching the student experience while supporting and improving undergraduate, graduate, and professional education;
- Recruiting, developing, and retaining outstanding and diverse faculty and staff;
- Fostering academic excellence;
- Ensuring operational excellence while maintaining financial integrity;
- Strengthening the public service mission of the university.

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

Our Admissions Office coordinates all undergraduate recruitment activities and they have made these majors a priority. These majors have been emphasized visually in our recruitment literature, website, and campus tour routes and they have been emphasized verbally in our recruitment visits to high schools and in our visitor sessions and tours. We have also engaged in activities to increase the pipeline by reaching

out to rural and underserved populations encouraging them to consider higher education in these disciplines.

Once enrolled, students are provided with all the resources necessary to guarantee their retention and graduation. During Orientation, all students receive instruction on our academic MAPPING system - a unique resource that lays out in specific detail an academic map for each of our majors. Likewise, all students are assigned an academic advisor who meets with them regularly to keep them on track to graduation.

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

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

prepares graduate and professional students to succeed in the 21st century global workforce.

Growth in the number of degrees awarded in the areas of strategic emphasis has continued to climb and the University's academic MAPPING program has helped to improve student progression in these and other majors. The number of baccalaureate degrees awarded in the areas of strategic emphasis increased approximately 15% over the last five years (From 3028 in 2004 to 3480 in 2008). The number of graduate degrees awarded in these areas increased 20% over this same time period (From 753 in 2004 to 910 in 2008). Our continued improvement in graduation and retention rates allow us to prepare more students for the professional and workforce needs. The six-year graduation rate of 70.6% is up, and our one-year retention increased from 89.7% for 2007-2008 to nearly 91%.

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

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

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

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

The specific priorities identified in the university's Strategic Plan that align with the SUS goal of building world-class academic programs and research capacity include:

- Enriching the student experience while supporting and improving undergraduate, graduate, and professional education;
- Recruiting, developing, and retaining outstanding and diverse faculty and staff;
- Enhancing research and creative endeavors;
- Fostering academic excellence;
- Ensuring operational excellence while maintaining financial integrity;
- Strengthening the public service mission of the university;
- Building the university's national reputation.

Florida State University has been designated a "Doctoral/Research University-Extensive," the top designation by the Carnegie Foundation, and many of the university's research programs consistently rank among the nation's top twenty-five public universities. These include programs in physics, chemistry, statistics, ecology and

evolutionary biology, meteorology, political science, psychology, sociology, criminology and information studies. Great emphasis is placed on our doctoral programs. In 2008, Florida State ranked 44th in production of Ph.D. degrees among doctoral granting institutions in the nation.

Our researchers are fostering collaborative partnerships that are critical to sustaining innovation that promises to address age-old problems of disease, illiteracy, national security and growing concerns about our environment. Their cutting-edge research is enriching and informing classroom teaching and their achievements continue to gain national and international recognition. The goals identified in the university's strategic plan include expanding the number of nationally or internationally recognized interdisciplinary academic programs. The on-going Pathways of Excellence Initiative integrates the university's investments in faculty, graduate programs and research infrastructure with its academic and research accomplishments and aspirations.

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

- Four faculty members were selected as AAAS fellows for 2008. The AAAS citations, are as follows:
 - David M. Gilbert, J. Herbert Taylor Distinguished Professor of Molecular Biology, Department of Biological Science, "for distinguished contributions to the DNA replication field, particularly for elucidating the mechanisms that regulate the spatial and temporal patterns of replication initiation."
 - Jack Saltiel, Professor, Department of Chemistry and Biochemistry, "for outstanding contributions to the elucidation of the mechanisms of selected

photoisomerizations useful as models for the understanding of complex photobiological systems."

- Stephan von Molnár, Professor, Department of Physics, "for seminal research on magnetic polarons, the metal-insulator transition, dilute magnetic semiconductors and magnetic nanoparticles."
- Huan-Xiang Zhou, Professor, Department of Physics, "for distinguished contributions to the field of computational and theoretical chemistry, particularly the theoretical modeling of diffusion-controlled reactions and other processes in biomolecular systems."
- Provost and Executive Vice President for Academic Affairs Lawrence G. Abele won a top national award in recognition of his support of academic advising initiatives that have improved retention and graduation rates at the university. The Pacesetter Award is presented annually to one administrator who exemplifies a commitment to academic advising and who has proven to be a true advocate for students and advisers.
- Professor Max Gunzburger was named one of 183 members of the charter fellows of the Society for Industrial and Applied Mathematics (SIAM), the leading applied mathematics society in the world. Fellowship is an honorific designation conferred on members distinguished for their outstanding contributions to the fields of applied mathematics and computational science. The charter group of fellows represents the diversity of the SIAM membership and includes men and women from five continents who work in academia, industry and government laboratories.
- M. Yousuff Hussaini, one of The Florida State University's most eminent scholars, was elected a fellow of the American Society of Mechanical Engineers

(ASME). "Fellow" is the highest grade of membership in ASME.

- Distinguished professor of Dance and internationally renowned choreographer Jawole Willa Joe Zollar, was awarded a 2009 Guggenheim Fellowship.
- Musicologists Denise Von Glahn and Michael Broyles were awarded the Irving Lowens Memorial Book Award. This award is the most distinguished honor bestowed by the Society for American Music.
- The National Art Education Association (NAEA) bestowed the distinguished title of National Art Museum Educator of the Year on Associate Professor Pat Villeneuve.
- The American Chemical Society named Alan G. Marshall, the Robert O. Lawton Professor of Chemistry and Biochemistry at Florida State and director of the Ion Cyclotron Resonance Program at the National High Magnetic Field Laboratory, to the first group of fellows selected by the American Chemical Society (ACS), the world's largest member-driven scientific organization.
- Alan G. Marshall was also named as a co-recipient of the 2009 New Frontiers in Hydrocarbons Award, sponsored by Eni, an Italian energy company. The prize recognizes "internationally significant results in the development of technologies for the efficient use of hydrocarbons with particular reference to the activities of exploration, production, transport, distribution and transformation."
- James Sampson, the associate dean for faculty development and Mode L. Stone Distinguished Professor of Counseling and Career Development in the Department of Educational Psychology and Learning Systems, was named a fellow by the American Counseling Association (ACA). Recipients of this honor are ACA members of professional distinction who have

been recognized for significant and unique contributions in professional practice, scientific achievement and governance, or teaching and training, and have made important contributions to the counseling profession.

- Andy Wang, an assistant professor of computer science who calls himself a "digital plumber," won a prestigious award from the National Science Foundation (NSF). Known officially as the NSF Faculty Early Career Development (CAREER) Award, the NSF says it is the agency's most prestigious award for "junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research."

The university is home to the National High Magnetic Field Laboratory, funded by the National Science Foundation, and the Center for Advanced Power Systems, supported by the U.S. Departments of Defense and Energy. The NHMFL and CAPS, among other major labs, place Florida State University at the cutting-edge of research and its application to industry. Major new research initiatives include efforts in materials science and in areas of energy technology, sustainability, economics and policy.

External contract and grant awards for research, service and training grew from \$195.8M in 2007-08 to \$200M in 2008-09. In 2008 there was a 33% increase in research awards to Florida State researchers from the National Institutes of Health as compared to the previous year. This reflects growth in the research portfolio of faculty in the College of Medicine and other units.

The university has implemented new research activities in several areas ranging from materials to imaging. It has

addressed critical success factors such as the provision of scientific equipment, new facilities and core infrastructure through a series of initiatives involving both federal and SRAD funds. In addition, it has worked to expand on campus high performance computing and to continue implementation of the Pathways of Excellence Program.

Some of the research grants have included the following:

- FSU received more than \$5 million in grant money and matching funds to initiate FSU-Teach, an innovative program that offers intensive training to the next generation of math and science teachers.
- With an infusion of \$8.75 million by the Florida Legislature, Florida State joined a statewide consortium to study renewable energy sources, craft the first comprehensive energy policy for the state, and train students for careers in the growing areas of energy research and policy.
- Researchers at the National High Magnetic Field Laboratory won a \$2 million grant from the National Institutes of Health to solve the molecular structure of a key tuberculosis protein, a contribution that could lead to better treatments for one of the world's deadliest, most infectious diseases.
- Florida State researchers in autism joined hands with colleagues at the University of Michigan on a \$7 million project to research early intervention for toddlers younger than 18 months who have been diagnosed with an autism spectrum disorder.
- The National Science Foundation awarded \$4.4 million to FSU's renowned nuclear physics program, which will use the funds to expand its experimental capabilities.

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

The specific priorities identified in the university's Strategic Plan that align with the SUS goal of meeting community needs and fulfilling unique institutional responsibilities include:

- Recruiting, developing, and retaining outstanding and diverse faculty and staff;
- Enhancing research and creative endeavors;
- Fostering academic excellence;
- Ensuring operational excellence while maintaining financial integrity;
- Strengthening the public service mission of the university;
- Building the university's national reputation.

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

Combining traditional strength in the arts and humanities with recognized leadership in the sciences, Florida State University provides unmatched opportunities for students and faculty through challenging academics, cultural discovery and community interaction.

Underlying and supporting the educational experience is the development of new generations of citizen leaders, based on the concepts inscribed in our seal: *Vires, Artes, Mores* – Strength, Skill and Character. Epitomized by recently named Rhodes Scholars Garrett Johnson and Myron Rolle – elite athletes and scholars committed to public service – and Joseph O'Shea – a campus and community leader as well as a top scholar – Florida State's 40,000 students are dedicated to academic excellence and providing leadership in our complex world.

Florida State University's 15 colleges offer more than 275 undergraduate, graduate, doctoral, professional and specialist degree programs, including medicine and law, covering a broad array of disciplines critical to society today. Each year the University awards over 2,000 graduate and professional degrees.

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

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

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

Other programs consistently included in the top public university list include physics, chemistry, political science, psychology, criminology, public administration, library science, information, human sciences, business and law.

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

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

The university engages in many programs designed to work with the community. Examples of just a few of the many programs include: Young Scholars Program (high schools students), Saturday-at-the-Sea; Sea -to-Sea; Science on the Move, Great Explorations in Math and Science, Challenger Learning Center Program, SSTRIDE and Bridge programs.

Another example of a successful partnership with the community is Seven Days of Opening Nights. The event is a performing-arts festival that spotlights Florida State University's commitment to the arts – music, theatre, dance, visual art, film and literature. The event is widely embraced as the high point on Tallahassee's cultural calendar, the festival began in 1999 and was an immediate success with both the university and the Tallahassee community.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

At the November 2009 Board of Trustee meeting, Dr. Abele gave a presentation titled "How FSU Stacks Up To Its Peers: National Views of FSU. The entire presentation can be viewed at <http://president.fsu.edu/search/fsuinfo.html>. The highlights show that FSU is larger than most of its comparable or aspirational peers; it is more diverse than its peers, its freshmen arrive very well prepared, the quality of our graduate student quality has been consistently increasing in quality and is well above average; the in-state undergraduate tuition and fees are low compared to its peers, FSU has less to spend in every category than its peers, the students per faculty is greater than its peers; faculty salaries are less than their peers; graduate student stipends are less than their peers; nonetheless, performance is generally high. Degree production is high, retention and graduation rates have steadily improved, first year retention is at an all-time high; the quality of teaching is rated high by students, diversity in graduate student degrees is high; students continue to win national awards, and faculty continue to have a strong record of publications and research expenditures. On most metrics,

the ratio of output to resources is exceptionally high and far above national benchmarks.

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

The university is husbanding its resources carefully. In order to manage the financial crisis, the FSU Board of Trustees with input from the administration, faculty and staff outlined a Long-Term Plan of Action in Response to Budget Reductions beginning in 2007-08. The university carefully used recurring resources to build non-recurring funds to get us through the inevitable education funding recession.

This plan requires a disciplined approach to meeting our current obligations. Colleges and departments submitted budget reduction plans in January 2008 and again in the Spring of 2009. Based on these plans and direction from our BOT, guiding principles and a plan of action were developed to address the budget reductions.

Long-Term Plan of Action in Response to Budget Reductions

GUIDING PRINCIPLES APPROVED BY BOARD OF TRUSTEES

- Protect the integrity of the teaching, research and service mission of the university.

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

ACTION PLAN BASED ON BOT'S CRISIS MANAGEMENT DIRECTIVE

- Allocate \$5 million of the created recurring reserve to offset impacts to critical services:
 - Continue offering courses to currently enrolled students and to keep them on course to graduate.
 - Ensure core services are not adversely affected.
 - Ensure the safety and security of the campus.
 - Ensure the financial integrity of the university is not compromised.
 - Honor the financial aid commitments already made to students.
 - Ensure library hours are not reduced.
 - Honor Pathways to Excellence hiring commitments.
 - Ensure federal commitments on National High Magnetic Field Lab are honored.
 - Honor on-going commitment to graduate research and funded research projects.
- Allocate additional \$5 million non-recurring for this current year and the next two years as adjustments creating a reserved balance to:
 - Honor employee contractual obligations.

- Offset immediate effects of recurring cuts.
- Utilize carry forward/"Rainy Day" funds to:
 - Fund course sections to meet student demand.
 - Honor graduate student stipend commitments made in accordance with student offer letter.
 - Honor commitment to on-going construction projects.
 - Implement plans to formally recognize planned use of carry forward/"rainy day" funds within established parameters.
 - Colleges and Departments will submit updated versions of their detailed plans for use of carry forward/"rainy day" funds consistent with the guiding principles adopted by the Board in order to maintain status quo for the next year.
 - Honor Pathways to Excellence equipment and lab renovation commitments.
 - Continue implementation of new student software system.
 - Honor payout and leave commitments.
- Cut back hiring/freeze.
- Implement travel restrictions.
- Implement unit reduction plans after adjustments in items 1 and 2.
- Incorporate into the university's strategic plan a recommendation on the restructuring of the academic units with an aim towards reducing administrative costs
- Develop a plan to eliminate areas of duplication.
- Evaluate increasing the number of out-of-state students and a collateral change in state policy.
- Evaluate restructuring Summer Term B.
- Evaluate summer employment contracts.
- Further reduce freshmen enrollment to bring to funded plan.

- Evaluate shifting freshmen enrollment to TCC/FSU partner program, Panama City campus and international campus.
- Maximize differential tuition option beginning Fall 2008.
- Authorize technology fee beginning Fall 2009.
- Approve tuition increase beginning Fall 2008.
- Maximize material and supply fees and facility and equipment use fees.
- Expedite construction to take advantage of current market trends.

The university continues to work from this plan and incorporated the use of stimulus funds. The first priority for the use of stimulus funds is to save, continue or create jobs followed next by the need to replace scholarship funds.

In addition, the university has identified and realized many efficiencies on campus. The Utility Cost Saving Committee implemented plans/programs to reduce utility costs by \$2 million in 2007-08 and \$3.3 million in 2008-09. These savings occurred simultaneously with the University assuming responsibility for additional space - - nearly 400,000 square feet in 2008-09. Purchasing adopted Strategic Sourcing as an innovative approach to secure needed goods and services. Using the latest of technologies to reduce costs, improve discounts and increase rebates, eProcurement and EMarket were instituted with online hosted vendor catalogs. Use of the P-Card is on the upswing as nearly all blanket purchase orders have been eliminated which have high potential for misuse and abuse. In conjunction with Purchasing, the Controller's Office initiated an e-Payable model to allow for negotiations on vendor payments, i.e., the faster the vendor payments, the greater the discount to FSU. Through the bookstore vendor, Follett Higher Education Group, a cost-saving program for

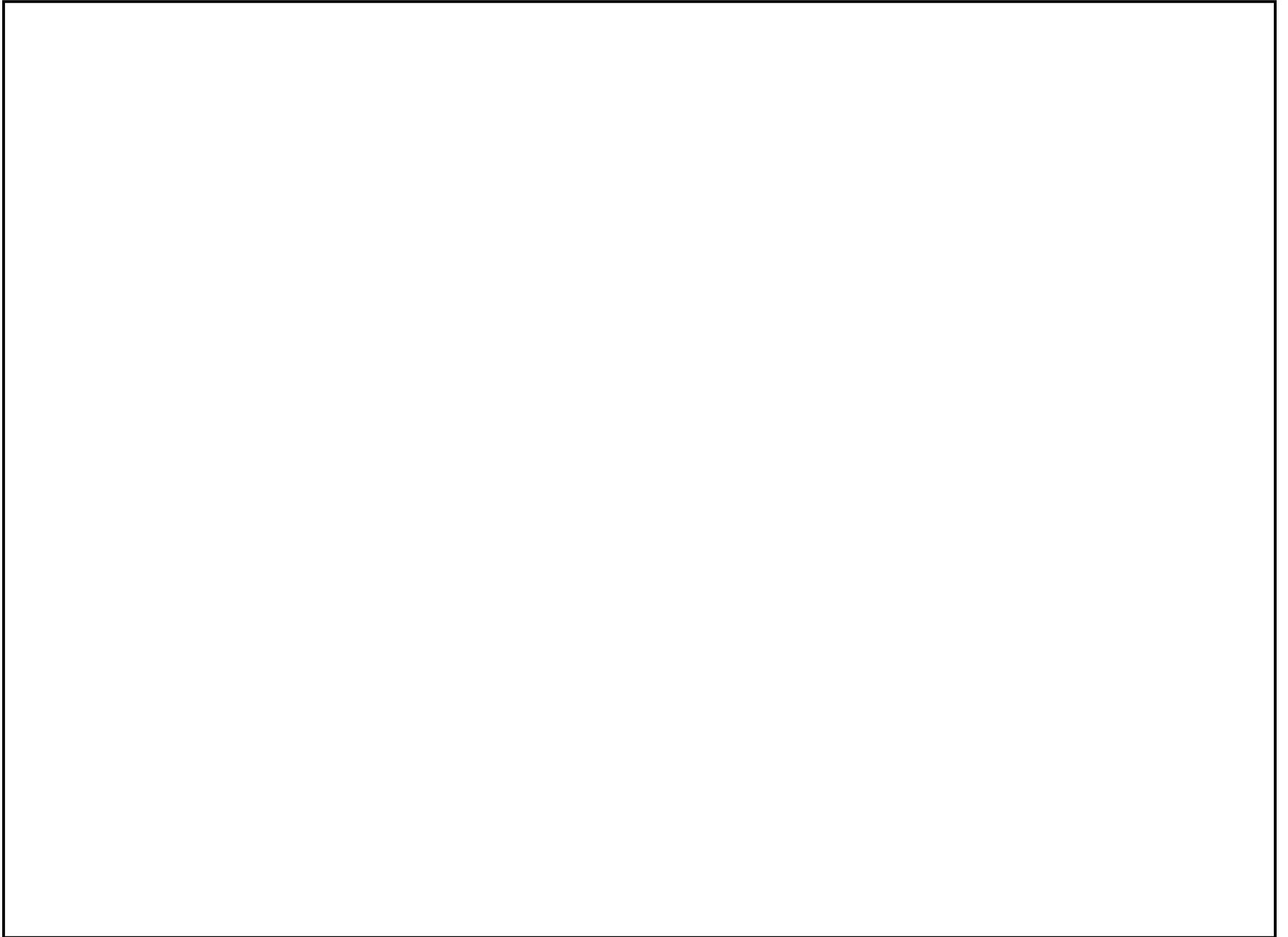
students, Rent-a-Text, was initiated whereby students are able to rent a new or used book at 45% of the new retail price. The pilot program during Fall term offered 30 titles for rent and rental fees collected were about \$79,370 with a resulting savings for students of more than \$100,000. Privatization is becoming increasingly important to provide needed services that have been lost due to budget cuts. Central printing has all but been eliminated with only basic services (business cards, letterhead, envelopes, etc.) remaining. We contracted with the UPS Store to handle residence hall mail and package services and to pick up the services previously provided by Printing Services.

ADDITIONAL RESOURCES

- Carnegie Classification
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=134097&start_page=institution.php&clq=%7B%22first_letter%22%3A%22F%22%7D
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/FSU>
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=florida+state+university&cs=FL&id=134097>
- University Institutional Research Unit
<http://www.ir.fsu.edu/>
- Quality Enhancement Review Website
<http://www.ir.fsu.edu/links.cfm?ID=qer>
- University Strategic Plan
http://fsuspc.fsu.edu/media/FSU-Strategic-Plan_2008-09-2013-14.pdf

- University Data Sources
 - Admissions Viewbook:
<http://admissions.fsu.edu/viewbook/index.html>
 - Pathways Initiative:
<http://pathways.fsu.edu>

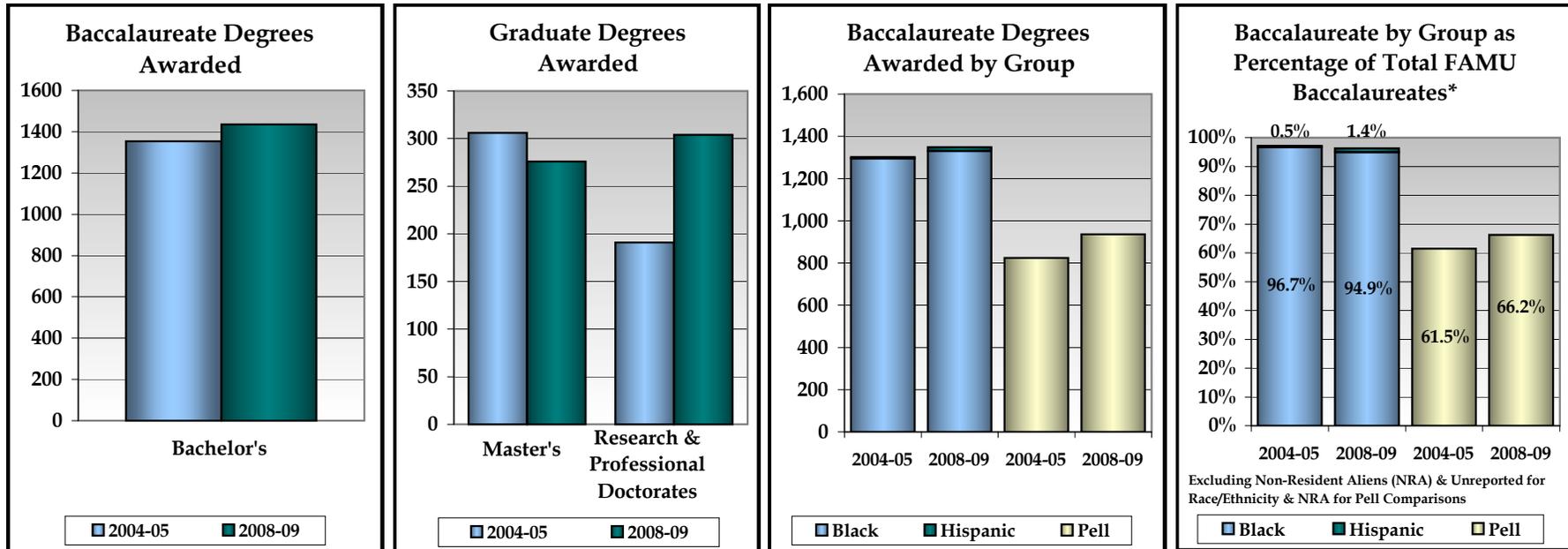
Florida Agricultural and Mechanical University



Florida A&M University 2009 Annual Report

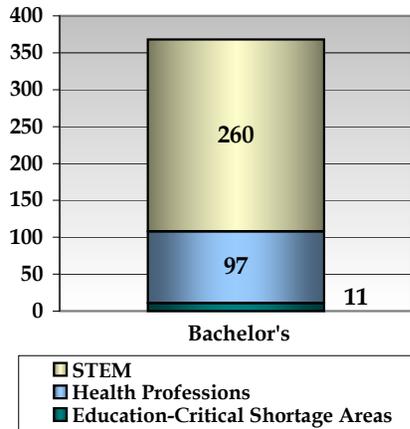
Sites and Campuses			Main Campus, College of Law		
Enrollments	Headcount	%	Degree Programs Offered (2007-08)		Carnegie Classification
TOTAL (Fall 2008)	11,848	100	TOTAL	115	Undergraduate Instructional Program: Professions plus arts & sciences, some graduate coexistence
Black	10,631	90%	Baccalaureate	61	Graduate Instructional Program: Doctoral, professions dominant
Hispanic	268	2%	Master's & Specialist's	39	Enrollment Profile: High undergraduate
White	596	5%	Research Doctorates	12	Undergraduate Profile: Full-time four-year, selective, lower transfer-in
Other	353	3%	Professional Doctorates	3	Size and Setting: Large four-year, primarily nonresidential
Full-Time	10,509	89%	Faculty (Fall 2008)	Full-Time	Basic: Doctoral/Research Universities
Part-Time	1,339	11%		Part-Time	
Undergraduate	9,710	82%	TOTAL	598	Elective Classification: N/A
Graduate	1,949	16%	Tenure/T. Track	468	
Unclassified	189	2%	Non-Ten. Track	130	

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

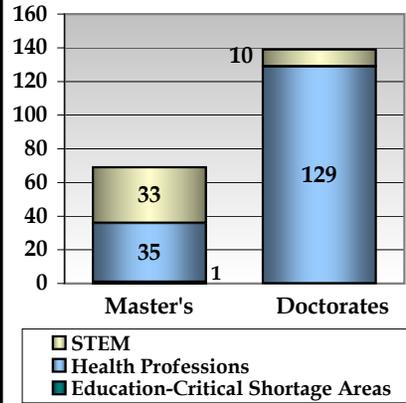


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2008-09**



**Graduate Degrees
Awarded in Select Areas
of Strategic Emphasis,
2008-09**



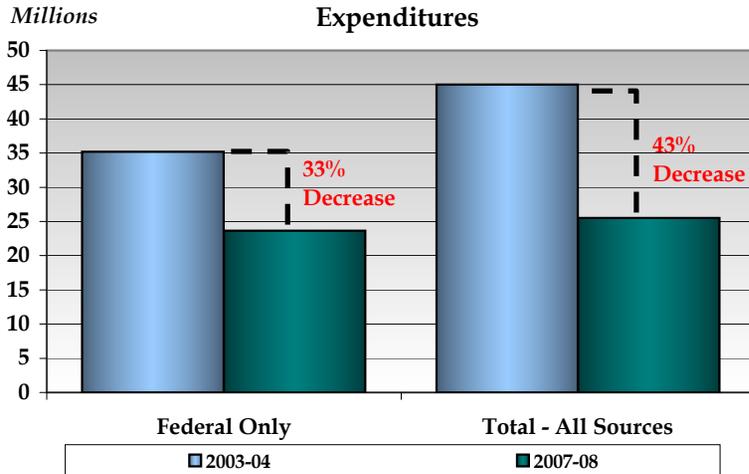
Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, FAMU had 70 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 87.1%.

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

**Academic Research and Development
Expenditures**



Key University Achievements

► **Student awards/achievements:** (1) School of Business and Industry (SBI) students won 1st place in the National Black MBA Association-Chrysler Case Study Competition and second place in the National Selling Competition. (2) FAMU Journalism and Graphic Communication students won "Best of South" awards in two categories in Southeast Journalism competition and 14 awards from Florida Associated Press Broadcast contest and Florida College Press Association Better Newspaper contest. (3) FAMU College of Law team placed 2nd in the 2009 National Moot Court Competition of the US Navy Judge Advocate General Corps.

► **Faculty awards/achievements:** (1) Two FAMU faculty were awarded Fulbright Fellowships. (2) Dean of Pharmacy and Pharmaceutical Sciences was presented the prestigious Hugo H. Schafer award for outstanding contributions to the profession of pharmacy. (3) Two faculty in the School of Journalism and Graphic Communication won prestigious awards in their fields: Educator of the Year by the magazine division of Association for Education in Journalism and Mass Communication & one of Top 50 African-Americans in Technology by eAccess Corp.

► **Program awards/achievements:** (1) FAMU College of Law received full accreditation from the American Bar Association and tied for first place as the most diverse law school in the nation in the US News and World Report Rankings.

(2) The Department of Civil and Environmental Engineering was the grand prize winner of the 2009 National Council of Examiners for Engineering Surveying award for Connecting Professional Practice and Education. (3) Research in the College of Pharmacy & Pharmaceutical Sciences resulted in 2 new patents and 4 patent applications.

► **Research awards/achievements:** (1) The US Department of Defense awarded FAMU \$12.4 Million for defense research projects. (2) The College of Pharmacy and Pharmaceutical Sciences was awarded a \$14 million grant through the Research Centers in Minority Institutions grants for 2008-2013. (3) FAMU was awarded \$2.5 million for 2009-2014 from the National Geospatial-Intelligence Agency to establish a Center for Academic Excellence focusing on minorities and women.

► **Institutional awards/achievements:** (1) FAMU produces more African American graduates at the bachelor's degree level than any other traditional university. (2) On December 8, 2009, the Southern Association of Colleges and Schools Commission on Colleges reaffirmed FAMU's accreditation for a 10-year period with no further reports required and no recommendations. (3) FAMU's annual financial statements were audited by the Auditor General of the State of Florida who rendered an unqualified opinion with no exceptions or adjustments required and complimented the University for well documented financial statements.

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

Florida A&M University Rankings as Top Producer of African-American Baccalaureate Degrees*

Rank	Major
2	All Disciplines Combined
2	Architecture and Related Services
3	Education
3	Health Professions & Related Clinical Sciences
3	Physical Sciences
6	Social Sciences
7	Psychology
7	Communication, Journalism and Related Programs
9	Business Management, Marketing, and Related Support Services
9	Agriculture, Agricultural Operations, and Related Sciences
12	Engineering
14	Visual and Performing Arts
15	Biological and Biomedical Sciences
16	Computer and Information Sciences & Support Services

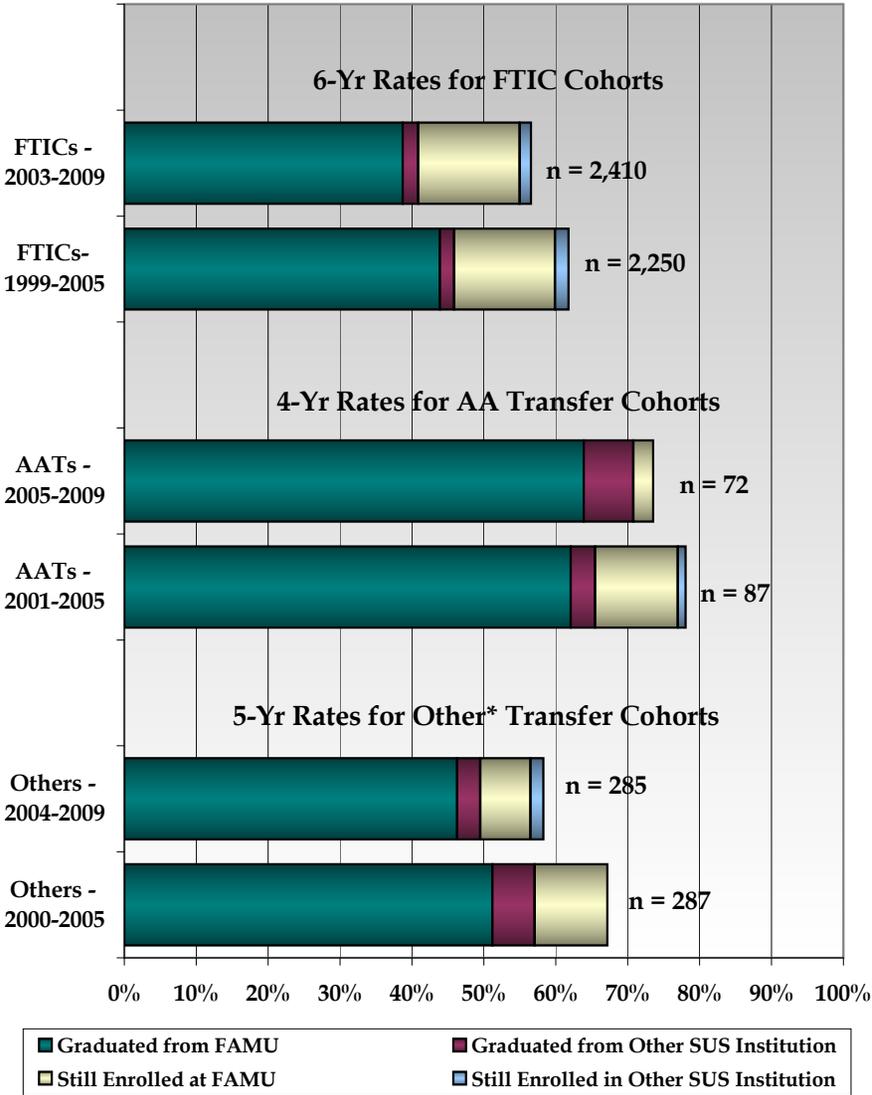
Florida A&M University Rankings as Top Producer of African-American Graduate Degrees*

Rank	Degree Type	Major
3	Masters	Social Sciences
5	First Professional	Law
6	Masters	Physical Sciences
10	Doctoral	Engineering
12	Masters	Architecture and Related Services

* Source Diverse Issues, Top 100 degree producers 2009
www.diverseeducation.com

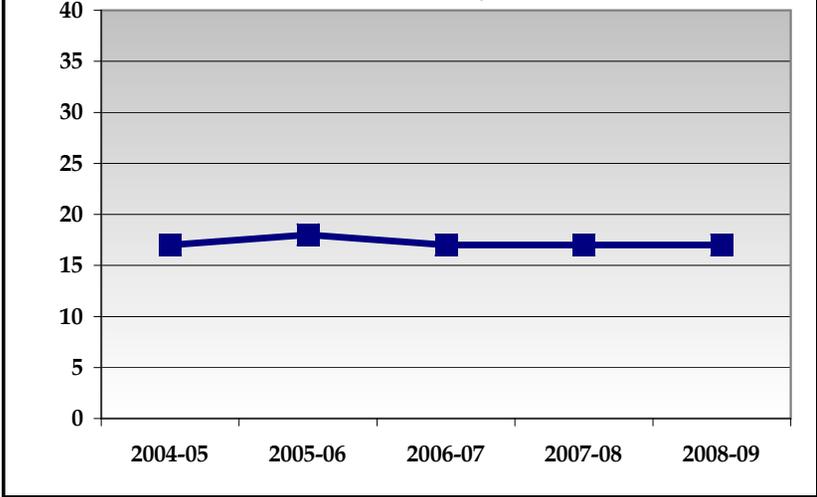
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Undergraduate Retention and Graduation Rates

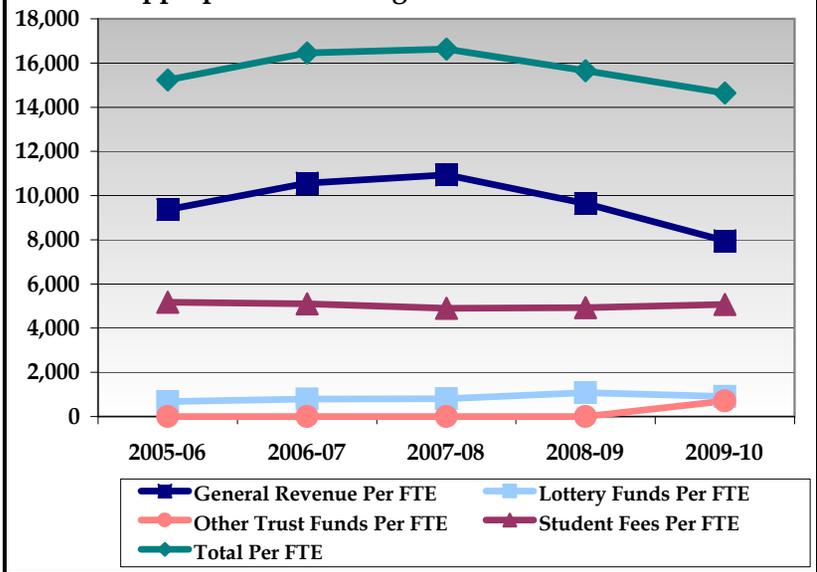


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

INTRODUCTION

Mission

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

Vision

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

CORE VALUES

Scholarship, Excellence, Openness, Fiscal Responsibility, Accountability, Collaboration, Diversity, Service, Fairness, Courage, Integrity, Respect, Collegiality, Freedom, Ethics and Shared Governance.

Other Contextual Introductory Comments

FAMU is the largest single-campus HBCU in the country and produces more African American baccalaureate graduates than any other traditional university, surpassed recently only by the University of Phoenix. FAMU ranks among the top 10 in the nation in producing African American graduates in several disciplines, as discussed under Goal 4.

FAMU experienced changes in leadership during the period 2002-2007. Dr. Frederick Humphries, served as President of FAMU for 16 years, from June 1, 1985 to his resignation effective December 31, 2001. Since that time, until 2007, FAMU had four leadership changes until Dr. James Ammons took office on July 1, 2007

The rapid and extensive changes in leadership at the president and vice president levels posed some challenges to the University in many respects, and are evident in some of the declines evident in the data. Now, with stable leadership, the declines are being reversed with focused efforts and it is expected that the increases will continue.

During 2009, FAMU has engaged in a number of important activities that will positively impact performance in coming years. For example, the University hosted a reaffirmation visit by the Southern Association of Colleges and Schools (SACS),

and gained its initial full ABA accreditation of the College of Law.

In 2009, the University also revised its mission statement and its Strategic Plan, with broad input from the University community and key stakeholders. The metrics from the BOG Annual Report were also considered and all appropriate measures were included in the Strategic Plan. The University is instituting a comprehensive process by which unit strategic plans and assessment reports will be linked to the institutional strategic plan, and performance on the goals will be monitored annually. This represents a major, ongoing planning effort at the University, initiated in 2009.

The enhanced fundraising activities resulted in increasing the annual gifts received to \$1,179,137 in 2008-09 and the market value of the endowment rose to over \$79 million.

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

The University has reversed the enrollment decline experienced from 2005 to 2007, with the fall 2008 headcount enrollment climbing to 11,848. Increasing access and enrollment has been a high priority of President Ammons since taking the helm in July 2007.

FAMU enrolls 25% of the African American students in the State University System of Florida. Providing access to both the highest achieving African American high school graduates as well as students who are struggling to achieve their potential continues to be a goal that FAMU pursues. As a

premier HBCU, the University has reinstated the recruitment efforts to encourage National Achievement Scholars (the African American students with the highest scores on the SAT in the country) to enroll at FAMU. At the same time, FAMU has maintained its commitment to providing access to students who may not otherwise gain admission to a four-year institution because their high school GPA or test scores do not meet the admissions requirement, but who demonstrate potential. These students are admitted under the "profile admits" provision and are offered remedial courses to enable them to complete a college degree. FAMU is the only SUS institution authorized to offer remedial instruction. Ninety percent of the students at FAMU receive some form of financial assistance, almost 60% of all baccalaureate degrees were awarded to Pell grant recipients, and many are first generation in college students. FAMU's six year graduation rate is comparable to most of the rates for peer institutions as indicated below, based on IPEDS data for the 2002 cohort:

University	Six-year Graduation Rate
Florida A&M University	41%
Old Dominion University	49%
Cleveland State University	26%
North Carolina A&T University	38%
Howard University (private)	65%

According to the methodology used to predict the expected graduation rate of students based on student characteristics, Florida A&M University exceeded the expected six year graduation rate by 4% (US News & World Report, America's Best Colleges, 2010 Edition). However, the University is not content with these statistics and is determined to improve its

graduation rate. In 2009, the University established an Office of Retention. This Office has undertaken several efforts, collaborating with other units on campus, including institution of a Freshman Seminar series, in collaboration with FAMU's Quality Enhancement Plan (QEP), to increase students' awareness of factors leading to progression and graduation, as well as enhancing their critical thinking skills. The QEP is a core requirement of the Southern Association of Colleges and Schools and is a five year activity designed to enhance student learning. The FAMU QEP was initiated this year and is titled "Enhancing Performance in Critical Thinking." Because of the focus on enhancing student learning it works closely with the Office of Retention to apply critical thinking to behaviors that will increase student retention and graduation.

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

For many years FAMU has focused on addressing professional and workforce needs. It offers more professional programs than most universities of its size. These include professional programs in pharmacy, public health, nursing, allied health, social work, education, business, journalism and graphic communication, architecture, engineering, engineering technology and law.

In 2008-09, 1,033 FAMU graduates, who constituted 50% of the total graduates, were awarded degrees in the BOG Areas of Strategic Emphasis. In fact, 82% of students awarded doctoral degrees were from the Areas of Strategic Emphasis. As FAMU

enhances its recruiting efforts, many of the gains are expected to be in the Areas of Strategic Emphasis.

The University also focuses on graduating minority students to help address the underrepresentation of minorities in many fields, especially the STEM (Science, Technology, Engineering and Mathematics) disciplines, the health professions and law. FAMU ranks in the top 10 in the nation in the number of African American graduates produced in several fields, as discussed in Goal 4.

FAMU is proposing to establish a College of Dentistry to further increase our responsiveness to meeting needs in the health professions. Not only will such a college help address the severe underrepresentation of minority dentists, particularly African American dentists, but will also be configured in a manner to address the unmet dental needs of rural and minority populations in the state that are currently severely underserved.

In order to meet regional workforce needs, the University is partnering with the City of Crestview, Florida, to provide educational programs in the health disciplines. In September 2008, the City Council of Crestview donated a 39,200 square foot building to Florida A&M University to be used as classroom/laboratory space for health-related educational programs including Pharmacy.

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

FAMU actively pursues specialized accreditation for its programs in order to maintain the highest standards of quality in its academic programs. In 2009, the University has had successful accreditation or program approval visits in nursing, law, pharmacy, engineering technology and engineering. The University makes considerable investments through Title III funds in the infrastructure that supports the academic programs, including scientific equipment in the STEM areas.

The University approved four new centers in 2008-09 designed to enhance FAMU's contribution to education and research.

- The **FAMU Center for Secure Computing and Information Assurance (FCSCIA)** will offer coursework leading to CNSS certificates; establish a program of research in information assurance and secure computing; and serve as a community and national resource.
- The **FAMU Institute for Hip Hop and Music Industry Studies (IHHMIS)** will assess the current and future state of Hip Hop through the development of innovative student-centered programming and research.
- **The Center for International Law and Justice** is designed to cultivate scholarly interest and discourse in international and comparative law; and strengthen and expand the University's international presence in the developing world, and promote and engage in activities that facilitate multi-disciplinary and comparative research within and outside of FAMU.
- **The FAMU Adam Clayton Powell Juvenile Justice Research Institute (ACPJJRI)**'s mission is to reduce the

overrepresentation of African American youth entering or at risk of entering the juvenile justice system by developing and advocating the use of research-driven best practices in prevention, intervention, treatment, and aftercare/re-entry services.

The Division of Research has actively worked with the faculty for the fiscal year 09/10 in proposal development and submission to reverse the declines in expenditures during the years 2003-04 to 2007-08 due to a decrease in funding and also management transitions. At the end of the 08/09 fiscal year the University had secured funding in the amount of \$36,282,010 and currently for this fiscal year we are already at \$37,668,644 showing a definite increase.

The University established the Federal Stimulus Committee to encourage and assist faculty with locating funding opportunities and applying for dollars. A total of approximately \$35 million in grant proposals were submitted. The Division of Research will continue its efforts of collaboration within the University and with other universities to enhance research at FAMU. The Division of Research will also develop partnerships with state and private agencies.

Florida A&M University (FAMU) was featured in BusinessWeek as one of the country's "Most Innovative Colleges" and universities making its mark in technology development in a study of technology transfer. The study, sponsored by National Science Foundation, examined tech transfer results of a number of smaller colleges and universities whose research and development budgets fell far short of the funds expended by tech development superstars such as MIT and Stanford. The schools were selected from a list of institutions that fall below the top 50 when ranked by

innovation and design budgets, and met several other criteria, such as high ranking in some area of tech transfer-including patents filed, licenses executed or startups launched.

One of FAMU's premier programs is Pharmacy, which ranks fourth in the Southeast in National Institute of Health (NIH) awards to schools of pharmacy, as well as NIH funding per PhD faculty (source: AACP, 2009).

The following narrative expands on some of the achievements listed in summary form in the executive summary.

Student awards/achievements

- The School of Business and Industry (SBI) students won top honors at two national competitions. SBI students were the first place winners of the National Black MBA Association-Chrysler Case Study Competition. It was the second year in a row that the SBI team won and the first time in history that there had been a repeat of the winning team. (Awarded in Sept 2008). SBI students comprising FAMU's 2009 National Selling Competition Team placed second behind Michigan State University in the National Team Selling Competition at Indiana University, Kelley School of Business. This was SBI's first time entering the competition.
- In the Southeast Journalism competition covering a seven-state region, FAMU students won the "Best of the South" Award in the following categories: Best College Radio Station (WANM 90.5) and Campus Magazine (Journey) in the spring 2009. In addition, journalism, graphic communication and photography students at the FAMU School of Journalism and Graphic Communication collected 14 awards from the Florida

Associate Press Broadcast contest and the Florida College Press Association Better Newspaper contest. Alexis Blackwell won a first place AP Award for "Best Radio Newscast" for WANM 90.5. (Awarded in April 2009)

- The FAMU College of Law Moot Court team placed second as runners up in the 2009 National Moot Court Competition of the US Navy Judge Advocate General (JAG) Corps held November 2009 at Jacksonville Naval Air Station, Florida. The competition consisted of 23 law school teams including teams from Harvard, Yale, Duke, Southern California, Berkeley, Georgetown, and the University of Florida.

Faculty awards/Achievements

- Two FAMU faculty were awarded Fulbright Fellowships. Dr. Peter Kalu, professor of mechanical engineering, at the FAMU-FSU College of Engineering, is the recipient of a Fulbright Fellowship for one year in Nigeria. The research is on "Green Technology: The Development of Low-Cost Surface Hardening Steel Processing Techniques Utilizing Indigenous Raw Materials in Nigeria." Dr. Ralph Wills Flowers, professor and research scientist in the Florida A&M University College of Engineering Sciences, Technology and Agriculture, was selected as a Fulbright scholar to Ecuador.
- Dr. Henry Lewis III, Dean, College of Pharmacy and Pharmaceutical Sciences, was presented with the prestigious Hugo H. Schaefer Award at the annual meeting of the American Pharmacists Association for outstanding contributions to the profession of Pharmacy (July 2009).

- Two faculty in the School of Journalism and Graphic Communication won prestigious awards in their fields: Dr. Gerald Grow was named “Educator of the Year” by the magazine division of the Association for Education in Journalism & Mass Communication. Dr. Dhyana Ziegler was named one of the “Top 50 African-Americans in Technology” by eAccess Corp.
- The National Council of Examiners for Engineering and Surveying (NCEES) announced that the Department of Civil and Environmental Engineering is the grand prize winner of the 2009 NCEES Engineering Award for Connecting Professional Practice and Education. The FAMU-FSU College of Engineering also received one of three 2009 Claire L. Felbinger Awards for Diversity from the recognized accrediting agency for engineering programs, ABET, Inc.

Research awards/achievements

- The U.S. Department of Defense awarded FAMU \$12.4 million for defense research projects. For 2008-2011, \$3.2 million were awarded for research in the detection and neutralization of landmines, improvised explosive devices and other military munitions in all environments. FAMU received more research dollars in this appropriation than any other university in the State University System of Florida. This partnership includes FAMU, the University of Hawaii, South Dakota School of Mines, Iowa State University and the University of Arkansas. (Awarded October 2008).
- The College of Pharmacy and Pharmaceutical Sciences was awarded a \$14 million grant through the Research Centers in Minority Institutions (RCMI) for 2008-2013 to enhance infrastructure and continue its efforts in cutting

edge research. Current research funding for the College of Pharmacy and Pharmaceutical Sciences is \$22.5 million (2009-2010).

- FAMU Division of Research was awarded \$2.5 million over five years (2009-2014) from the National Geospatial-Intelligence Agency to establish and fund a Center of Academic Excellence focusing on minorities and women from whom Intelligence Community agencies may recruit new employees.

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

The production of African American and other minority graduates to meet the workforce needs not only of Florida but the entire nation has been central to the University’s mission and history.

In addition to being a perennial top producer of African American baccalaureate graduates overall, FAMU ranks in the top 20 in the nation in producing African American graduates at the baccalaureate level in several fields, as indicated in the table below.

Florida A&M University Rankings as Top Producer of Baccalaureate Degrees*

Rank	Major
2	All Disciplines Combined
2	Architecture and Related Services
3	Education
3	Health Professions & Related Clinical Sciences
3	Physical Sciences
6	Social Sciences
7	Psychology
7	Communication, Journalism and Related Programs
9	Business Management, Marketing, and Related Support Services
9	Agriculture, Agricultural Operations, and Related Sciences
12	Engineering
14	Visual and Performing Arts
15	Biological and Biomedical Sciences
16	Computer and Information Sciences & Support Services

Additionally, FAMU ranks No.1 in producing African American graduates in the areas of civil and construction engineering technology.

At the graduate level, too, FAMU has several programs ranked in the top 15 in the nation for production of African American graduates. The following table indicates the programs in which FAMU is a top producer:

Florida A&M University Rankings as Top Producer of Graduate Degrees*

Rank	Degree Type	Major
3	Masters	Social Sciences
5	First Professional	Law
6	Masters	Physical Sciences
10	Doctoral	Engineering
12	Masters	Architecture and Related Services

* Source *Diverse Issues, Top 100 degree producers 2009*
www.diverseeducation.com

It is noteworthy that FAMU's Law School, which recently (2009) received initial full accreditation, already ranks fifth in the nation for the production of African American JDs.

In 2008-09, the University continued to expand its efforts to meet community needs in healthcare. The University is partnering with several local agencies to address infant mortality in Leon county, where the mortality rate for African American infants is equivalent to that of third world countries. FAMU has also appointed a coordinator for community health to coordinate the university's many efforts in the community health arena. The FAMU College of Pharmacy operates pharmacies statewide that provide low cost or no cost prescription drugs to thousands of patients throughout the State of Florida. Over 60,000 prescriptions to indigent, uninsured and disadvantaged patients annually are filled providing over \$3.0 million in in-kind contributions to communities statewide. Each site also provides Advance Professional Practice Clinical Clerkship training for FAMU pharmacy students. The University has installed defibrillators in every building, making it the largest Heart Safe university

in the Southeast. In November 2009 the University hosted a townhall meeting on healthcare reform that was very well attended.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

On December 8, 2009, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) announced that Florida A&M University's (FAMU) accreditation has been reaffirmed for a 10-year period with no further reports required and no recommendations. The University is proud of this accomplishment, particularly in light of the fact that SACSCOC placed FAMU on probation just days before President Ammons' arrival in July 2007. Since then the University has worked extremely hard to not only have probation lifted in June 2008, but to also ensure that the university was in compliance with every accreditation standard of SACSCOC.

Annual financial statements were audited by the Auditor General of the State of Florida who rendered an unqualified opinion with no exceptions or adjustments required. Further, the auditors complimented the University Controller's staff for well documented financial statements.

Florida A&M University's (FAMU) budget shortfall has created a series of management decisions regarding the current operations and performance of the university. FAMU has faced over \$31 million in budget reductions over the last two fiscal years representing over a 26% reduction of its general revenue operating budget. The university's goals to protect the quality and integrity of the academic programs as

well as protect the workforce of the permanent employees were our top priorities. These goals were met by reducing resources in administrative divisions, eliminating vacancies, and delaying technology infrastructure investments. In light of these dramatic budget cuts, the administrative division is examining the efficiency and effectiveness of all its processes. As a result, processes are being reengineered, energy-efficient measures are being implemented, and non mission critical travel has been curtailed. Temporary federal stimulus funding has been used to offset the most severe impact of the budget reductions in the academic and non-academic divisions. Although this is short-term (two-years) funding, it has allowed the university time to continue protecting the quality of academic education for our students. While the crisis is not over, we are using this opportunity to evaluate the mission, priorities, values and measurement of the university to ensure we maximize our resources with the funding received.

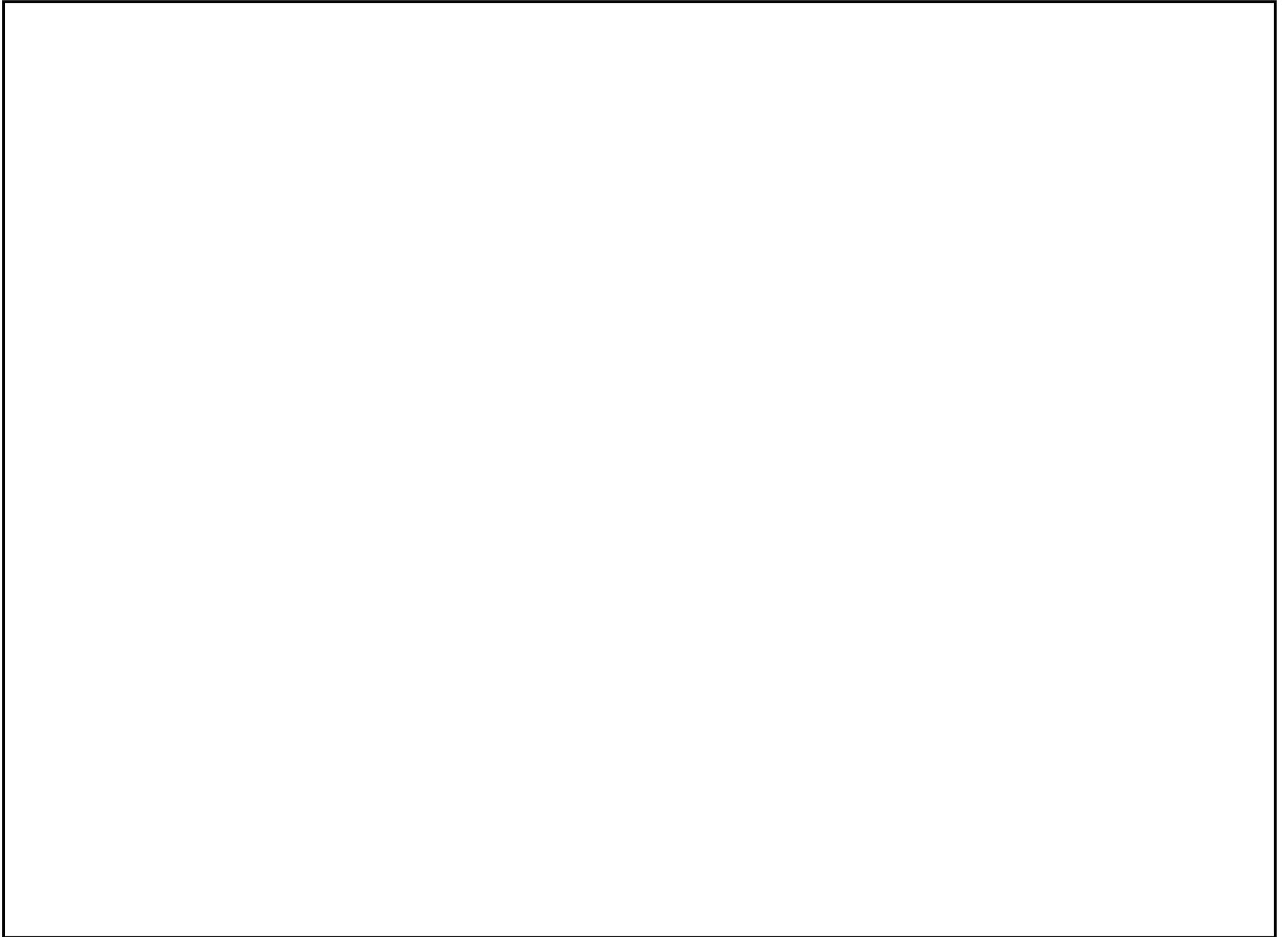
In order to off-set some of the revenue losses from the state, the University has increased its efforts in fundraising. For example, in 2008, FAMU set a new record among historically black colleges and universities for raising money through the Tom Joyner Foundation (Record set in October 2008).

The Division of Administrative and Financial Services (DAFS) has embarked on an ambitious project that once complete, will significantly improve its processes and allow staff in the division and the entire University to be far more productive. The project is called Transformation Through Technology Enhancements or T3E. The work effort is focused on taking a holistic view of all of the major business processes performed and looks for ways to leverage the existing capabilities in PeopleSoft along with process change in order to significantly improve its operations.

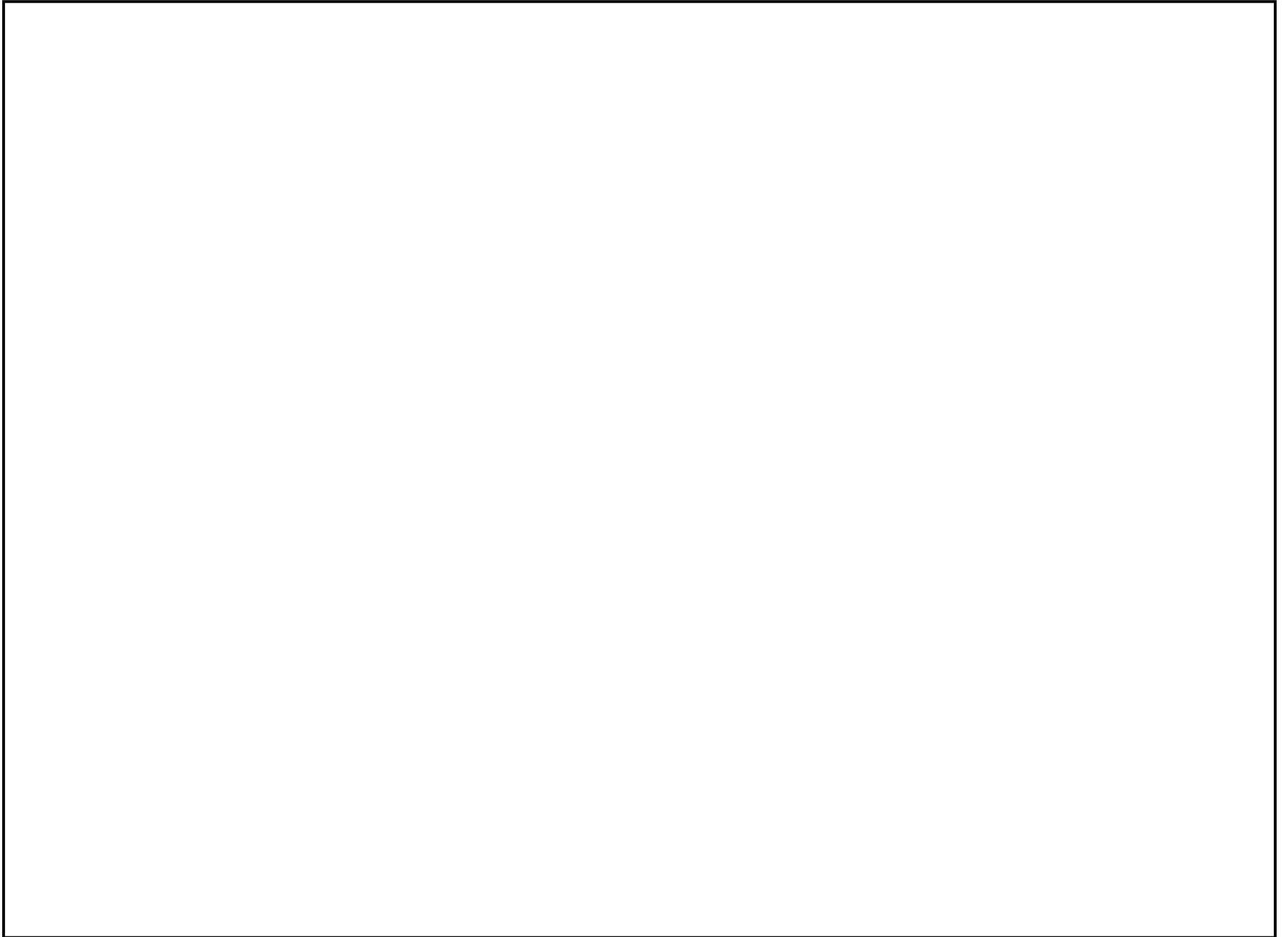
Note regarding Table 3, space utilization section: There appears to be some space that is miscoded on the University's space file; an in depth analysis of University space will be performed by the Office of Facilities Planning and any necessary corrections will be made to the space file in the next year, so that space utilization is more accurately reflected.

ADDITIONAL RESOURCES

- Carnegie Classification
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=133650&start_page=institution.php&clq=%7B%22first_letter%22%3A%22F%22%7D
- Common Data Set
<http://www.famu.edu/index.cfm?oir&CommonDataSet>
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=Florida+A+%26+M+University&s=all&id=133650>
- University Institutional Research Unit
<http://www.famu.edu/index.cfm?a=oir>
- University's Mission Statement
<http://www.famu.edu/index.cfm?AboutFAMU&Mission>
- University's Strategic Plan
<http://www.famu.edu/index.cfm?AboutFAMU&StrategicPlan>



University of South Florida

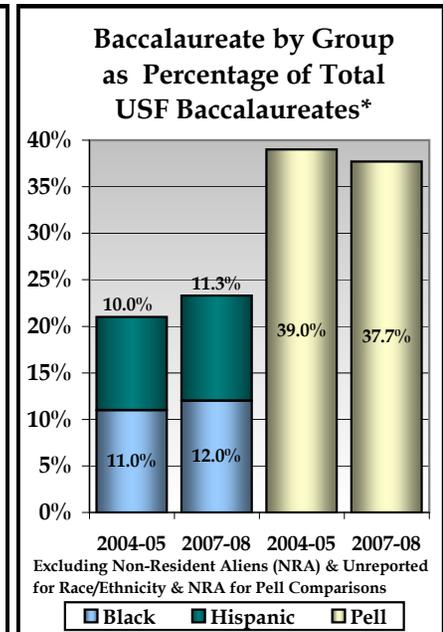
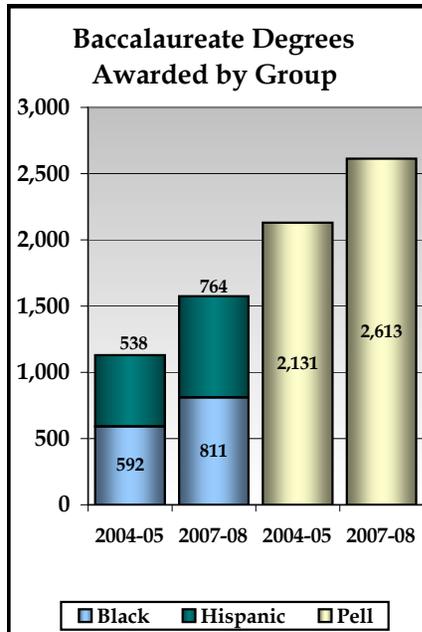
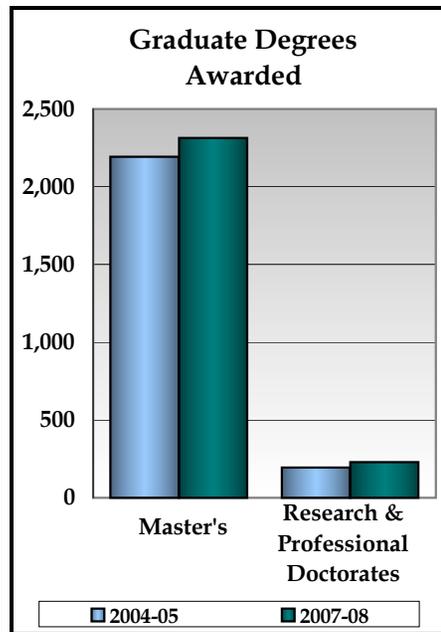
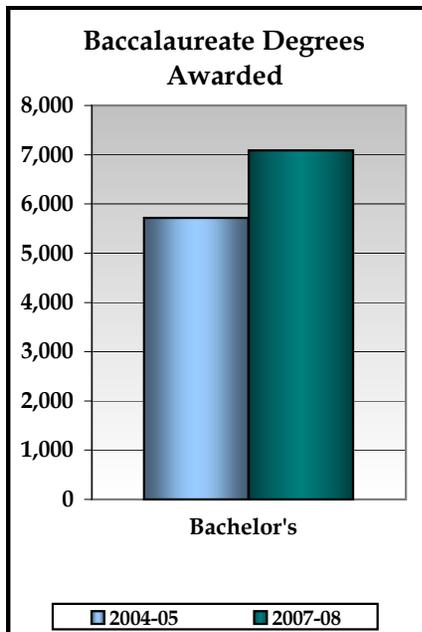


The University of South Florida 2009 Annual Report

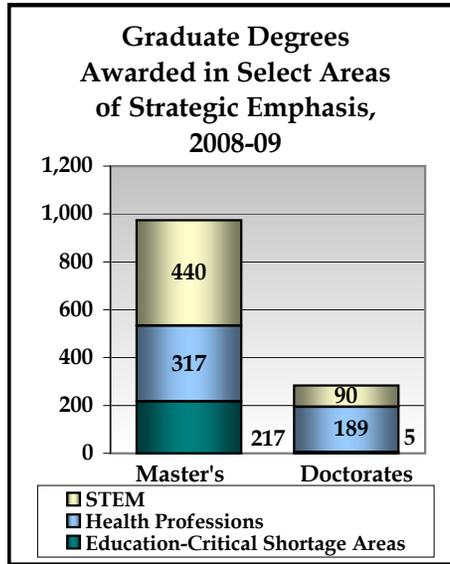
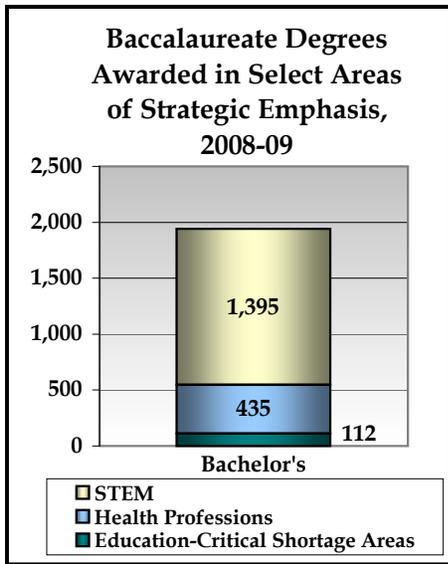
USF Main Campus, USF St. Petersburg Campus, USF Sarasota-Manatee Campus, USF Polytechnic Campus

Enrollments	#	%	Degree Programs Offered (2009)			Carnegie Classification	
TOTAL (Fall 2008)	46,332	--	TOTAL		233	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	5,341	12%	Baccalaureate		91	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	5,829	13%	Master's & Specialist's		100	Enrollment Profile:	High undergraduate
White	30,206	65%	Research Doctorates		37	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer in
Other	4,956	11%	Professional Doctorates		4	Size and Setting:	Large four-year, primarily nonresidential
Full-Time	29,704	64%	Faculty (Fall 2008)	Full-Time	Part-Time	Basic:	Research Universities (very high research activity)
Part-Time	16,628	36%		Undergraduate		1,584	234
Graduate	9,149	20%	Tenure/T. Track		1,108		
Unclassified	2,063	4%	Non-Ten. Track		476		

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



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

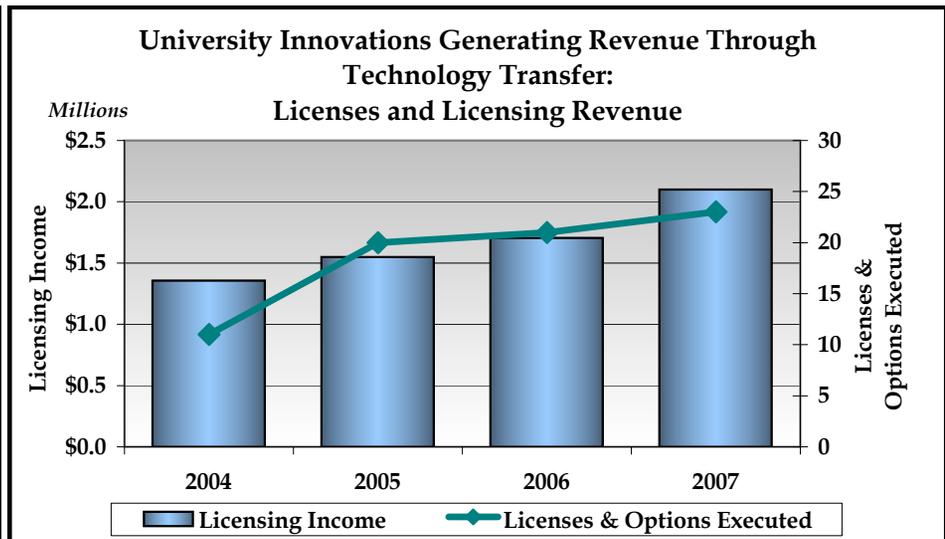
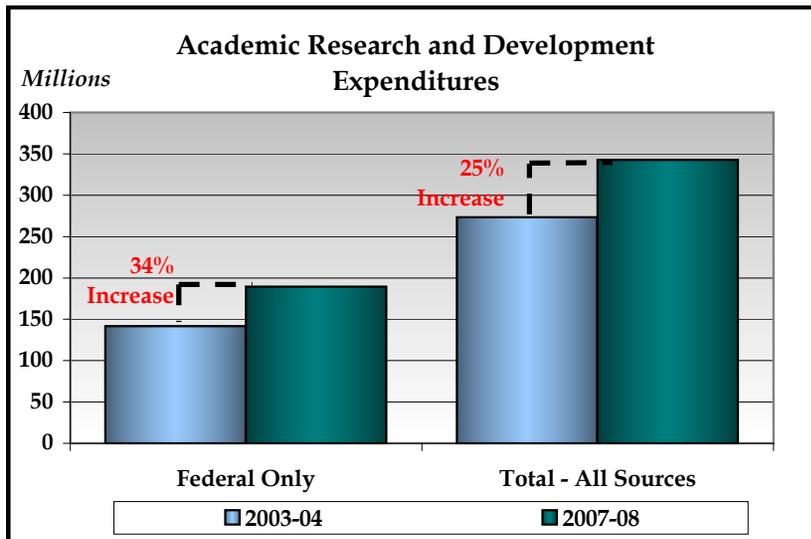


Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, USF had 157 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 98.1%.

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



Key University Achievements

▶ Student awards/achievements

(1) Several USF students have earned prestigious national and international awards. Graduate student honors include three Fulbright Fellows, one Fulbright-Hayes Fellow, and a Jacob K. Javits Fellow. Two undergraduate students earned Benjamin A. Gilman scholarships, and one other was honorable mention for the Barry M. Goldwater Scholarship and Excellence in Education Program.

▶ Faculty awards/achievements

(1) USF President Judy Genshaft has been named chair of the Board of Directors at the American Council on Education (ACE), the nation's largest association representing accredited colleges and universities.

(2) In the Tampa Bay area, nearly one third of the physicians who made the 2008 Best Doctors in America list work at USF Health. And when you include the generous volunteer faculty members (those who teach medical students several times each year) and College of Medicine alumni in private practice locally, the numbers go up even more – 62 percent of the list has a connection with USF Health. The annual list for Best Doctors in America is compiled from surveys of physicians asking them who they would go to for treatment in their specialty. The result is a national listing of 30,000 physicians in more than 40 specialties.

▶ Institutional awards/achievements

(1) The Corporation for National and Community Service honored the University of South Florida with a place on the President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities.

(2) USF purchased the R/V WeatherBird II, a 115-foot, 194-ton research vessel equipped for a new era of scientific teaching and research. The R/V WeatherBird II was purchased by USF for \$2.1 million for use through the Florida Institute of Oceanography, a consortium of Florida's public universities, private higher education institutions, and state agencies involved in marine research.

▶ Program awards/achievements

In 2008, the Florida Board of Governors granted USF approval to establish new doctoral programs in history, government, and sociology. The programs are linked, which is quite different from traditional, discipline-based programs. They focus on building sustainable healthy communities in a global context. USF was also granted approval to establish a doctorate program in pharmacy. The Pharm.D. degree will help the state meet the ever-increasing demand for pharmacists.

▶ Research awards/achievements

(1) With a 213% increase between 2000-20007, no other American university grew its federal research enterprise at a faster rate than USF, according to the Chronicle of Higher Education.

(2) In 2008-09, USF's funded research generated around \$360 million in external awards from federal, state, industry, foundation, and other sponsors who are our partners in discovery and innovation that benefits Florida citizens, develops and commercializes products, knowhow and processes, and creates start-up companies and jobs. Such activities lead to economic development and create solutions to local, national, and global problems.

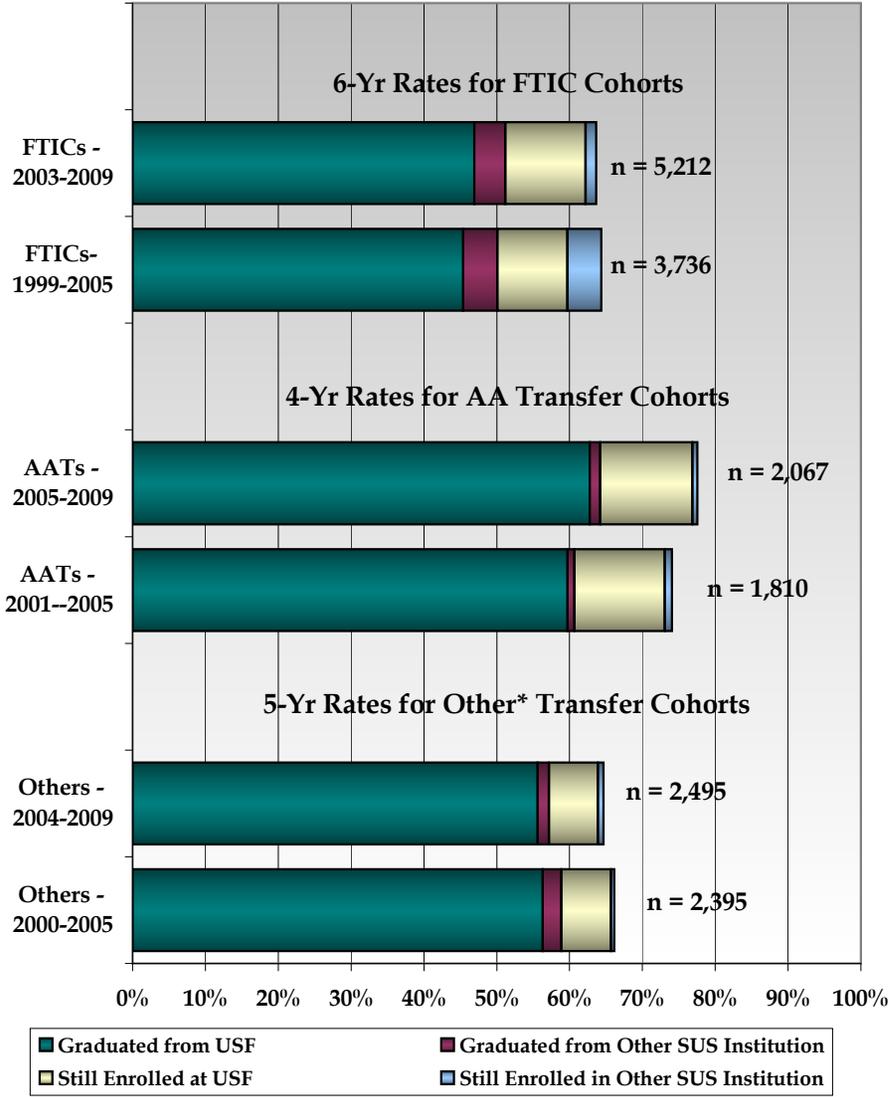
(3) USF is launching on a bold new plan to fight diabetes on every front with its Center of Excellence for Diabetes and Autoimmune Disorders. Already a national leader in epidemiological research to understand and prevent diabetes, USF is working to dramatically increase its clinical research, expand its diabetes education program, and establish a comprehensive center that will offer patients a new level of care in Florida. USF hopes to build facilities to conduct research on possible cures for diabetes, in both outpatient and inpatient settings. USF's Pediatric Epidemiology Center has received more than \$300 million in federal grant funding to direct global efforts in juvenile diabetes research.

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

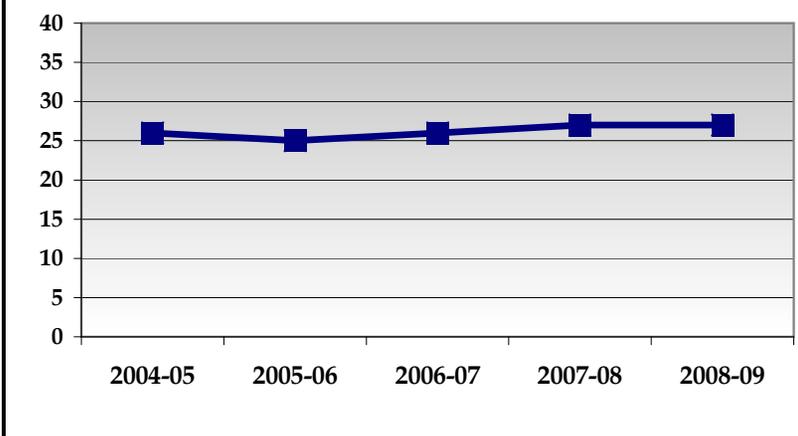
[More information is available regarding this Goal in the subsequent narrative section of this report.]

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

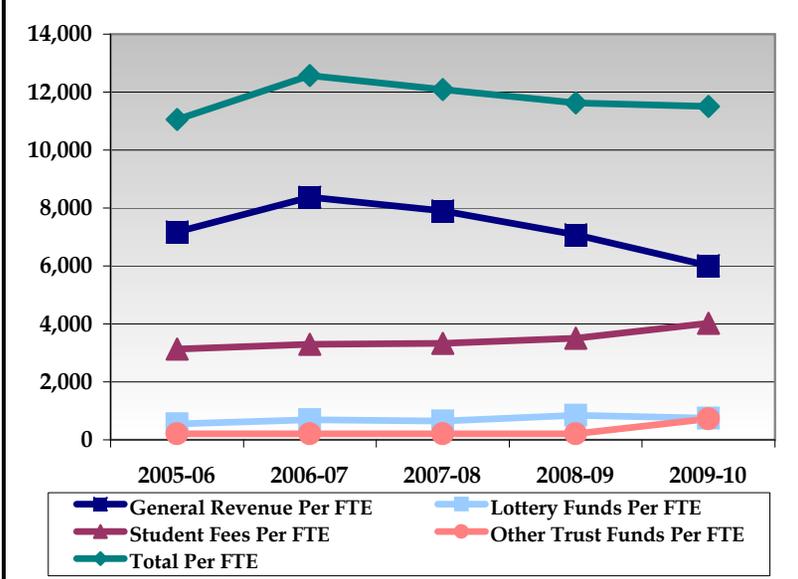
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Funding Per Student FTE**



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

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

[PLEASE NOTE: ANNUAL REPORTS FOR INDIVIDUAL UNIVERSITY OF SOUTH FLORIDA CAMPUSES CAN BE FOUND IN THE APPENDICES OF THIS VOLUME.]

INTRODUCTION

Mission (DRAFT)

As Florida's only multi-campus university system, the University of South Florida is dedicated to adding value regionally, state-wide, nationally, and globally through: enhancing access to higher education; advancing research which benefits society; contributing to regional unification; leveraging distinctive regional advantages; promoting partnership opportunities; assuring academic program quality; and providing consistently high quality support programs and services.

Vision (DRAFT)

The USF System envisions itself as a leading multi-campus system of four separately accredited institutions with distinct and complementary missions that is a model for the next generation of university systems for the state of Florida and the nation.

Other Contextual Introductory Comments

The University of South Florida System is comprised of campuses in Tampa, St. Petersburg, Sarasota-Manatee, and USF Polytechnic in Lakeland with a focus on five main strategic priorities: student success, research and innovation, community engagement, global literacy and impact, and integrated, interdisciplinary inquiry.

The development of USF as a system offers some rewarding opportunities as the regional campuses develop their particular niche within the umbrella of USF and seek out relevant and appropriate Carnegie classifications.

The USF system embraces a unified vision of cooperative excellence with institutions, regional campuses and direct service organizations (DSOs) developing distinct and complementary missions that are consistent with the overall USF mission. The USF system deeply values existing collegial groups, including the Faculty Senate, Student Government, A&P Council, and Staff Senate that constructively contribute to the USF system strategic plan. The USF system is committed to working collaboratively with such groups to identify, develop and refine best practices on matters of shared interest. USF System: <http://system.usf.edu/index.asp>

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

The USF System serves more than 47,000 students on campuses in Tampa, St. Petersburg, Sarasota-Manatee, and USF Polytechnic in Lakeland. 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 offers 228 degree programs: 89 bachelors, 97 masters, 2 Eds degrees, 36 research doctoral programs, and four professional doctorates. In 2008-09, USF awarded 10,335 degrees, representing nearly one quarter of the university population.

USF is strategically shifting undergraduate enrollment to its regional campuses as part of the university's plan to expand access and more clearly define the missions of each campus. USF St. Petersburg, the only regional campus that admits freshmen, enrolled 349 new freshmen in Fall 2008, which is an increase of nearly 57 percent from the previous year's freshman class. USF Sarasota-Manatee and USF Polytechnic also saw impressive gains in their enrollments in 2008-09. The Sarasota-based campus total enrollment is 2,010, which is 10 percent gain from Fall 2007 year; and the Lakeland-based campus total enrollment is 1,316, a gain of 18 percent from 2007.

Even with increased admission standards for transfer students, USF remains one of the nation's top destinations for transfer students. Historically, USF enrolls the most students transferring from the state's public community colleges, demonstrating its commitment to supporting Florida's '2+2' system and the unique needs of transfer students.

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. Continuing this trend prepares the nation's next generation of leaders, thinkers and scientists by replenishing the ranks of the professoriate for American higher education.

Graduate and professional education at USF has been on a strong forward trajectory. Exemplary educational and research opportunities for graduate students have been developed to promote our next state, national, and global leaders.

Overall, one third of the USF System student body is comprised of students who identify themselves as races/ethnicities that are non-White. USF's student diversity is a hallmark of the institution and has been recognized by leading publications over the past several years.

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

As a leading research university, USF offers a broad array of undergraduate and graduate degree programs preparing students to become leaders in business, industry, service, and research. Many degree programs align with state goals to meet professional and workforce needs, including education, health professions, the sciences, and emerging technologies.

Following the guidelines and selection of areas of strategic emphasis identified by the Board of Governors staff in consultation with business and industry groups, between 2004 and 2008, the USF System has experienced a positive growth trend in all identified areas (i.e., Education, Health Professions, STEM areas, Security & Emergency Services, Globalization, and Regional Workforce Needs). From 2004 to 2008, USF has had a 30% increase in total degrees awarded combined for all areas of strategic emphasis.

USF System	2004	2008	% Change
Education	107	112	5%
Health Professions	323	435	35%
Science, Technology, Engineering, and Math	1,074	1,395	30%
Security & Emergency Services	333	412	24%
Globalization	355	470	32%
Regional Workforce Needs	1,073	1,414	32%
TOTAL: Areas of Strategic Emphasis	3,265	4,238	30%

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

Research is a hallmark of every college, department and program at USF. It is an expectation and a privilege of every faculty member, whether it is sponsored by an external funding or carried out with support of university resources. As a result, there are scores of projects investigating basic research problems and tackling applied societal challenges that together all enhance our understanding of the world in the creation of new knowledge.

Research is a centerpiece of the university's strategic plan, is fundamental to the recruitment and retention of top faculty and gives a university distinction. Consistent with the USF Strategic Plan, the university has four internationally recognized research themes which span the entire campus: sustainability, integrated neurosciences, diabetes, and drug design, development and delivery.

USF's research enterprise is also remarkable on the national level. In fiscal year 2007, USF ranked 65th of total research and development expenditures (external funding) for all universities and colleges and 44th of all public institutions. USF also ranks 38th in federal research expenditures for public universities and 62nd for all universities. Last year, USF's funded research generated nearly \$360 million in external awards from federal, state, industry, foundation and other sponsors who are our partners in discovery and innovation that benefits Florida citizens, develops and commercializes products, knowhow and processes, and creates start-up companies and jobs.

The USF System is home to the Florida Center for Excellence for Biomolecular Identification and Targeted Therapeutics, which is focused on identifying, treating, and preventing life-threatening diseases. Such activities lead to economic development and create solutions to local, national and global problems.

Research firmly connects the university with the local Tampa Bay community through service, outreach and engagement activities, the corporate community through patenting and licensing of technology and targeted research, with other academics through collaborative and cooperative programs and globally through our relationships with research

colleagues. Research also connects the system through multidisciplinary approaches to a common problem. Research provides opportunity to students and prepares them for success in their chosen fields or for graduate and professional education.

In 2008-09, three members of the USF faculty were identified as national academy members and eight received nationally prestigious faculty awards as defined by the Top American Research Universities (TARU). USF's commitment to applied research is evident by a 50 percent increase in the total number of patents issued since 2004.

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

The University of South Florida has rapidly grown from a small regional institution into a major research university and is continuing to evolve into a model for the next generation of university systems for the state of Florida and the nation. What was once known as a commuter school serving the Tampa area, the USF System today serves more than 47,000 students on campuses in Tampa, St. Petersburg, Sarasota-Manatee, and USF Polytechnic in Lakeland, each with distinctive missions. While USF has expanded its residential experience, it still is the top destination nationally for students transferring from other institutions to complete their bachelor's degrees.

The system is focused on five main strategic priorities: student success, research and innovation, community engagement,

global literacy and impact, and integrated, interdisciplinary inquiry. Consistent with the USF Strategic Plan, the university has four internationally recognized research themes which span the entire campus: sustainability, integrated neurosciences, diabetes, and drug design, development and delivery. Home to Florida's second public medical school, USF's focus on health education and research is a hallmark of the USF System's unique contributions to health disciplines and the public.

USF is one of only three Florida public universities classified by the *Carnegie Foundation for the Advancement of Teaching* in the top tier of research universities (RU/VH), a distinction attained by only 2.2% of all universities (96 total: 63 publics, 33 privates) and is also one of only 25 public research universities nationwide that holds both RU/VH and Engaged designations.

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

USF's focus on integrated, interdisciplinary inquiry, one of the four pillars of the university's strategic plan, is evident both in instructional and research programs. From new doctoral programs to undergraduate research, graduate school partnerships, and community outreach initiatives, USF is positioned as an emerging global leader in a new way of approaching learning and discovery.

Recently, the Florida Board of Governors granted USF approval to establish new doctoral programs in history, government, and sociology. The programs are linked, which is quite different from traditional, discipline-based programs.

They focus on building sustainable healthy communities in a global context. These new programs join existing dual and interdisciplinary degree programs both at the undergraduate and graduate level.

In recognition of USF's service in the community, it was placed on the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities.

USF has formed strategic partnerships with some of the nation's leading research and development organizations, benefitting the university's research and educational programs as well as the state's economic vitality. Some of the partnerships include SRI, Draper Laboratory, H. Lee Moffitt Cancer Center & Research Institute, The Byrd Alzheimer's Institute, New Energy Solar, Mote Marine Laboratory, and NanoCVD.

USF will continue to work with existing and forge new global partnerships. Currently these include many academic institutions around the world, as well as the Confucius Institute, the Japan Outreach Initiative, the Ghana Initiative, and the many other connections identified by USF World.

USF will continue to expand opportunities for a diverse student body that includes students from different socio-economic backgrounds and ethnicities. In addition, USF will work with the Department of Veterans Affairs to have specialized academic guidance services for veterans taking advantages of the Post-9/11 Veterans Education Bill. The university also is moving toward signing an agreement that would allow veterans who are not Florida residents but who

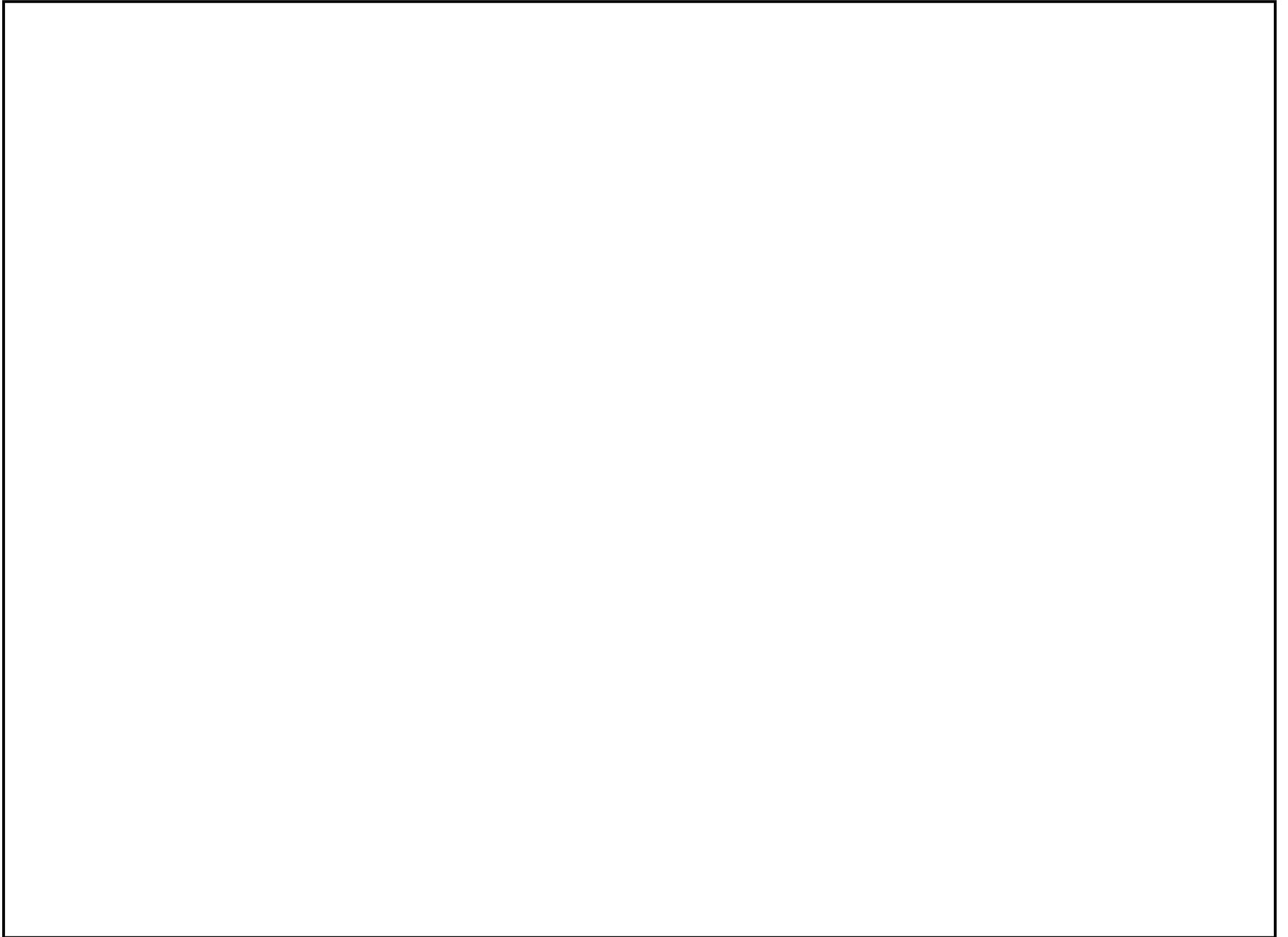
want to attend USF to waive out-of-state tuition costs not covered by the standard GI Bill benefits, with USF and the VA splitting the additional costs.

ADDITIONAL RESOURCES

- Carnegie Classification
<http://www.carnegiefoundation.org/classifications/sub.asp?key=748&subkey=13889&start=782>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/USF>
- Common Data Set
<http://www.ods.usf.edu/DSS/Resources/CDS.asp>
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=South+Florida&s=FL&id=137351>
- University Institutional Research Unit
<http://www.research.usf.edu/>
- University Strategic Plan
<http://www.ods.usf.edu/plans/strategic/>
- University Data Sources
 - USF Planning, Performance and Accountability:
<http://www.ods.usf.edu/Plans/PPA/matrix.htm>
 - USF e-Profiles:
<http://ods.usf.edu/DSS/Resources/eProfiles.asp>
 - USF InfoCenter:
http://usfweb3.usf.edu/infocenter/?report_category=STU
 - USF Performance Dashboard:
<http://www.ods.usf.edu/Plans/PPA/dashboard.htm>

- USF Peers:
<http://www.ie.usf.edu/Peer/>

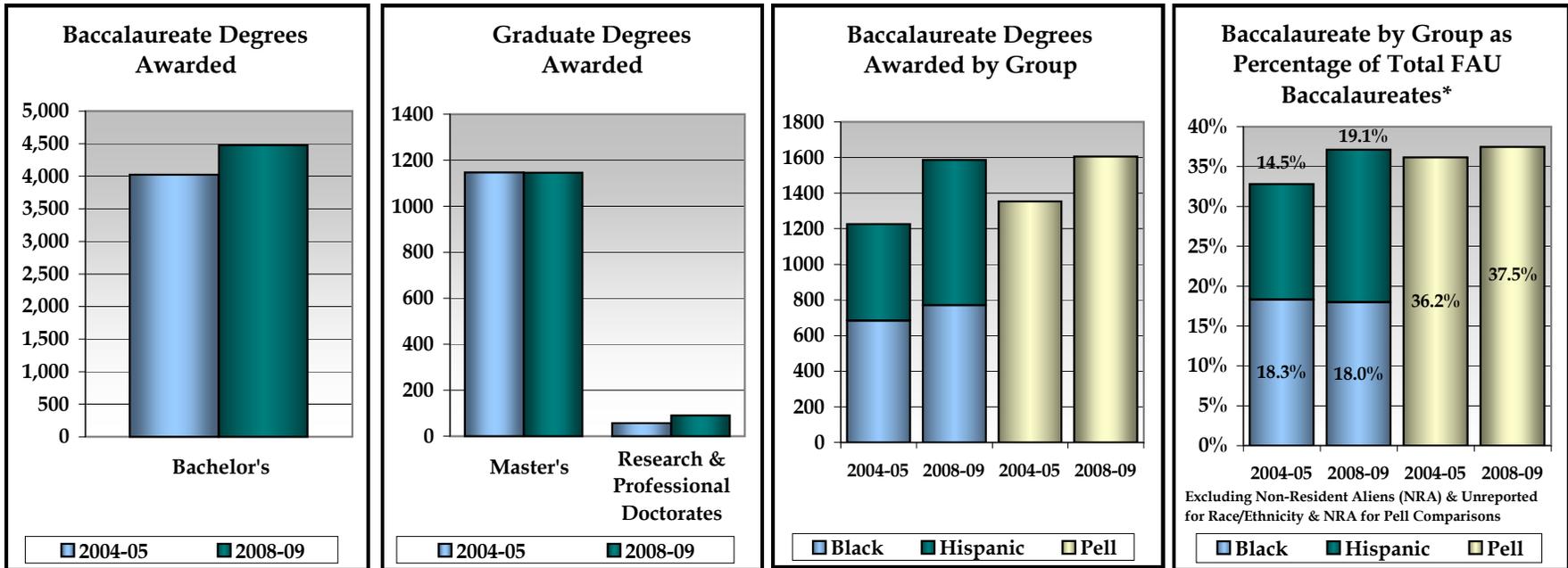
Florida Atlantic University



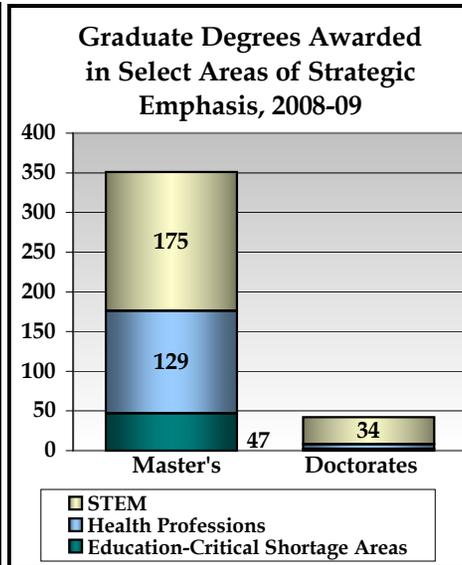
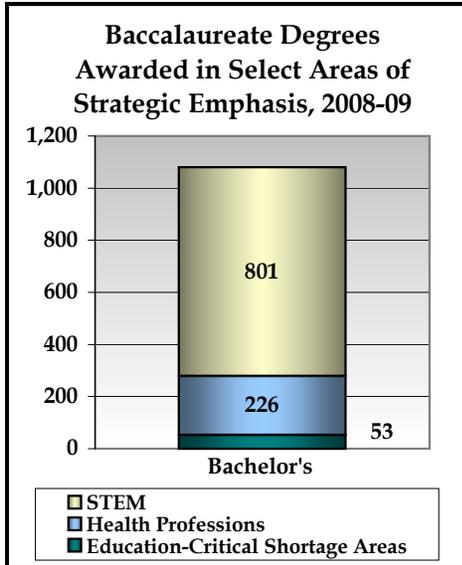
Florida Atlantic University 2009 Annual Report

Sites and Campuses			Boca Raton Campus, Davie Campus, Ft. Lauderdale Campus, Jupiter Campus, Port St. Lucie Campus					
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification		
TOTAL (Fall 2008)	27,021	100%	TOTAL	152	Undergraduate Instructional Program:		Balanced arts & sciences/professions, high graduate coexistence	
Black	4,614	17%	Baccalaureate	64	Graduate Instructional Program:		Doctoral, professions dominant	
Hispanic	4,868	18%	Master's & Specialist's	66	Enrollment Profile:		High undergraduate	
White	15,071	56%	Research Doctorates	21	Undergraduate Profile:		Higher part-time four-year	
Other	2,468	9%	Professional Doctorates	1	Size and Setting:		Large four-year, primarily nonresidential	
Full-Time	14,234	53%	Faculty (Fall 2008)	Full-Time	Part-Time	Basic:		Research Universities (high research activity)
Part-Time	12,787	47%		854		553	Elective Classification:	
Undergraduate	21,025	78%	TOTAL	854	553			
Graduate	3,887	14%	Tenure/T. Track	583	0			
Unclassified	2,109	8%	Non-Ten. Track	271	553			

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



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

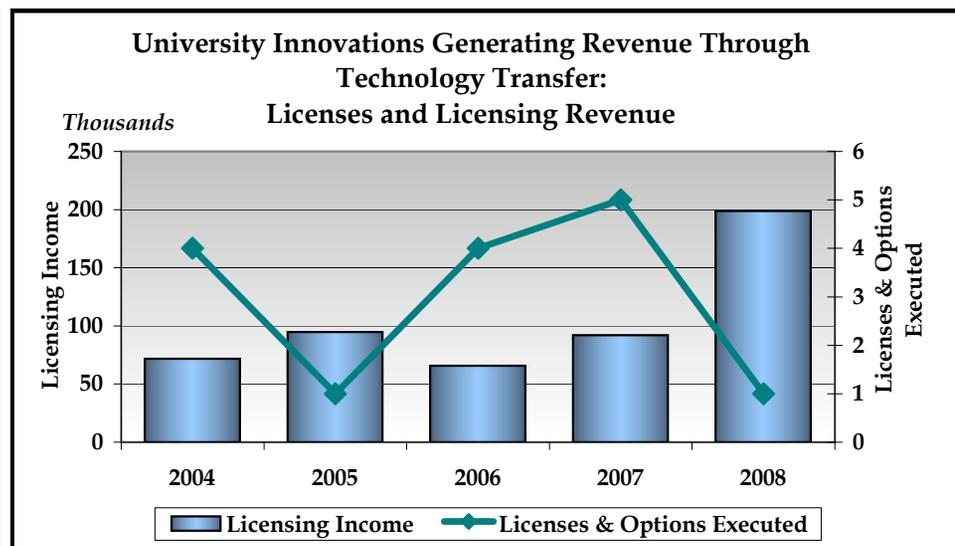
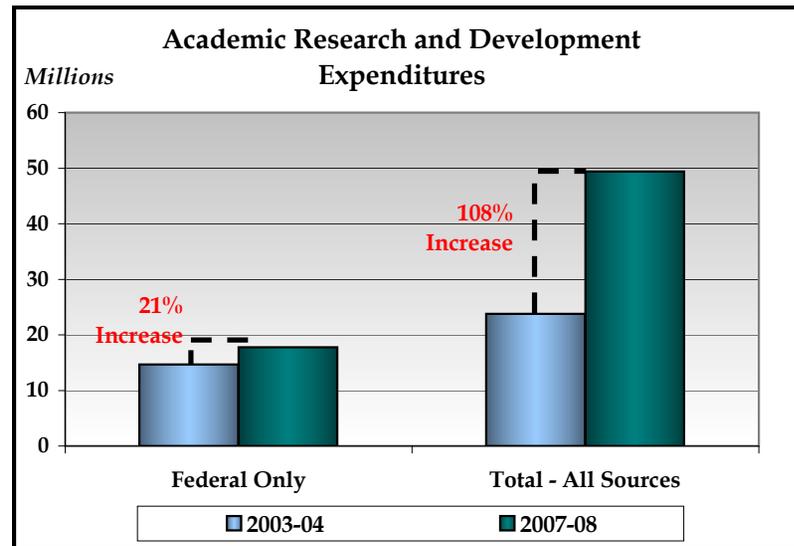


Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, FAU had 120 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 91.7%.

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



Key University Achievements

► Student awards/achievements

- > Sarah Lindley, senior nursing student, was elected President of the Florida Student Nurses Association.
- > Junior Christopher Scott was awarded the prestigious Career Prep Fellowship with Management Leadership for Tomorrow (MLT), a national non-profit organization.
- > Dr. Enid Conley became the First Native American Indian Doctoral Graduate for College of Education.

► Faculty awards/achievements

- > The ASME 2009 International Mechanical Congress and Exposition honored FAU Professor Isaac Elishakoff by naming a Symposium for him.
- > Social Work Chair Michele Hawkins was accepted into the New York Academy of Medicine's Leadership Academy in Aging.
- > Four faculty were awarded Fulbright Scholarships during 2009.

► Program awards/achievements

- > FAU's School of Accounting, a unit of the College of Business, consistently ranks in the top 10 in the United States for its students' high pass rate on the national CPA exam.

► Research awards/achievements

- > FAU is working on collaborative research and education projects with three of the world's premier scientific research organizations – Scripps Florida, the Torrey Pines Institute for Molecular Studies, and the Max Planck Florida Institute.
- > Harbor Branch Oceanographic Institute, a premier marine science research organization, is now part of FAU and is in the forefront of ocean exploration, innovation, and education.

► Institutional awards/achievements

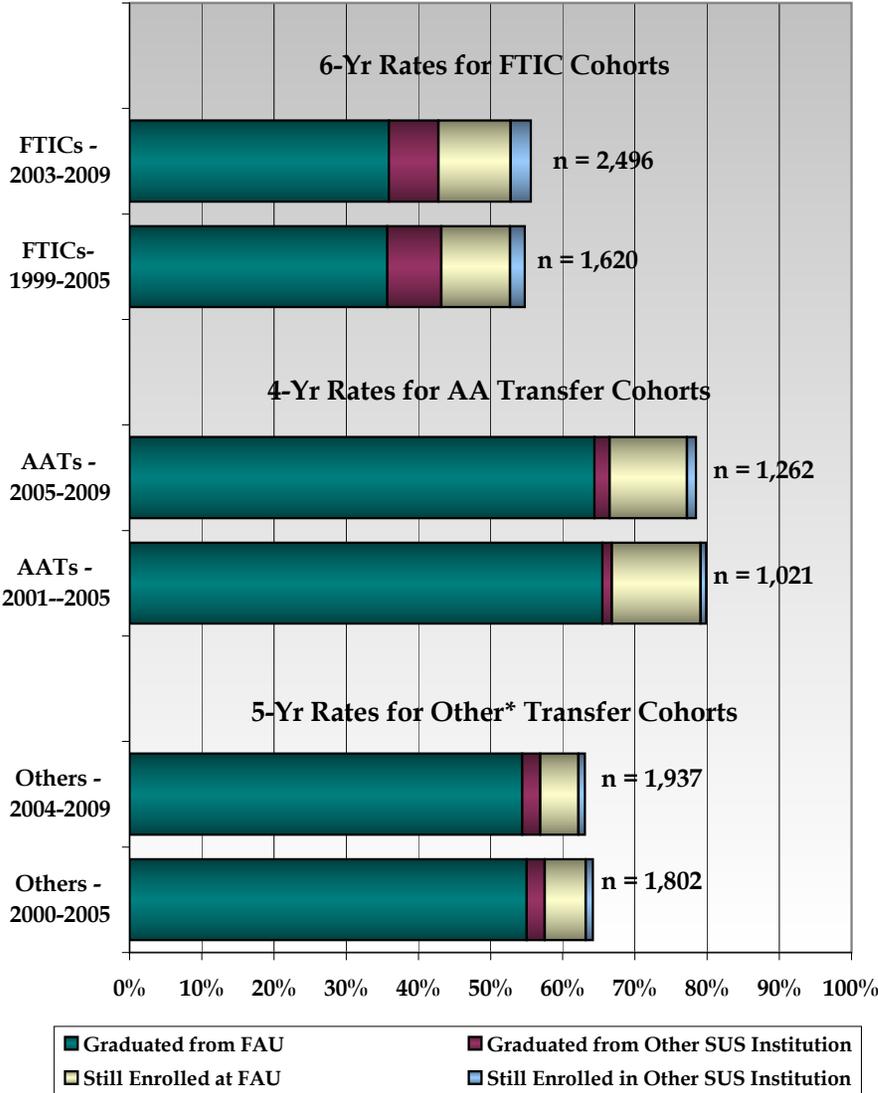
- > In 2008, FAU completed an agreement with Clearwire Communications for the lease of Educational Broadband Spectrum usage rights as permitted by the Federal Communications Act. The proceeds from this lease have enabled FAU to plan and implement a multifaceted Academic Enhancement Initiative in the critical areas of student success, technology, and research.

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

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

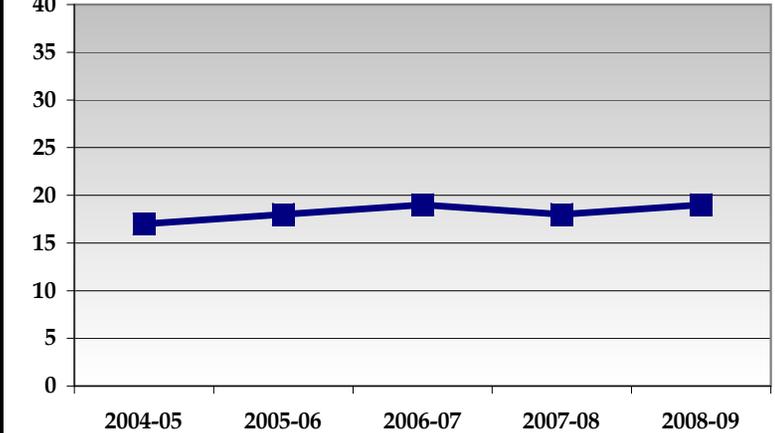
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Undergraduate Retention and Graduation Rates

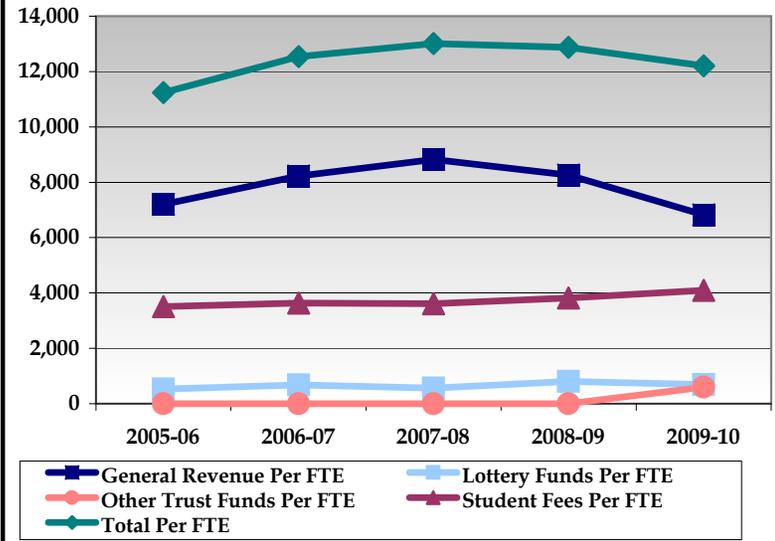


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

INTRODUCTION

Mission

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

Vision

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

Other Contextual Introductory Comments

FAU's external and internal environments have changed significantly since the adoption of its current 2006-2013 Strategic Plan. Exciting opportunities such as the partnerships with Scripps Florida and the Max Planck Florida Institute have materialized as have the challenges related to the deteriorating economic climate. FAU's multiple campuses and research sites, stretching more than 100 miles along Florida's Atlantic coastline, strain to provide top-quality higher education opportunities to the people of its large service area as well as

students from around the state, nation and world. The University has remained true to the priorities of its mission and strategic plan, particularly to the goal of access, when making decisions regarding both the allocation of new resources and the reduction of budget.

With the departure of President Frank Brogan to lead the State University System as its Chancellor, FAU is undertaking a national search for a new President who can continue the university's strong development as an excellent academic and evolving research institution.

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

The size of the full-time FTIC cohort at Florida Atlantic University increased from 2,041 in 2003 to 2,563 in 2007, a 25.6% increase (Table 5B). As a result of multiple budget reductions the FTIC cohort has not grown markedly in subsequent terms. Retention of these students through the first year of study has grown from 74.3% at the beginning of this period to 78.2% for the latter cohort.

Table 5C reports changes in successful completion of undergraduate degree programs at the university or continued progression for cohorts entering from 1999 to 2003. These rates have been remarkably stable with four-year rates for FTICs between 59 and 60%, and six year rates around 56%. FAU graduation rates at the four-year mark are about 14% while this rate rises to about 36% at the six year mark, which is consistent with that of FAU peer institutions. Similar rates for transfers to FAU with an Associate of Arts degree from the

Florida College System remain steady around 86% after two years and around 79% after four years with nearly 65% having graduated from FAU after four years. These numbers speak to the success of the two-plus-two model in Florida. Another significant source of undergraduate students at FAU is the cohort of students who transfer with something other than an AA degree. After five years about 55% of this group have graduated and a further 8% persist in their studies.

The awarding of baccalaureate degrees by the university is recorded in Tables 5 D, E, and F. During the five years of this report beginning in 2004-05 and ending in 2008-09, the number of baccalaureate degrees awarded by FAU increased by more than 11%, to 4,476 in the latest year for which data are provided. Degrees awarded in Areas of Strategic Emphasis as identified by the Board of Governors increased nearly 10% during this period, with especially significant growth in areas of Science, Technology, Engineering, and Math, Security and Emergency Services, and Regional Workforce Needs. Florida Atlantic University is especially proud of its service to traditionally underrepresented populations and this is reflected in the fact that throughout this period 18% of the baccalaureate degrees awarded each year were awarded to Black Non-Hispanic students while the proportion awarded to Hispanic students grew from less than 15% to more than 19% during the same period. It is noteworthy that Pell Grant recipients average between 38 – 40% of all baccalaureate recipients, giving a significant number of students with financial challenges a chance at a more promising future. In addition, more than 60% of FAU students complete their degrees within 110% of the hours required for the degree (Table 5G).

From Fall 2004 to Fall 2008 the number of undergraduate course sections offered by the university fell 13% as a direct result of budget reductions. This trend has continued although the university has taken heroic efforts to protect the academic program. Another direct reflection of these actions is the decrease in smaller courses and subsequent increase in larger sections, although the number of sections with more than 100 students remains very small (4%; see Table 5H). Also related to the budget reductions is the increase in proportion of courses taught by faculty as compared to adjuncts and other instructors (Table 5I). Faculty salaries increased through Fall 2007 but have subsequently stagnated with multiple years with no raises. At the same time the student/faculty ratio has increased from 17 to 19. Both of these factors are also a reflection of budget reductions (Tables 5J and 5K).

Finally, the university has made tremendous strides in pass rates on the NCLEX Nursing Examination, more than doubling the number of students passing while increasing the success rate from 79% to nearly 92% (Table 5L).

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

Florida Atlantic University will commit academic and fiscal resources to meeting Florida's need for trained professionals in nursing, teaching and advanced technology. FAU will demonstrate its commitment to recruiting and preparing students in these vital professions and to identifying emerging trends in the labor force.

FAU makes a significant contribution to the State's professional and workforce needs through its production of

degrees in areas of strategic emphasis. In fact, fully 70% of baccalaureate degrees produced by FAU are in these areas (Table 5E).

Degrees awarded in the Areas of Strategic Emphasis identified by the Board of Governors increased nearly 10% during the five-year period beginning in 2004-05 and ending in 2008-09. Growth was particularly significant in areas of Science, Technology, Engineering, and Math, Security and Emergency Services, and Regional Workforce Needs.

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

Hundreds of students take advantage of the opportunities to gain hands-on practical work experience related to their academic majors through a broad range of programs offered by the FAU Career Development Center or by their colleges – internships, field practicum placements, clinical placements. Students in the College of Engineering and Computer Science can pursue multiple planned, supervised placements in private, public and governmental organizations through the Cooperative Education program.

The Career Development Center (CDC) prepares FAU students for success as professionals in the workplace. The numbers of students accessing the Center's services in the past year show its status as a key resource in this period of economic crisis. A total of 10,938 students accessed the CDC in 2008-2009, reflecting a 44% increase from the prior year. In addition, 6,690 students visited the Career Resource Library/Lab for a 90% increase in usage from the previous academic year. Staff provided career counseling to 2,614 students, an increase of 12% from 2007-2008. All other walk-in traffic totaled 8,324, an increase of 69% from last year. Staff conducted a total of 135 workshops during the 2008-2009 year. A total of 1,761 students attended the workshops for an increase of 13%.

The Executive Leadership Program offered by the Adams Center for Entrepreneurship in the College of Business connects undergraduate junior and seniors and graduate students in all majors with experienced entrepreneurs and business leaders in the local south Florida community. The program's mission is to strengthen community connections while providing the opportunity for mentors to help FAU students succeed in the workplace.

FAU regularly monitors its graduating student and alumni satisfaction with their preparation for the workforce through follow-up surveys.

FAU maintains close ties with business and industry through membership in chambers of commerce, regional economic councils and business development boards across its six county service area.

Members of the advisory boards of the Colleges encourage the development of needed programs and provide important links to the community and to the needs of our region and future trends in the labor market.

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

A number of FAU's academic programs have achieved national recognition. One that consistently stands out is ocean engineering, a field of study that was pioneered at FAU in 1965 with the establishment of the first such department in the country. Faculty and student researchers at FAU's specialized SeaTech center, located in Dania Beach between the ocean and the Intracoastal Waterway, conduct millions of dollars of research annually for the U.S. Navy on autonomous underwater vehicles and other security related projects. In addition, FAU is home to the Center for Ocean Energy Technology (COET) located in Dania Beach. In 2007, this center was designated a Florida Center of Excellence, established through a competitive state grant. Since its inception three years ago, the COET has received approximately \$15 million dollars in state and federal funding. The COET was created to research, design, develop, implement, and test ocean energy technologies that are cost-competitive with existing power technologies.

FAU's School of Accounting, a unit of the College of Business, consistently ranks in the top 10 in the United States for its students' high pass rate on the national CPA exam. Business Week has listed FAU's online MBA among the best programs of its kind in the South and has ranked the University's

executive education program among the best in the country. Additionally, Success Magazine has included FAU's entrepreneurship program in the top 50 nationally. For two years in a row, The Princeton Review has included FAU's College of Business on its list of the "Best Business Schools" in America.

Florida is gaining a reputation as one of the top biotechnology centers in the country, and FAU is at the heart of this activity. For more than five years, FAU has been working closely with some of the world's biotechnology giants to advance research economic development opportunities in the state. These endeavors have resulted in creating an environment that is attracting a nucleus of world-class biomedical scientists to Florida's new research coast. FAU's research mission is greatly enhanced by partnerships with these preeminent organizations, including Scripps Florida and the Max Planck Florida Institute, which are both housed on FAU's Jupiter campus, and the Torrey Pines Institute for Molecular Studies. Scientists from the Max Planck Florida Institute are working in temporary facilities on the Jupiter campus until the Institute's permanent 100,000-square-foot building is completed. The Florida facility will focus its scientific activities on bio-imaging using the most advanced techniques for visualization of microscopic molecular processes to achieve a deeper understanding of the structure, dynamics and function of molecules and tissues in order to tackle challenging problems in biology, bioengineering and medicine.

The recent FAU/Max Planck partnership has paved the way for cooperative research projects of mutual interest, joint-use facilities, affiliate faculty appointments at FAU, improved student training opportunities and joint seminars and public forums. This February, FAU and the Max Planck Florida

Institute hosted a joint Nobel Laureate Lecture with Bert Sakmann, M.D., Ph.D., recipient of the 1991 Nobel Prize in Medicine and director of the Max Planck Florida Institute.

In the pursuit to continue research excellence, FAU has introduced several new faculty programs this year. Broad research priority areas or “themes” are being established to help distinguish FAU in research and aid the University in achieving national prominence. Recently, eleven pre-proposals were selected from 43 candidates to begin the process of consideration for fully funded projects in FAU Research Priority Areas.

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

Florida Atlantic University will be a full participant in the life of its seven-county service region. It will address economic development, encourage regional cooperation and sustainability, build partnerships in key areas of community need and enrich lives through lifelong learning. (FAU Strategic Plan, Goal 4)

FAU’s partnerships with Scripps Florida, the Torrey Pines Institute for Molecular Studies, Harbor Branch Oceanographic Institute, the Max Planck Florida Institute, the Palm Point School at Tradition and the Center for Ocean Energy Technology are just a few of the many examples of FAU’s continued significant engagement with the community. All of FAU’s colleges have unique initiatives established to serve the needs of the community and research initiatives which have a strong impact on the community. FAU is a major player in its

region and, indeed, in the state of Florida in six major areas: cultural awareness and enrichment, economic impact, environment and sustainability, health and wellness, K-12 outreach, and technology. With more than 2,700 employees and a regional impact in excess of \$1.15 billion annually, FAU is a strong engine of economic growth.

Volunteer and academic service learning opportunities offered by the Weppner Center for Civic Engagement & Service in the Division of Student Affairs and the Office of the Dean of Undergraduate Studies have had tremendous growth in the past few years. FAU students supported their internal and external communities by providing over 60,000 volunteer hours and 87,000 Academic Service-Learning hours for a combined total of over 148,000 hours in 2008-2009. Practices for increasing courses designated as Academic Service-Learning (A S-L) have been established and multiple disciplines have now introduced A S-L into their coursework.

The Adams Center for Entrepreneurship at FAU focuses on local and national collaboration and community engagement efforts and offers a portfolio of innovative programs to provide "real world" experiences to students. These programs are organized into three areas: cross disciplinary academics, community outreach, and venture creation from emerging technologies.

The Mutual of America Foundation in New York has selected FAU’s FIAT initiative (Florida Institute for the Advancement of Teaching) to receive a merit finalist award in their prestigious 2009 Community Partnership Awards program.

FAU, through its Lifelong Learning Society, is a well-known and well-respected national model for community-based

lifelong learning and educational and cultural programming. LLS students – primarily men and women of retirement age – attend non-credit classes and performances at the Boca Raton, Jupiter and Treasure Coast campuses. Classes are offered during the fall, winter and spring terms. With an enrollment of almost 20,000, the Lifelong Learning Society is believed to be one of the largest and most successful organizations of its kind in the United States.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Florida Atlantic University is proud to be setting the pace for environmental sustainability in South Florida, from the extensive recycling program that has been under way for some time to the energy efficient buildings meeting the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) standards. Major new LEED-certified facilities include the Christine E. Lynn College of Nursing Building, the Pine Jog Environmental Education Center, and a new College of Engineering building currently under construction on the Boca Raton campus. FAU is utilizing the power of partnerships to go green, becoming the first university in South Florida to use photovoltaic technology with the installation of a solar roof atop a University building in Fort Lauderdale. The project brings together University, private sources and public utilities; a portion of the building's utility bill savings will be used to provide a Sun Fund Scholarship for one graduate student each year. This is believed to be the only scholarship in existence that is funded totally by the sun.

FAU undertakes continuous efforts to monitor the effectiveness of its operations and services. Each academic

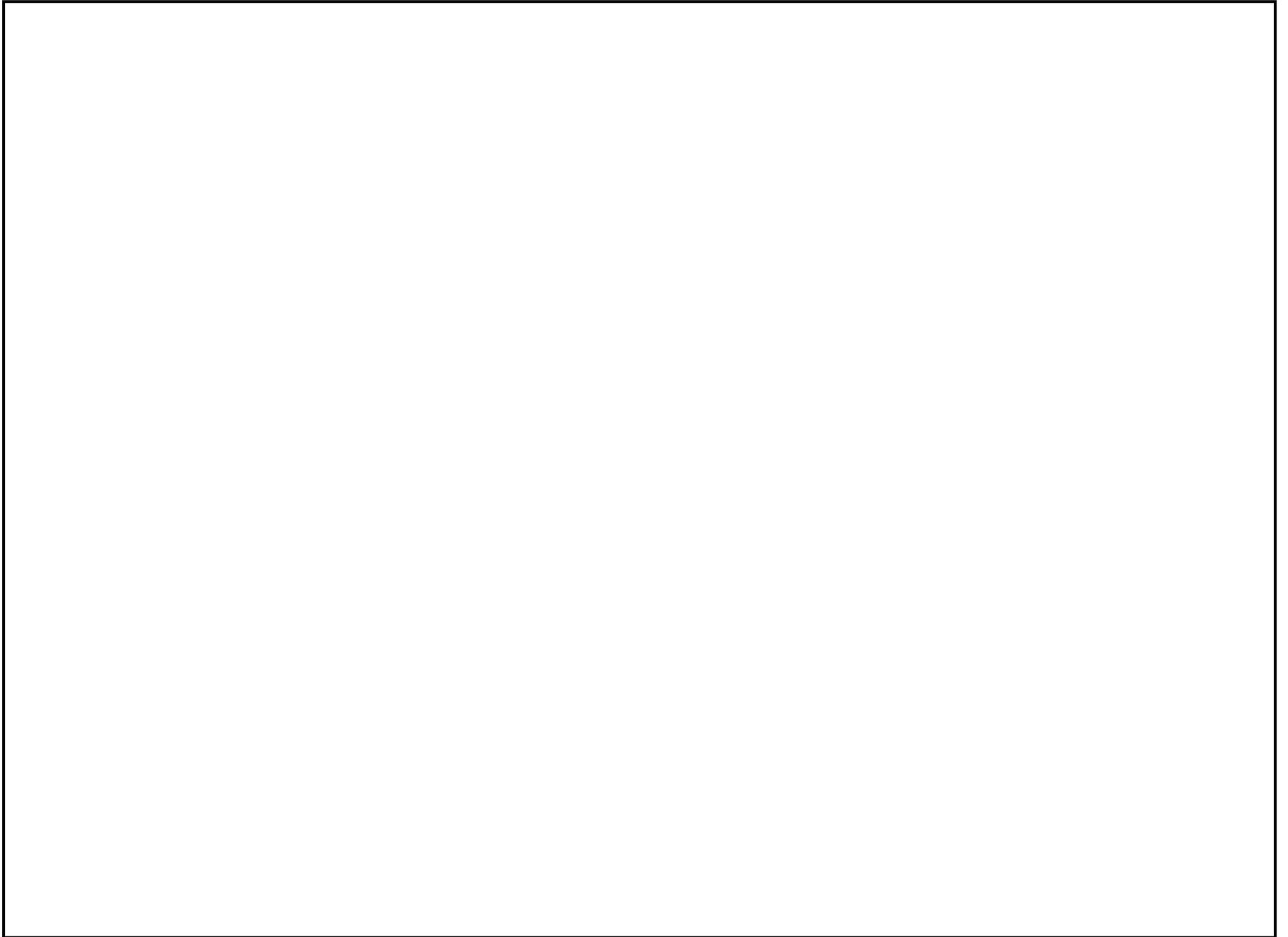
department within the university participates in an ongoing performance review process to ascertain that the department's programs of teaching, research, and service are performing at a satisfactory level. The process is based on the department's assessment goals and outcomes and quantitative data that are provided through a set of dashboard indicators. Trends in degrees and certificates awarded are examined for indications of inefficiencies or shifts in student interest.

Each academic department has an Academic Learning Compact in place with expected student learning outcomes for each undergraduate degree program. Furthermore, during the last year, FAU has reinvigorated its general education program (named Intellectual Foundations), specifying expected student learning outcomes for each Intellectual Foundations' course and requiring review, approval and/or recertification of each general education course.

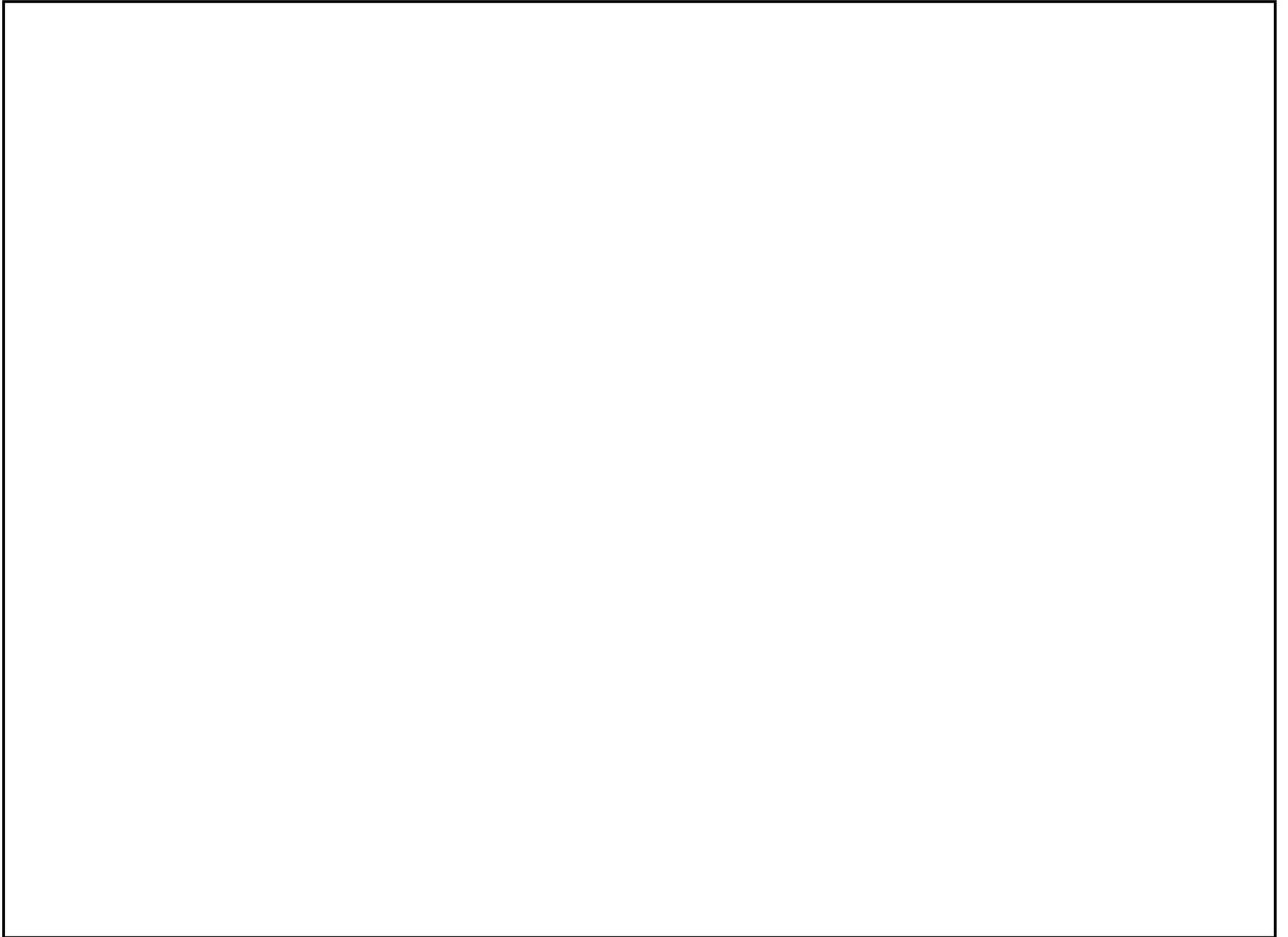
Comparisons with peer institutions provide benchmarks for monitoring our well-being in a number of areas. Each year, FAU participates in the Faculty Salary Survey by Discipline, and the Graduate Student Stipend study, both conducted by Oklahoma State University. Data from the National Study of Costs and Productivity permit comparisons of faculty workload and efficiencies with customized peer groups. Participation in formal data exchanges, like the Consortium for Student Retention Data Exchange, allows FAU to compare detailed data on progression and graduation rates with peers. As a result, we learned that FAU's STEM major students are less likely to be retained and graduate in their STEM majors than was the case in peer institutions, leading to implementation of programs designed to increase student success in the sciences and engineering.

ADDITIONAL RESOURCES

- Carnegie Classification
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=133669&start_page=institution.php&clq=%7B%22first_letter%22%3A%22F%22%7D
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/FAU>
- Common Data Set
<http://www.fau.edu/iea/cds/a09.php>
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=Florida+Atlantic+University&s=all&id=133669>
- University Institutional Research Unit
<http://www.fau.edu/iea/>
- Departmental Dashboard Indicators
<http://www.fau.edu/iea/deptreview.php>
- Peer data comparisons
<http://iea.fau.edu/inst/peers.pdf>
- Community engagement
<http://www.fau.edu/broward/community/>



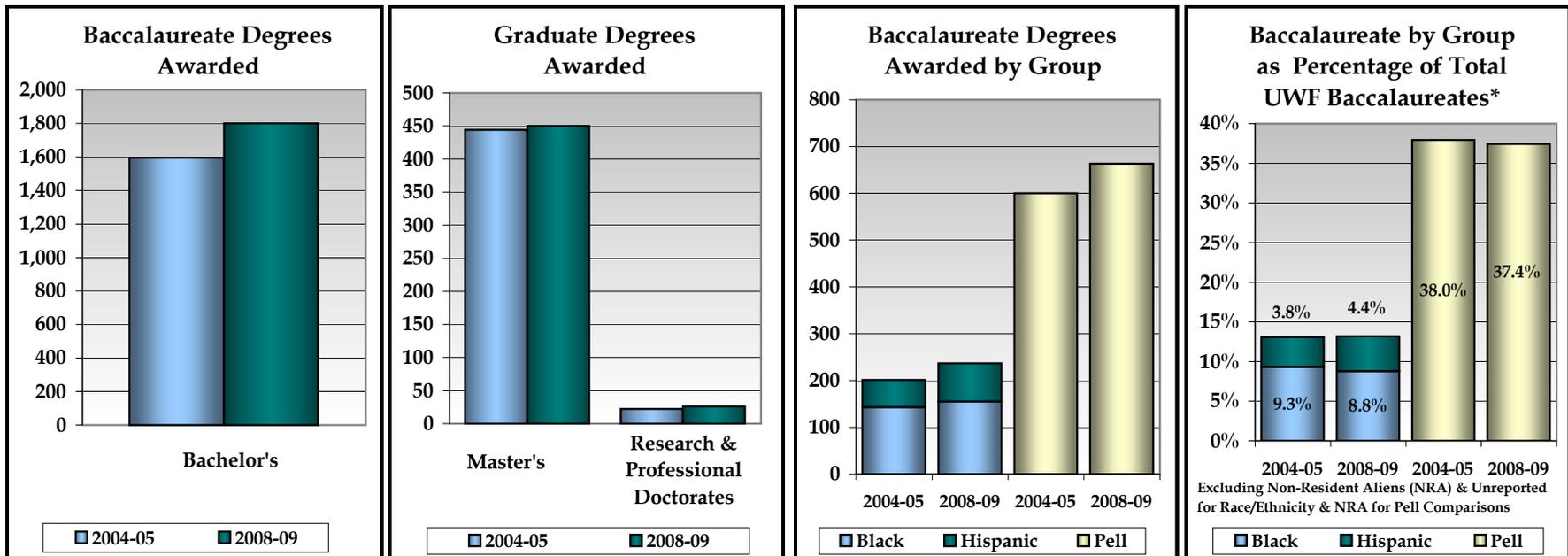
University of West Florida



University of West Florida 2009 Annual Report

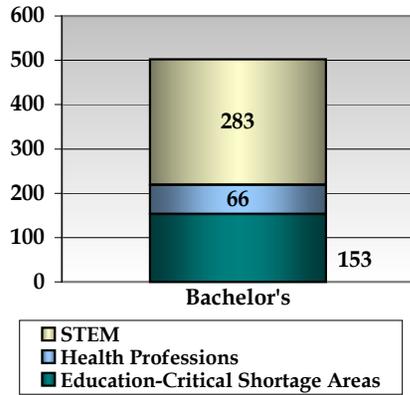
Sites and Campuses			Main Campus, Emerald Coast Campus				
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification	
TOTAL (Fall 2008)	10,516	100%	TOTAL		95	Undergraduate Instructional Program:	Balanced arts & sciences/professions, some graduate coexistence
Black	1,065	10%	Baccalaureate		63	Graduate Instructional Program:	Single doctoral (education)
Hispanic	526	5%	Master's & Specialist's		31	Enrollment Profile:	High undergraduate
White	8,016	76%	Research Doctorates		1	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer in
Other	909	9%	Professional Doctorates		0	Size and Setting:	Medium four-year, primarily nonresidential
Full-Time	6,527	62%	Faculty (Fall 2008)	Full-Time	Part-Time	Basic:	Doctoral/Research Universities
Part-Time	3,989	38%		TOTAL	330	2	Elective Classification:
Undergraduate	8,405	80%	Tenure/T. Track		224		
Graduate	1,395	13%	Non-Ten. Track		106		
Unclassified	716	7%			0		

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

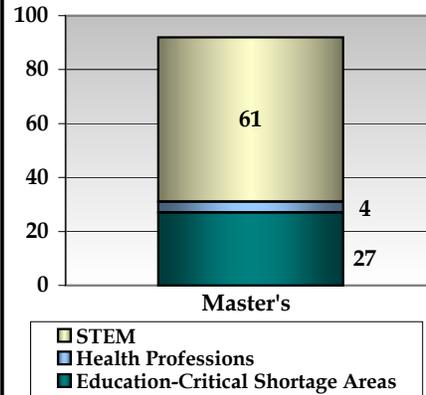


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2008-
09**



**Graduate Degrees
Awarded in Select Areas
of Strategic Emphasis, 2008-
09**



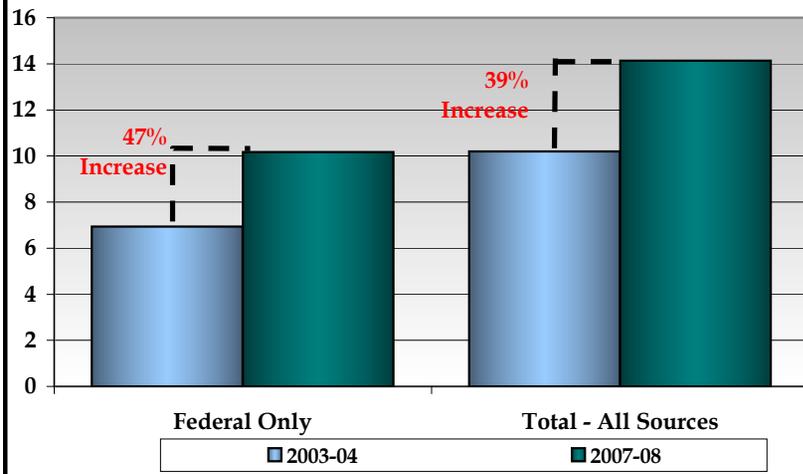
Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, UWF had 31 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 93.5%.

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

Millions Academic Research and Development Expenditures



Key University Achievements

► Student awards/achievements

- > Logistics Team-First in National Logistics Case Competition.
- > Forensics Team-12 finalists at the Florida Intercollegiate Forensics Association (FIFA) State Championship.
- > Mock Trial Team won "Spirit of AMTA Award" at regional mock trial competition.

► Faculty awards/achievements

- > Faculty member served as consultant for 2008 Beijing Olympics.
- > Faculty member received \$150,000 National Endowment for the Humanities (NEH) grant.
- > Faculty member led College of Business majors on trip to China.

► Program awards/achievements

- > New Accreditations in Master's in Public Health (CEPH), Athletic Training (CAATE).

- > Ed.D. cohort program established at Emerald Coast campus.
- > Nursing master's degree approved for Fall 2010 implementation.

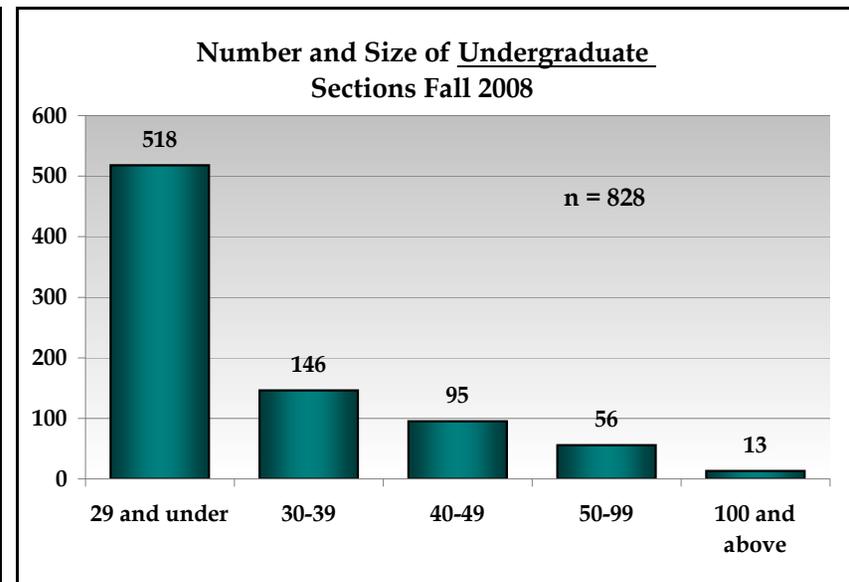
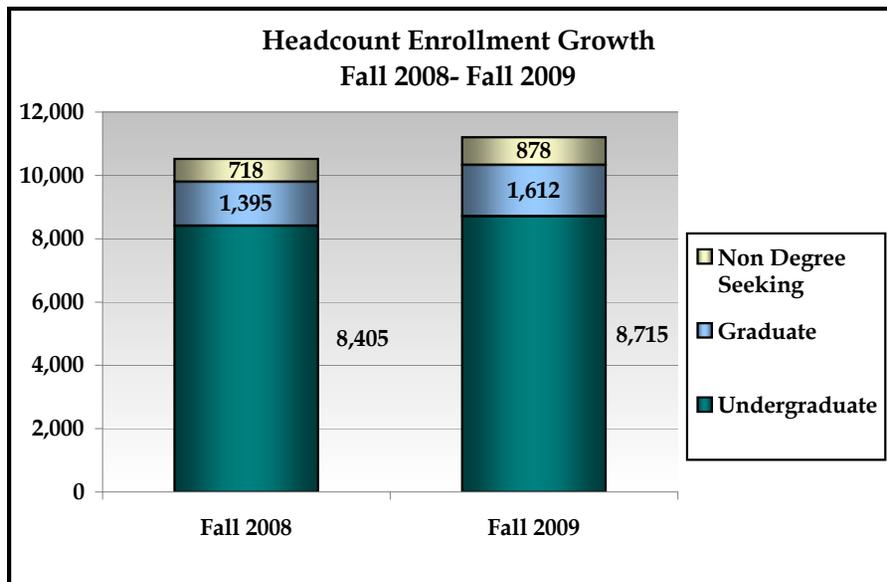
► Research awards/achievements

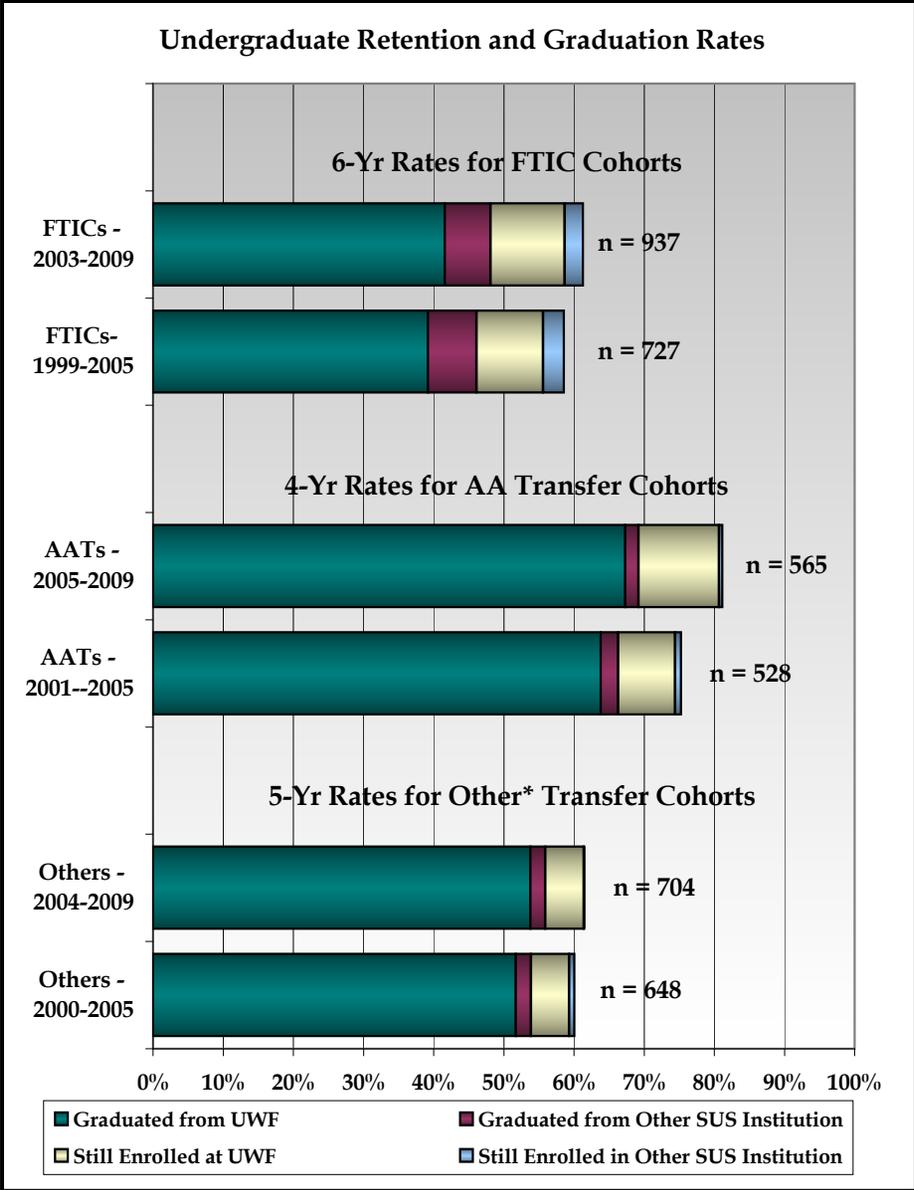
- > Supplemental Educational Services (SES)-\$1.9M award from state.
- > Mobile Distance Learning for Military Personnel Program-\$800,000.
- > UWF Small Business Development Center (SBDC)-aided 54 small businesses to receive \$206M in loans.

► Institutional awards/achievements

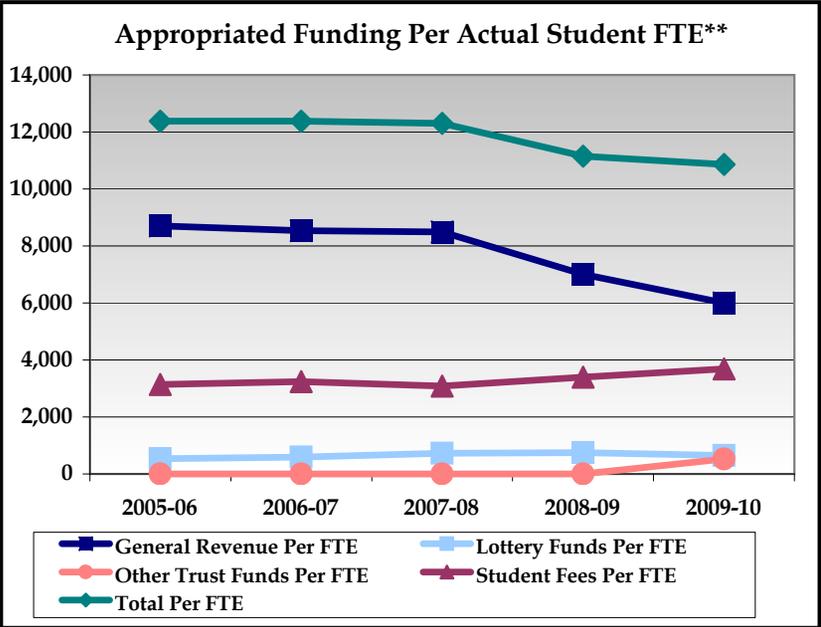
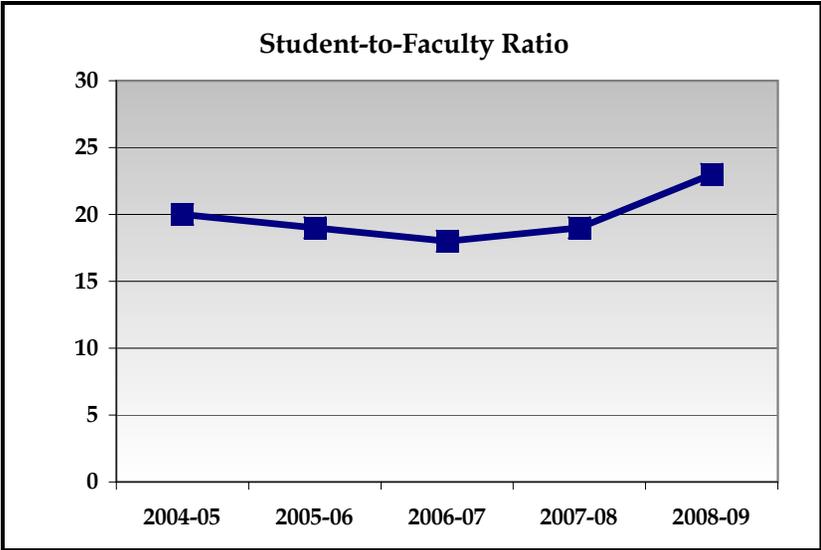
- > "Creating Great Futures for Northwest Florida" Campaign.
- > Athletics-Visioning Team completed report.
- > Designated "Great Place to Work" by *Chronicle of Higher Education*.
- > Designated a Best Southeastern College by *Princeton Review*.

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





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



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

INTRODUCTION

Working Mission

As the only university in Northwest Florida, the University of West Florida combines the advantages of a collegiate culture with the capacity for high quality scholarship and graduate programs. Dedicated to helping students realize their full potential, we favor small classes with fully qualified professors who deliver personalized, caring and innovative education at both undergraduate and graduate levels. Although UWF officially maintains the status of a moderate-sized, regional comprehensive university, many UWF programs and faculty members have achieved national prominence. UWF's research enterprise emphasizes applied research, simultaneously creating opportunities for student engagement and growth. By pursuing and nurturing mutually beneficial community partnerships, UWF enhances the educational, cultural and economic development of the region and beyond.

Working Vision

UWF aspires to greatness by empowering each individual we serve with knowledge, skills and opportunity to contribute responsibly and creatively to a complex world and by fulfilling its promise as the intellectual center of Northwest Florida.

Other Contextual Introductory Comments

The Florida legislature established the University of West Florida in 1963. Initially a senior institution offering baccalaureate and graduate degrees in support of the needs of

the Panhandle, the campus began accepting freshmen and sophomore students in 1983. In 1995, it began offering the doctorate in Education. A significant number of our students come from families with a military connection. Although the majority of students have traditionally come from the Panhandle, students from the Florida peninsula and beyond have increasingly been drawn to UWF due to its strong academic reputation, its flexibility in educational delivery and its close proximity to some of the world's most beautiful beaches. For more than 40 years, UWF has been delivering on the promise of [Creating Great Futures](http://www.uwf.edu/greatfutures/) [<http://www.uwf.edu/greatfutures/>].

With its regional focus, UWF serves as an economic growth engine for Northwest Florida contributing an estimated \$650 million annually to the regional economy and providing an increasingly educated workforce to the region. In partnership and collaboration with regional leaders in health care, business, technology, performing arts, military, non-profit organizations, K-12 and other educational institutions and more, UWF cultivates a strong network of regional partners dedicated to making Northwest Florida a better place to live and work.

UWF is committed to providing opportunity and access to higher education. UWF works with community partners to build a prestigious regional institution that is dedicated to shaping today's students into tomorrow's leaders. Through programs in allied health and life sciences, computer science, engineering, business, logistics, education and other professional areas of study, UWF works to meet regional needs and provide students with hands-on experience in their fields. Real-world experience through active learning and a focus on disciplinary content, critical thinking,

communication, integrity, and project management skills are at the core of UWF academics. UWF graduates emerge with global competence in their fields.

[University of West Florida Strategic Priorities and Measurable Achievements: 2008-2012](#)

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

Undergraduate

- Met enrollment growth target of 3 percent through strategic marketing and recruitment.
- “Top 5” scholarship program targets highest performers in Florida high schools and recruited 81 top scholars to UWF in Fall 2009.
- Honors program participation increased by 18 percent with a 91.6 percent retention rate for 2008 Honors program initiates
- TRIO and CROP
- Task Force study of student success and retention factors
- Redesigned First Year Experience program
- Students tracked through Student Success & TRIO programs showed 72 percent retention in sophomore year and 4 year graduation rate of 55 percent
- Pilot [Delphi First Year Experience program](#) resulted in a significant rise in retention rate among participants.
- Increased residential housing capacity to strengthen campus experience. Heritage Hall to open Fall 2010.
- Construction of new [School of Science and Engineering facility](#) that will open for classes in Spring 2010. Design

of building is based on an interdisciplinary approach to curriculum development and interaction among Computer Science, Computer Engineering and Electrical Engineering, Mathematics and Statistics, and Physics students and faculty in keeping with [Project Kaleidoscope](#) principles

- Increase in all five [NSSE](#) student engagement indicators – Level of Academic Challenge; Student Interaction with Faculty Members; Supportive Campus Environment; Active and Collaborative Learning; Enriching Educational Opportunities
- Designated one of 60 “[Top Military Friendly School](#)” by *Military Advanced Education* magazine
- Opened new [Educational Research Center for Child Development](#)

Graduate

- Online delivery in targeted areas to expand access to master’s degrees
- Developed and implemented new graduate admissions policy
- Continued development of cohort graduate program model in targeted areas such as software engineering and educational doctorate programs
- UWF data indicates from 2007-2008 to 2008-2009:
 - Graduate Level I FTE increased 5.9%
 - Graduate applications increased 5.3%
 - Graduate admits increased 2.1%
 - Graduate headcount increased 22.2% (this includes non-degree seeking students enrolled in graduate level courses).

- Graduate student body has become increasingly diverse with minority students (including international students) rising to 23 percent of all graduate students
- In an effort to increase recruitment, become more competitive in neighboring states including Alabama, and accommodate non-traditional students, UWF approved the use of the Miller's Analogies Test for graduate admissions
- Continuously increasing international exposure and recruitment efforts with programs such as the Germany MBA Program Agreement
 - Graduated the fifth cohort of Germany MBA students and conducted, in combination with a recruiting event, the first alumni social event and knowledge-update activity for Germany MBA Program graduates
- Online Education
 - MSA (awarded "Best Buy" online master's program by GetEducated.com)
 - MBA (extended use of eLearning platforms with non-traditional and online students including Elluminate, Scopia, and Tandberg sessions for serving Pensacola and Fort Walton Beach campuses simultaneously in introductory MBA courses)
 - Mathematics (enhanced program to offer MS degree fully online with synchronous instruction via Elluminate in Florida)
 - M. Acc. degree program is now offered fully online
 - Executive Master of Science in Computer Science/Software Engineering (supported by \$300,000 grant provided by Florida's Great Northwest)

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

- Capstone, internship, and/or field placement experiences offered in the majority of undergraduate programs, many involving service to community
- Collaborations with community partners to enhance job placement opportunities: Pensacola Young Professionals (primarily business), Florida's Great Northwest (Software Engineering), area hospitals, and area schools
- An Eduventures 2009 survey of employer recruiting practices in the Pensacola region indicates:
 - 61% of employers select UWF as their primary institution for new hires
 - Employers cite satisfaction with co-op program, good relationships with specific departments at UWF, a preference for graduates with "local understanding"
 - Employers who recruit UWF graduates have greater satisfaction with the quality of their new hires than those who have not hired UWF graduates
 - Majority of employers (68%) that have hired UWF graduates agree that their new hires exhibit competency in their fields of study (compared with 52% of employers who have hired graduates from other institutions)
- New Program Development to meet Regional Needs:
 - Executive Master of Science in Computer Science/Software Engineering (supported by \$300,000 grant provided by Florida's Great Northwest)
 - 4 + 1 programs being developed in Computer Science, Criminal Justice, and Biology
 - Master of Social Work

- Master of Science in Criminal Justice
- Doctor of Education [Executive Emerald Coast Cohort](#) offered completely at the Fort Walton Beach Campus
- Developed scholarships for graduate study (MBA and MSA) to promote interest in contract management and acquisitions management – positions needed in the military industrial complex surrounding Eglin
- The College of Business developed a new B.S.B.A degree program in General Business to meet the needs of small/medium businesses for employees with cross functional skills across multiple business disciplines including Management, Marketing, & Finance/ Economics. It is expected that students with this degree will have a competitive edge in today's global economy as employers will find it easy to deploy such graduates.
- The College of Business designed and implemented a new undergraduate certificate in Small Business Management/Entrepreneurship to develop student ability in this important area. This certificate requires four courses: Small Business Management, Business Plan Development for New Ventures, Project Management, & Human Resources Management. It is expected that students with this certificate will be better prepared to serve the needs of small businesses in the Northwest Florida region.
- Development of Professional Science Masters program in allied health and environmental science (State-wide program sponsored by Florida Council of Graduate Deans)
- Master of Nursing will provide two areas of specialization in administration and education
- Partnership with Pensacola Junior College to create a pipeline for nursing leadership

- Online health care programs in health science at the bachelor's level and master's of public health (recently accredited)
- Military Outreach through symposium for mental health educators through the [Center of Applied Psychology](#)
- The University of West Florida is partnering with regional educational and workforce development groups to build **Northwest Florida Career Pathways** (funded through a grant from Florida's Great Northwest and scheduled for implementation in Fall 2011). Northwest Florida Career Pathways is a portal that supports regional career exploration aligned to Northwest Florida's post-secondary academic opportunities.

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

- National recognitions:
 - A [Princeton Review Best Southeastern College](#)
 - [Sloan Consortium Excellence Award](#) for Online Faculty Development
 - *Military Advanced Education* (MAE) Top [Military Friendly University](#)
- Initiation of [Quality Matters](#) course review to insure highest quality online courses
- Maintenance of program accreditations: [ACS](#), [AACSB](#), [ABET](#), [CAATE](#), [CEPH](#), [CCNE](#), [CSWE](#), [MPAC](#), [NAACLS](#), [NASM](#), and [NCATE](#)
- Validated program performance in high demand areas:
 - Clinical Lab Science-3 years of perfect pass rates on certification exams

- College of Business-students placed in 85th percentile on ETS Major Field Test (Business)
- Nursing-High pass rates on NCLEX
- Received congressional earmark awards totaling \$1.23 million in support of three initiatives:
 - The [Florida Small Business Development Center](#) received an earmark of \$100,000 in support of its Business Continuity and Risk Management Center Program
 - The [Hometown Heroes Teach and Reach Out Program](#) received \$330,000 to provide training for wounded veterans desiring second careers as teachers
 - The [Mobile Distance Learning for Military Personnel Program](#) was awarded \$800,000 to meet military needs for portable learning devices providing regional cultural awareness training
- Patent applications filed for:
 - a GPS information delivery interface
 - a bio-agent spin concentrator
- \$1.9M grant from the State of Florida in support for the [Supplemental Educational Services \(SES\) program](#) that provides tutoring services to four local school districts.
- [Germany MBA](#) program graduated the fifth cohort of Germany MBA students
- In Fall 2005 UWF received a three year \$30,000 [NCAA Choices Alcohol Education Grant](#) for alcohol health promotion initiatives. In 2008, UWF was selected as one of ten universities who were showcased in the NCAA Best of CHOICES publication, an overview of the best grantees within a ten year span. The synergy created from the UWF Behavioral Health Research Collaborative has been instrumental in the progress and continued success of the UWF You Have Choices! alcohol

misuse/abuse prevention initiatives. These efforts resulted in being named a nationally recognized Promising Program for the US DOE Models of Exemplary, Effective, and Promising Alcohol or Other Drug Abuse Prevention Programs on College Campuses Grant Program in Spring 2009

- [BEST House](#) - The BEST House (Build, Educate, Sustain, Technology) is a project of the Building Construction Program in the Department of Engineering and Computer Technology to showcase innovative, green building techniques.
- Received \$1 million grant funded by [Florida's Great Northwest](#) to prepare individuals to meet regional workforce needs in software engineering and information technology. This was a collaborative effort between UWF, all the community colleges from Pensacola to Tallahassee, and NWF State College.
- [Center for Environmental Diagnostics and Bioremediation](#) (CEDB) has highly trained personnel in analytical chemistry, molecular biology, data management and analysis and environmental monitoring.
- Construction state-of-the-art [School of Science and Engineering building](#)

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

- The [UWF Small Business Development Center](#) (SBDC) oversaw the approval of 54 small business loans totaling \$206,835,000 and the creation of 113 small businesses

- UWF SBDC clients reported the following economic impact as the result of SBDC assistance:
 - SBA loan approvals: 9 for \$2,235,000
 - Jobs created: 483
 - Jobs retained: 366
 - Contracts obtained: \$4,984,000
 - Workshops: 111 attended by 1,517 people
 - Counseling: 1,421 clients
- UWF is home to the [Florida Small Business Development Center Network](#) which operates 34 Small Business Development Centers in 11 regions throughout the state. In 2008, FSBDC clients secured \$378 million in capital formation, 1,117 businesses were started with FSBDC assistance and 18,797 jobs were either created or retained due to the efforts of the Network and its affiliates
- UWF received a Phase I Commercialization Assistance Grant in the amount of \$50,000 from the SURCAG Program in June 2008 to assist in developing a review of pending intellectual property disclosures and properties for commercialization. This grant allowed the University to contract with an external consultant to review the pending properties and to make recommendations for and assist in commercialization efforts. TreMonti Consulting was contracted to perform this service and to date has made reviews of 12 potential products or product areas. As a result of this project, one patent application has been filed and one is in preparation for filing. Three trademarks have been identified. One start-up company for commercialization of the Next Exit History and TellusPoint is in the early stages of organization
- [TeacherReady Online Certification](#) Program is a nine-month online alternative certification program designed

to help college graduates receive Florida professional teaching certification.

- [Hometown Heroes Teach](#)- consortium from the Florida panhandle which includes Workforce Escarosa, Inc., Workforce Development Board of Okaloosa and Walton counties, the University of West Florida and Escambia, Santa Rosa, and Okaloosa school districts. Hometown Heroes Teach is sponsored by the University of West Florida and funded by the Department of Labor Employment and Training Administration
- [Center for Applied Psychology](#) Mental Health Symposium focused on military-“[Hidden Casualties of War](#)”
- [Haas Center for Business Research and Economic Development](#) – Specializes in data analysis for the purposes of economic forecasting, marketing research, business expansion, tourism and real estate development. The Center serves a diverse group of clients throughout Florida. Recent projects include
 - Statewide impact study of film and entertainment industry for Governor’s Office of Film and Entertainment
 - Secured over \$700,000 in research and sponsored funding
- Regional hub for [Boosting Engineering Science and Technology \(BEST\)](#) robotics competition
- Throughout Fall, Spring, Summer 2008-2009, over 1,100 individual students registered and completed over 3,500 service projects, totaling over 60,000 service hours through [Volunteer UWF](#)
- In October of 2008 SGA hosted the High School Leadership Conference and had over 350 students attend from High Schools in Santa Rosa, Escambia, and Okaloosa County

- In April 2009 SGA hosted Big Argo's Little Argos (youth mentoring program) and had nearly 200 9th graders attend from Escambia High School
- UWF's [Recreation](#) facilities hosted 4 major youth swim meets, 4 regional youth volleyball tournaments, the Pensacola Sports Association's All-star volleyball, baseball, and softball tournaments, and 4 youth basketball tournaments

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

To help provide a framework to implement strategic budget decisions, the three UWF colleges developed a consistent set of criteria to review academic departments, programs, institutes and centers. Rankings were assigned for each of the following characteristics: mission, financial performance, internal competencies, and market trends using a four-point scale.

This process was further refined and incorporated as part of the systematic evaluation of academic programs during the academic program review process using a "UWF Program Evaluation Matrix". The matrix includes the following seven dimensions:

1. Mission Fit – How well does the unit address objectives outlined in the mission statement?
2. Educational Quality – How well does the unit achieve high caliber educational impact?
3. Operational Quality – How well does the unit fulfill campus citizen obligations?

4. Faculty Quality – How prominent have the faculty become in their teaching, research, and service contributions?
5. Cost Recovery – How effective is the unit in generating cost recovery through SCH generation?
6. Enrollment History – What do enrollment patterns suggest about unit capacity over 3 years?
7. Market Projections – What are the prospects for enrollment growth for the next 5 years?

The University has also updated measures and baselines for each of the objectives outlined in its [strategic plan](#). UWF is also reviewing/refining its list of benchmark institutions for measurement purposes.

Improvements in support of instructional delivery and support of learning:

- Significant expansion of instructional videoconferencing facilities and capabilities for students.
- Delivery of institution-wide support for student wireless response systems in the classroom.
- Implemented infrastructure for full online delivery of geographic information systems (GIS) certificate program allowing significant enrollment increases in that program.
- Implemented improved automation support for identifying academically at-risk students and facilitating advisor and instructor proactive interaction with those students.

Improvements in student services:

- Integration of Bookstore systems with financial aid and accounts receivable allowing students to seamlessly apply financial aid advances to textbook purchases.
- Consolidation of student job advertising to a single website for the entire university, implementing a paperless process for student recruiting and improving students' ability to find and apply for positions at the university.

Improvements in university operations:

- Implemented workplace flexibility program for university employees.
- Moved many formerly paper-based processes online using document imaging and workflow technologies.
- Improved emergency communications and notification systems and processes.
- Instituted many environmental sustainability initiatives.
- Implemented tracking of performance objectives and accomplishments of employees in central information system.
- In light of budget and personnel cuts, outsourced services such as grounds maintenance and vehicle maintenance.

ADDITIONAL RESOURCES

- Carnegie Classification
<http://uwf.edu/ir/qf.cfm>
- Voluntary System of Accountability College Portrait of Undergraduate Education (currently under development)
<http://www.collegeportraits.org/>
- Common Data Set
<http://upic.uwf.edu/OIR/Common%20Data%20Set/Files/CDS2008-2009Final.pdf>
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=university+of+west+florida&s=all&id=138354>
- University Institutional Research Unit
<http://uwf.edu/ir/>

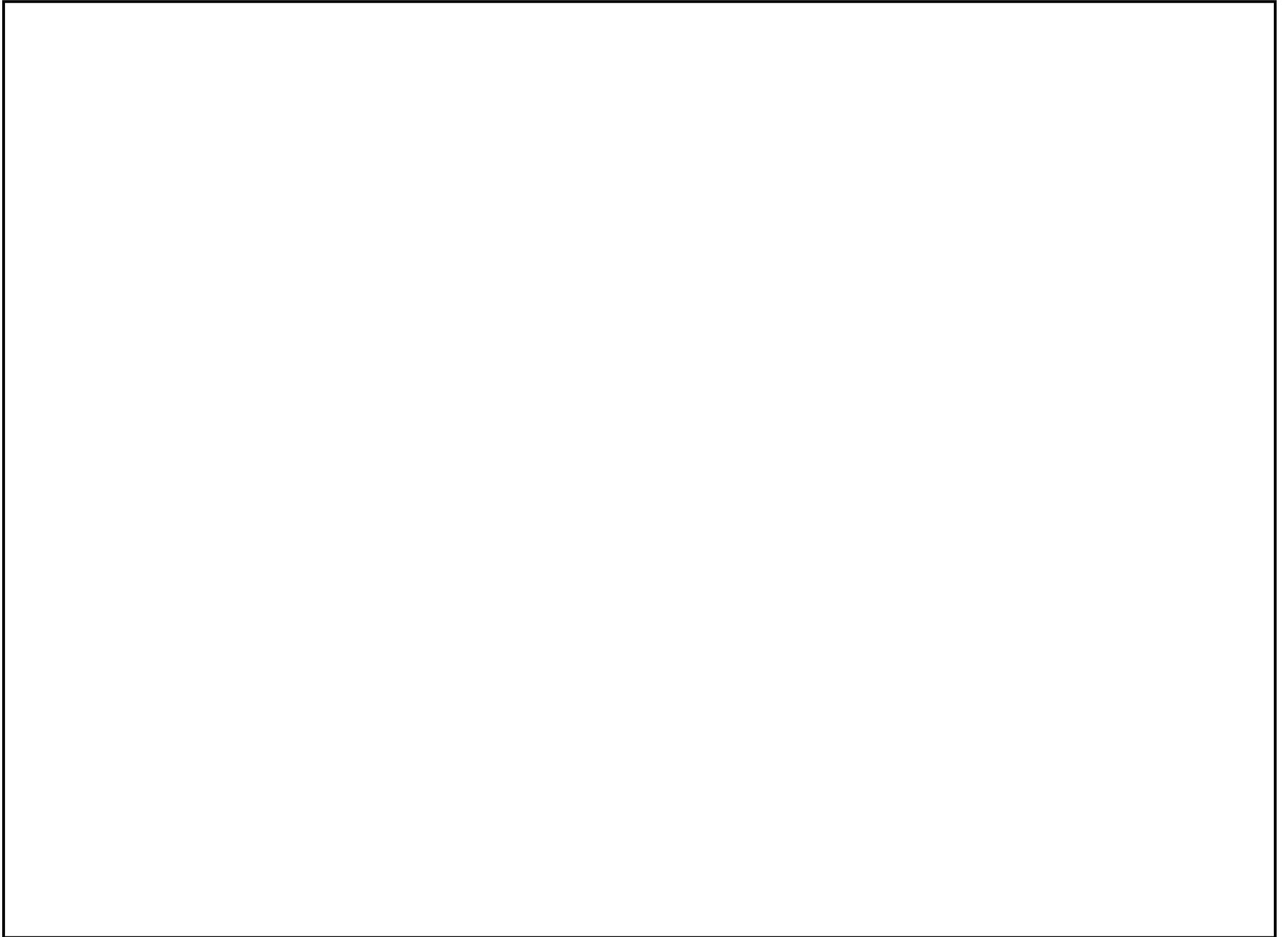
Additional University of West Florida Links

- [Athletics](#)
- [Archaeology Institute](#)
- [Center for University Teaching, Learning and Assessment](#)
- [Centers and Institutes](#)
- [Center for Fine and Performing Arts](#)
- [Community Outreach Research and Learning Center](#)
- [Continuing Education](#)
- [Educational Research Center for Child Development](#)
- [Haas Center for Business Research and Economic Development](#)
- [Honors Program](#)
- [International Education and Programs](#)
- [Office of Graduate Studies](#)
- [Research & Sponsored Programs](#)

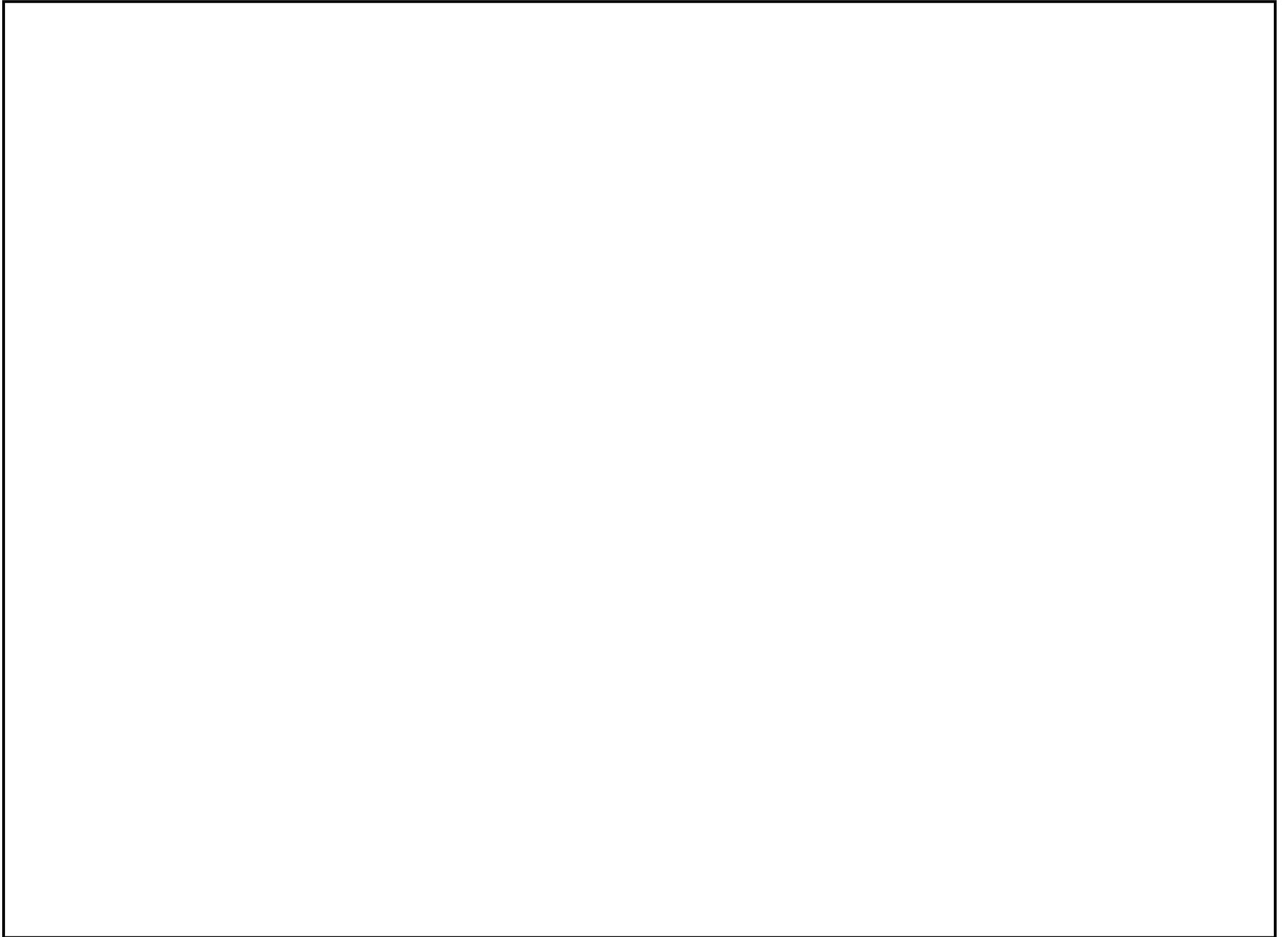
- [Small Business Development Center](#)
- [Student Success Programs](#)
- [TeacherReady](#)
- [UWF Emerald Coast](#)
- [UWF Online Campus](#)

University of West Florida Divisional Links

- [President](#)
- [President's Division](#)
- [Division of Academic Affairs](#)
- [Division of Student Affairs](#)
- [Division of University Advancement](#)



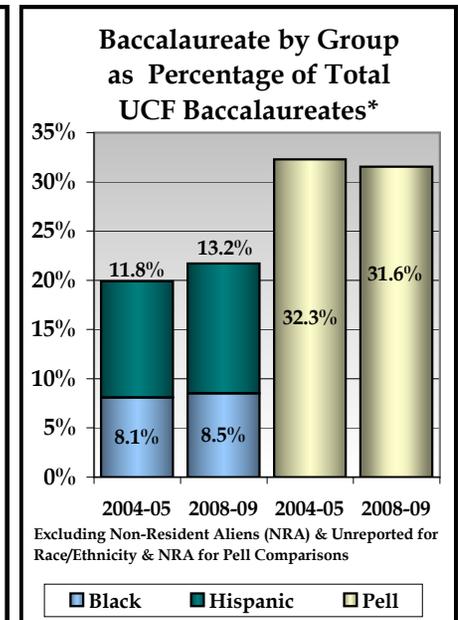
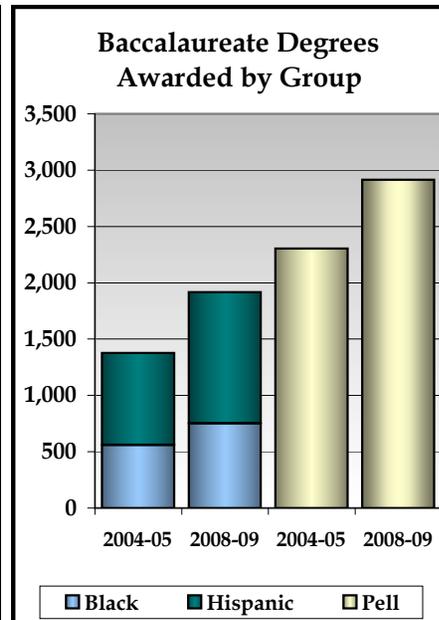
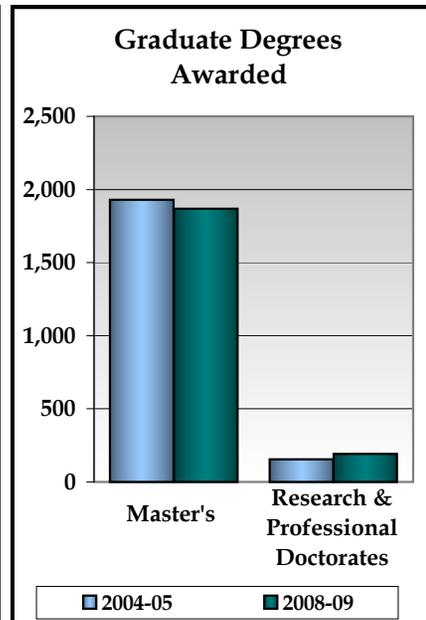
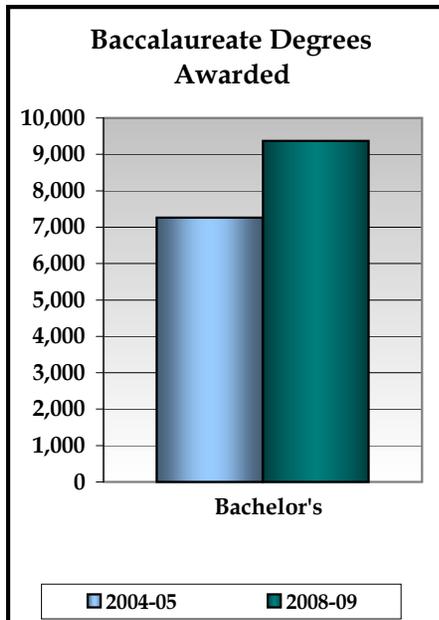
University of Central Florida



University of Central Florida 2009 Annual Report

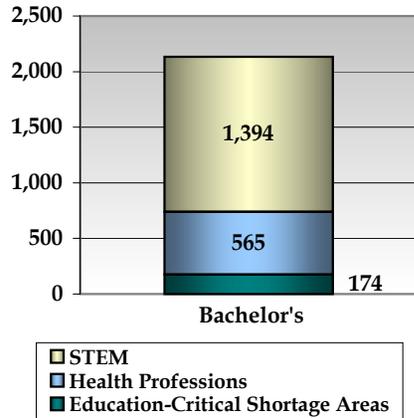
Sites and Campuses			Main Campus, Daytona, Lake Mary/Heathrow, MetroWest, Osceola, Cocoa, Palm Bay, Off Campus, Rosen Campus					
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification		
TOTAL (Fall 2008)	50,275	100%	TOTAL		187	Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate coexistence	
Black	4,433	9%	Baccalaureate		82	Graduate Instructional Program:	Comprehensive doctoral (no medical/veterinary)	
Hispanic	6,886	14%	Master's & Specialist's		78			
White	33,313	66%	Research Doctorates		24	Enrollment Profile:	High undergraduate	
Other	5,643	11%	Professional Doctorates		3	Undergraduate Profile:	Medium full-time four-year, selective, higher transfer-in	
Full-Time	35,227	70%	Faculty (Fall 2008)	Full-Time	Part-Time	Size and Setting:	Large four-year, primarily nonresidential	
Part-Time	15,048	30%				Basic:	Research Universities (high research activity)	
Undergraduate	42,664	85%	TOTAL		1,247	Elective Classification:	Community Engagement: Curricular Engagement and Outreach & Partnerships	
Graduate	6,593	13%	Tenure/T. Track		792			
Unclassified	1,018	2%	Non-Ten. Track		455			

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

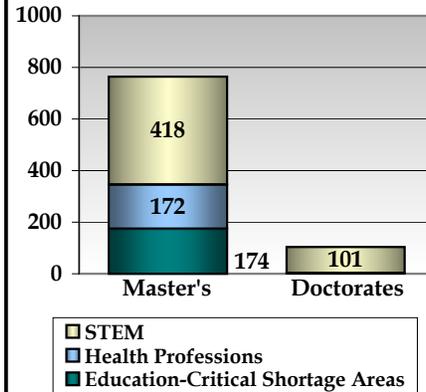


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2008-09**



**Graduate Degrees
Awarded in Select Areas
of Strategic Emphasis,
2008-09**



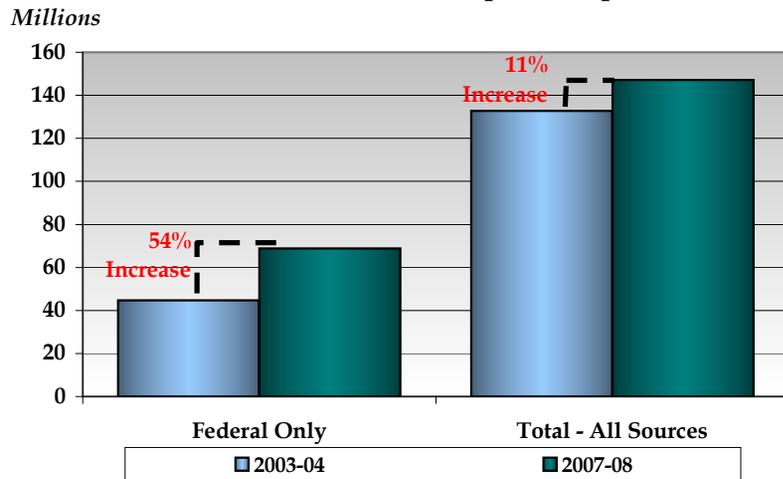
Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

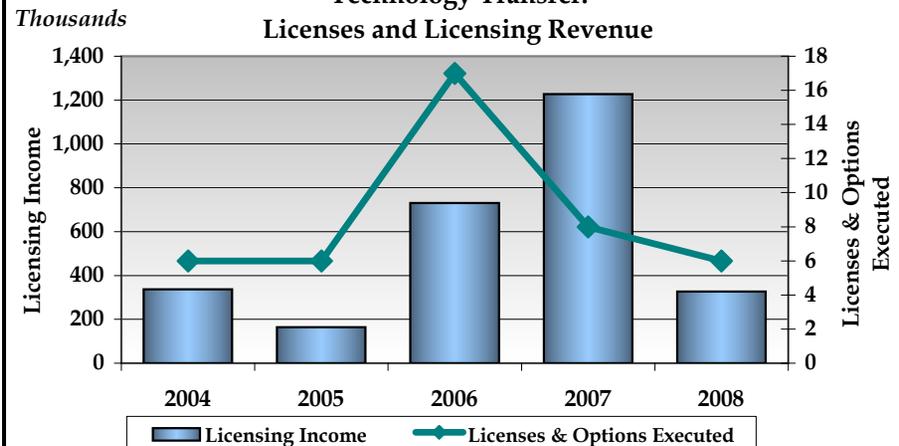
In 2008, UCF had 204 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 95.1%.

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

Academic Research and Development Expenditures



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



Key University Achievements

► Student awards and achievements

• 190 students earned awards including Goldwater Scholar, Jack Kent Cooke Scholar, Truman Scholarship, Pickering Undergraduate Foreign Affairs Fellow and McKnight Fellow. • Doctoral student Atul Asati received the Eli Lilly Biotechnology Award and the Graduate Research Excellence Award from the American Vacuum Society. • Student athlete Jermaine Taylor was named the Conference USA Basketball Player of the Year and Jenny Heppert was named Conference USA Volleyball Scholar Athlete of the Year.

► Faculty awards and achievements

• Five Fulbright Scholars lecturing, researching, or studying in Austria, Germany, Kenya, Panama, and Spain. • Dr. Deborah German, founding dean of the UCF College of Medicine, was named "Central Floridian of the Year" by the Orlando Sentinel and "2008 Business Executive of the Year" by the Orlando Business Journal. • Two faculty members received U.S. presidential recognition: David Ross served on President Obama's health and human services transition team and Dean Jose Fernandez was a White House appointee to the National Museum of the American Latino Commission.

► Program awards and achievements

• Seminole County Public Schools honored UCF College of Nursing for its community outreach as "Partners in Excellence." • The UCF College of Education's Association of Childhood Education International was among six institutions nationally to receive the organization's 2008 Branch Excellence Award. • Eighteen programs were accredited or reaccredited, including the preliminary LCME accreditation for the new MD program.

► Research awards and achievements

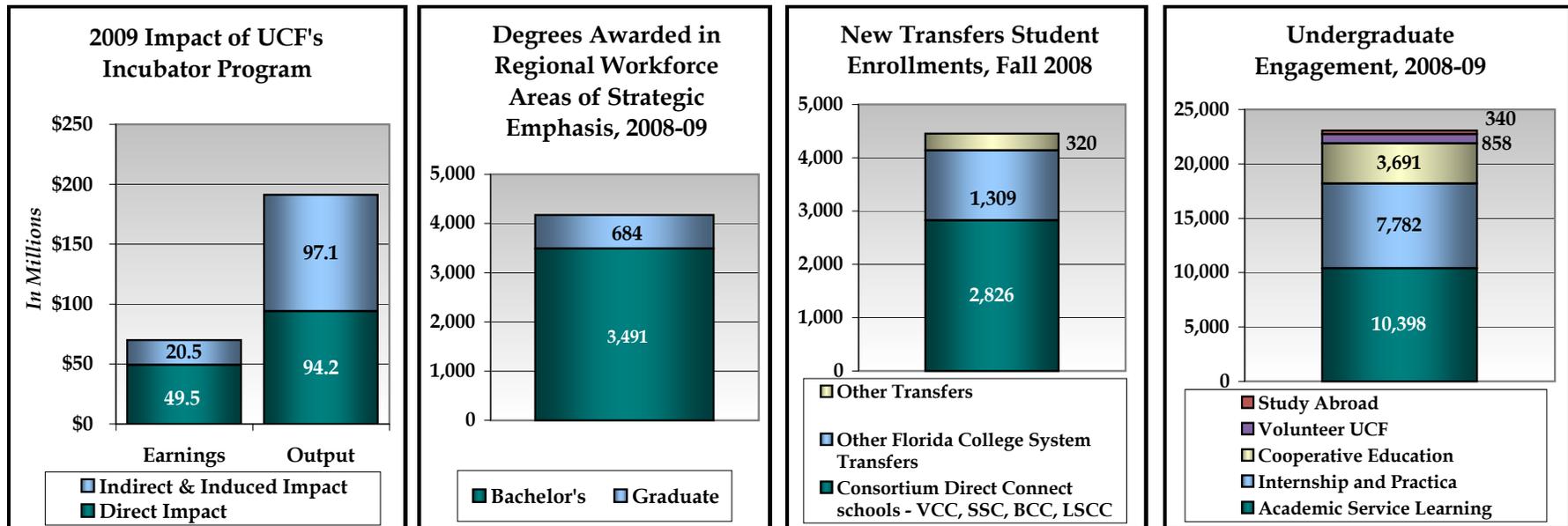
• Ranked seventh on the IEEE Spectrum Patent Scorecard and eighth on the Patent Board's Scorecard. • A record eight UCF researchers received prestigious National Science Foundation CAREER awards, recognizing the nation's most outstanding young scientists. • 32 researchers were inducted into the UCF Millionaires Club. The class received a total of \$60.4 million.

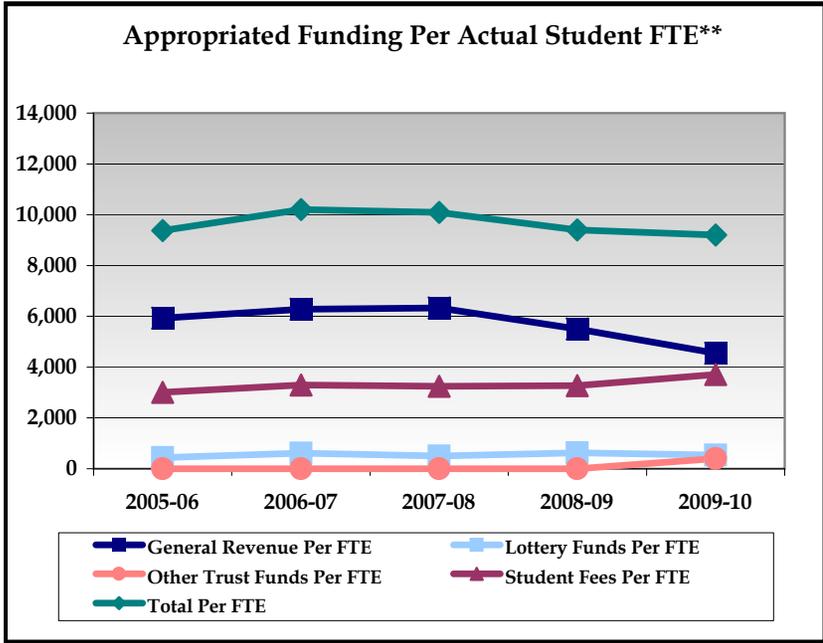
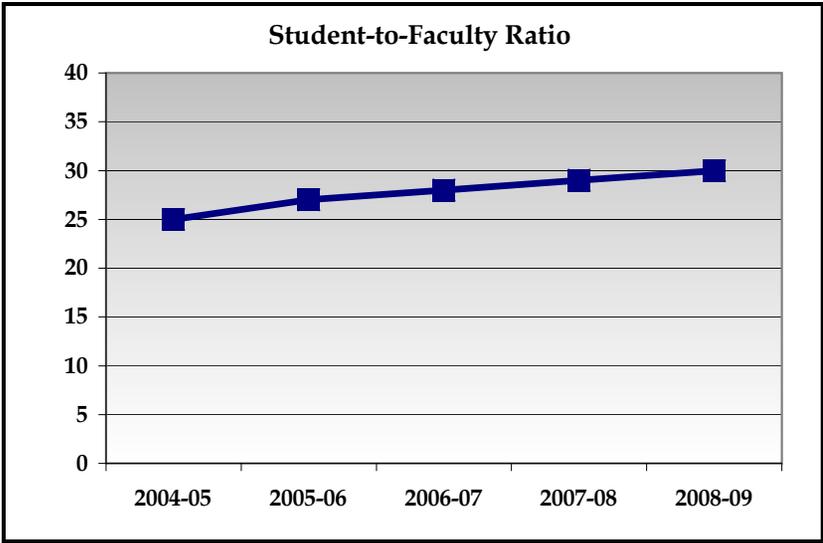
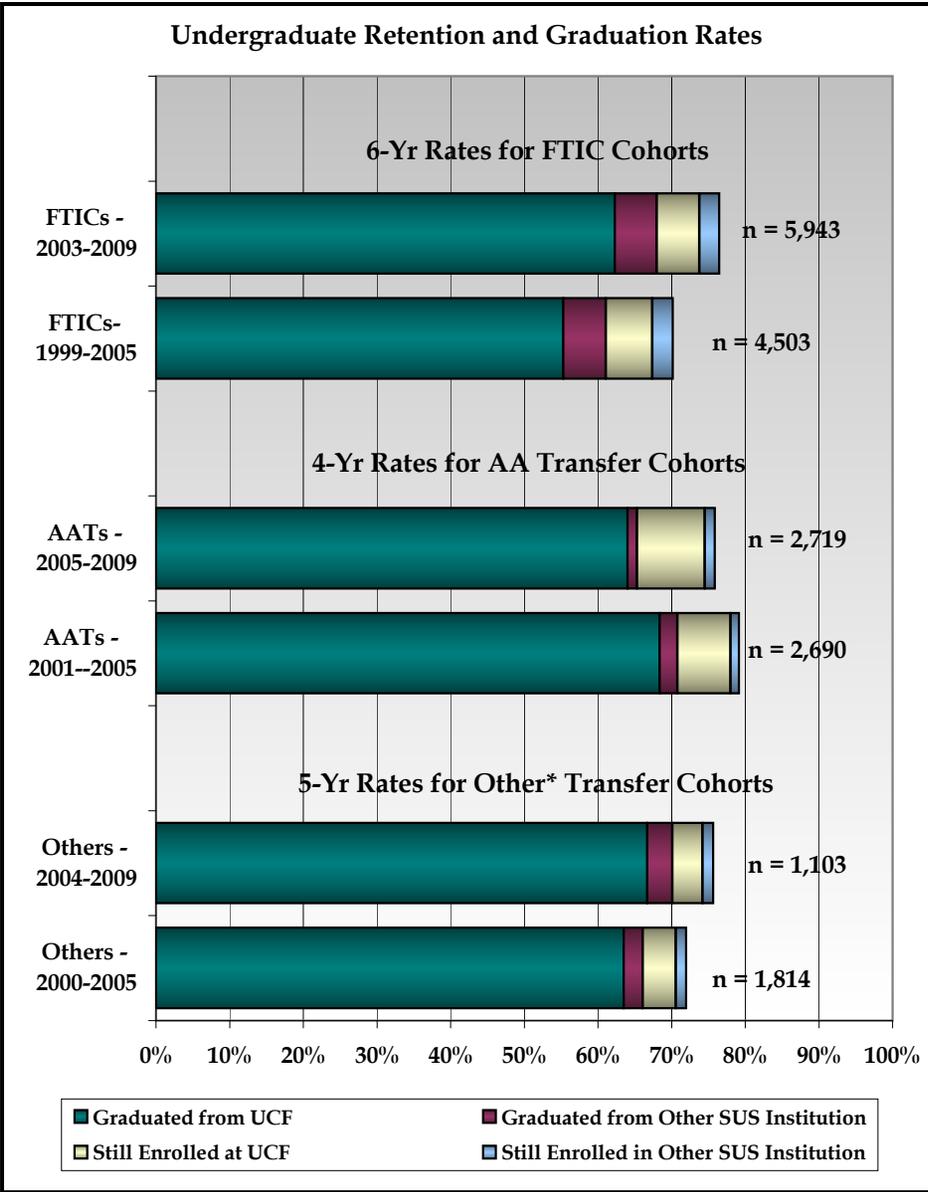
► Institutional awards and achievements

• On behalf of UCF, President Hitt was honored with the President's Volunteer Service Award, a White House recognition, for our work with Junior Achievement. • Gained national recognition by receiving the Carnegie Foundation's Community designation for "Curricular Engagement and Outreach and Partnerships." • *U.S. News & World Report* ranked UCF seventh in the nation among "Up and Coming Universities."

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4:

MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES





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

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

INTRODUCTION

Mission

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

Vision

UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all.

Other Contextual Introductory Comments

The University of Central Florida is a major metropolitan research university whose mission is to deliver a comprehensive program of teaching, research, and service. We seek to:

- offer the best undergraduate education in the State of Florida,
- achieve international prominence in key programs of graduate study and research,
- provide an international focus to our curricula and research programs,
- become more inclusive and diverse,
- be America's leading partnership university.

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

Enrollment

- Enrollment for the Fall 2008 semester was 50,275. Undergraduate enrollment was 42,933 (a 3.5% increase) and graduate enrollment was 7,342 (a 1.8% increase), making UCF the fifth largest university in the nation.
- The Burnett Honors College enrolled 1,538 students.
- The average high school GPA of the freshman class was 3.76. The Burnett Honors College average weighted GPA was 4.2. The average freshman class SAT was 1219. The Burnett Honors College SAT average was 1373. The national average for SAT scores was 1016, and the Florida average was 995.
- The College Board reported that 34,333 students requested that their SAT scores sent to UCF, more than any other public university in Florida.
- College of Medicine's charter class received 4,307 applications, more than any other public medical school in Florida history.

- UCF awarded \$315.2 million in financial assistance, most notably \$80.4 million in scholarship funds. In addition, more than \$2 million was awarded to students through the federal work-study program.
- 20% of all Florida pre-paid contract funds were disbursed to UCF.
- The UCF student body reflected the demographics of its area: 55% women, 14% Hispanic, 9% African American, and 5% Asian American.
- *The Chronicle of Higher Education* listed UCF as having the 18th largest veterans population at institutions of higher education that serve veterans and service members who use their federal education benefits.
- Students taking courses at regional campuses generated 13% of UCF's total SCH. There are 11 regional campuses, including joint-use facilities shared with five community college or state college partners.
- The DirectConnect initiative of the Central Florida Higher Education Consortium continued to expand, with more than 25,000 students participating in the program from our four community college partners.

Retention

- The freshman retention rate was 86%, as compared to a rate of 75% for our national peer institutions, and our six-year graduation rate was 63%, as compared to 52% for our national peer institutions.
- Doctoral retention was the focus of a large-scale study and resulted in 271 action items.
- Student Development and Enrollment Services provided 30 orientation sessions for more than 22,200 new students and families.

- The First Year Advising and Exploration Office served nearly 20,000 students, including 91% of the freshman class.
- The Sophomore and Second Year Center served more than 4,800 students. It also helped 87% of undeclared second-year students identify an academic major.
- The Student Academic Resource Center provided tutoring and supplemental instruction to more than 44,600 students.
- The Recreation and Wellness Center averaged 64,643 visits per month for a total of 581,784 visits during the year.
- Housing and Residence Life provided 332 academic-related programs to 6,400 students and 1,550 social-networking events to 26,000 attendees.

Degrees

- UCF awarded 9,468 bachelor's degrees, an increase of 3.6% over the previous academic year, and ranked third nationally in bachelor's degrees awarded (2007-08 rankings).
- UCF awarded 1,848 master's degrees and 192 doctoral degrees. Nationally, UCF ranked in the top quartile for both master's degrees and doctoral degrees granted (2007-08 rankings).
- *Hispanic Outlook in Higher Education* annually ranks institutions for degrees awarded to Hispanic students. UCF ranked 15th in bachelor's degrees, 36th in master's degrees, and 24th in doctoral degrees.
- The 2008 American Society for Engineering Education Profile ranked the College of Engineering and Computer Sciences 20th for bachelor's degrees awarded, 25th in

degrees awarded to females, and ninth in degrees awarded to Hispanic students.

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

Curricular

- A Sloan Foundation grant supported a statewide initiative for Professional Science Master's (PSM) programs, which will create 28 graduate programs in the STEM disciplines, eventually graduating up to 1,200 students per year. UCF has established two new PSM programs.
- Two tracks in the Industrial Engineering Management degree program were offered to student cohort groups, one in downtown Orlando and one at the Harris Corporation.
- UCF's general education unifying theme, "environment and global climate change," provided activities to more than 7,200 students.

Engagement

- The Carnegie Foundation awarded UCF both of its highly regarded Community Engagement Classifications, one in the category of Curricular Engagement and the other in the category of Outreach and Partnerships.
- 18,180 students participated in academic-based service-learning courses or in internships. Another 3,691

students took advantage of the cooperative education program, earning more than \$17 million.

- UCF maintained study abroad agreements with universities in Australia, Austria, China, Costa Rica, Croatia, France, Honduras, Italy, Japan, Netherlands, Russia, Spain, Sweden, and the United Kingdom.
- Enrollment in study abroad programs totaled 340 students, an increase of 12% over the previous year.

Partnerships

- "Greater Orlando GK-12 Partnership," a National Science Foundation funded partnership between the College of Optics and Photonics and the Orange County Schools, provided fellowships to graduate students and stipends to selected ninth-grade science teachers to improve teaching skills, curricular content, and instructional materials.
- The Office of Career Services hosted events for nearly 7,300 students and 473 employers.
- The College of Education provided partnerships and education programs that recruited, prepared, and retained educators. The experiences were valued at \$11.5 million.
- The UCF Business Incubator Program celebrated its 10th year in 2009. It has expanded to six locations and more than 80,000 square feet throughout Central Florida. At least 100 companies began in the Incubator over its 10 years, creating more than 1,600 jobs. The Incubator is responsible for more than \$70 million in earnings and \$200 million in annual economic output.
- The UCF Venture Lab provided a place for technology entrepreneurs to transform innovative ideas and intellectual property into business plans with high

growth potential. The Venture Lab coached or helped launch 53 client projects.

Other

- More than 100,000 UCF alumni live and work in the Central Florida region.
- The Office of Global Perspectives sponsored 39 speakers and 12 panels that attracted more than 23,000 people.
- The UCF Institute for Economic Competitiveness prepared a comprehensive, quarterly forecast of the Florida economy and 12 metropolitan areas, as well as a comprehensive, quarterly forecast for the U.S. economy.

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

World-class Academic Programs

- UCF enrolled 62 National Merit Scholar finalists, the second largest class in Florida and the 39th largest in the nation.
- To enhance doctoral programs, the College of Graduate Studies adopted new doctoral curricular policies, new graduate faculty member policies and procedures, and revised program review procedures.
- The College of Optics and Photonics received funding for an international joint master's degree program in optics with Clemson University, University of Bordeaux, and Freidrich Schiller University, from the U.S. DOE Fund for Improvement of Post-Secondary Education - European Union - US Atlantis Program.

- New construction began or continued on facilities supporting research and academic activities, including the Burnett Biomedical Sciences building, the College of Medicine's Medical Education building, Physical Sciences II building, Partnership III, and the Siemens Energy Center.
- The Department of News & Information strengthened UCF's academic reputation by placing more than 13,000 news stories in publications that reached nearly 92 million people. Notable national media outlets included NBC Nightly News, ABC World News Tonight, *The Chronicle of Higher Education*, *The Wall Street Journal*, *USA Today*, *The Washington Post*, *The New York Times*, and *National Geographic Magazine*.

Student Research

- 210 students representing 30 majors participated in the Showcase of Undergraduate Research Excellence, and six students published articles in the UCF Undergraduate Research Journal.
- 293 students representing nearly all majors participated in Honors in the Major research.
- More than 100 graduate students participated in the Graduate Research Forum.

Faculty Member and Staff Member Research

- The Office of Research and Commercialization reported external sponsored awards of \$121.7 million or \$137,995 per tenure or tenure-track FTE faculty member.
- UCF ranked seventh on the IEEE Spectrum Patents Scorecard and eighth on the Patent Board's Scorecard, indicative of the strength of the university's patent

portfolio. UCF's peers on the top ten list were MIT, Harvard, the University of Texas, and Stanford.

- UCF hosted six NSF funded Research Experiences for Undergraduates (REU) through the Colleges of Sciences, Engineering and Computer Science, and Optics and Photonics, including the REU for Computer Vision that has been continuously funded since the inception of the NSF REU program in 1987.

Institutes and Centers

- The Florida Solar Energy Center created a facility to train weatherization personnel in Florida on how to conduct home audits and diagnostics. The Center's contract from DCA for this training was \$498,000.
- The Florida Solar Energy Center placed UCF among the national leaders in sustainable energy, sponsoring the DOE Building American program, DOE Energy Plus program, and the National Solar Energy Grid Integration Systems program.
- UCF is a member of the Florida Energy Systems Consortium.
- The Institute for Simulation and Training secured funding for a high performance computer, which offers time-shared access for university, government, and local industry research.
- External recognition of faculty members in research centers and institutes included two Fellows of the American Association for the Advancement of Sciences, and one recipient in each of the following: The American Society for Microbiology, Gold Medal of the Society of Photographic Instrumentation Engineers (SPIE), Esther Hoffman Beller Medal of the Optical Society of America (OSA), OSA Distinguished Service

Award, SPIE Gabor Award, SPIE G.G. Stokes Award, SID Jan Rajchman Prize, Fellow of the IEEE, and Fellow of the American Psychological Society.

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

Economic Impact and Development

- 10,398 UCF students were engaged in academic service-learning, and 6,500 were engaged in volunteer community service. These students contributed 889,000 hours of voluntary labor, a contribution of service valued at \$15.4 million.
- UCF and our students had a \$1.9 billion impact on the regional economy. UCF and our neighbor the Central Florida Research Park created more than 45,000 jobs with an economic impact of \$3.5 billion on the regional economy.
- A study predicted that by 2017 the UCF College of Medicine and its associated life sciences cluster at Lake Nona will generate 30,000 jobs, \$2.8 billion in annual wages, \$460 million in annual tax revenue, and \$7.6 billion annual impact on our regional economy.
- The Institute of Simulation and Training anchored a \$2.5 billion local industry with 16,847 employees and more than 100 central Florida companies.
- The Florida High Tech Corridor Council partnered with UCF, USF, UF, 14 community colleges, 20 local and regional economic development organizations, and numerous high-tech companies. It has worked with 600

companies, 2,000 graduate students, and 300 faculty members. The Florida High Tech Corridor Council and its more than 1,000 grant projects have had an estimated \$650 million dollar impact on our regional economy.

- UCF's Supplier Diversity Showcase 2009, orchestrated by the Purchasing Department in partnership with UCF's Office Plus, drew almost 300 businesses and more than 50 UCF staff members.
- Volunteer UCF enlisted 858 volunteers who gave 7,897 hours of service. 587 students participated in the "Knights Give Back" initiative. Volunteer UCF planned 55 events.
- Home to the world's largest university-Junior Achievement partnership, UCF sponsored 2,670 students who taught more than 50,000 K-8 students at 120 area schools, providing 36,000 hours of public service worth \$625,680.

Outreach

- Serving 30,000 community members annually, 16 community nursing coalitions provided service-learning curricula through partnerships with Central Florida non-profit associations and other public agencies.
- Ten students in the Undergraduate Studies Arts Bridge program enlivened public school curricula by the inclusion of the arts to 149 elementary and middle schools students.
- The College of Education contributed \$15.3 million in clinical experiences to the local community.
- The Psychology Clinic provided free mental health services to 146 clients in more than 1,000 sessions.
- 92% of freshmen students completed the online workshop AlcoholEDU.

- The Community Counseling Clinic in the College of Education provided free counseling services to more than 1,100 clients.
- The Center for Multilingual and Multicultural Studies, the largest and only accredited program in Florida in non-credit foreign language instruction, enrolled 900 international students.
- Community Relations staff members held 23 chair or co-chair positions in community organizations, and they served as board members for 18 chambers of commerce and business organizations.

Foundation Fundraising

- The UCF Foundation received private support of \$27,706,954 from 15,951 donors.
- \$24.8 million received matching funds from state matching programs. \$10.1 million in eligible donor gifts went unmatched.
- Total giving to the UCF Annual Fund to support academic programs increased by 1% to \$4,474,551.
- The initiative to include student's parents in giving resulted in 1,400 parent donors. The parent fund supported three grants totaling \$30,000 for programs serving more than 8,000 students.
- The staff members and faculty member giving initiative generated more than \$250,000 in pledges and gifts.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Facilities and Sustainability Efforts

- In only 40 years, UCF has turned Florida's scrubland into a campus showcase that attracts students and faculty members. Today, 173 buildings valued at more than \$600 million provide 9.3 million square feet of space. UCF has the largest on-campus and affiliated housing program in the state with more than 10,000 beds, and 70% of freshmen live on campus.
- Nearly a third of UCF's 1,415 acres on the main campus is conservation land. The campus focused on xeriscapes, native plants, and sustainable designs.
- Efforts continued to reduce campus energy use. The Department of Sustainability and Energy Management achieved a 22% reduction in energy consumption per square foot since 2005. Additional cost savings have been realized by recycling programs, changes in lighting, personnel and workload re-distribution, and personnel contract negotiations. All new construction must meet LEED silver level standards.
- The UCF Shuttle Service, comprised of 33 buses, transported 1,728,443 students to 18 off-campus apartment complexes.

Administrative Enhancements

- UCF provided students access to core academic services through the myUCF portal, resulting in increased self-service, greater convenience, fewer service lines, and reduced operating costs.

- Purchasing, grade submission, payroll processing, and other essential business functions moved online, greatly increasing efficiency and reducing costs.
- Initiatives to enhance learning included launching UCF's Learning on Demand program, creating living-learning communities outside the classroom to complement students' academic experience, developing a textbook initiative that ensures timely adoption and Web posting of course texts, and developing a partnership between the Student Union and the Student Academic Resource Center to provide 24-hour access to the Student Union for more than 3,000 students during final exam week.
- Online learning sections accounted for 16.6% or 223,000 semester credit hours of the university's total semester credit hours. Fully online semester credit hours grew by 15.4% over the previous year. More than half of all UCF students registered in one or more online course. UCF's online courses are rated "excellent" by students more frequently than courses delivered by any other modality.
- The total instructional capacity increase resulting from online courses equated to nearly \$27 million in construction costs with an associated annual \$1.4 million in operation and maintenance costs.
- Consolidation of vice presidential divisions into the Division of Strategy, Marketing, Communications, and Admissions resulted in the elimination of one vice-presidential level position.
- The College of Graduate Studies was created to emphasize UCF's growing graduate-level significance. The College adopted new tuition and admissions regulations, and it provided a mechanism for health insurance for all graduate assistants.

- The Division of Administration and Finance combined facilities maintenance, police, and construction offices into the Facilities and Safety Office, resulting in a more efficient unit.

Athletics

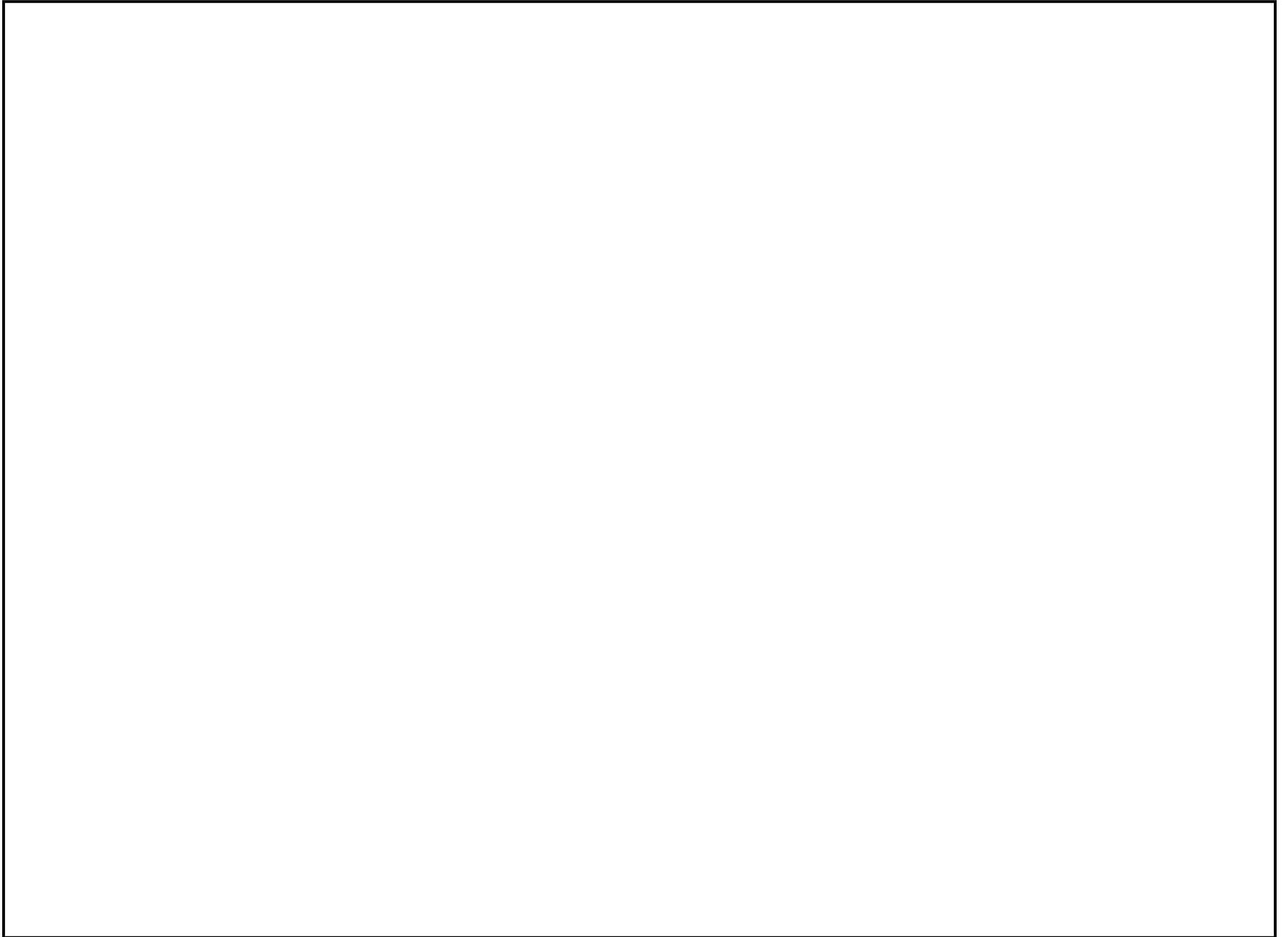
- All athletics programs successfully made the transition to Conference USA league play.
- The men's golf team claimed the NCAA Southeast Regional title, earning a bid to the NCAA Championship.
- The UCF women's basketball team became the 2009 conference USA Tournament champions. The team also received the conference's award for the Most Improved Team GPA.
- The Knights scored an academic first for Conference USA baseball teams with an annual grade point average of 3.17, and the team received the league's sport academic award.

ADDITIONAL RESOURCES

- Carnegie Classification
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=132903&start_page=institution.php&clq=%7B%22first_letter%22%3A%22U%22%7D
- Voluntary System of Accountability College Portrait of Undergraduate Education
http://www.iroffice.ucf.edu/college_portrait/index.html

- Common Data Set
<http://www.iroffice.ucf.edu/commondataset/index.html>
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=University+of+Central+Florida&s=all&id=132903>
- University Institutional Research Unit
<http://www.iroffice.ucf.edu/home.html>

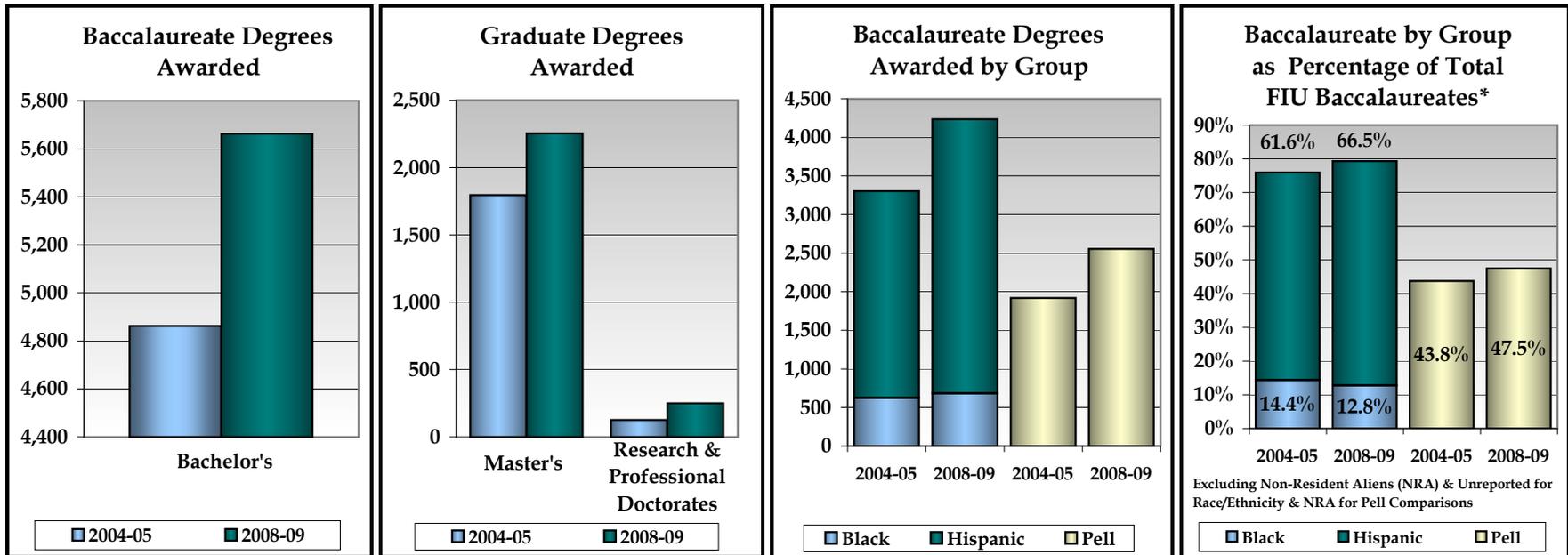
Florida International University



Florida International University 2009 Annual Report

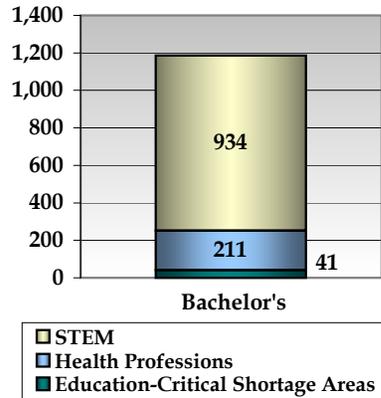
Sites and Campuses			University Park Campus, Biscayne Bay Campus, Pines Center Site				
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification	
TOTAL (Fall 2008)	39,146	100%	TOTAL	179	Undergraduate Instructional Program: Balanced arts & sciences/professions, high graduate coexistence		
Black	4,839	12%	Baccalaureate	67	Graduate Instructional Program: Comprehensive doctoral (no medical/veterinary)		
Hispanic	23,401	60%	Master's & Specialist's	81	Enrollment Profile: High undergraduate		
White	6,601	17%	Research Doctorates	28	Undergraduate Profile: Medium full-time four-year, selective, lower transfer-in		
Other	4,305	11%	Professional Doctorates	3	Size and Setting: Large four-year, primarily nonresidential		
Full-Time	23,286	59%	Faculty (Fall 2008)	Full-Time	Part-Time	Basic: Research Universities (high research activity)	
Part-Time	15,860	41%		TOTAL		817	13
Undergraduate	30,428	78%	Tenure/T. Track	646	8		
Graduate	6,629	17%	Non-Ten. Track	171	5		
Unclassified	2,089	5%					

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

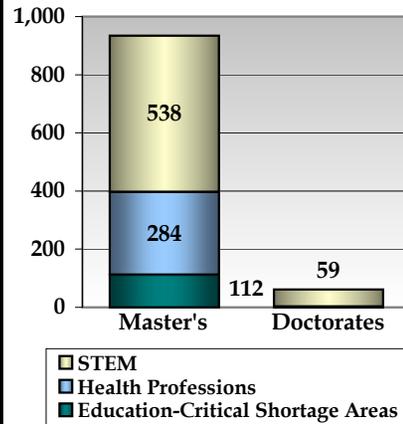


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas
of Strategic Emphasis,
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**Graduate Degrees
Awarded in Select Areas
of Strategic Emphasis, 2008-09**



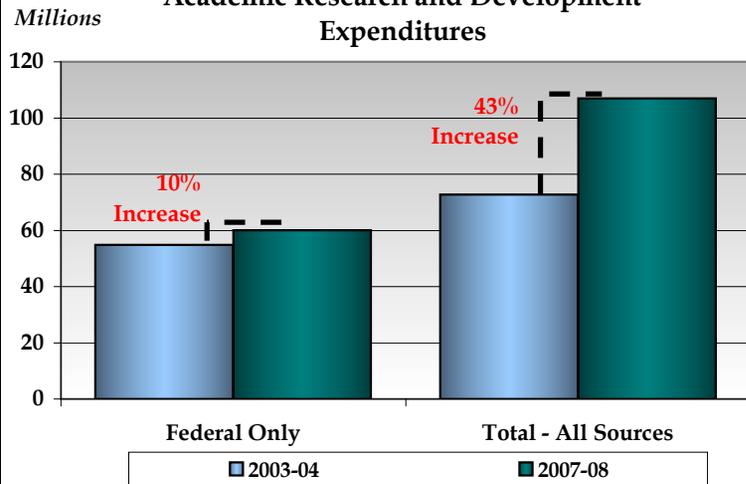
Pass Rates on Licensure Examinations

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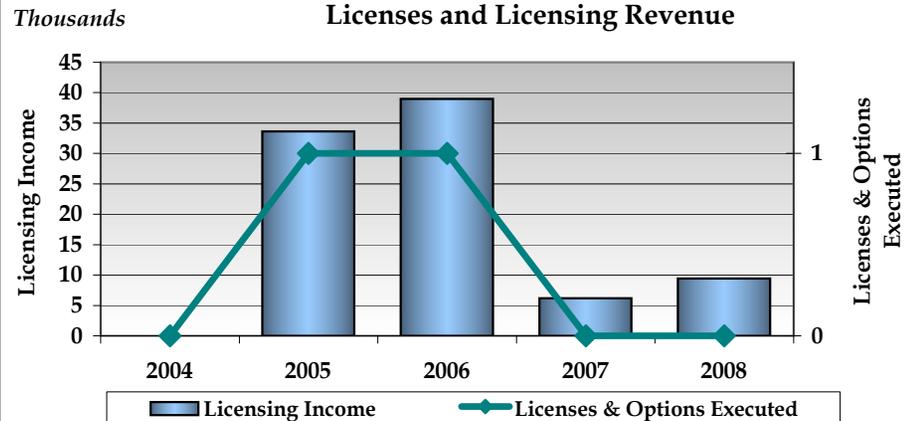
In 2008, FIU had 181 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 89%.

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

**Academic Research and Development
Expenditures**



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



Key University Achievements

► Student awards/achievements

- FIU Physics students won the BandWidth Challenge at the Super Computing 2009 conference in Portland, Oregon.
- FIU College of Law students placed second best brief in 2009 Skadden, Arps Foreign Direct Investment Moot competition in Frankfurt.
- At the 2009 National Model United Nations Conference, the FIU Model United Nations (MUN) team received the Outstanding Delegation Award, the highest accolade possible.

► Faculty awards/achievements

- Professor Pedro Jose "Joe" Greer, Chair of the Department of Humanities, Health & Society at Florida International University's Herbert Wertheim College of Medicine, received the Presidential Medal of Freedom.
- Suzanne Koptur, Professor in the Department of Biological Sciences; Alex Stepick, Director, Immigration & Ethnicity Institute & Professor of Anthropology and Sociology; Matthew Mirow, Professor of Law at the College of Law; and Bianca Premo, Associate Professor, Department of History, received Fulbright awards.
- Madavan Nair, Professor and Chair of Immunology and Associate Dean of Biomedical Research; and Barry P. Rosen, Professor and Associate Dean for Research & Graduate Studies; both at the FIU Herbert Wertheim College of Medicine, have received NIH MERIT awards.

► Program awards/achievements

- FIU's International Business Program ranked in top 15 in US News and World Report.

- FIU's Hospitality Management program in association with Tianjin University of Commerce ranked in the top 10 programs in China by the Ministry of Education.
- The Patricia and Phillip Frost Art Museum has been named Best Art Museum, and its Kenan-Flagler Family Discovery Gallery as The Best Place for Kids to Unleash Their Creativity, by the Miami New Times.

► Research awards/achievements

- The Center for the Study of Matters at Extreme Condition (CeSMEC) at FIU led an international group of scientists that synthesized and characterized a single-element compound, Boron Boride (B28).
- A team of four universities led by FIU's Fernando Miralles-Wilhelm received a \$5 million grant from NASA for ecosystem research on the Everglades and Sian Ka'an wetlands in Mexico.
- Dr. Gary Rand, Professor in the Department of Earth and Environment, and Dr. Piero Gardinali, Associate Professor in the Department of Chemistry and Biochemistry recently received a \$2.75 million agreement with the Miami-Dade County Water and Sewer Department to provide environmental research and analysis. Their groundbreaking project, only the second of its kind in the country, will determine the feasibility of using highly treated reclaimed water for the Biscayne Bay Coastal Wetlands Rehydration Project.

► Institutional awards/achievements

- FIU was ranked #1 in the nation in awarding STEM degrees to underrepresented minorities in a recent study published by The Commission on Professionals in Science and Technology.

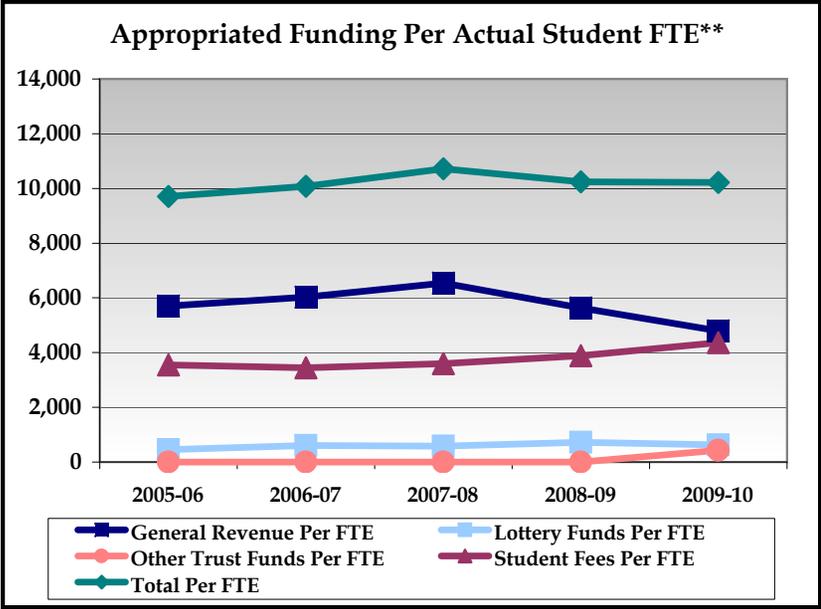
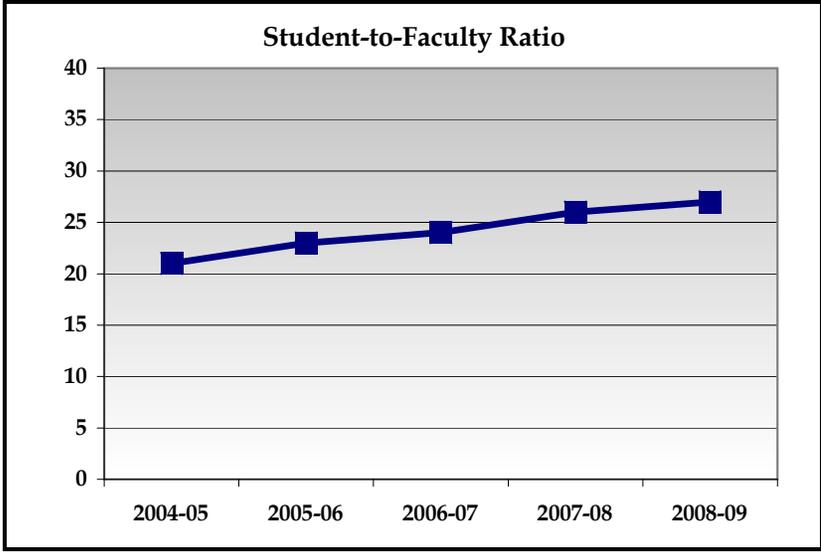
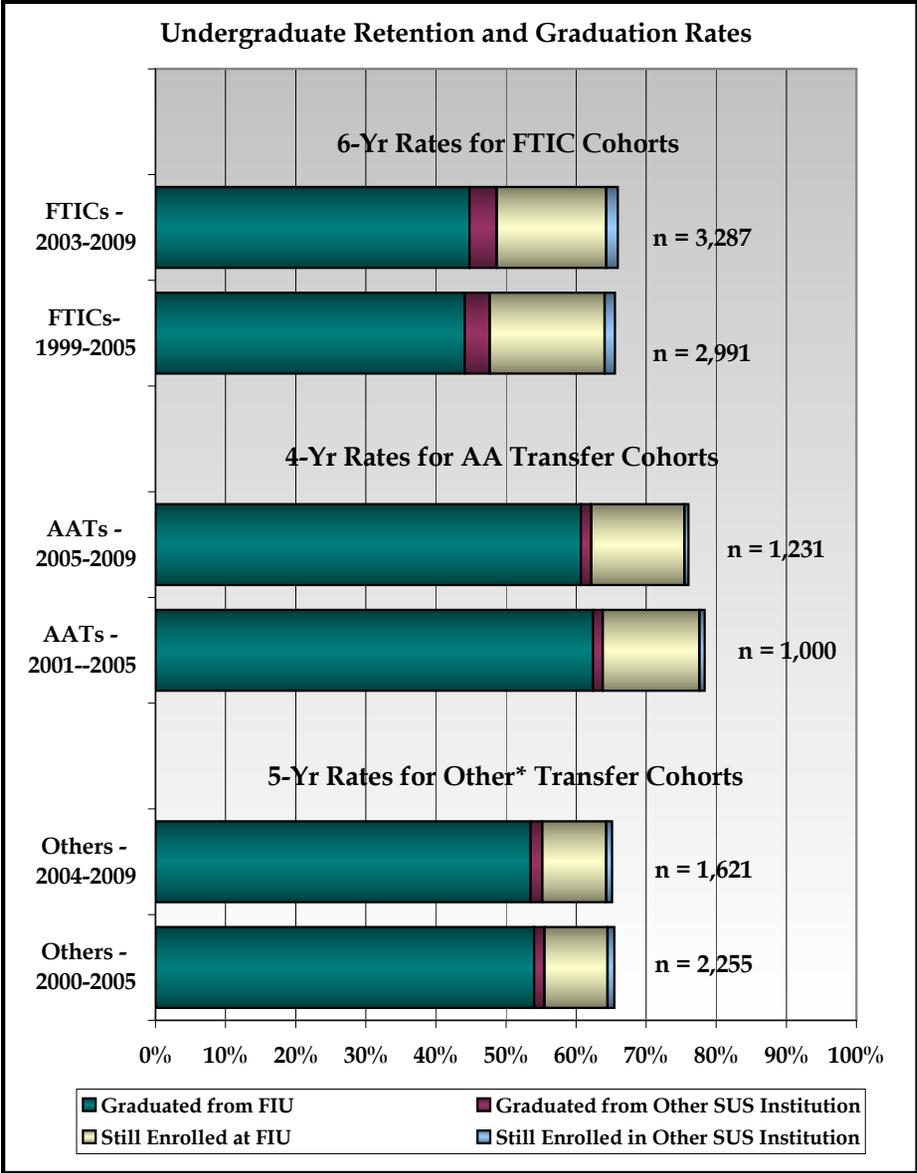
BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4:

MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

FIU's innovative Neighborhood HELP (Health Education Learning Program), which runs through the entire four years of medical school, will put medical students in teams with students of other disciplines. They will work together to address real medical, social and ethical issues experienced by disadvantage families in South Florida.

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

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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

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

INTRODUCTION

Mission

Florida International University is an urban, public, multi-campus research university serving South Florida, the state, the nation, and the international community. Our mission is to impart knowledge through excellent teaching, promote public service, discover new knowledge, solve problems through research, and foster creativity.

Vision

A leading student-centered urban public research university that is locally and globally engaged.

Other Contextual Introductory Comments

As an anchor public institution in South Florida, FIU is committed to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

As an institution of higher learning, Florida International University is committed to

- Freedom of thought and expression
- Excellence in teaching and in the pursuit, generation dissemination, and application of knowledge
- Respect for the dignity of the individual
- Respect for the environment
- Honesty, integrity, and truth
- Diversity
- Strategic, operational, and service excellence

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

Provide enhanced academic, personal, and cultural support, and assistance to qualified elementary, middle and high school students in Miami-Dade County that will result in increased graduation rates and eventual enrollment in a postsecondary institution

FIU has leveraged Federal educational opportunity outreach programs to motivate and support students from disadvantaged backgrounds to enroll and succeed in college.

The Pre-College Programs at Florida International University (FIU) give students the chance to explore careers and build their educational foundation in a variety of disciplines, including Science, Technology, Engineering, Mathematics (STEM), Social Sciences, English Literature and Grammar, and Foreign Languages. Students also become acclimated to college by taking classes on campus and adapting to the behavioral norms of college students. Additionally, participants in three of our programs are given the opportunity to have a residential summer experience and live on campus from 2 to 6 weeks. Through the pre-collegiate programs, students can experience a genuine college classroom environment, with tough courses to challenge their young minds. This reinforces the curriculum from high school, exposes students to college level work, and improves their study skills. The ultimate goal is to develop students who are intellectually prepared for the collegiate experience and the world around them.

Establish an advanced placement/dual enrollment public high school on the FIU Modesto Maidique campus

The Office of Undergraduate Education has developed an exciting new partnership with Miami-Dade County Public Schools (MDCPS) that allows top high school students take classes at FIU.

FIU's Academy for Advanced Academics offers an all-day university/high school experience on the FIU campus for 100 MDCPS students from five senior high schools.

The goal of this collaboration is to increase FIU's engagement with the South Florida community and to encourage these top students to form relationships with the university and continue their studies here. The university also helps prepare these students to achieve academic success in college so that we can retain them through graduation.

To be considered for admission into the program, students must have a GPA of at least a 3.0 and top scores on the PSAT.

Students at the Academy for Advanced Academics take all of their classes at the Modesto Maidique Campus, and build class schedules based on their academic interests.

In the morning, the high school students attend college classes taught by FIU professors alongside FIU undergraduates. They stay on campus in the afternoon for their Advanced Placement classes – college-level courses taught by high-school teachers.

By the time the students graduate from high school, they will have completed up to two full years of college.

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

Increase the number of medical doctors in the State of Florida.

The Herbert Wertheim College of Medicine entered its first class of 43 students in 2009. That number will increase to 120 in 2013. By the nature of our innovative curriculum in NeighborhoodHELP™ communities (see below-Goal 4), it is anticipated that a majority of graduates will pursue a residency in a primary care specialty.

Increase the number of nurses in the State of Florida

The nation's first foreign-educated physicians to professional nurses program, pioneered at FIU in 2002 and expanded through distance learning technology to Orlando in 2004 and to Tampa in 2007, continues to transform foreign-educated physicians into nurses with their Bachelor of Science in Nursing degree through a fast-track, specialized curriculum. Building on the medical training these individuals have had in their home countries, they can become registered nurses after completing 5 semesters, a little more than 1 ½ years of classroom, clinical and community education and practice.

Not only do these graduates address the nursing shortage, but because 75% of them have immigrated from the Caribbean, Central and South America with 20% more having immigrated from prior Soviet Union countries, India, and China, they contribute to diversifying the nursing workforce. Minorities constitute 32% of the population of Florida (82% of population

of Miami Dade County), but only 18% of Florida nurses are from these ethnic groups.

Through 2009, 378 nurses have entered the workforce through this program: 12 cohorts in Miami, 1 in Orlando (2004), and 2 in Tampa (2007 and 2009) and 122 graduates of this program are now enrolled in the MSN program. The program has been supported both by Federal grants and by hospitals that employ the graduates.

Establish secondary teacher education programs in the College of Arts and Sciences

Through FIU's new secondary teacher education programs, the College of Arts and Sciences prepares students in their chosen science or math subject area, while the College of Education gives them the tools they will need in the classroom. By choosing new integrated education programs in biology, chemistry, mathematics, and physics, students will graduate with a Bachelor of Arts degree in their chosen discipline and will be eligible to obtain a full professional teaching certificate from the state of Florida. These teacher preparation programs are currently going through the state approval and accreditation process. The first graduates are expected in 2011. Programs also are planned in English and History, Geography, and Political Science for Social Studies certification.

FIU's graduates account for more than half of the teachers in Miami-Dade Public Schools, the fourth largest school system in the nation. This new model will infuse the teaching profession with the expertise needed to raise students' academic standings in math and science. In an effort to boost the number of math and science teachers, the new education

programs include a component that allows students to "test drive" teaching through a no-strings-attached experience. The top students in introductory math and science classes will be invited to participate in a teaching seminar. The seminar gives students a hands-on introduction to teaching and an opportunity to work as paid lab assistants, where they guide their peers.

The new education programs extend beyond the classroom and include mentoring for aspiring teachers during their university years and as they enter their profession. The National Science Foundation has invested more than \$9 million in FIU projects that support future scientists and science and mathematics teachers. Additional support has been provided by the [Physics Teacher Education Coalition](#) (PhysTEC) and the U.S. Department of Education.

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

Establish a Center of Excellence in Writing (CEW)

The CEW was established to assist graduate students with professional writing, including thesis and dissertation, and to help equip Ph.D. students to pursue external funding for their research collaborations with their faculty mentors. The CEW currently employs four half-time writing tutors to work exclusively with graduate students to improve thesis and dissertation writing. The ultimate goal of this program is to increase the quality of doctoral education at FIU as well as the quality of sponsored research.

Research Infrastructure Initiative

Initiated a Research Enhancement/Development unit within the Office of Research with responsibility for: a) enhancing the capacity of FIU faculty to successfully pursue sponsored research, and b) pursuing competitive Federal funding for research infrastructure at FIU (e.g., new research labs, renovation of research labs, research equipment). Two competitive proposals were submitted to NIH prior to July 1, 2009, one for a Vivarium to support the biomedical sciences and to enhance FIU's ability to engage in cutting-age research and to pursue outstanding scholar/researchers, and the other for the expansion and renovation of the nano-laboratory to support biomedical research at FIU and the University of Miami. Two other research infrastructure applications were submitted in September 2009. One requested from NIST an additional floor for the new International Hurricane Research Center for collaborative research with NOAA, and the other was submitted to the NSF for renovation of laboratories for the Southeastern Research Center, whose research focuses on the environments with a major focus on the Everglades.

Establish a strategic Cluster Hiring Initiative Program

Cluster hiring is a process by which faculty are recruited in groups built around common research and academic themes. The initiative will enhance cross-disciplinary student learning and benefit our local and state economy. Additionally, cluster hiring affords a means of advancing the University in strategically targeted areas.

One Cluster Hire in the area of ADHD (Attention Deficit Hyperactivity Disorder) was accomplished. This Cluster enhances a strong existing applied developmental psychology

program and connects it to the new College of Medicine. The Cluster consists of three (3) positions across two units and colleges (Psychiatry in Medicine and Psychology in Arts & Sciences). The group will relocate a renowned ADHD research center from SUNY Buffalo to FIU and transfer over \$10 million in external funding. In addition to enhancing research capacity at FIU, this group will: a) establish collaborative programs to address ADHD and childhood problems with the Miami-Dade County Public School system, b) relocate to FIU a well-known ADHD summer treatment program that attracts clients from throughout the U.S. and the world, and c) establish a ADHD clinic at FIU which will serve the local community.

Research Space Allocation & Laboratory Renovation

Research space is a precious and finite resource. Quality research laboratories and facilities is a prerequisite to build world-class academic and research programs. To accomplish this, FIU has established a system for the allocation of research space and has begun a process of laboratory renovation and outfitting in conjunction with the new College of Medicine and the Cluster Hiring Initiative. Extensive renovations have been completed for laboratories in the life sciences and in environmental research. This program will continue for several years in efforts to attract world-class research faculty and cutting-edge sponsored research.

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

Initiate the NeighborhoodHELP™ Program

The Florida International University Herbert Wertheim College of Medicine is spearheading a unique undergraduate medical education program in collaboration with our colleges of public health, social work and nursing and our community partners to prepare physicians to assess and address the non-medical factors that affect health outcomes. FIU will be preparing physicians to practice medicine in an interdisciplinary and comprehensive manner through a curriculum that integrates the ethical foundations of medicine, social determinants of health, cultural competency, public health principles, and sustained community based participatory service-learning experiences.

To our knowledge, this is the only medical school program in the US that will allow students the opportunity to be immersed in the community developing interdisciplinary community partnerships over the entire course of their medical education. Students will work with community organizations, interdisciplinary teams and neighborhood households to identify and address existing healthcare needs and gaps in services by acting as advocates, facilitators and patient educators. The Green Family Medicine & Society program will run longitudinally throughout the four years of training with eight courses vertically integrated with the clinical Family Medicine curriculum throughout the four years of medical school. Medical students will be introduced to local issues of health disparities and community needs

through hands on experiences through lectures, case-based small group discussions, and immersion in the community. Over 1000 households have already been interviewed and baseline data collected to establish their eligibility for participation in this program.

Community Summits

In Fall 2009, FIU President Mark B. Rosenberg initiated an unprecedented community engagement effort, bringing together 100 of South Florida's top education, business and civic leaders in two summits to discuss FIU's future. The gatherings were convened to engage a discussion of how FIU can best serve the community and to elicit input on critical issues that will shape the university's future direction. The summits yielded thoughtful assessments of FIU's strengths and challenges and a wealth of ideas for the future.

Everglades Restoration

FIU's Southeast Environmental Research Center is leading several federally funded initiatives to restore the Everglades. The center's research includes studies of seagrass, mangrove and wetland ecology, microbiology, ecosystem exposure to toxic chemicals, climate change and water quality. Among the largest research initiatives is the Florida Coastal Everglades Long-Term Ecological Research project, a \$10 million collaboration involving more than 50 scientists who are investigating the estuarine ecosystem of the Everglades.

Honors College Partnership with City of Sweetwater, FL

In Fall 2009, FIU's Honors College launched a sweeping partnership with the city of Sweetwater, FL, in Fall 2009 that

will build students' leadership skills and improve the quality of life in that city. Honors College students will participate in diverse projects including tutoring children, helping to launch an athletic program for girls, and working with the elderly. A "green team" of students will promote environmental awareness with recycling and energy conservation programs and improve the aesthetic appearance of the city with neighborhood cleanups and by planting flowers and trees in parks and recreation areas.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

FIU is a national resource for graduating minorities. FIU grants more bachelor's degrees to minorities than any other university in the country. It ranks third in master's degrees awarded to minorities (after University of Phoenix and University of Southern California) and second in the total of both bachelor's and master's degrees awarded to minorities.

The government of the People's Republic of China selected Florida International University School of Hospitality Management from a group of elite hospitality schools in the U.S. and Europe as its partner in establishing a hospitality and tourism management campus in Tianjin, the third largest city in China which serves as the seaport for the capital, Beijing. The \$100 million FIU Tianjin Center, which was fully funded by the Chinese government, sits on 80 acres of land and contains more than 450,000 square feet of air conditioned space, including a dormitory tower 20 stories high, which can accommodate 1,000 students. The center has total capacity for 2,000 students. The Marriott Tianjin China Program opened in September 2006 and has graduated 183 students to date.

Mark B. Rosenberg was appointed the fifth president of FIU. All three finalists in the presidential search are currently serving as presidents of research universities. President Rosenberg identified his initial vision and goals in a document titled "Hit the Ground Running" that focused on four components: Revitalize and expand financial base; Achieve results-oriented student-centered academic excellence; Enhance quality and impact of research and creative initiatives; and Engage the community. These four components formed the basis for white papers drafted by faculty, staff, and administration work groups.

The College of Arts and Sciences has been reorganized through the creation of three schools: School of International and Public Affairs; School of the Environment and Society; and School of Integrated Life Sciences.

The Landon Undergraduate School of Business was named one of the top undergraduate business programs by BusinessWeek; its Accounting program was ranked eighteenth and its Operations Management program ranked ninth. *U.S. News & World Report* has rated our undergraduate business program among the top fifteen in the country for the last five years - most recently we were ranked twelfth. *Hispanic Business* ranked the Chapman Graduate School of Business at Florida International University (FIU) in eighth place in the country for Hispanic MBAs. In its 2009 ranking of exceptional graduate programs globally and in Latin America, *AméricaEconomía*, the leading business magazine in Latin America, placed our Chapman Graduate School twentieth on the global list and fourteenth in the United States

Global Learning for Global Citizenship is the Quality Enhancement Plan (QEP) portion of FIU's reaccreditation

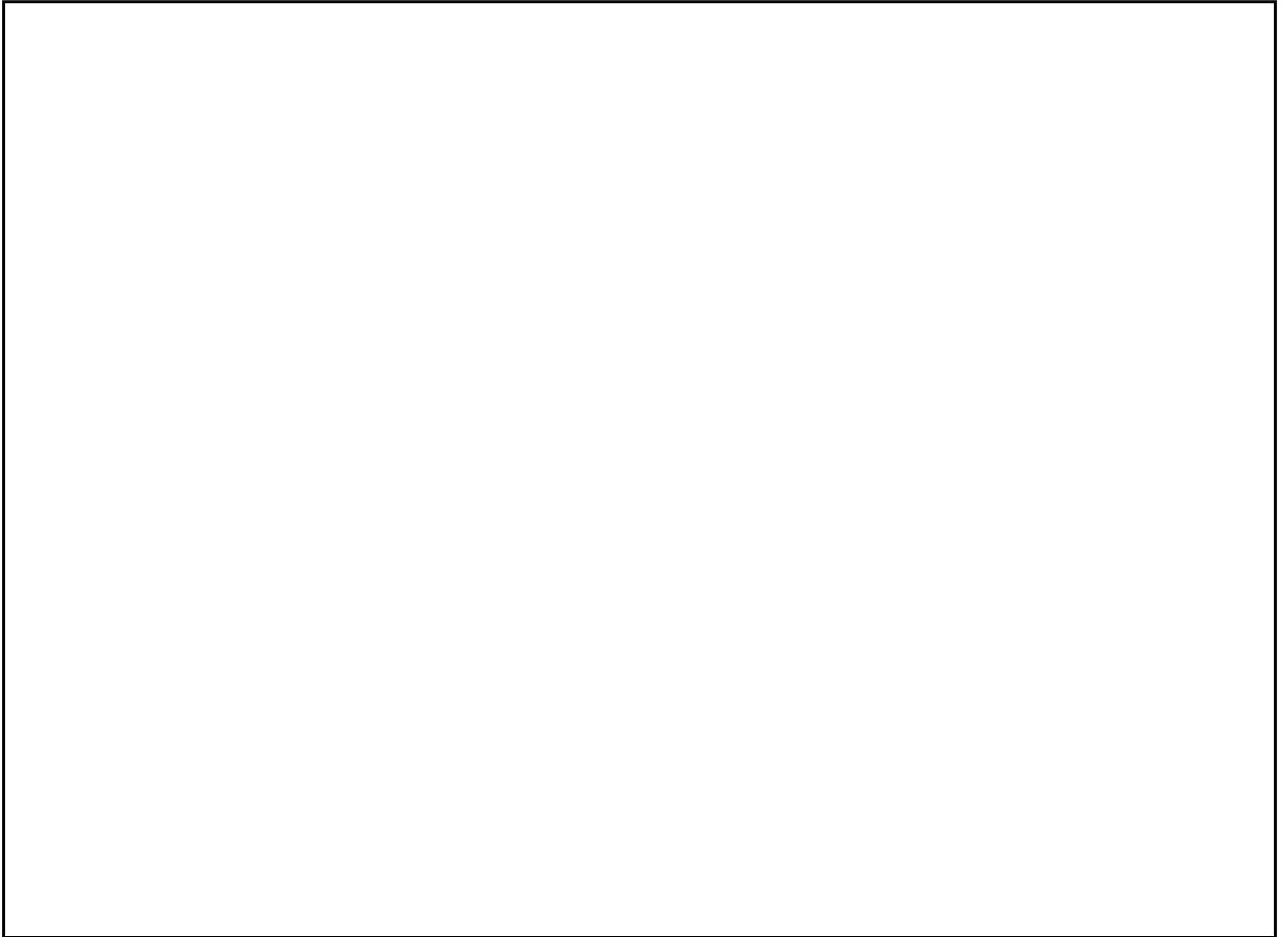
process for the Southern Association of Colleges and Schools. It is a university-wide initiative that has been embraced by FIU's faculty, students, and administration as integral to achieving the founding purposes of the institution: education of students, service to the community, and greater international understanding. Program goals focus on providing global learning courses and co-curricular opportunities across the undergraduate curriculum, faculty and staff development for global learning, and the human, physical, and financial resources necessary to develop, implement, and sustain the QEP.

The new building to house the College of Nursing and Health Sciences was completed on time and under budget and was built to LEED Silver environmental quality standard.

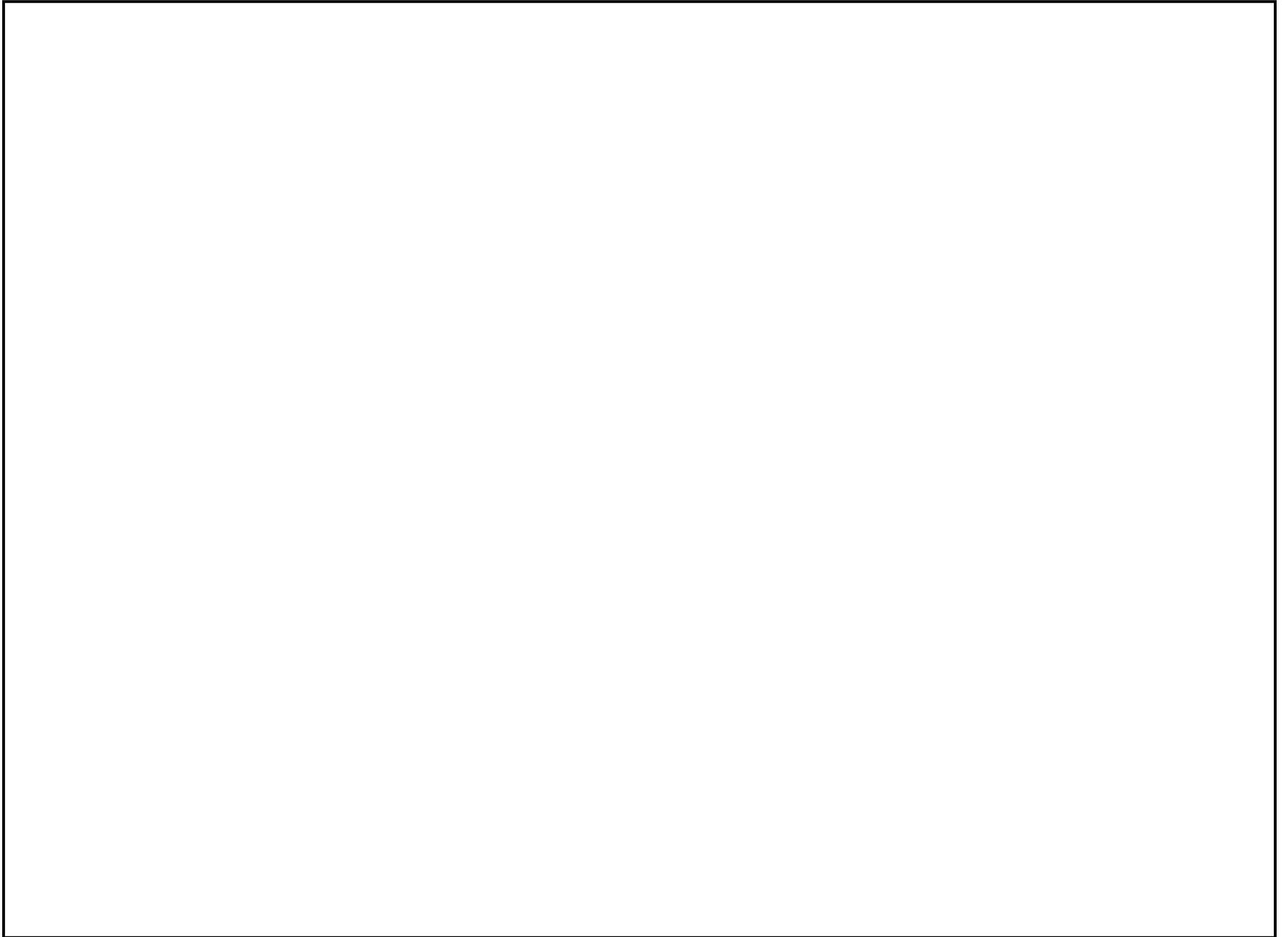
ADDITIONAL RESOURCES

- Carnegie Classification
<http://www.carnegiefoundation.org/classifications/sub.asp?key=748&subkey=13889&start=782>
- Voluntary System of Accountability College Portrait
<http://www.collegeportraits.org/FL/FIU>
- Common Data Set
<http://w3.fiu.edu/irdata/portal/cds.htm>
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=florida+international+university&s=all&id=133951>
- FIU Office of Research
<http://osra.fiu.edu/>
- University Strategic Plan
http://w3.fiu.edu/irdata/portal/strat_plan.htm

- University Data Sources
 - FIU Office of Planning and Institutional Research:
<http://w3.fiu.edu/irdata/portal/>
 - FIU Fact Book:
<http://w3.fiu.edu/irdata/portal/factbook.htm>
 - FIU Quick Facts:
<http://w3.fiu.edu/irdata/portal/quickfacts.htm>



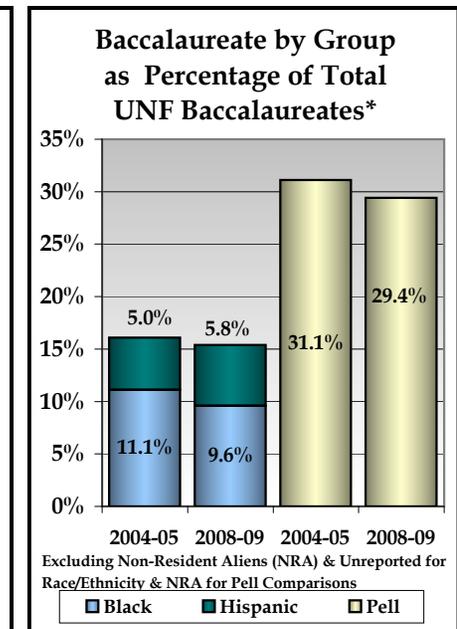
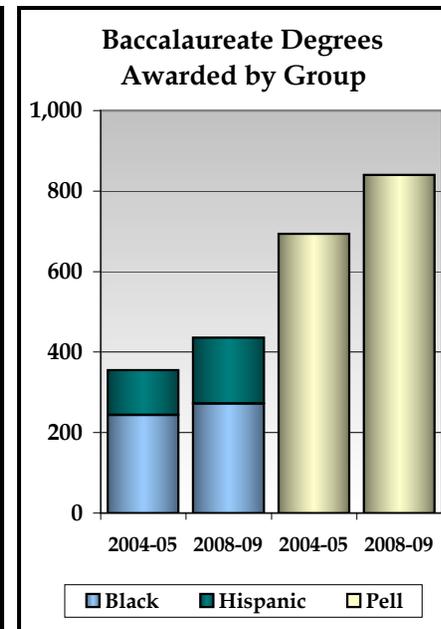
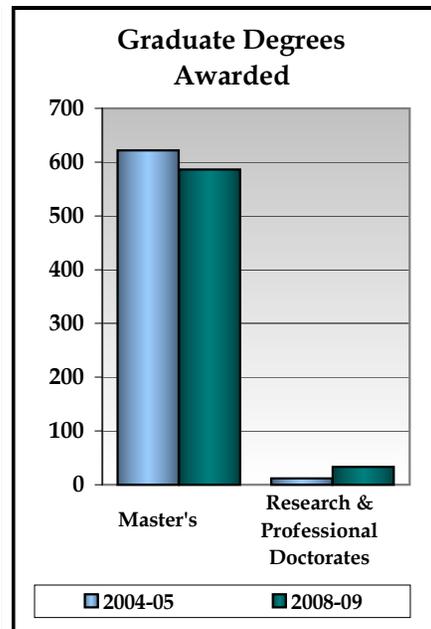
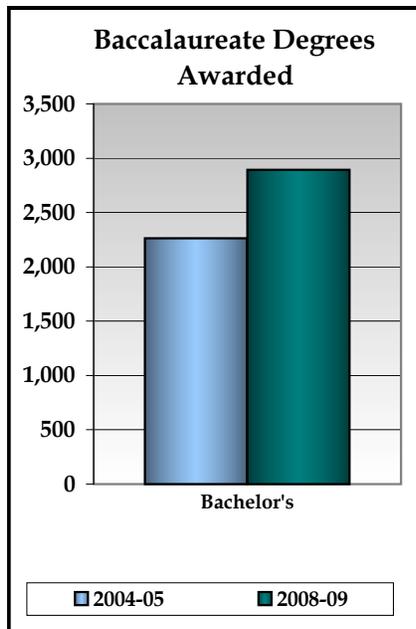
University of North Florida



University of North Florida 2009 Annual Report

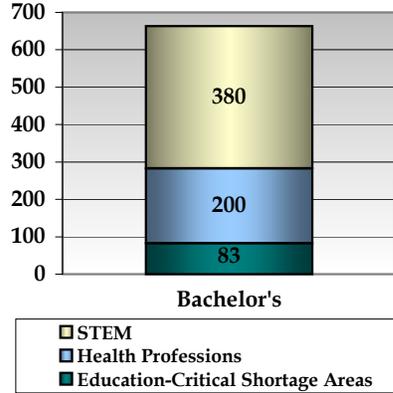
Sites and Campuses			Main Campus				
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification	
TOTAL (Fall 2008)	15,427	--	TOTAL	90		Undergraduate Instructional Program:	Balanced arts & sciences/professions, some graduate coexistence
Black	1,545	10%	Baccalaureate	54		Graduate Instructional Program:	Single doctoral (education)
Hispanic	1,004	7%	Master's & Specialist's	33		Enrollment Profile:	Very high undergraduate
White	11,510	75%	Research Doctorates	1		Undergraduate Profile:	Medium full-time four-year, selective, higher transfer in
Other	1,368	9%	Professional Doctorates	2		Size and Setting:	Large four-year, primarily nonresidential
Full-Time	10,410	67%	Faculty (Fall 2008)	Full-Time	Part-Time	Basic:	Master's Colleges and Universities (larger programs)
Part-Time	5,017	33%		481			
Undergraduate	13,199	86%	TOTAL	481		Elective Classification:	N/A
Graduate	1,781	12%	Tenure/T. Track	345			
Unclassified	447	3%	Non-Ten. Track	136			

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

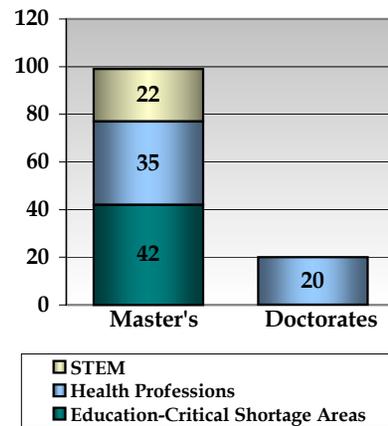


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas
of Strategic Emphasis,
2008-09**



**Graduate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2008-09**



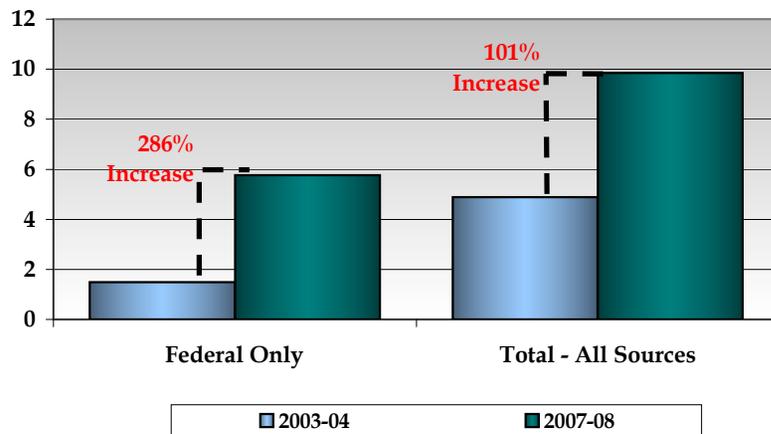
Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, UNF had 126 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 96.0%.

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

Millions **Academic Research and Development Expenditures**



Key University Achievements

▶ **Student awards/achievements**

- UNF nutrition students recognized by Clinton Global Initiative.
- Society for Human Resource Development recognizes Coggin College students with national award.
- Student Kyle Groothuis awarded LL Waters Scholarship.

▶ **Faculty awards/achievements**

- Professor Judy Rodriguez (Nutrition) elected President of American Dietetic Association.
- Professor Ahmed Parvez (Finance) awarded Fulbright Award to Lecture in Bangladesh.
- Professor J. Michael Franice (History) awarded Kislak Fellowship.

▶ **Program awards/achievements**

- College of Education and Human Services receives Professional Development School Achievement Award.
- School of Nursing awarded Innovations in Professional Nursing Education from the American Association of Colleges of Nursing.

▶ **Research awards/achievements**

- Patent issued for UNF faculty Sensors project.
- Department of Defense award to research fuel cell technology.
- NSF award to research robotics and brain computers.

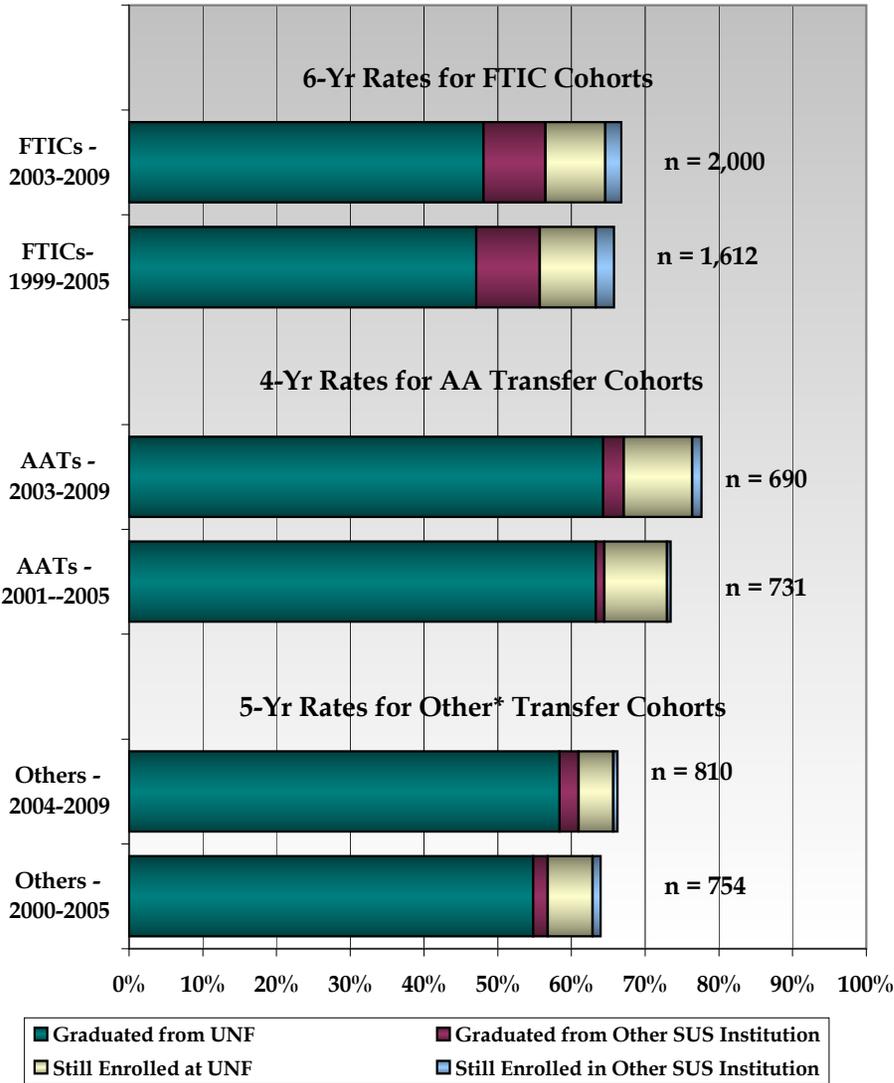
▶ **Institutional awards/achievements**

- The U.S. State Department ranked UNF 7th for the number of short term study abroad experiences and 20th for the number of all student study abroad experiences.
- UNF receives International Award from APPA for excellence in facilities management – 1st state school to receive this award.
- Princeton Review Best Value College for 2009

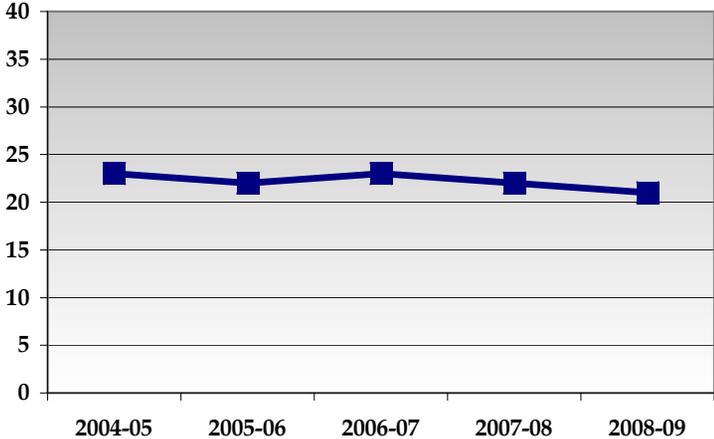
BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

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

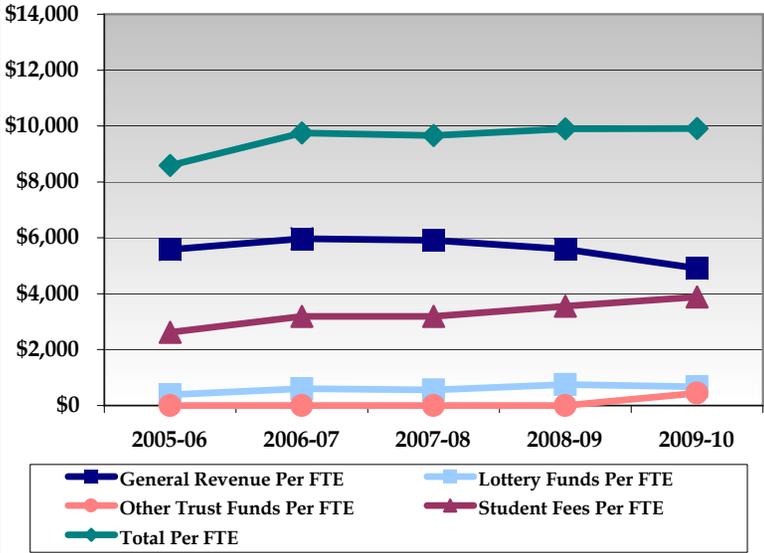
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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

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

INTRODUCTION

Mission

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

Vision

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

Other Contextual Introductory Comments

UNDERGRADUATE EDUCATION

The enduring commitment of UNF to high quality undergraduate education has been reaffirmed by the university's pledge to provide individualized instruction in response to the unique needs and ambitions of all its students. As one means of achieving this end, the university has

implemented a broad array of [transformational learning opportunities](#). These curricular and extra-curricular opportunities include activities like study abroad, service learning, collaborative research projects with faculty, and leadership experiences.

GRADUATE EDUCATION

The university offers a rich array of master's programs in the colleges of Arts and Sciences; Computing, Engineering, and Construction; Education and Human Services; the Brooks College of Health; and the Coggin College of Business. UNF also currently offers doctoral degrees in Educational Leadership, Nursing, and Physical Therapy. All new masters and doctoral programs will be developed with a keen sense of the educational and professional needs of the greater Jacksonville area so that citizens of the region will be able to look to UNF to meet their educational and professional aspirations and so that the region can count upon UNF to supply it with a talented, articulate, and progressive workforce.

SCHOLARSHIP

The University of North Florida is a university which strongly values and vigorously supports scholarship. It does so for two reasons: faculty who are engaged scholars and committed teachers, a combination which at UNF is the norm, are best able to provide informed, stimulating pedagogy; and because UNF faculty are well qualified to make important contributions to pure and applied knowledge.

COMMUNITY ENGAGEMENT

UNF is a public university committed to serving the citizens of the region and state in ways that capitalize upon the mutual needs and resources of the community and the university to

the mutual benefit of both. Faculty and students contribute in myriad ways to the advancement of health care, education, the economy, the environment, and every other physical and social aspect of the First Coast.

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

Access to Degrees

Student access to a high quality education is at the core of the UNF mission. Over half (54%) of our FTIC students and more than 70% of our transfer students are from the immediate northeast Florida region. We maintain strong partnerships with the high schools and community colleges that serve as feeder institutions. We have recently embarked on a new initiative to strengthen the articulation between UNF and those community colleges through our new Transfer Student Advisory Council coordinated through our Undergraduate Studies office. UNF has also initiated certain programs designed to reach out specifically to urban public schools which have high drop-out rates and large proportions of students in free and reduced lunch programs. Initiatives such as the Jacksonville Commitment program and CROP are two examples of how UNF approaches our goal for greater access and diversity in our undergraduate population.

UNF has created a range of opportunities to increase both access and diversity for our local students:

- Due to budget shortfalls, UNF constricted its enrollment slightly from 2007 to 2008. However, our number of Pell

recipients and total dollars committed increased from \$32,201,363 serving 5,787 students to \$36,513,723 distributed among 6,278 students.

- [Summer Academic Potential Program](#) serves as a bridge for students who do not meet our fall admission requirements to begin in the summer. The APP program provides a specially designed set of summer courses, a longer transitional support period (summer), and more intensive first-year advising.
- The [Jacksonville Commitment](#) is a UNF partnership with Duval County high schools, Jacksonville University, Florida State College at Jacksonville and Edward Waters College to support and prepare Duval high school students from low income families to attend college with seamless admission to one of the institutions in this partnership. UNF's first cohort of students had a 100% first year retention rate. In the spring, UNF expects to transition about 40 8th grade *PreCollegiate Scholars* to the Jacksonville Commitment Program at Raines, Ribault, Lee and Parker high schools, thus strengthening the college-going pipeline in Jacksonville.
- Florida Institute of Education coordinates the Pre-Collegiate Connections College Reach-Out Program ([CROP](#)) working with approximately 160 Duval County sixth graders in Eugene Butler and Paxon Middle Schools - "D" schools with 92% and 79% free and reduced lunch students - to chart a path toward college. The long-term goal of the program is to increase the numbers of students from low-income families who are (a) prepared for success in middle and high school; (b) graduate from high school; and (c) are admitted to and successfully complete a postsecondary education program. The program is jointly funded by the UNF Office of Academic Affairs, FIE, and the FLDOE with in-

kind contributions from the schools and community agency partners.

- Increased distance learning course offerings – online course offerings has increased from 33 courses and 977 students enrolled in fall 2005 to 84 courses and 2227 students enrolled in fall 2009. It is anticipated that with the newly established distance learning committee and with distance learning a priority in the university strategic plan, continued increases are expected.
- UNF's first completely online M.Ed Educational Technology Leadership degree has been launched with plans to develop a MSH track in Nutrition and an online DNP in Clinical Nursing.
- The Undergraduate Studies office has formed a new Transfer Student Advisory Committee with community college partners (FSCJ, SJRCC) to work with transfer/articulation coordinator and support services for the transfer student population.
- Increased funding for Graduate Scholars Program by \$4,000. Graduate Scholars compete for a \$500 award to pursue a self-initiated/self-directed scholarship project.

Production of Degrees

UNF offers a comprehensive array of undergraduate programs that affirm our mission to be a comprehensive university that is responsive to the intellectual needs of our students, and graduate programs which meet the advanced training needs of the regional population. We provide opportunities for students to pursue study in 52 major areas at the undergraduate level, along with 24 masters and 3 doctoral programs. Since 2007, UNF has added masters programs in Civil, Mechanical, and Electrical Engineering, Mental Health Counseling and doctorates in Nursing Practice and Physical

Therapy. In 2008, we awarded 2, 892 undergraduate degrees (up from 2, 262 in 2004) and 619 graduate degrees (slightly down from 634 in 2004).

One way to ensure the production of degrees is to retain and graduate students admitted to UNF. Improving UNF's first-year persistence rate of 78% and 6-year graduation rate of 48% are high priorities of our strategic plan. Current initiatives to increase these rates and become more comparable to our peer-aspirant institutions include programs which promote *social integration, student engagement, and academic support*:

- Expand the faculty undergraduate program coordinators initiative developed to increase student-faculty interaction. This program advances and formalizes the role of the faculty in the mentorship of students within the context of their majors. Gains on the NSSE benchmark "Student-Faculty Interaction" from a mean of 36.9 in 2006 to 39.5 in 2009 for seniors points to the effectiveness of programs which provide more opportunities for students to engage with faculty.
- Funded new position within Undergraduate Studies: Director of Retention and Transition Programs. This person will be responsible for new student transition, and the development and coordination of programs designed to support the effective retention and graduation of first-year and transfer students consistent with the strategic goals.
- Implementation of Academic Roadmaps program which is designed to systematically track and monitor the native and transfer undergraduate student progress toward graduation. This program provides students with a term-by-term schedule for their selected academic major and highlights the mile marker courses that must

be successfully completed at critical junctures along the way. (See [Roadmap example](#).)

- Implementation of mandatory common reading program, [UNF Reads!](#), for incoming FTICs.
- Lower class size in freshmen writing courses from 27 to 22.
- Continuation of funding for [Transformational Learning Opportunities](#) and implementation of [UNF's Quality Enhancement Plan: Community Based Transformational Learning](#) will provide students with a range of learning opportunities to promote further engagement within the UNF, Jacksonville, and global communities. Opportunities include undergraduate research, internships, and study abroad. Gains in NSSE benchmark "Enriching Educational Experiences" were also made from a mean of 36.4 in 2006 to 39.5 in 2009 for our seniors.

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

There is a certain degree of overlap between UNF's response to Goal 2 -- meeting statewide needs -- and addressing local concerns within our Jacksonville community (Goal 4). As the state prepares to shift from a heavy economic reliance on tourism and agriculture to a "knowledge economy," UNF has a renewed sense of responsibility to contribute to the workforce by responding to the local employment demands by graduating students in areas of great but unmet needs.

Duval County has a 30% high school drop-out rate. If UNF is to set targets for increasing the number of graduates in the

fields of sciences, education, and healthcare, it is incumbent upon us to provide support to the K-12 system through faculty mentoring and enrichment programs aimed at making the study of, and career opportunities in, these workforce areas more accessible and attractive.

"Make the Connection" is an academic and career exploration program designed to provide outreach to our local schools aimed at increasing the quality, diversity, and number of students prepared to major and work in engineering and technology fields.

According to a study by the Duval County School system, *over one-third (36.2%) of the students who did not graduate failed a math course*. In order to address this challenge, our Mathematics faculty offers a 2-week intensive summer camp in math with integrated activities in science and engineering for 20 middle school students.

UNF's College of Education and Human Services impacts our local schools while also addressing statewide needs in critical areas in K-12 education. One example is our distinguished Professional Development School partnership program. UNF collaborates with several high-needs schools through pre- and post internships for education majors in four schools with at-risk populations. This partnership has resulted in achievement gains for the students and school turnarounds, as in the case of West Jacksonville Elementary which went from an "F" grade to an "A" grade. Most significantly, each of these partnering schools benefited from an increase in the number of teaching faculty available.

In 2005, UNF established its first Flagship Program in the School of Nursing. With a special emphasis on community-

based nursing, our faculty and students provide essential healthcare to underserved populations in the region. The School of Nursing also contributes to the Volunteers in Medicine program which provides healthcare to over 16,000 patients a year who are not eligible for either Medicaid or Medicare. The number of nurses graduating from our program has increased from 290 in 2004 to 440 in 2008. NCLEX pass rate was 97.4% for first-time test takers, and 100% of first-time test-takers passed the CRNA exam. Jacksonville is a health services hub for Florida and, in response to community needs for graduate training, UNF added two doctorates in Nursing Practice and Physical Therapy. Within the College of Computing, Engineering, and Construction, Construction Management majors are heavily immersed in community projects such as Habijax, making an immediate impact on the Jacksonville area. Labor statistics indicate that there will be a significant demand for construction professionals in the next five years. Our enrollment figures have doubled since 2004, with 269 majors in 2008.

Early on, the Florida Board of Regents designated UNF's Transportation and Logistics program a "Program of Distinction," and it was subsequently selected as one of four university flagship programs. The city of Jacksonville is a growing metropolitan center of finance, commerce and trade, which offers four modes of transportation - air, water, motor carrier, and rail. In addition, leading transportation and logistics companies such as CSX Transportation, CEVA Logistics, Crowley Maritime, APL Logistics, and Landstar System, Inc. have major corporate facilities on the First Coast and all contribute to and benefit from a strong partnership with UNF and our faculty and students. In recent times, the number of students seeking a B.B.A with a major in

Transportation and Logistics has tripled in size, and MBA concentrations in Logistics and Supply Chain Management have more than doubled in the same time frame.

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

While there is a high value placed on quality teaching at UNF, that teaching is carried out by a scholarly faculty in the context of strong academic programs some of which have achieved national and even international status. The university has developed a robust infrastructure to support the research activity of its faculty and students and thus, as the university continues on its trajectory of growth it will continue to build research capacity and productivity and the reputation of its programs.

To advance this effort the university has provided special funding for a number of programs that have particular relevance to regional needs and in which the faculty have distinguished themselves through their research and teaching (these programs are also referred to under BOG Goals 2 and 4). Currently there are four such programs: Community-Based Nursing; Coastal Biology; International Business; and Transportation and Logistics. To take only the last as a case in point, UNF's T & L program has been ranked as the 13th strongest in the nation, far ahead of those at much older and more prestigious universities. There is obvious synergy between the program and city of Jacksonville which is growing in prominence as a center of international trade and distribution.

One program whose excellence does not manifest itself in terms of research expenditures but that has nevertheless achieved international distinction is our bachelor's degree in jazz. UNF bands have regularly won top honors at national competitions, and the department itself has been regularly identified as housing among the very best collegiate jazz programs on the basis of the reputation of its faculty (which includes multiple Grammy award winners) and the success of its graduates.

The university is proud to list among its programs the Center for Global Health and Medical Diplomacy under the leadership of the internationally recognized director Dr. Yank Coble. UNF is among a small number of institutions, including Johns Hopkins University, University of Pennsylvania School of Medicine, and Harvard School of Public Health, to house such a center. As of 2006, 1 out of every 6 employees in Jacksonville worked in a health care, bioscience, or a related industry which collectively contribute over \$26 billion dollars annually to the regional economy. The Center has been instrumental in facilitating communication and collaboration among the myriad branches of this enormous industry.

UNF has been the source of a number of patents and new technologies. Some of the most exciting research currently being conducted at the university focuses on sensor technology, innovative fuel cell technology, and weather information systems.

Sensors Research

The UNF Sensors Research Group has developed four types of advanced sensor technologies, two of which employ the use of

next-generation nanocrystalline thin-film layers (oxide semi-conductive gas and enhanced quartz crystal microbalance sensors), one that is the first in its field (photoelectric chemical sensors), and one that has highly developed microbial sensing capabilities (photoelectric microbe sensors). One patent has been issued for one of the technologies and patent applications are on file with the USPTO for our other sensor technologies. All the technologies are component-based, multi-functional platform technologies. Applications span a wide area, from healthcare to defense and homeland security. This research effort has provided more than 100 UNF students with knowledge and experience in sensor science and technology. It has been funded by the U.S. Army for a total of \$5.5M, over the last five years.

Direct Methanol Fuel Cell (DMFC) Research

A collaborative effort between UNF and the University of Florida spans research areas that include DMFC sensor and component development, optimization of fuel cell performance, fuel cell stack design, fluid management devices, power and energy storage density, durability of integrated DMFC systems, and advancements in control strategies and system architecture. The outcomes of this research include the development and delivery of prototype DMFC to the Army for long run-time applications in mobile electronic devices for intelligence, surveillance and reconnaissance systems. UNF Engineering has been able to provide numerous graduate and undergraduate students with knowledge and experience required to support the emerging alternative fuel and energy industry in Florida. The effort has been funded by the U.S. Army for a total of \$2.8M in the last three years. UNF and FU have been able to leverage the capabilities developed within this research thrust into numerous projects, including

successful responses to recent U.S. Department of Energy Fuel Cell Requests for Proposals. UNF and UF will continue to leverage their capabilities in advanced materials, sensors, components, and system architectures to create a domestic foundation of expertise to enable/accelerate commercialization of this leading technology in Florida.

Advanced Weather Information Systems Research

This work includes the development of mesoscale (neighborhood-scale) weather data, including mesoscale data analysis and real-time environmental models used for both monitoring and predicting environment-related management tasks. Activities also include developing a high-resolution ensemble Hurricane Model for Florida and using multiple versions of the Weather Research and Forecasting (WRF) mesoscale model to increase the accuracy and resolution of the hurricane structure, wind field and rainfall. UNF personnel produced the first quasi-operational WRF modeling effort in the country (2003), including the most successful (third party verified) Florida results, capturing the Florida sea breeze and precipitation. UNF has gained significant National expertise and recognition in this area since 2003. Better hurricane weather forecasting has the potential of positively impacting public safety and all sectors of Florida economy. This effort has received total funding of more than \$1.0M, from a variety of sources including the EPA and NOAA, in the last six years. Three related patents have also been awarded to members of this research group during this period.

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

UNF's vision statement commits it to "serve the North Florida region at a level of national quality." It is systematically moving towards fulfillment of this aspiration in a wide variety of ways. While UNF is still a relatively young institution, at this point in its history it already has graduated over 60,000 students, over 70% of whom have settled permanently in the Jacksonville metropolitan area. The number of UNF graduates who live in the region is in fact far greater than the number of UF and FSU graduates. It is quite clear that UNF is thus contributing, through the creation of intellectual capital, to the growth and prosperity of North Florida.

This claim is further borne out by a 2006-07 economic impact study conducted by two UNF economists at the request of the president and provost. This study determined that UNF has an annual impact of approximately \$ 833,267,610 in expenditures within the Jacksonville MSA. Since that study was completed a little more than a year ago UNF has brought to completion over \$250 million dollars in new construction projects that have supported significant job opportunities to non-UNF employees. With plans for substantial further growth in the enrollment and physical plant of the institution more such job generation and even more extensive economic impact will certainly occur in the future.

Virtually all of UNF's academic programs have some connection to the immediate community. To single out only a few of the most prominent, it is important to note that while UNF has entered into a partnership with JU, FSCJ, EWC, and

the Duval County School System, UNF in fact has been the moving force behind the Jacksonville Commitment program that provides guaranteed funding through the completion of college for graduates of Jacksonville high schools who are academically qualified and who demonstrate sufficient financial need. To assure the success of students high school-based guidance counselors begin to consult with students in their sophomore and junior years of high school and each of the participating higher education institutions has established a support infrastructure to maximize personal contact with the JC students throughout their undergraduate careers. Initial retention data at UNF are highly promising.

Another prominent way in which UNF is meeting community needs has been through its development of Flagship Programs. These are academic programs that have qualified through a rigorous application process for special funding. The criteria for selection require programs to demonstrate not only that their faculty have a shared research focus, a record of significant scholarly achievement, and an ability to leverage institutional funding for the acquisition of external research support, but also that their program has direct relevance to the needs of the region. Thus far UNF has funded four such programs: Community-Based Nursing; Coastal Biology; International Business; and Transportation and Logistics. The relevance of the first two is self-explanatory. The relevance of the latter two is directly related to the fact that Jacksonville is a major port city and distribution center and thus at the center of a great deal of international trade.

UNF's commitment to serve its region and its students has been formalized in the theme of its recently adopted Quality Enhancement Plan mandated as a critical component of the university's recently reaffirmed SACS accreditation. The focus

of UNF's QEP is Community-Based Transformational Learning. This initiative is designed to expand learning beyond the classroom to "authentic" sites of learning off-campus, most commonly in the local community, where students have an opportunity to utilize theoretical knowledge to address real rather than hypothetical issues and problems. When this initiative is fully implemented the university will seek designation as a Carnegie "community engaged" institution, confirming that UNF takes seriously its obligation as a steward of place.

In sum, the North Florida region, whether viewed from the perspective of its economy, the health of its citizens, the quality of its K-12 schools, its cultural richness, or any other appropriate metric, would not be as advanced as it is were it not for the presence and contributions of the University of North Florida.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Shared Services/Increased Efficiencies

UNF shares a number of services with other SUS institutions. Within the university itself, efforts to increase efficiency have been achieved through the following initiatives:

- A controlled spending committee reviews every purchase order other than for standard office supplies.
- All travel requests are reviewed by the appropriate divisional vice president or his or her designee to assure that such travel is mission-critical.

- Postal services were outsourced. Mail pickup and delivery across campus increased the level of service while reducing costs of operation by over \$30,000 annually.
- The Duplicating Services operation was closed and digital printing was outsourced. While service levels remained stable, pricing to departments was reduced by approximately \$40,000 annually and the annual operating loss of approximately \$100,000 was eliminated. The overall cost reduction related to this program is \$140,000 annually.
- The Convenience Copier and Pay for Print programs were outsourced. Overall cost reduction is estimated at approximately \$70,000 annually. In addition, University departments will save up to \$.06 per page. The Pay for Print program services were enhanced to add additional color devices and web based printing that will allow students to print from their laptops or PDA. Costs for printing/copying were reduced from \$.11 per page for black and white to \$.09 per page. Color printing/copying was reduced from \$1.00 to \$.50 per page. These reductions will reduce costs to students by approximately \$35,000 annually.
- Undergraduate and Graduate Catalogs moved to online only format saving printing costs.
- A vacancy pool committee was constituted to review all non-faculty hiring and to oversee the redeployment of human resources consistent with critical needs.
- Human Resources was charged with reviewing all requests for special compensation.
- Currency on computers has been extended by one year except where absolutely current technology is required by users.

- The university implemented a content management system to reduce the cost of web maintenance.

Institutional Effectiveness

- The greatest confirmation of the university's effectiveness is provided by the success of its graduates and the efficiency with which the university produces them. On a more practical level, SACS accreditation requires member institutions to demonstrate their effectiveness through the documentation of the sound processes they have in place for ongoing self-scrutiny and continuous improvement. To that end UNF produced a compliance report which was determined to be virtually flawless by the SACS visiting team. Consequently, at the most recent SACS meeting (earlier this month), UNF received official confirmation that it has been reaccredited for a 10-year period.

Public Service Efforts

- During the past academic year the university established a Center for Community Based Learning, which works as an interface between the university and the community to identify opportunities for authentic learning which results, not coincidentally, in civic good.
- During the past academic year the university recruited a new director for an expanded Environmental Center, which brings a broad range of disciplinary expertise to bear upon the myriad and complex issues of a region noteworthy for its multiple aquatic features as well as for its rapid growth and development.
- Other institutional contributions to public service during the past year are documented elsewhere in this report.

Challenges

- Along with every other SUS institution UNF dealt with the challenge of carrying out its mission with reduced resources. Through prudent management of its budget the university was able to avoid layoffs, to align its enrollment commensurate with the size of its faculty, and to recruit on those faculty lines which were deemed to be critical to the maintenance of the integrity of its academic programs.

Special Opportunities

- Last year the chair of the board of trustees of the Museum of Contemporary Art Jacksonville (MOCA) asked the president of UNF to consider taking possession of the museum. While the museum is a critical component of the cultural resources of the city of Jacksonville, like other cultural institutions the museum was operating at a deficit and was in need of new vision, new leadership, and effective management. After much due diligence and with the approval of the UNF BOT, UNF did indeed assume responsibility for MOCA last spring, and while there is much work to be done and many challenges to surmount in order to make this venture a success, the relationship between the university and the museum appears to be evolving in a mutually beneficial manner resulting thus far in a new dynamism in an important civic resource and in wonderful opportunities for learning and teaching for UNF students and faculty.

ADDITIONAL RESOURCES

- Carnegie Classification
<http://www.collegeportraits.org/FL/UNF/carnegie>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/UNF/>
- Common Data Set
http://www.unf.edu/dept/inst-research/Common_Data_Set_2009.pdf
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=university+of+north+florida&s=FL&zc=32224&zid=0&of=3&id=136172>
- University Institutional Research Unit
<http://www.unf.edu/dept/inst-research/index.htm>

UNF Strategic Plan 2009-2014

GOAL 1: CULTIVATE A LEARNING ENVIRONMENT THAT SUPPORTS INTELLECTUAL CURIOSITY, ACADEMIC ACHIEVEMENT, AND PERSONAL GROWTH

STRATEGIES

- Develop interconnected programs that academically engage and socially integrate incoming students at all levels
- Create and communicate opportunities for personal growth and pathways to academic progress and success
- Enhance existing or develop new academic programs that meet student career aspirations and community needs
- Provide diverse opportunities for fostering interaction among students, faculty, and staff

- Prepare students for lifelong learning and professional success

GOAL 2: RECRUIT AND SUPPORT A DIVERSE COMMUNITY OF STUDENTS, FACULTY, AND STAFF

STRATEGIES

- Increase the diversity of faculty, staff, and students to reflect or exceed the diversity within appropriate recruitment populations
- Create-and implement strategies to foster retention of students, faculty, and staff from underrepresented populations
- Provide opportunities for intercultural and educational experiences that improve the climate for less represented groups, and ultimately prepare all members of the UNF community to be global citizens of our diverse world

GOAL 3: SUPPORT AND RECOGNIZE RESEARCH, COMMUNITY-BASED INQUIRY, AND CREATIVE ENDEAVORS

STRATEGIES

- Allocate resources to advance basic and applied research, community-based inquiry, and creative activities
- Improve the physical infrastructure to facilitate the research and creative activities of our faculty and students
- Enhance internal system of rewards and incentives for faculty and students engaged in research, community-based inquiry, and creative activities
- Actively pursue research partnerships with other postsecondary institutions, business and industry, the non-profit sector, and P-12 education

GOAL 4: AFFIRM THE UNIVERSITY’S PUBLIC RESPONSIBILITY THROUGH CIVIC AND COMMUNITY ENGAGEMENT

STRATEGIES

- Enhance the University’s capacity for community-based learning
- Integrate community-based pedagogies in academic disciplines, general education, and extra-curricular programs
- Reward participation in community-engagement activities by students, faculty, and staff
- Advance the University as a resource in the local, regional, and global communities

GOAL 5: SECURE FISCAL, PHYSICAL, AND TECHNOLOGICAL RESOURCES ALIGNED WITH THE UNIVERSITY’S MISSION AND VALUES

STRATEGIES

- Increase the available resources to support academic learning, student services and research
- Exercise prudent stewardship of the environmental resources that are a part of the university
- Create and maintain the physical resources necessary to fulfill the university’s mission
- Acquire, implement, and support technologies and instrumentation that enhance the educational, research, service, and administrative activities of students, faculty, and staff

UNF Peer-Aspirant Institutions:

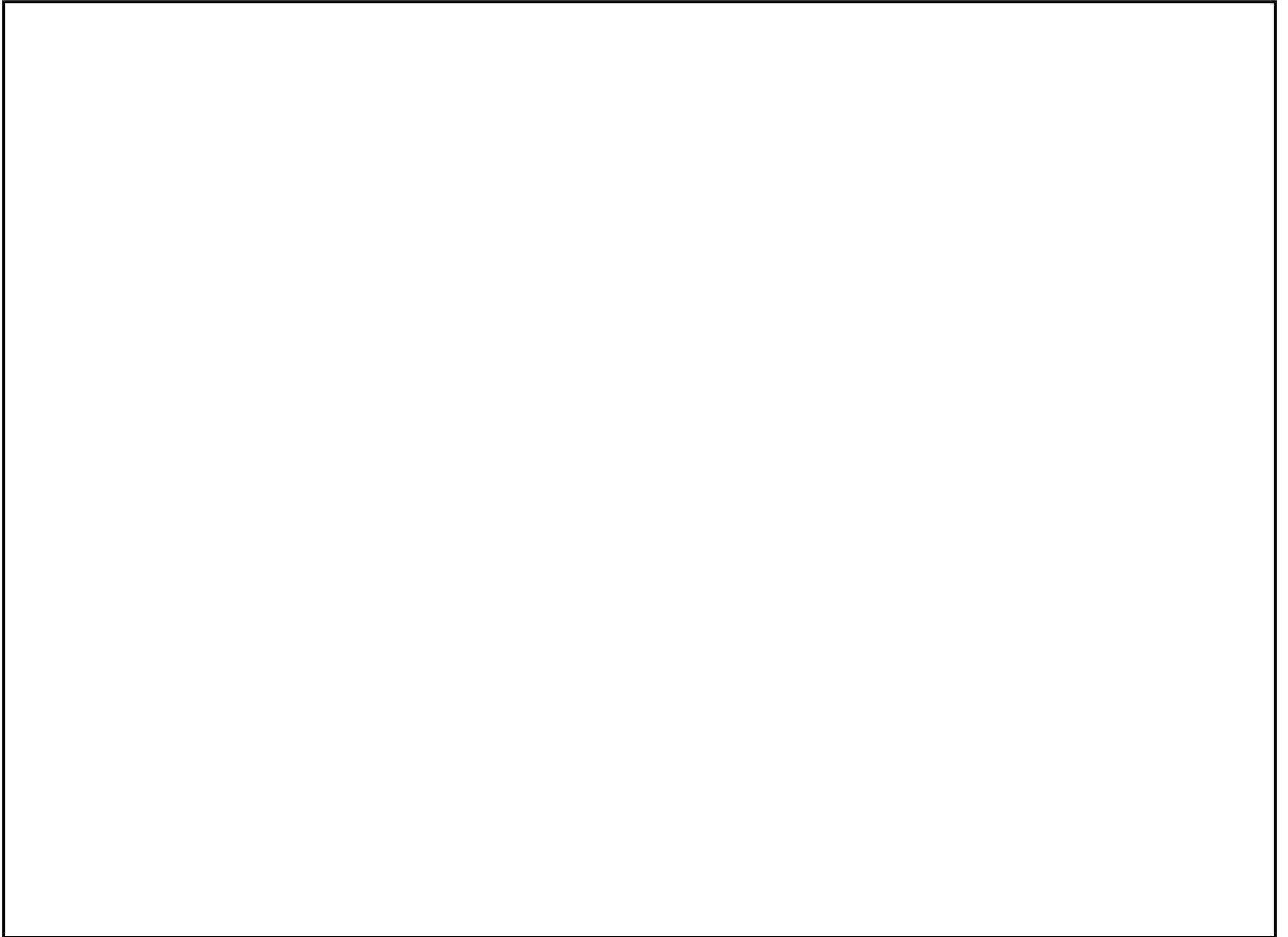
University of Maryland-Baltimore County
Towson University

Montclair State University
James Madison University
Portland State University
Appalachian State University
The College of New Jersey
Miami University (Ohio)
University of North Carolina - Wilmington
University of North Carolina - Charlotte

[University Performance Indicators](#)

[http://www.unf.edu/unfinfo/president/strategicplan/spc_1
arge_grid.pdf](http://www.unf.edu/unfinfo/president/strategicplan/spc_1arge_grid.pdf)

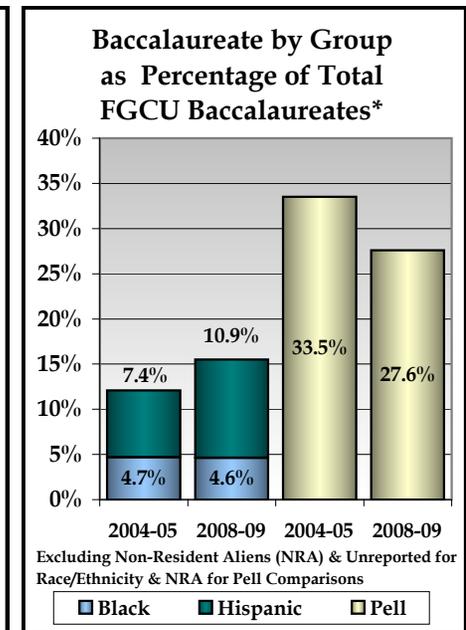
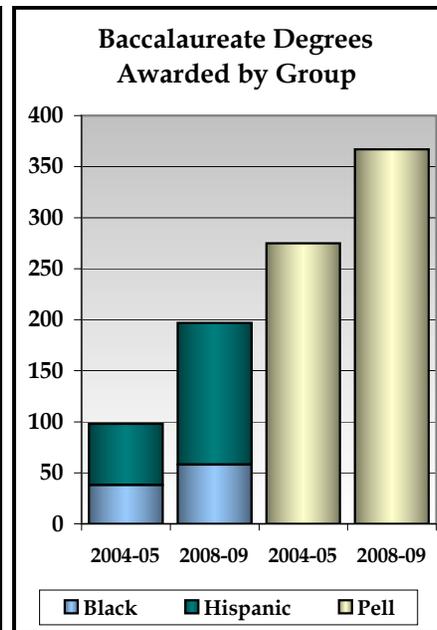
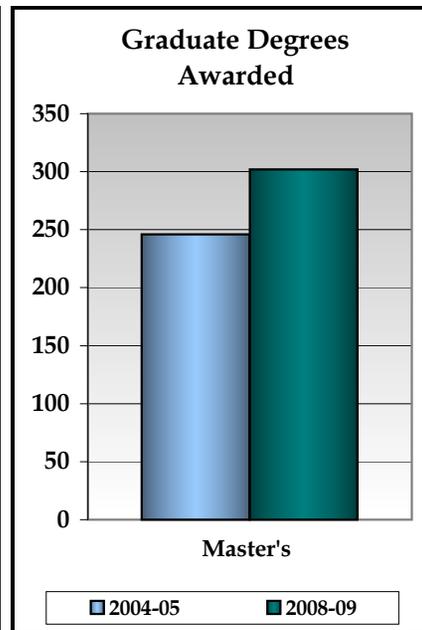
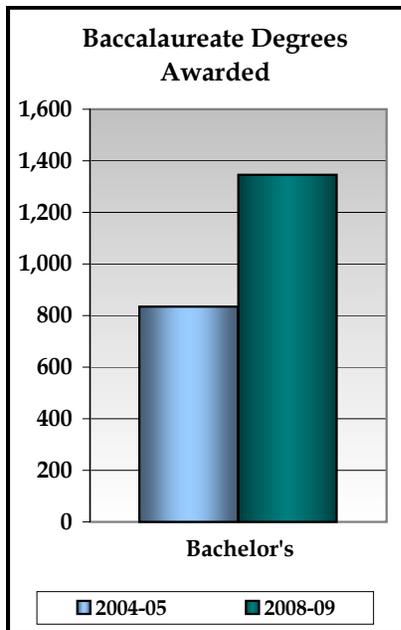
Florida Gulf Coast University



Florida Gulf Coast University 2009 Annual Report

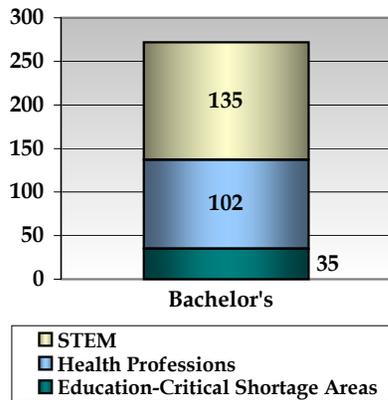
Sites and Campuses			Main Campus			
Enrollments	Headcount	%	Degree Programs Offered (2008-09)		Carnegie Classification	
TOTAL (Fall 2008)	10,238	100%	TOTAL	73	Undergraduate Instructional Program: Balanced arts & sciences/professions, some graduate coexistence	
Black	444	4%	Baccalaureate	48	Graduate Instructional Program: Postbaccalaureate professional (education dominant)	
Hispanic	1,208	12%	Master's & Specialist's	24		
White	7,839	77%	Research Doctorates	0	Enrollment Profile: High undergraduate	
Other	747	7%	Professional Doctorates	1	Undergraduate Profile: Medium full-time four-year, selective, lower transfer in	
Full-Time	7,383	72%	Faculty (Fall 2008)	Full-Time	Part-Time	Size and Setting: Medium four-year, primarily residential
Part-Time	2,855	28%				Basic: Master's Colleges and Universities (larger programs)
Undergraduate	8,659	85%	TOTAL	324	206	Elective Classification: Community Engagement: Curricular Engagement, Outreach, Partnership
Graduate	986	10%	Tenure/T. Track	12	0	
Unclassified	593	6%	Non-Ten. Track	312	206	

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

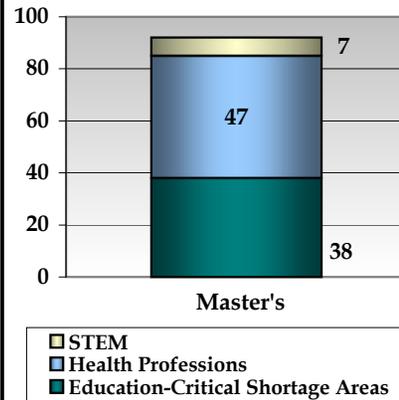


**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees
Awarded in Select Areas
of Strategic Emphasis,
2008-09**



**Graduate Degrees
Awarded in Select Areas
of Strategic Emphasis,
2008-09**



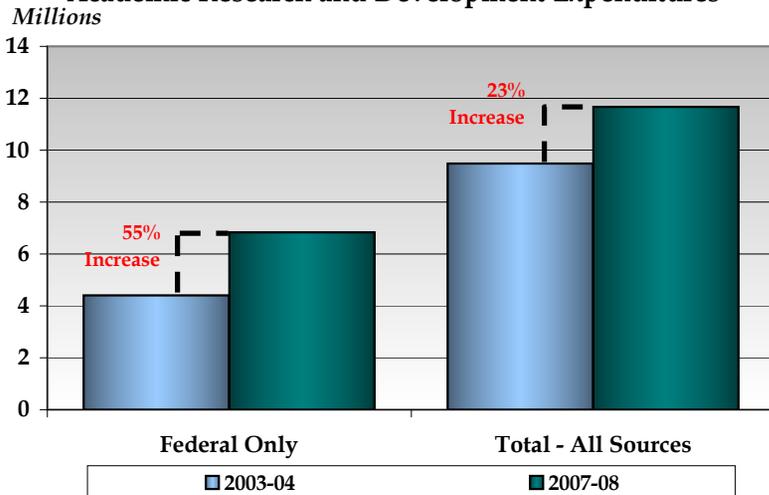
Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, FGCU had 93 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 73.1%.

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

Academic Research and Development Expenditures



Key University Achievements

► Student Awards/Achievements

- Caryn Weingrad, MSW 2009. Southwest Florida Chapter of NASW – Student Social Worker of the Year – 2009.
- Jessica Johnson, \$15,000 grant Florida Coalition Against Human Trafficking Service Team : "Symbiotic Relationship of a Service Team." Presented at Florida Collegiate Honors Council; "In Defense of Capitalism: The Great Abolitionist" Submitted to Students for Liberty Journal.
- Two Lutgert College of Business students were published in the first issue of the Journal of Liberty & Society, a new undergraduate project with an organization called Students for Liberty. Ms. Heidi C. Lange published Those Capitalist Demons! Anti-Market Bias in Buffy The Vampire Slayer winning the top paper award from the Prometheus Institute (and \$350). Ms. Jessica Johnson also published her work: In Defense of Capitalism: The Great Abolitionist.

► Faculty Awards/Achievements

- Jerome Jackson, Professor, received the Margaret Morse Nice Medal for Lifetime Contributions to Ornithology from the Wilson Ornithological Society.
- Sandy Kauanui, Associate Professor, received the International Small Business Council's (ICSB) highest award: the Wilford L. White Fellowship.
- Daniel Rottig, Assistant Professor, was the winner of the 2009 Richard N. Farmer Best Dissertation Award of the Academy of International Business.

► Program Awards/Achievements

- The Lutgert College of Business MBA program was included in Princeton Review's "The Best 301 Business Schools: 2010 Edition."
- Initial accreditation of the Social Work (BSW) program.

- Certification and Board Results – All higher than the national pass rate:

- Occupational Therapy 92% (2008);
- Nursing NCLEX 93% (1st two quarters of 2009);
- Nurse Anesthesia, Nurse Practitioner, and Acute Care Nurse Practitioner 100% (2009);
- Physical Therapy overall pass rate 100% (2008);
- Clinical Laboratory Science 100% (1st two quarters of 2009).

► Research Awards/Achievements

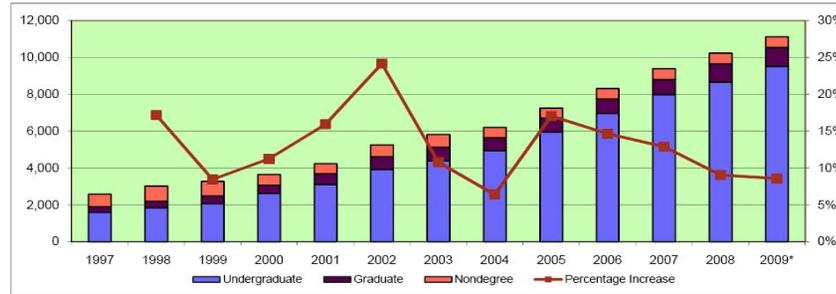
- \$14.8 million in annual awards for 08-09 up 8% over 07-08.
- \$1 million gift from John D. Backe, President of the Backe Foundation Inc., to establish the "Backe Chair in Renewable Energy Endowed Fund" to attract a nationally renowned Eminent Scholar dedicated to the study of renewable energy.
- FGCU has also joined the Backe Group in a private/public partnership to develop a 1.2 million square-foot, state-of-the-art research and development area. The FGCU Innovation Hub research park, as it is known, will be the proposed home of a state-of-the-art facility to be built for studying renewable energy, solar energy, alternative energy sources, biotechnology, green technology and other related sciences.

► Institutional Awards/Achievements

- Dr. Wilson G. Bradshaw, President of FGCU, has been elected to the Board of Directors of American Association of State Colleges and Universities.
- WVCU-FM reporters won three Edward R. Murrow awards, an Associated Press Broadcasters award, and two public radio News Directors, Inc., awards for journalistic excellence. WVCU-TV producers won six TELLY awards for program excellence.
- The Aviation, Space & Defense Division of the American Society for Quality has pledged a \$100,000 endowment to the Lutgert College of Business to establish an Institute for Quality Management in order to engage faculty, students, and the professional community in the study of Integrated Quality Management and Effective Value-Stream Management. The institute will also develop quality management case studies to be used in the classroom.

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

**TABLE 10 G (1) Enrollment Increase
Headcount**



Fall Term	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009*
Undergradu	1,602	1,854	2,074	2,625	3,112	3,926	4,398	4,946	5,952	6,962	7,986	8,659	9,504
Graduate	295	344	407	441	580	686	733	706	760	795	822	986	1,049
Nondegree	687	830	803	587	543	646	694	546	542	559	580	593	562
Total	2,584	3,028	3,284	3,653	4,235	5,258	5,825	6,198	7,254	8,316	9,388	10,238	11,115
Percentage Increase		17%	8%	11%	16%	24%	11%	6%	17%	15%	13%	9%	9%

* Preliminary data as of 10/28/09
FGCU Office of Institutional Research



**FLORIDA PUBLIC UNIVERSITIES
EMPLOYMENT DATA
2007-2008 Masters Graduates
Findings, Fall 2008**

	Graduates	Employed		Earnings	
		#	%	Mean	Median
Florida A&M University	242	110	45.5%	\$38,835	\$36,502
Florida Atlantic University	1,091	790	72.4%	\$69,872	\$54,594
Florida Gulf Coast University	264	213	80.7%	\$51,025	\$47,684
Florida International University	1,827	1,302	71.3%	\$56,517	\$50,872
Florida State University	2,051	907	44.7%	\$42,247	\$39,416
University of Central Florida	1,850	1,175	63.5%	\$49,570	\$47,292
University of Florida	3,199	1,444	45.1%	\$57,943	\$49,228
University of North Florida	546	428	78.4%	\$49,142	\$46,892
University of South Florida	2,144	1,480	69.0%	\$46,363	\$45,898
University of West Florida	367	242	62.5%	\$43,379	\$39,920
Total Valid SSN's:	13,580	8,090	59.6%	\$ 52,807	\$46,752



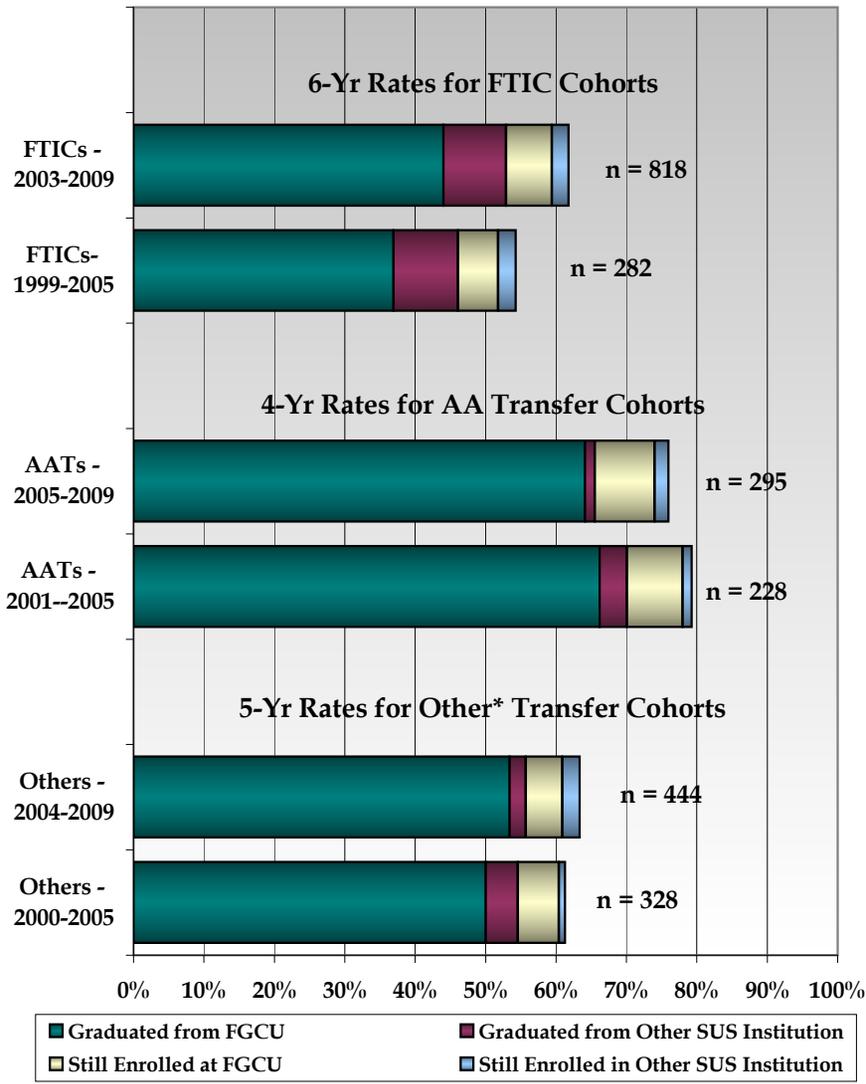
**FLORIDA PUBLIC UNIVERSITIES
EMPLOYMENT DATA
2007-2008 Bachelor Graduates
Findings, Fall 2008**

	Graduates	Employed		Earnings	
		#	%	Mean	Median
Florida A&M University	1,448	820	56.6%	\$26,139	\$24,538
Florida Atlantic University	4,324	2,998	69.3%	\$34,834	\$32,728
Florida Gulf Coast University	1,204	872	72.4%	\$31,710	\$30,720
Florida International University	5,282	3,611	68.4%	\$35,238	\$33,388
Florida State University	7,382	4,086	55.4%	\$27,001	\$26,168
New College of Florida	167	58	34.7%	\$16,410	\$17,856
University of Central Florida	8,839	5,930	67.1%	\$31,000	\$28,996
University of Florida	8,409	4,047	48.1%	\$28,172	\$24,576
University of North Florida	2,743	2,029	74.0%	\$31,886	\$31,560
University of South Florida	6,862	4,731	68.9%	\$31,194	\$30,000
University of West Florida	1,710	1,029	60.2%	\$26,738	\$26,452
Total Valid SSN's:	48,369	30,210	62.5%	\$ 30,758	\$29,120

Florida Education and Training Placement Information Program

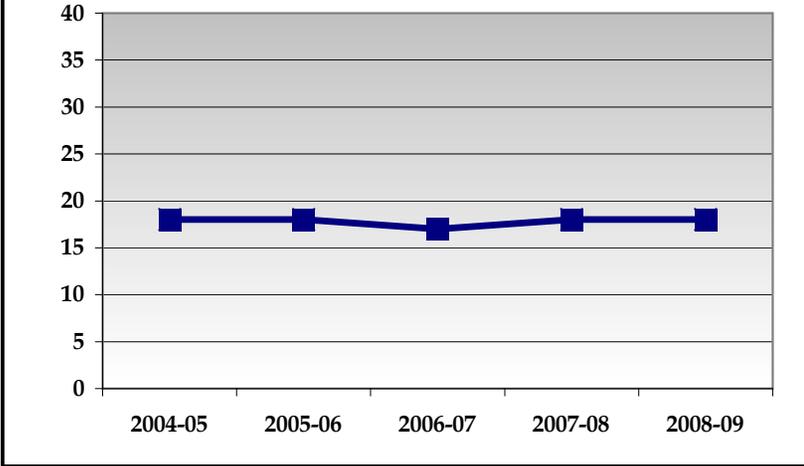
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Undergraduate Retention and Graduation Rates

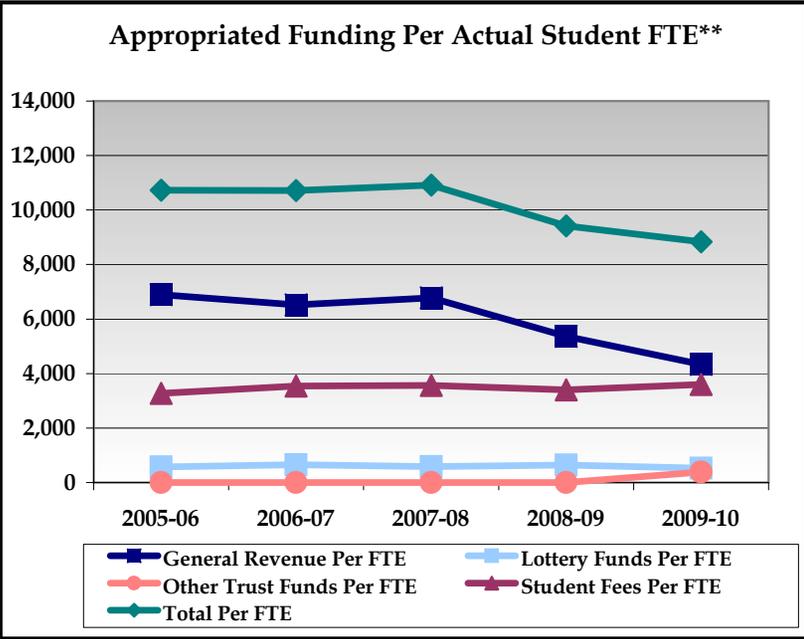


* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

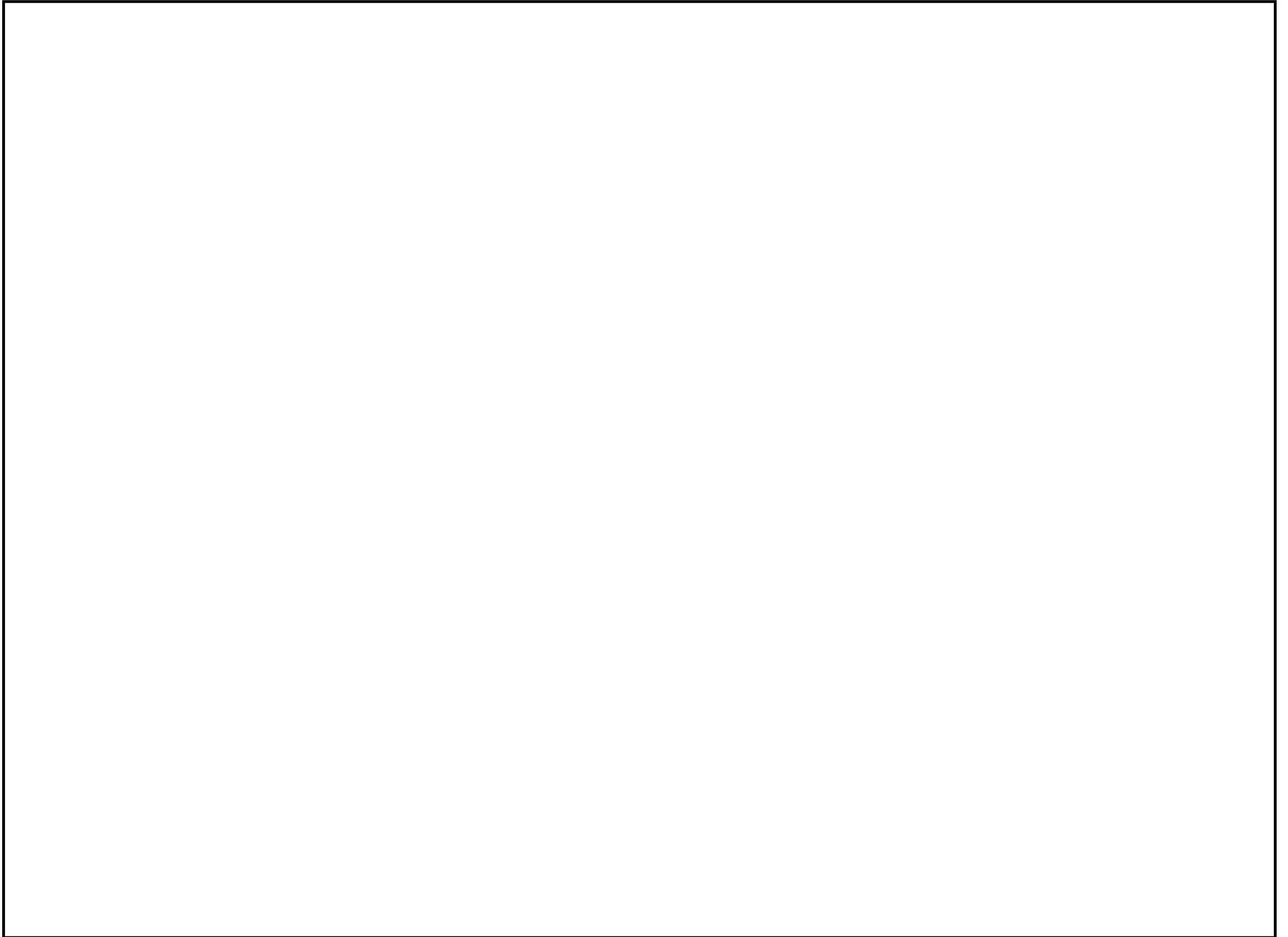
Student-to-Faculty Ratio



Appropriated Funding Per Actual Student FTE**



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



INTRODUCTION

Mission

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

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Through these efforts, the faculty and University transform students' lives and the southwest Florida region. Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

Vision

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

Other Contextual Introductory Comments

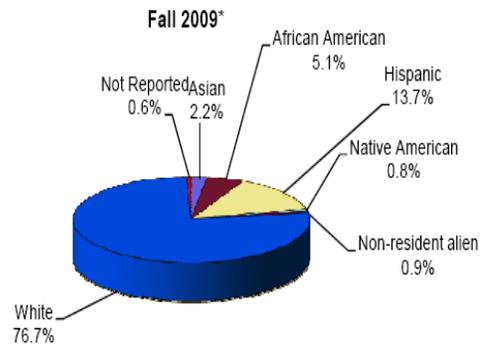
As the only public comprehensive university serving over one million people in the SW Florida region, Florida Gulf Coast University has a special obligation to meet the needs of the region's citizens. To do this, FGCU has focused on two

objectives in its brief 12-year history: growth and meeting the career aspirations of its students. Since its opening in fall 1997, enrollment has nearly quintupled and the number of degrees awarded annually now exceeds 1600 from just 49 in its first year. [See Appendix 10, Table 10 A] Simply stated, FGCU is the fastest growing institution in the SUS and is only about half-way through its projected growth curve. Recognizing its special obligation to SW Florida, the university has implemented during the past decade more than 80 undergraduate and graduate degree programs in fields essential to the region's economy, including: health professions, business, education, resort and hospitality management, the sciences, the arts, and engineering. The university's progress cannot be easily marked by traditional measures alone, but rather in the way it transforms the lives of its students and the region. Annual employment data compiled by the Florida Education and Training Placement Information Program (FETPIP) consistently place FGCU graduates among the SUS leaders in terms of Florida employment of its graduates. Through FGCU's unique student service requirements, students and staff annually contribute about 80,000 service-learning hours to non-profit regional organizations providing critically needed support.

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

FGCU has responded to this goal in three major ways. First it has steadily increased its enrollment over the course of its existence at the highest rate within the SUS. It has been so strongly committed to the principle of access for the SW Florida region, a region historically under-served, it has

chosen to enroll new students despite receiving no additional funding from the State. This past year alone enrollment grew by almost 10% over the previous fall. Indeed, this past year FGCU sought and received from the BOG, the only exemption to the BOG cap on FTIC enrollment growth. This fall, FGCU increased its FTIC population by 6% above the fall 2008 level. Total minority enrollment has also grown at the fastest rate within the system during the last decade [See Appendix 10, Table 10 B]. Minority enrollment now amounts to 22% of the total student population up from 18% just last year representing a 22% fall to fall increase.



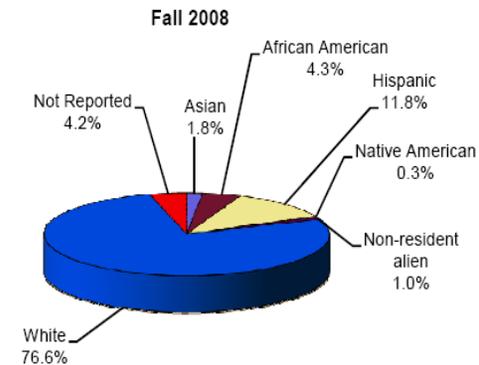
*Preliminary Data

Just in the last five years alone the number of bachelor's degrees awarded annually to minority students has doubled [See Appendix Table 5 F] and the six-year graduation rate for African American students exceeds that for the student body as a whole [See Appendix 10, Table 10 C].

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

and 12 graduate degree programs, the number of undergraduate programs has quadrupled to just over 50 programs currently and the number of graduate degree programs has roughly tripled to 32 programs including the Doctor of Physical Therapy (DPT) and the Educational Specialist (EdS) degrees, which enrolled their first student cohorts in fall 2008.

Third, the number of students persisting and earning degrees has grown. Indeed, FGCU exhibits the highest rate of degree production growth within the SUS [See Appendix 10, Table 10 D]. The level of degree production within areas of strategic emphasis, as determined by the BOG, has also increased significantly during the last five years rising 24% at the baccalaureate level [See Appendix 5, Table 5 E] and 16% at the graduate level (See Appendix 6, Table 6 C).



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

FGCU has focused on addressing statewide professional and workforce needs primarily through its emphasis on professional programs. Roughly 65% of student majors are among the university's four professional colleges: Health Professions, Business, Education, and Professional Studies [See Appendix 10, Table 10 E].

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

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

earning competitive wages [See Response to BOG System Goal 4].

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

As a comprehensive regional institution, FGCU does not attempt to match the research infrastructure that characterizes most of the SUS research-intensive institutions. Consequently, the success enjoyed by FGCU in just a decade is noteworthy. Last year alone (2008-2009), FGCU generated annual research and sponsored program awards of nearly \$15 million. FGCU's annual R&D expenditures amount to roughly \$40,000 per full-time faculty member [See Appendix 7, Table 7A] while this same full-time faculty provides instruction for about 80% [See Appendix 5, Table 5I] of all course sections offered. FGCU's sponsored research and grants are especially strong in the College of Education and the College of Arts and Sciences. Research strengths have emerged in the life sciences, particularly biotechnology and environmental and marine sciences. With a gift of \$1M, John Backe recently endowed a chair in Renewable Energy within the College of Arts and Sciences. The university also has recently developed a marine laboratory on Estero Bay and signed an agreement with the University of Bangor in the U.K. to collaborate on environmental and marine science research and education.

In terms of the quality of its academic programs, FGCU now has earned 12 specialized accreditations and is actively pursuing several others.

Current and Prospective* Specialized Accreditations
Lutgert College of Business - AACSB International-The Association to Advance Collegiate Schools of Business
Master of Public Administration - National Association of Schools of Public Affairs and Administration
Master of Science in Nursing Anesthesia - Council on Accreditation of Nurse Anesthesia Educational programs
Master of Science in Occupational Therapy - American Occupational Therapy Association Accreditation Council for Occupational Therapy Education
Doctor of Physical Therapy - Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association
M.A. and M.Ed. in Counseling (Concentrations in Mental Health and School Counseling) - Council for Accreditation of Counseling and Related Educational Programs/ American Counseling Association
B.S.N. and M.S.N. (in Nursing) - Commission on Collegiate Nursing Education
Bachelor of Science in Social Work - Council on Social Work/Division of Standards and Accreditation
Master of Science in Social Work - Council on Social Work/Division of Standards and Accreditation
Bachelor of Science in Clinical Laboratory Science - National Accrediting Agency for Clinical Laboratory Sciences
B.S. in Professional Golf Management Major - Professional Golf Association of America
B.S. in Athletic Training - Commissions on Accreditation of Athletic Training Education

**In addition, the university is actively seeking accreditation for the undergraduate engineering programs in the U.A. Whitaker School of*

Engineering, the Bower School of Music, the College of Education, and the Bachelor of Science in Resort and Hospitality Management.

The university looks forward to seeing its U.A. Whitaker School of Engineering earn initial accreditation from ABET in 2010. The Bower School of Music intends to seek initial accreditation in 2011 and the College of Education in 2012.

In addition to ensuring quality through accreditation, FGCU has taken care to ensure that growth of enrollment does not mean diminution of quality. Despite its growth, FGCU has consistently kept its focus on student learning, holding the overall student/faculty ratio steady at 18 to 1 [See Appendix 5, Table 5K] and keeping the percentage of total undergraduate student credit hours taught by full-time instructional faculty close to 80% [See Appendix 5, Table 5I].

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

Civic Engagement

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

and services throughout the region. Faculty, students and staff annually contribute about 80,000 hours of service learning to non-profit organizations striving to meet the needs of the region.

In recognition of its engagement, FGCU has been named to the President's Higher Education Community Service Honor Roll every year since 2006. In 2007, the university received the inaugural Engaged Campus Award from Florida's Campus Compact, and in 2008 the university earned the Carnegie Foundation Classification distinction of Community Engagement.

The university community gives generously in support of local charities (e.g., FGCU faculty and staff the last three years personally have donated over \$100,000 for United Way) and every college is actively involved with the surrounding community. For example, the College of Education works closely with the five regional school districts in FGCU's service area and partners with districts on many items such as grant acquisition, developing in-service programs for professional development, acquiring data for program improvement, and providing space for university classes to be conducted. Several of the College of Education's grant-funded programs support local school improvement initiatives, recruitment of students into teaching, and the retention of teachers.

Additionally, in response to the needs of the K-12 system, FGCU's College of Education has launched an Educational Specialist degree program and will be seeking BOG approval to launch a Doctor of Education program for the fall of 2011. FGCU's broadcasting arm, WGCU Public Media, provides PBS television and National Public Radio programming to the

SW Florida region. Nielsen ratings consistently rank WGCU-TV among the most-watched public television stations in the country. WGCU has also teamed with private organizations like the Wall-Mart Foundation to raise money not only for the station, but also for local charities such as the Harry Chapin Food Bank.

In 2007, FGCU became a charter member of the Presidents' Climate Commitment, reinforcing its commitment to the environment and committing itself to carbon neutrality. FGCU is serving as a model for the region as an institution dedicated to the principles of environmental sustainability and working to put those principles into practice for the benefit of the region.

Most recently, in a private-public partnership, FGCU has co-sponsored a research park near campus to be known as the Innovation Hub (iHUB). It is anticipated that FGCU's iHUB will bring applied technology opportunities to the region to further diversify SW Florida's economy.

Student-Centered Learning

At the heart of FGCU is our commitment to student-centered learning. One measure to gauge FGCU's success has been through our participation in the National Assessment of Student Engagement (NSSE). FGCU has participated in NSSE three times in the last six year and will do so again this spring (2010). NSSE focuses on the university's capacity to provide the critical environment necessary to foster student learning and development: in other words, *what happens during the undergraduate experience* as opposed to *how many* buildings, faculty, staff, etc., a university possess.

In its Institutional Benchmark Study (see NSSE FGCU Benchmark Comparisons 2008), NSSE staff provided each participating institution a high level comparison of its results with a sample of 478,000 first-year and senior students from approximately 769 colleges and universities nationally who participated in the NSSE 2008 survey. NSSE staff grouped the responses to the survey items into five major categories for comparative purposes.

1. Level of academic challenge
2. Active and collaborative learning
3. Student faculty interactions
4. Enriching educational experiences
5. Supportive campus environment

On nearly every major dimension, average scores obtained from FGCU seniors either significantly exceeded those of all the comparison groups, including that for the State University System of Florida, or were not significantly different from them. FGCU first-year students reported statistically significant greater engagement on dimensions of active and collaborative learning.

The impact of the FGCU undergraduate experience is underscored by the heightened sense of engagement expressed by FGCU seniors whose scores exceeded those of their first-year counterparts, similar to a pattern of responses noted in the first administration of the NSSE in 2003 and again in the second administration in 2005. This is strongly indicative of the “value-added” component of undergraduate education at FGCU.

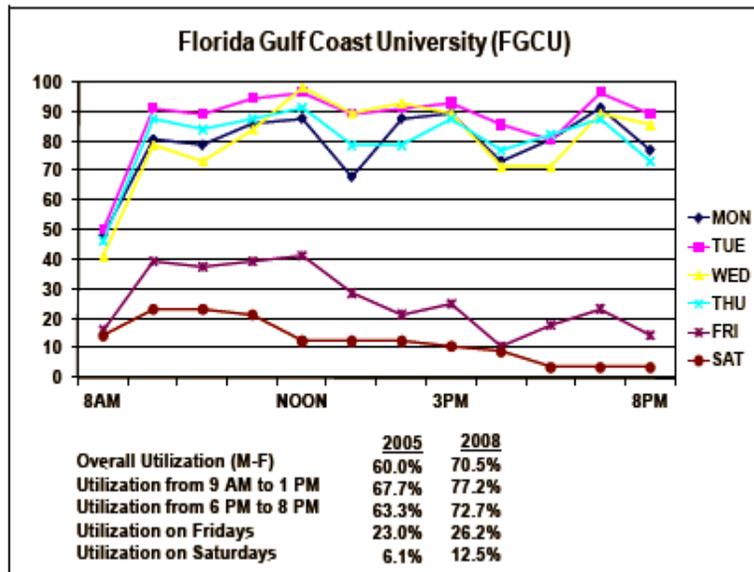
The principal findings for FGCU suggest:

1. Despite its dramatic growth, FGCU continues to compare favorably to its national master’s-level peer universities and its SUS counterparts; and,
2. FGCU is offering to its students a high-quality undergraduate experience.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

In order for FGCU to sustain its quality in the face of rapid growth, it has learned to make efficient and effective use of its resources. One way FGCU has done this is through achieving economies of scale. For example, economies of scale have been achieved by increasing class sizes, limiting growth of the number of course sections offered, and making fuller use of our facilities. The success of our efforts can be seen from several statistics. Average class size increased from 24 to 33 students from 2004-2008, keeping FGCU close to, but slightly below, the average of 34 for the SUS as a whole [See Appendix 10, Table 10 F].

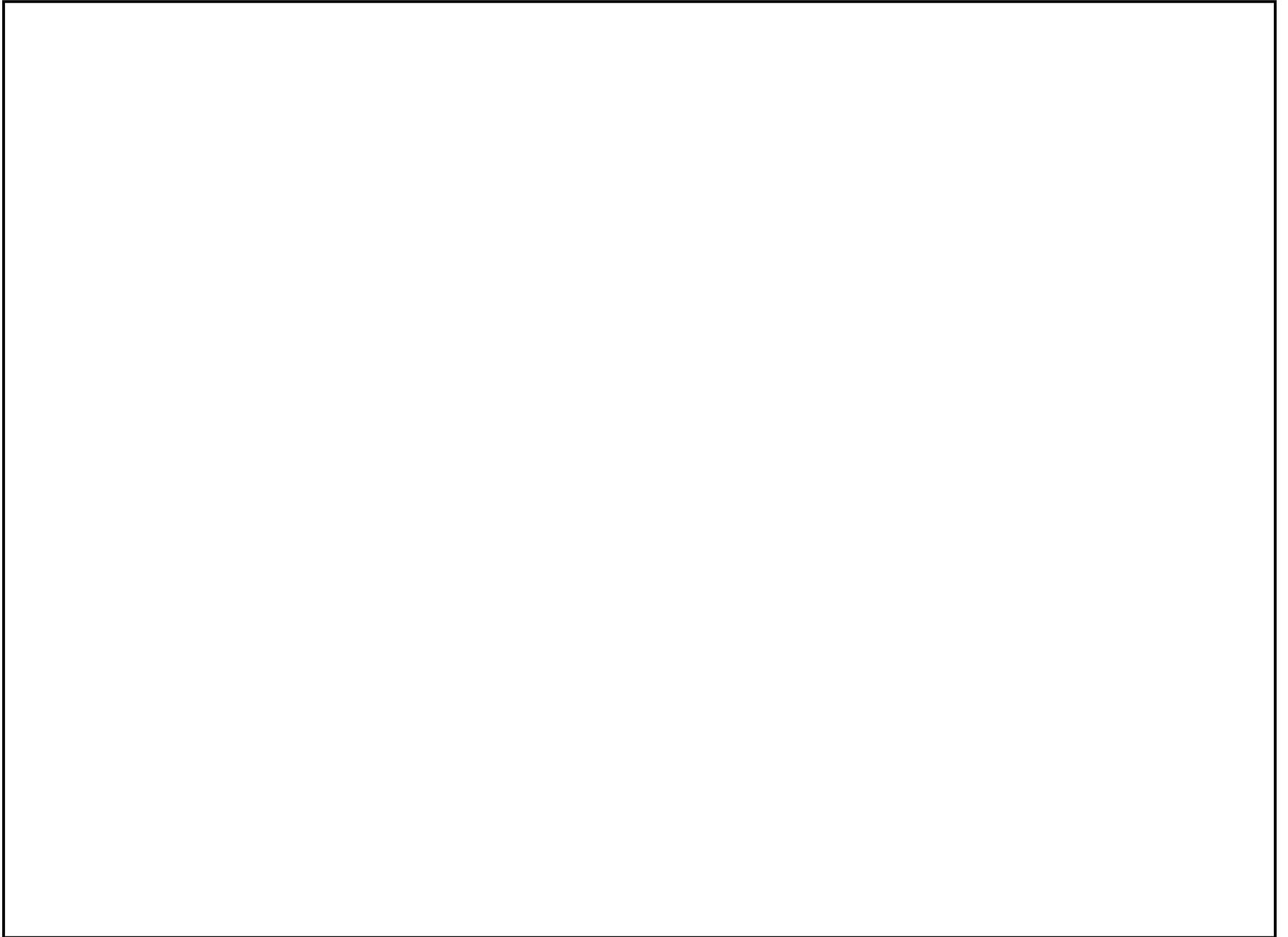
While enrollment has grown by 53% in the last five years, the number of total course sections has grown only 28% [See Appendix 10 Tables 10 G 1 and 2]. Recent space utilization figures reported by Office of Program Policy Analysis and Government Accountability [See below] showed FGCU had the highest overall classroom utilization rate (70.5%) among the SUS in Spring 2008 and had increased this utilization rate in just three years by just over 10 percentage points or by nearly 18% .



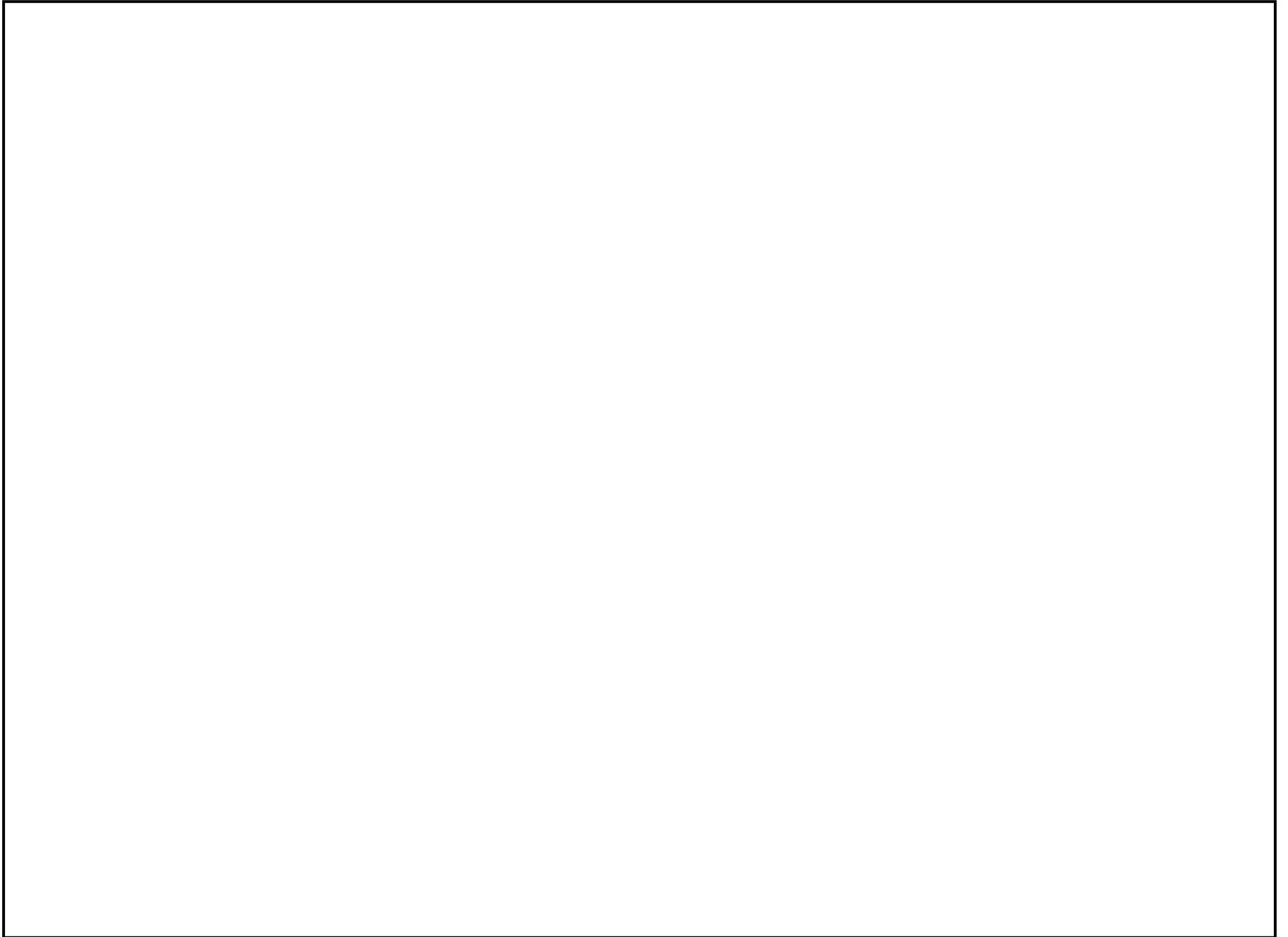
While cost per student credit hour (sch) has climbed by 11% for the system as a whole during the 2003-2008 period, FGCU's cost per credit hour increased by only 3% and was about 5% less than the SUS average of \$352/sch [See Appendix 10, Table 10 H]. All these statistics point to enhanced efficiency. FGCU is also working to keep energy costs in check. It utilizes multiple chillers, has increased the ambient temperature in its buildings, and will implement the largest solar field on a university campus in the Southeast to enhance the conservation and wise use of energy.

ADDITIONAL RESOURCES

- Carnegie Classification
http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=433660&start_page=institution.php&clq=%7B%22ipug2005_ids%22%3A%22%22%2C%22ipgrad2005_ids%22%3A%22%22%2C%22enrprofile2005_ids%22%3A%22%22%2C%22ugprfile2005_ids%22%3A%25
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/FGCU>
- Common Data Set
<http://www.fgcu.edu/planning/InstitutionalResearch/cds.html>
- College Navigator
http://nces.ed.gov/Globallocator/col_info_popup.asp?ID=433660
- University Institutional Research Unit
<http://www.fgcu.edu/planning/InstitutionalResearch/index.html>



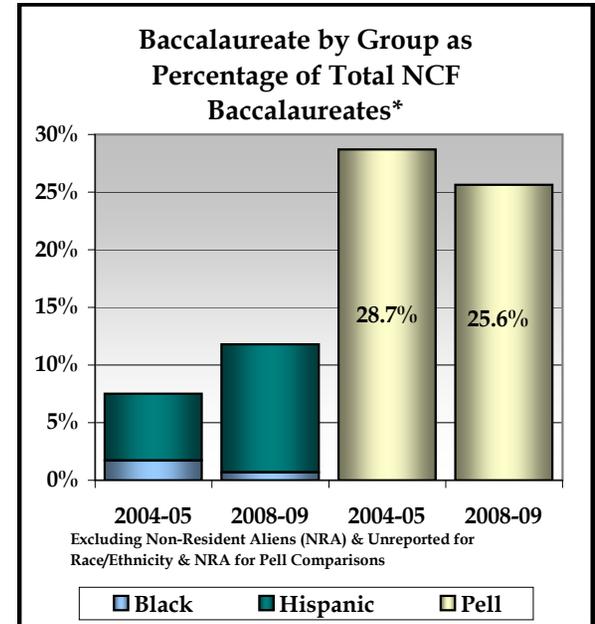
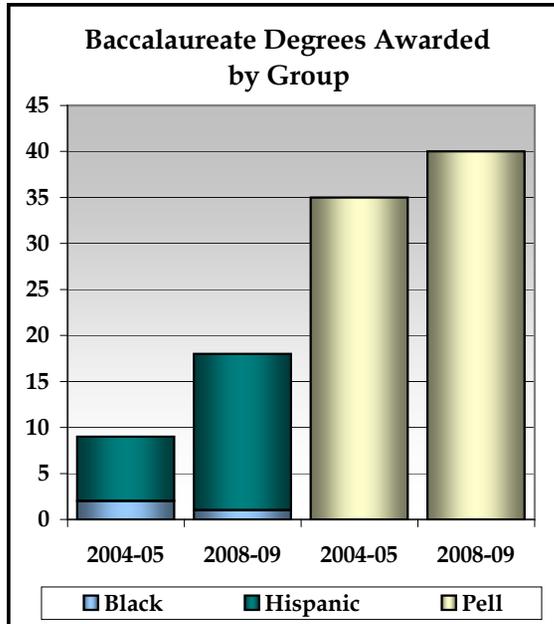
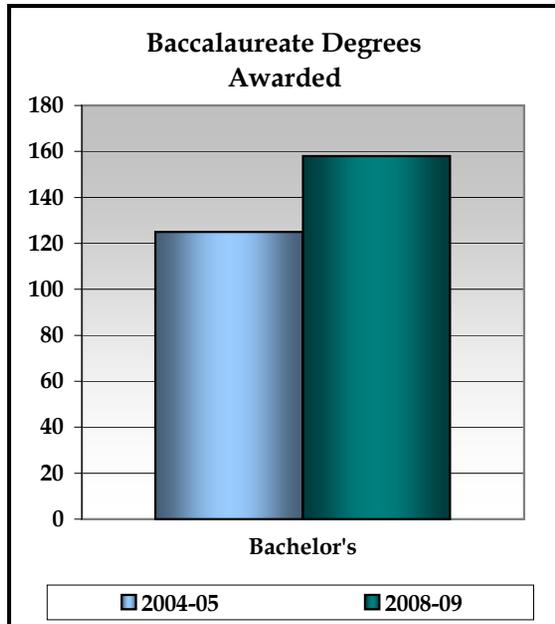
New College of Florida



New College of Florida 2009 Annual Report

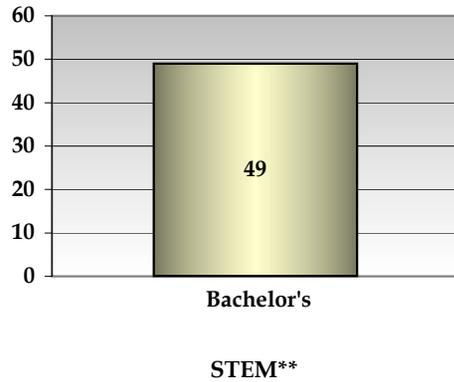
Sites and Campuses			Main Campus				
Enrollments	Headcount	%	Degree Programs Offered (2007-08)		Carnegie Classification		
TOTAL (Fall 2008)	787	100%	TOTAL	1	Undergraduate Instructional Program:	Arts & sciences focus, no graduate coexistence	
Black	14	2%	Baccalaureate	1	Graduate Instructional Program:	N/A	
Hispanic	79	10%	Master's & Specialist's	0	Enrollment Profile:	Exclusively undergraduate four-year	
White	617	78%	Research Doctorates	0	Undergraduate Profile:	Full-time four-year, more selective, lower transfer-in	
Other	77	10%	Professional Doctorates	0	Size and Setting:	Very small four-year, highly residential	
Full-Time	785	100%	Faculty (Fall 2008)	Full-Time	Part-Time	Basic:	Arts & sciences focus, no graduate coexistence
Part-Time	2	0%		TOTAL		77	12
Undergraduate	787	100%	Tenure/T. Track	67	0	Elective Classification:	N/A
Graduate	0	0%	Non-Ten. Track	10	12		
Unclassified	0	0%					

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



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

**Baccalaureate Degrees
Awarded in Select Areas of
Strategic Emphasis, 2008-09**



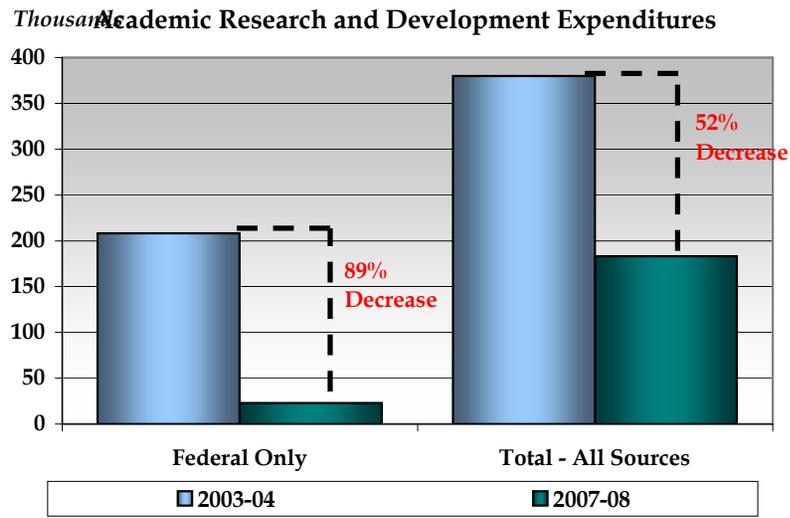
** Although NCF offers only one degree, students are able to specialize in certain disciplines. These students specialized in the STEM fields.

Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs.

In 2008, NCF had no NCLEX test takers.

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



Key University Achievements

► **Student awards/achievements**

3-year success in competitive fellowships/scholarships:

- 20 Fulbright Scholars (8 in 2009 highest per capita in nation).
- 30 NSF Research Experience for Undergraduates awards; 4 NSF Graduate Research Fellows.
- 8 federal Gilman International Scholarships; 1 Gates-Cambridge Fellowship.

► **Faculty awards/achievements**

External validation of faculty teaching excellence:

- Dr. McDonald named Florida Distinguished Math Teacher of the Year by the American Mathematics Association (2005).
- Dr. Rohrbacher awarded Excellence in Collegiate Teaching from the American Philological Association (2007).
- Dr. Vesperi awarded the American Anthropological Assn. Award for Excellence in Undergraduate Teaching (2009).

► **Program awards/achievements**

- Membership in the SACS Commission on Colleges reaffirmed without qualification, retroactive to Jan. 1, 2009.

► **Research awards/achievements**

Externally funded research projects:

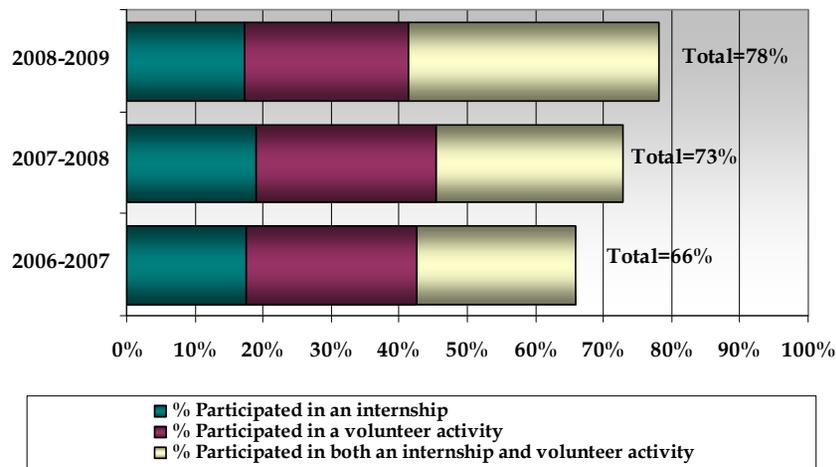
- NSF’s Plant Genome Research Grant.
- National Institute of General Medical Sciences (NIGMS) grant.
- U.S. Dept, of Army, Army Research Laboratory (nanocomposite materials research).

► **Institutional awards/achievements**

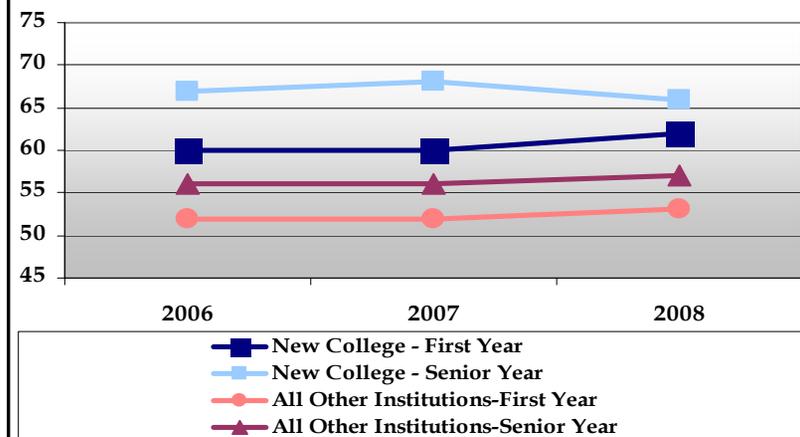
- U.S. News and World Report: NCF ranked #5 among U.S. public liberal arts colleges (2010).
- Forbes: NCF ranked #5 on its list of the 100 best public colleges and universities (2009).
- Forbes: NCF ranked #2 Best College Buy among all public and private colleges in the nation (2009).

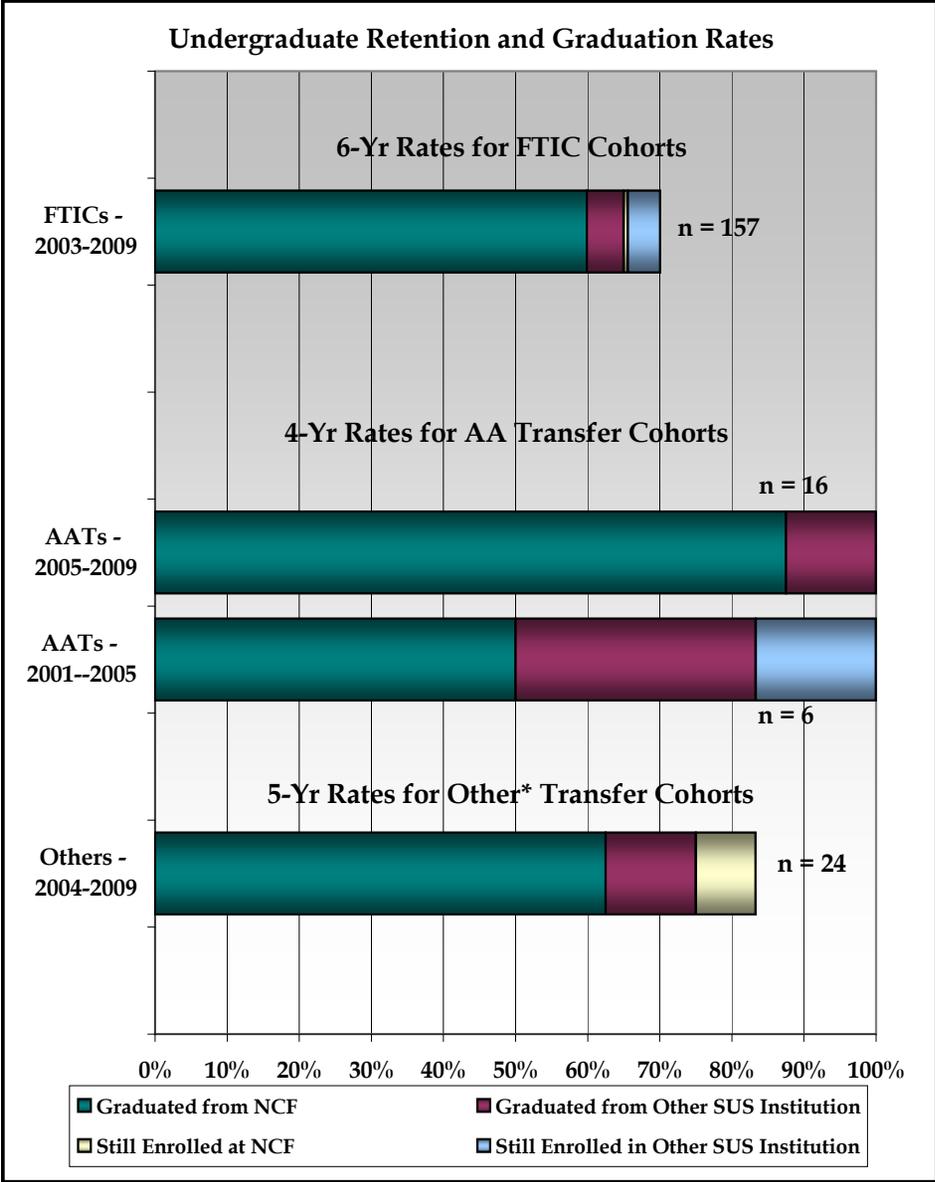
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4:
MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

Student Participation in Internship & Volunteer Activities

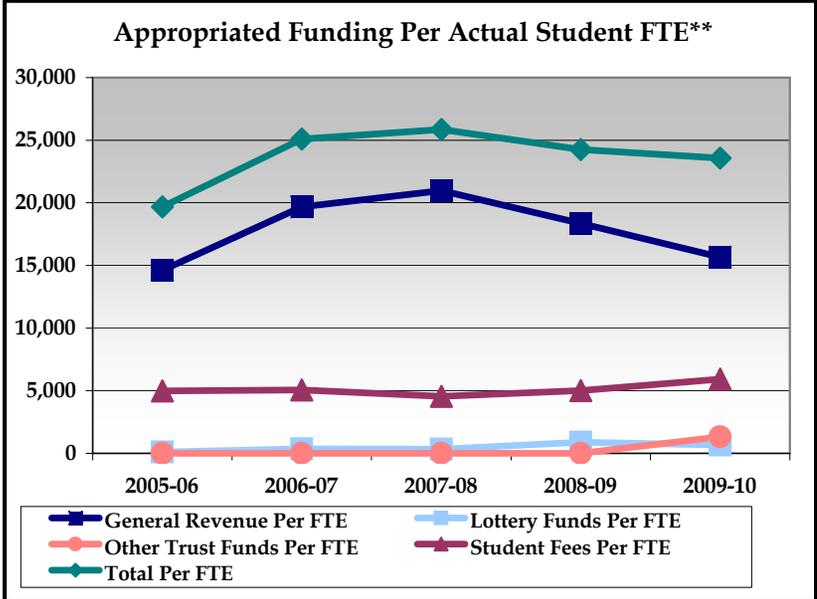
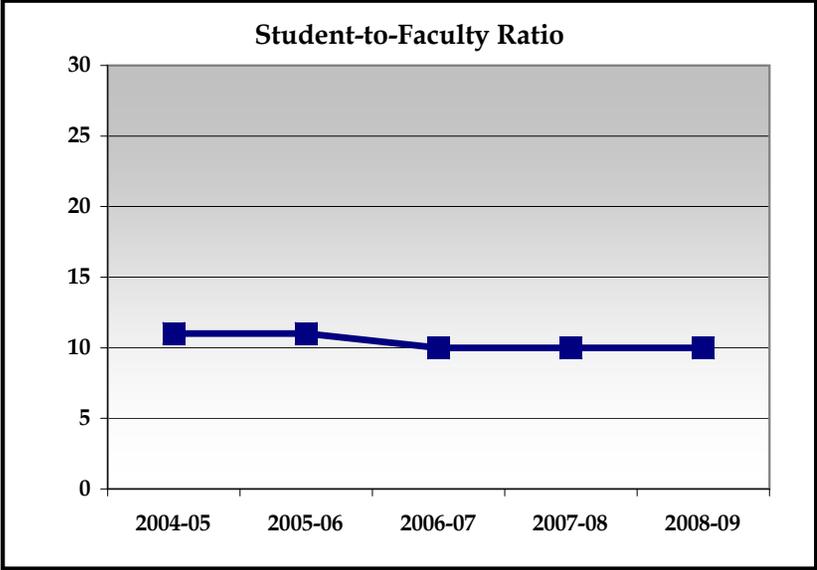


**National Survey of Student Engagement
Level of Academic Challenge**





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



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

INTRODUCTION

Mission Statement of New College of Florida

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

Vision, Guiding Principles, and Goals

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

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

New College pursues these goals through highly selective admissions, an individualized and intensive "academic

contract" curriculum, frequent use of individual and small-group instruction, an emphasis on student/faculty collaboration, a required senior thesis or project, and innovative approaches to the modes of teaching and learning.

Other Introductory Contextual Comments

New College is a small, innovative, residential honors college

- 787 students; 67 tenure/tenure track faculty
- Eighty percent of all enrolled students live on campus
- Each student works directly with a faculty sponsor to plan his or her academic career

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

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

Access to high quality honors liberal arts for Florida students:

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

- New College students are overwhelmingly Florida residents (82%) and receive their high school education in public schools (80%).

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

<http://www.ncf.edu/about-us/presidents-welcome/publications/fact-books>

- Ninety-nine percent of our regular faculty members have earned a doctorate or the terminal degree in their field.
- Eighty-eight percent of New College classes have 30 or fewer students.
- The average class size is 18 students.
- The student to faculty ratio is 10:1.
- Ninety percent of New College classes are taught by full-time faculty.

Honors access for underrepresented students:

- During the period of 2004-05 through 2008-09, New College awarded 728 Bachelor Degrees, an average of 146 degrees each year (Table 5D).
- Over a quarter of these graduates (28%) were Pell recipients (Table 5F).
- Between AY 2004-05 and AY 2008-09 New College has increased its recruitment, retention and graduation rates for underrepresented students in general, with particular marked growth in the population of Hispanic students; the number of Hispanic graduates has increased by 143% from 2002 to 2008.
- The *percentage* of minority students in the student body increased from 13% to 17% from fall 2003 to fall 2008; the *number* of minority students increased by 50%:

<http://www.ncf.edu/uploads/1Q/PU/1QPUEPIEGemTYpKrU9Ut3g/New-College-Equity-Report-2009-BOT-Approved-2.pdf>

High quality education at lower cost:

- As Florida's designated Honors College, New College provides students a unique opportunity to acquire a residential liberal art college education for a fraction of the cost they would pay at similar private colleges.
- The New College academic program consistently ranks in the upper tier of numerous national rankings and its academic program may be considered comparable to those of many prestigious private liberal art colleges.
- Despite recent budget reductions, New College continues to maintain a high quality educational program at a much smaller instructional cost per FTE when compared to high quality private peer institutions.

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

New College, as a four-year liberal arts and sciences honors college, provides advanced training in critical thinking, scientific inquiry, and communication skills. Our students are well-prepared to enter the workforce and to continue their training in professional and graduate programs.

- Seventy-one percent of alumni from 1996 to 2006 reported enrolling in at least one graduate or professional program since graduation.

- The graduate/professional school attendance rate for students one year after college (2006 graduates) was 55% and five years after college (2002 graduates) was 73%. Six years after graduation, graduate and professional school attendance rates were close to or above 80%.
- Sixty-one percent of those who reported attending graduate or professional school received some type of financial support; 44% received scholarships, a validation of the value of their New College undergraduate training.
- The majority of New College students consistently enroll in graduate and professional programs within the State of Florida. The most frequently attended institutions were:
 - Medical Schools: University of Florida and University of South Florida
 - Law School: University of Florida
 - Doctoral Institution: University of Florida
 - Masters Degree Institutions: University of South Florida, Florida State University and University of Florida

From 2005 to 2009 over half of New College's graduates have concentrated their undergraduate studies in three critical needs areas that the Board of Governors identified as areas of strategic emphasis:

- Science, technology, engineering, and math (STEM) (28%)
- Economic development – regional workforce demand (9%)
- Economic development – globalization (36%)

The New College academic program also provides the necessary foundation for New College graduates to pursue careers in industries directly related to two other critical needs areas identified by the BOG: *

- Education (34% of employed alumni report working in education)
- Professional and business services (26% of employed alumni report careers in professional and business services)
- Health professions (18% of employed alumni report careers in health services)

*Data Source: NCF 2007-2008 Alumni Survey Report
http://www.ncf.edu/uploads/79/dE/79dEKjLct4_hxliEhzDhLA/2007-2008-Alumni-Survey-Study-Report.pdf

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

New College, as the designated honors college of the state of Florida, offers a single program leading to the Bachelor of Arts degree in Liberal Arts.

- The College's honors curriculum emphasizes active learning and undergraduate research.
- Students are encouraged to take responsibility for their own education; all plan and negotiate each semester's work with faculty sponsors.
- Faculty members provide feedback to students in the form of *narrative evaluations* rather than grades, so that

even the best students receive guidance as to how they might improve.

- By requiring students to be intentional about their programs of study and to reflect on their learning and achievements, New College encourages the development of personal responsibility.
- Each student completes three month-long Independent Study Projects and a senior thesis or project.

The entire instructional faculty is devoted to teaching courses, tutorials, and independent study projects at the baccalaureate level, and to serving as mentors to undergraduate students.

- Recently New College faculty members have received external validation of their teaching proficiency:
 - Professor Maria Vesperi was awarded the American Anthropological Assn./Oxford U. Press Award for Excellence in Undergraduate Teaching (2009)
 - In 2005, Professor of Mathematics Patrick McDonald was named State of Florida Distinguished Math Teacher of the Year by the American Mathematics Association
 - In 2008, Associate Professor of Classics David Rohrbacher received the Award for Excellence in Collegiate Teaching from the American Philological Association

New College students' success in nationally competitive fellowships and scholarship programs provides validation of the strength of its academic program. The record for the last three years is representative of their exceptional achievements:

- Twenty Fulbright Fellows (With 8 Fulbright awards in 2009, New College had the highest number of awards per capita in the nation)
- Thirty NSF Research Experience for Undergraduates awards
- Four NSF Graduate Research Fellows

- Five Gilman International Scholars
- One Gates Cambridge Scholar

New College faculty regularly provide research opportunities for students to participate in externally funded projects. Recent examples include:

- NSF's Plant Genome Research Grant
- National Institute of General Medical Sciences (NIGMS) grant
- U.S. Dept, of Army, Army Research Laboratory (nanocomposite materials research)

New College's ten-year trend in the number of research awards and the annual amount awarded recently has risen dramatically:

- The number of annual awards increased from 2 in 2001-02 to 11 in 2008-09
- The amount of funding awarded increased from \$260,000 in 2001-02 to \$2,627,000 in 2008-09 [See Table 8 & 9]

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

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

- More than half of New College graduating seniors from the last three years (2007-2009) report engagement in volunteer efforts during their college careers, contributing a combined total of over 32,000 hours to a wide range of activities with more than 100 organizations.
- New College is a member of the Science and Environment Council of Sarasota County, and collaborates with other non-profits on local projects.
- The Pritzker Marine Biology Research Center (PMBRC) hosts workshops for local K-12 teachers to enrich their teaching and science understanding. PMBRC also hosts summer workshops for local middle and high school students from disadvantaged backgrounds providing them with college-level science lab experience.
- New College students regularly tutor children at the Boys and Girls Club, helping with reading and math homework.
- New College students participate in the local Next Step Tutoring program. This program helps foster youth complete GED, pass FCAT, and prepare for SAT.
- Two New College VISTA coordinators, funded through grants from Florida Campus Compact, regularly organize service trips during Fall and Spring Breaks to help impoverished communities in Palmetto, FL; Immokalee, FL; Miami, FL; Knoxville, TN; and New Orleans, LA.
- The entire campus annually participates in the Mayor's Feed-the-Hungry Campaign, the Holiday Adopt-A-Family program and supports the United Way and a host of ad hoc charity programs, all designed to create stronger, safer, healthier, and more environmentally-conscious communities.

- State Representative (and New College Associate Professor of Political Science) Keith Fitzgerald (D-District H-69) regularly supervises New College students in Tallahassee state government internships.
- Associate Professor of Political Science Frank Alcock is the Executive Director of the Mote Marine Laboratory Marine Policy Institute, a regional group working on issues such as red tide.
- Assistant Vice President for Academic Affairs Julie Morris serves as member of Gulf of Mexico Fishery Management Council.

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

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

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

The College is located immediately adjacent to the Florida State University Cultural Center/John and Mable Ringling Museum of Art (FSU/Ringling). The University of South Florida's Sarasota-Manatee campus is located approximately one half mile north of campus. This close proximity encourages the sharing of support resources and provides for increased efficiency in service delivery. Examples include:

- Working together as partners, the College and FSU/Ringling realized \$1.13 million by housing the FSU/Ringling chiller plant within New College's existing chiller plant site.
 - FSU/Ringling saved \$500,000 in construction costs by expanding New College's chiller plant instead of constructing a stand alone plant.
 - New College saved \$630,000 in chilled water piping costs by using existing FSU/Ringling chilled water lines to deliver chilled water to its Caples campus.
 - The chillers serving the two institutions are designed to provide "back up" chilled water providing low cost redundancy.
- The College and FSU/Ringling are partnering on a well water project that will supply the joint chiller plant. When operational, the well is projected to provide combined annual recurring cost savings between \$80,000 and \$100,000.

The College and USF Sarasota-Manatee have agreements in place to share several support services. Providing for these shared services is far more efficient than funding and staffing

separate operations on the two campuses. Shared services include:

- The New College Police Department is a State of Florida certified, full-service police agency with a professional force of police officers serving both New College and USF Sarasota-Manatee 24/7/365.
- The New College Counseling and Wellness Center is staffed by licensed clinical psychologists and a nurse practitioner. A physician is available on call. Center services, including immunizations, first aid, general health check ups, mental health consultation, wellness programs, ADA compliance, and victim's advocate counseling are available to all currently registered students. The Center also provides Employee Assistance Program services for employees of both campuses.
- The Jane Bancroft Cook Library, located on the New College campus, is a full service library supporting teaching and research activities on both campuses.
 - New College recently funded, developed, and inaugurated a new 3,000 square foot Academic Resource Center (ARC) in the Cook Library. The Center's services and resources are available to both USF-SM and New College students and faculty.
 - The staff of the ARC offers academic support through the following resources:
 - Open-use computer lab
 - Writing Resource Center
 - Quantitative Resource Center
 - Education Technology Services
 - Language Resource Center

- The USF Sarasota-Manatee Bookstore provides typical bookstore services to meet the needs of students, faculty, and staff of both campuses.

The combination of high academic quality and reasonable cost has gained recognition for New College from prestigious sources and heightened its national visibility.

- In 2009, Forbes ranked New College of Florida as the #2 Best College Buy among all public and private colleges in the nation.
- Included in the 2010 Fiske Guide to Colleges list of Best Buy Schools, (New College of Florida and the University of Florida were the only Florida universities included on the list of 20 public institutions.)
- Recognized as the “Nation’s No. 2 Best Value in Public Higher Education” by the *Princeton Review* (2009)
- Ranked third in the nation among the “Top 100” public colleges and universities by Kiplinger’s Personal Finance (2009)
- Named by *U.S. News & World Report* as the “Nation’s No. 5 Ranked Public Liberal Arts College” (2009)
- Ranked by Forbes.com as No. 3 among all public colleges and universities in the nation (ranked No. 1 in Florida).

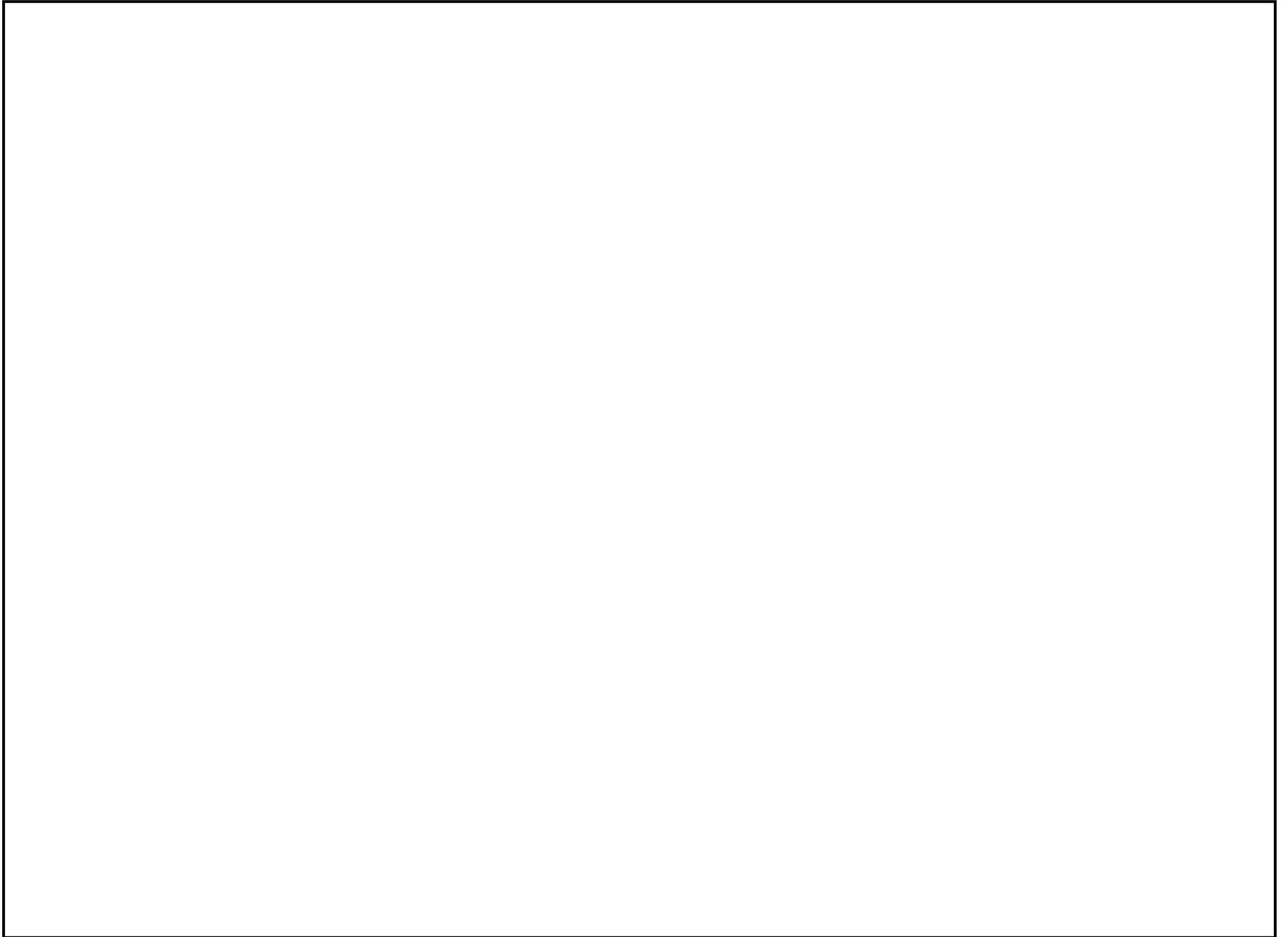
Appropriated funding per actual student at NCF is high in comparison to per student rates at the other SUS institutions, but similar to more costly specialized programs within the universities. Furthermore, a comparison of instructional cost per FTE with five institutions with similar student-faculty ratios (10-11:1) shows that New College is exceptionally cost effective.

These five peer institutions (selected based on their U.S. News & World Report rankings) are Colorado College, Kenyon College, Colby College, Oberlin College, and Bowdoin College. The finance data were obtained from IPEDS 2006-07.

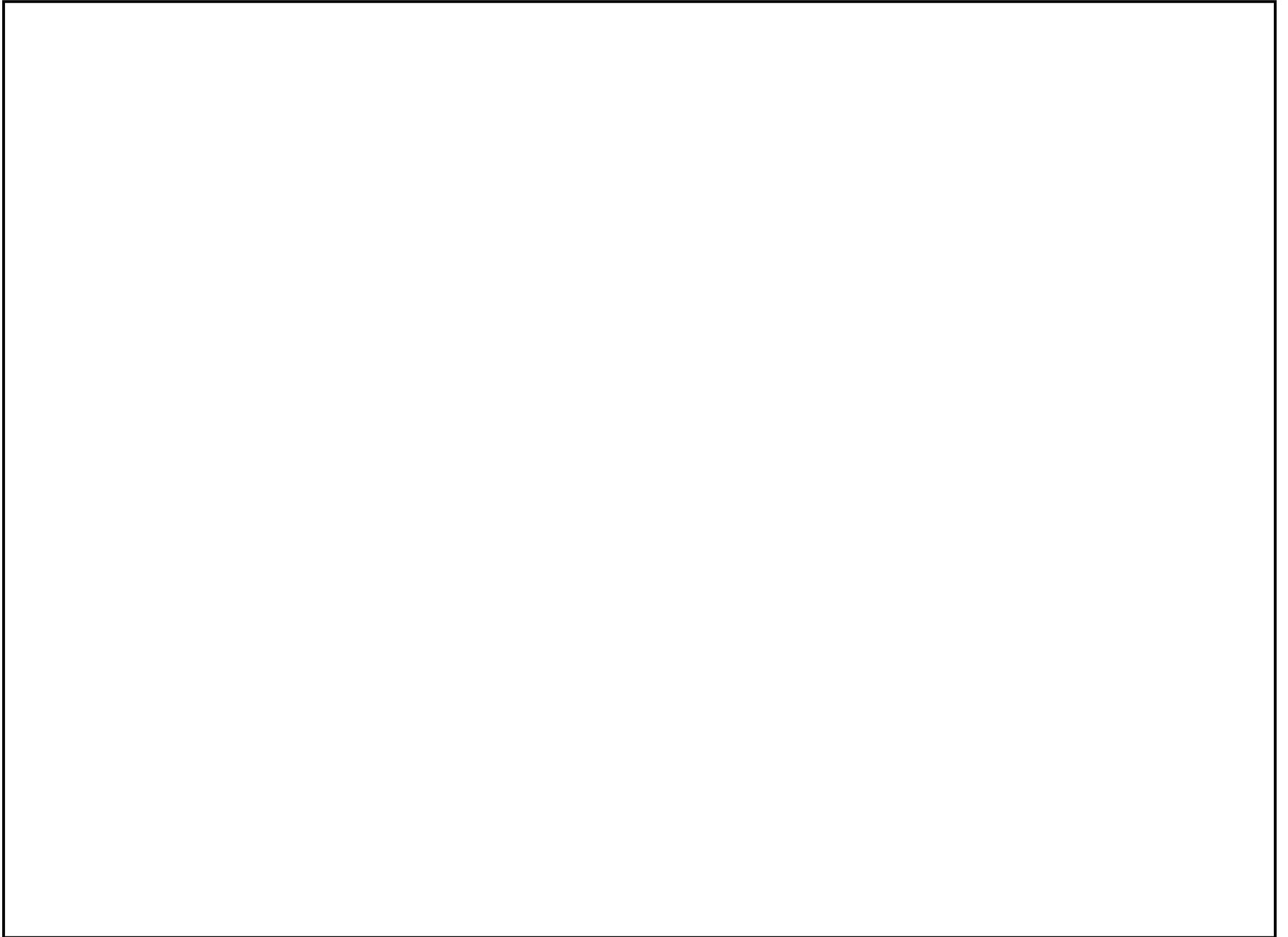
The (FTE) enrollment at these peer institutions ranges from 1,397 (Bowdoin College) to 2748 (Colorado College) The instructional cost per FTE ranges from \$11,589 (Colorado) to \$26,538 (Bowdoin). New College’s instructional cost per FTE was \$8,286 during the same year.

ADDITIONAL RESOURCES

- Carnegie Classification
<http://www.ncf.edu/uploads/Ig/o3/Igo3pag7yzFWVr7v8AIzFg/2008-2009-Fact-Book.pdf>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/NCF>
- Common Data Set
<http://www.ncf.edu/uploads/Ig/o3/Igo3pag7yzFWVr7v8AIzFg/2008-2009-Fact-Book.pdf>
- College Navigator
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=new+college+of+florida&s=all&id=262129>
- University Institutional Research Unit
<http://www.ncf.edu/ira>

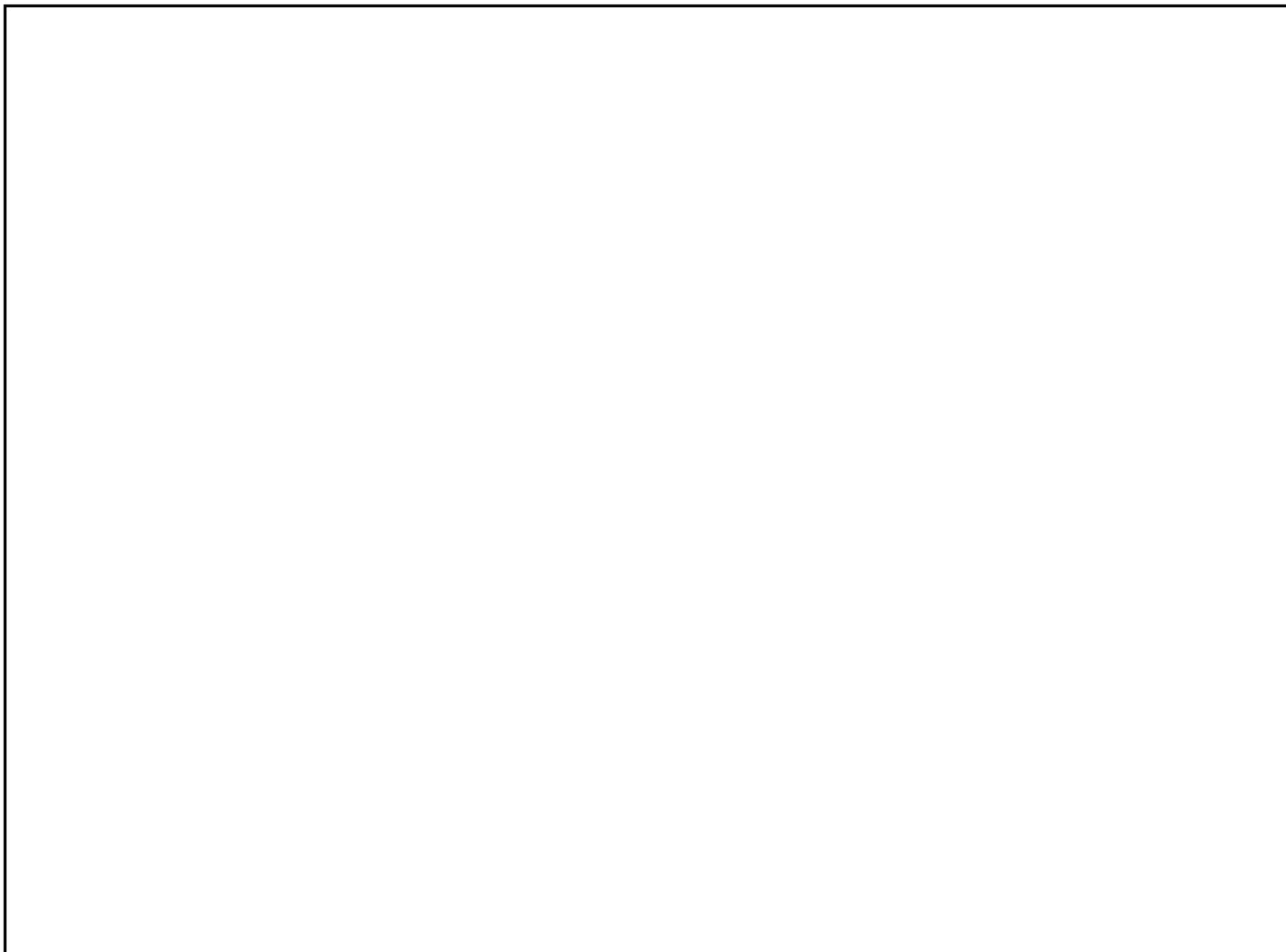


Appendices



Appendix A

**BOARD OF GOVERNORS REGULATION 2.002 -
UNIVERSITY WORK PLANS AND ANNUAL REPORTS**



Board of Governors Regulation 2.002 – University Work Plans and Annual Reports

(1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

(2) Each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.

(3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

(4) Each university's work plan shall include a copy of the following:

(a) The university's mission statement and vision for the next five to ten years;

(b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;

(c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);

(d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;

(e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;

(f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and

(g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.

(5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.

(6) Each university's annual report shall include, at a minimum, the following:

(a) An executive summary that captures key performance data required by the Board of Governors;

(b) The university's mission and vision;

Appendix A

(c) Summary information on budgets, enrollments, and other core resources;

(d) Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the Board of Governors; and

(e) Any other specific performance information requested by the Board of Governors in advance of the submission deadline.

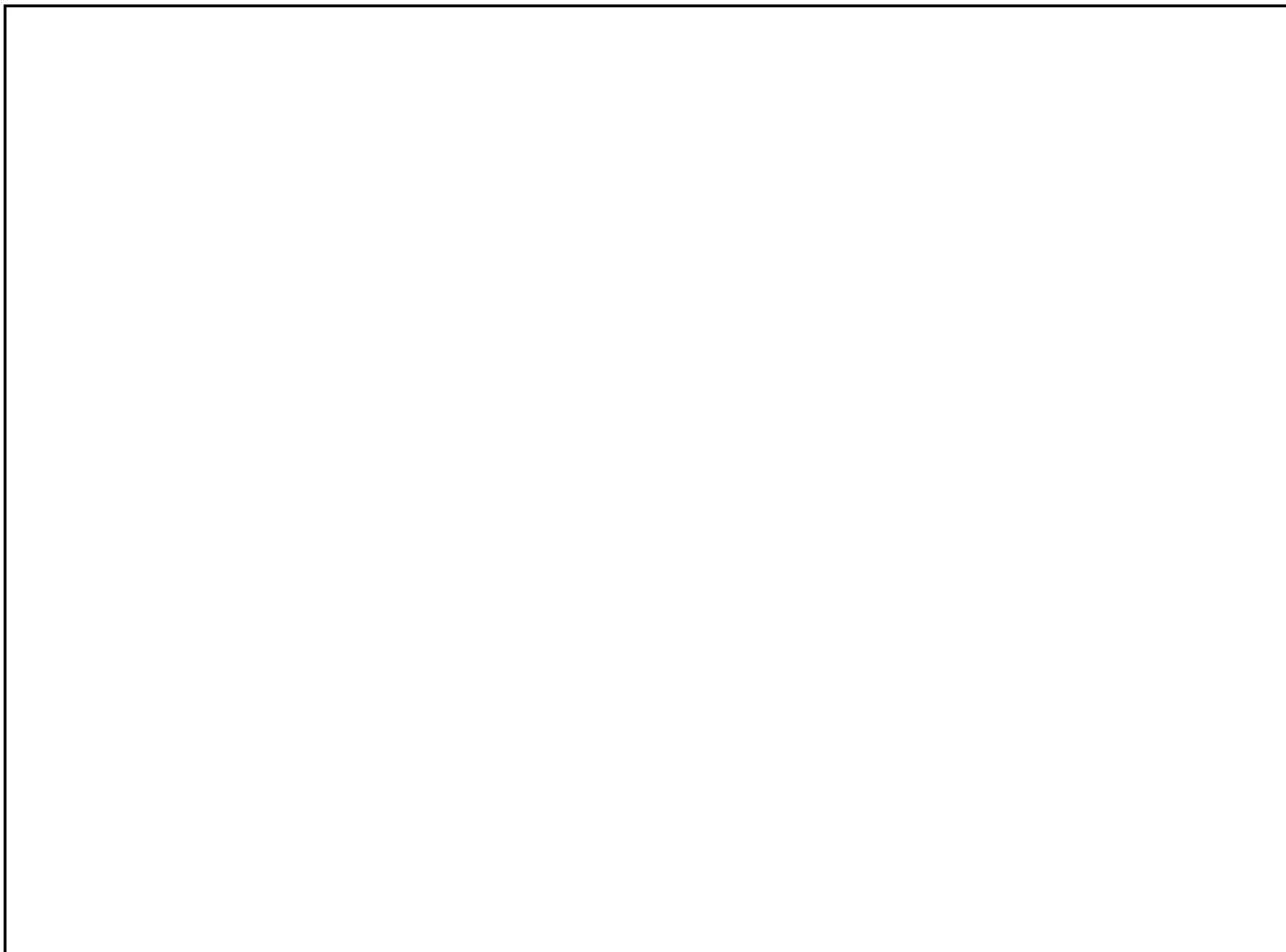
(7) The Chancellor shall provide universities with submission deadlines, as well as with content and format specifications, for work plans and annual reports.

(8) The Board of Governors shall submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing information on the State University System's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009

Appendix B

ANNUAL REPORT DEFINITIONS



Appendix B

Budget	
E&G Revenues	
State Funds (recurring)	Definition: State recurring funds include general revenue and lottery education and general appropriations and any administered funds provided by the state. Source: Final Amendment Package
State Funds (non-recurring)	Definition: State non-recurring funds include general revenue and lottery education and general appropriations and any administered funds provided by the state. Source: Allocation Summary Non-Recurring Appropriations Section.
Tuition (Resident / Non-Resident)	Definition: Actual tuition revenues collected from resident and non-resident students. Source: Operating Budget, Report 625 – Schedule I-A
Tuition Differential (UG)	Definition: Actual tuition differential revenues collected from undergraduate students. Source: Operating Budget, Report 625 – Schedule I-A
Other Fees	Definition: Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. Source: Operating Budget, Report 625 – Schedule I-A
Phosphate Research Trust Fund	Definition: State appropriation for the Institute of Phosphate Research at the University of South Florida. Source: Final Amendment Package
Federal Stimulus Funds	Definition: Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. Source: Final Amendment Package
E&G Expenditures	
Instruction & Research	Definition: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget, Report 505C.

Institutes & Centers	Definition: Includes state services related to research organizations designed for mission-oriented, fundamental, and applied research projects. Source: Operating budget, Report 505C.
PO&M	Definition: Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. Source: Operating Budget, Report 505C.
Administration & Support Services	Definition: Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget, Report 505C.
Radio/TV	Definition: Services related to the operation and maintenance of public broadcasting which is intended for the general public. Source: Operating Budget, Report 505C.
Library/Audio Visual	Definition: Expenditures include state services related to collecting, cataloging, storing, and distributing library materials. Source: Operating Budget, Report 505C.
Museums & Galleries	Definition: Expenditures related to the collection, preservation, and exhibition of historical materials, art objects, scientific displays and other objects at the UF Florida State Museum & Harn Museum; FSU Ringling Museum; FAMU Black Archives Museum; USF Contemporary Art Museum; FIU Wolfsonian Museum; and UWF Historic Preservation Board. Source: Operating Budget, Report 505C.
Student Services	Definition: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Source: Operating Budget, Report 505C.
Intercollegiate Athletics	Definition: Includes expenditures associated with Title IX activities and compliance. Source: Operating Budget, manual submission.

Appendix B

Other Funding Sources	
Contracts & Grants	Definition: Resources received from federal, state or private sources for the purposes of conducting research and public service activities. Revenues do not include transfers. Expenditures do not include non-operating expenditures. Source: Operating Budget, Report 615.
Auxiliary Enterprises	Definition: Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. Revenues do not include transfers. Expenditures do not include non-operating expenditures. Source: Operating Budget, Report 615.
Local Funds	Definition: Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, and technology fee. Revenues do not include transfers. Expenditures do not include non-operating expenditures. Source: Operating Budget, Report 615. (Self Insurance is a manual submission and has not been included).
Other Core Resources	
Revenues per FTE Student	Definition: Education & General appropriations, including tuition appropriations, are divided by total actual FTE students. Only state-fundable credit hours are used. To allow for national comparisons, FTE students for this metric uses the standard IPEDS definition of a FTE student, equal to 30 credit hours for undergraduate students and 24 for graduate students. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, Medical Schools) or special appropriations such as commercialization assistance grants or centers of excellence. Sources: Education & General Appropriations (for revenue), SUS Student Instruction File (for FTE enrollment)
Total Faculty Tenure/Tenure-Track Instruction/Research/Public Service	Definition: Combination of all tenured faculty (primarily instruction/research/public service) and all tenure-track faculty (primarily instruction/research/public service). Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"

Total Faculty Not on Tenure Track Instruction/Research/Public Service	Definition: All non-tenure-track faculty (primarily instruction/research/public service). This includes adjunct faculty and faculty on multi-year contracts. Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Total Executive/Administrative All	Definition: Total executive/administrative and managerial positions regardless of faculty status Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Total Other Professional All	Definition: Total other professional positions (support/service) regardless of faculty status Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Total Non-Professional All	Definition: Total non-professional positions Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Total Graduate Assistants All	Definition: Total graduate assistants Source: IPEDS Human Resources Survey, online title "Full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity"
Instructional Space Utilization Rate	Definition: Florida Statutes, s. 1013.03 (2), establishes the utilization standard for "postsecondary education classrooms, a minimum room utilization rate of 40 hours per week and a minimum station utilization rate of 60 percent." In other words, 100% utilization means the classroom is 60% full for 40 hours a week. This metric applies that statutory definition to classroom space only. Source: SUS Space File
Enrollment and Funding	
FTE Enrollment by Residency, Actual and Funded	Definition: Only state fundable credit hours are used. FTE in this instance uses the Florida definition of FTE, equal to 40 credit hours for undergraduates and 32 for graduates. Funded enrollment is reported in the General Appropriations Act and set by the legislature. Source: SUS Student Instruction File (actual), General Appropriations Act (funded)

Appendix B

Estimated FTE	Definition: This is taken from the enrollment plans submitted by each university. Source: University enrollment plans
Undergraduate Education Data	
First Year Persistence	Definition: The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the second year. Source: SUS Retention File
4- and 6 -Year Progress and Success Rate (FTICs)	Definition: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term or summer continuing to fall with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled or graduated in the fourth year and later. Source: SUS Retention File
2- and 4 -Year Progress and Success Rate (AA Transfers)	Definition: AA Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated or is still enrolled in the second or fourth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled or graduated in the second year and later. Source: SUS Retention File
5-Year Graduation Rate (Other Transfers)	Definition: Other Transfer cohort is defined as undergraduates entering in fall term or summer continuing to fall who are not FTICs or AA transfers. The rate is the percentage of this initial cohort that has graduated or is still enrolled in the fifth academic year. Both full-time and part-time students are used in the calculation. PharmD students are removed from the cohorts if still enrolled in the fifth year and later. Source: SUS Retention File
Baccalaureate Degrees	Definition: These are degrees granted as reported for data element 01081 in the Student Instruction File. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File

Baccalaureate Degrees Awarded in Areas of Strategic Emphasis	Definition: Bachelor's degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff with consultation with business and industry groups and input from universities. These counts may be duplicated if a student earns majors/degrees in more than one strategic area. Source: SUS Student Instruction File
# Baccalaureate Degrees (Non-Hispanic Blacks)	Definition: The number of baccalaureate degrees granted to non-Hispanic black students. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File
% Baccalaureate Degrees (Non-Hispanic Blacks)	Definition: The number of baccalaureate degrees awarded to non-Hispanic black students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: SUS Student Instruction File
# Baccalaureate Degrees (Hispanics)	Definition: The number of baccalaureate degrees granted to Hispanic students. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File
% Baccalaureate Degrees (Hispanics)	Definition: The number of baccalaureate degrees awarded to Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: SUS Student Instruction File
# Baccalaureate Degrees (Pell Recipients)	Definition: The number of baccalaureate degrees granted to Pell recipients, financial aid award code "001". A Pell recipient is defined as a student who received Pell from a state university within six years of graduation. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees. Source: SUS Student Instruction File/Student Fin. Aid File
% Baccalaureate Degrees (Pell Recipients)	Definition: The number of baccalaureate degrees awarded to Pell recipients as listed above is divided by the total degrees awarded excluding those awarded to non-resident aliens, who are not eligible for Pell grants. Source: SUS Student Instruction File and Student Financial Aid File

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<p>% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree</p>	<p>Definition: For data reported through 2008-09, this metric will be aligned with the calculation used in past legislative accountability reports and performance funding calculations. Excluding students with dual majors, it computes total academic credit as a percentage of catalog hours required for the student's major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida. Source: SUS Hours to Degree File</p>
<p>Number of Undergraduate Course Sections</p>	<p>Definition: The Common Data Set (CDS) definition will be used. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings." Certain portions of the CDS were summed to create groupings of less than 30 students, between 31 and 50 students, between 51 and 100 students, and more than 100 students. Source: Common Data Set</p>
<p>% of Undergraduate Class Time Taught by Faculty, Adjunct Faculty, Graduate Students, and Others</p>	<p>Definition: The total number of undergraduate credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as: faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. Source: Instruction and Research Data File</p>

<p>Average Salary and Benefits of Faculty Teaching Undergraduate Courses</p>	<p>Definition: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 person year in the fall term. Source: Instruction and Research Data File</p>
<p>Student-Faculty Ratio</p>	<p>Definition: This definition will be consistent with IPEDS reporting. It is the ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time), excluding faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty primarily teach graduate-level students. This metric does not count undergraduate or graduate student teaching assistants as faculty. Source: Common Data Set, IPEDS</p>
<p>Nursing: Number and Pass Rate of NCLEX First-Time Test Takers - Baccalaureate Only</p>	<p>Definition: First-time test taker pass rates on the NCLEX for each university are published by the Florida Department of Health at: http://www.doh.state.fl.us/mqa/nursing/nur_edu_info.html. This reports pass rates for baccalaureate nursing program test takers only. Notes: Indicators for pass rates on other licensure exams (e.g., teaching, accountancy, engineering) will be added as data become available.</p>
<p>Number of Students Eligible for FSAG</p>	<p>Definition: Total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards.</p>
<p>Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential</p>	<p>Definition: Annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver.</p>
<p>Value of Tuition Differential Waivers Provided to FSAG-Eligible Students</p>	<p>Definition: Value of all tuition differential fee waivers received by FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.</p>

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Graduate Education Data	
Graduate Degrees Awarded	<p>Definition: These are degrees granted as reported for data element 01081. Due to changes in IPEDS, the doctoral and first professional degree categories no longer exist. Now they are classified as doctoral research and doctoral professional with the doctoral professional including additional categories that had not previous been included in the first professional category. The universities reviewed their programs and made the classifications of their programs. The professional doctoral category will include all degrees in this category. Medicine, Law, and Pharmacy degrees will be reported as a sub-category of professional doctoral degrees. These are counts of first majors only, so that they are unduplicated for students with dual majors/degrees.</p> <p>Source: SUS Student Instruction File, element #01081 (“Degree-Level Granted”)</p>
Graduate and Professional Degrees Awarded in Areas of Strategic Emphasis	<p>Definition: Graduate degrees as reported above by six-digit Classification of Instruction Program. The areas of strategic emphasis were selected by the Board of Governors staff with consultation with business and industry groups and input from universities. These counts may be duplicated if a student earns degrees in more than one strategic area.</p>
Research and Economic Development	
Federally Financed Academic Research and Development Expenditures (Actual Dollars)	<p>Definition: From the annual NSF reporting template, Item 2A, Line 1400, science and engineering, is summed with Line 1500, non-science and engineering expenditures of column (2) Federal. Dollars are in thousands.</p> <p>Source: NSF, http://webcaspar.nsf.gov/</p>
Total Academic Research and Development Expenditures (Actual Dollars)	<p>Definition: From the annual NSF reporting template, Item 2A, Line 1400, science and engineering, is summed with Line 1500, non-science and engineering expenditures of column (1) Total. Dollars are in thousands.</p> <p>Source: NSF, http://webcaspar.nsf.gov/</p>
Total Academic Research and Development Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	<p>Definition: Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS. (For FGCU, the ratio will be based on both tenured/tenure-track and non-tenure/track faculty.) The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty.</p> <p>Sources: NSF, Webcaspar database (R&D expenditures) and IPEDS (faculty)</p>

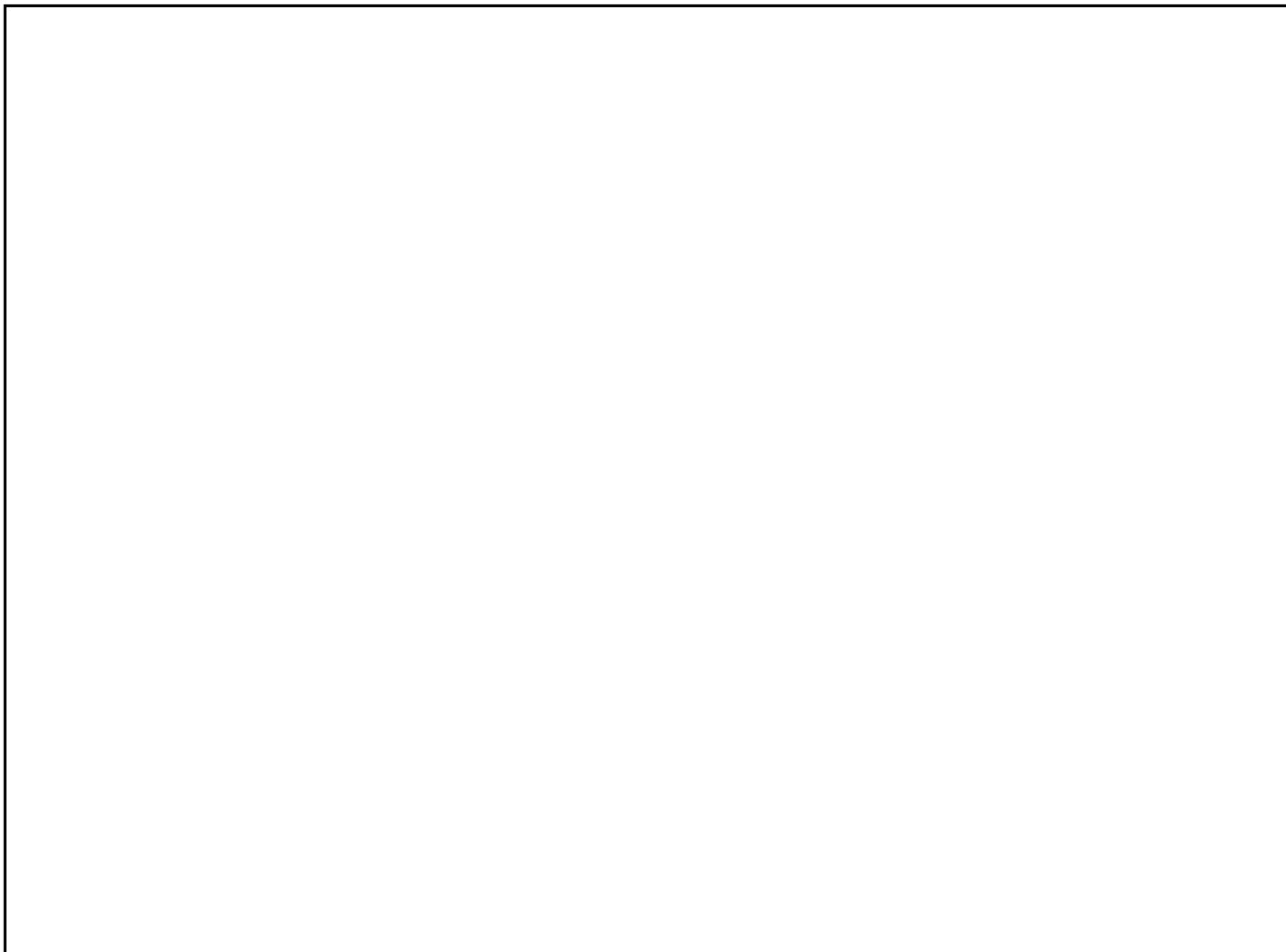
Invention Disclosures Received	<p>Definition: Disclosures, no matter how comprehensive, that are made in the fiscal year.</p> <p>Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)</p>
Total U.S. Patents Issued	<p>Definition: U.S. patents issued or reissued in the fiscal year.</p> <p>Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)</p>
Patents Issued Per 1,000 Full-Time, Tenure and Tenure Earning Faculty	<p>Sources: AUTM Licensing Survey or comparably defined data from institutions (patents) and IPEDS (full-time faculty)</p>
Total Number of Licenses/Options Executed	<p>Definition: Licenses/options executed in the fiscal year for all technologies. Each agreement is counted separately.</p> <p>Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)</p>
Total Licensing Income Received	<p>Definition: License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia.</p> <p>Source: AUTM Licensing Survey (or using AUTM definitions for institutions that do not participate in that survey)</p>
Jobs Created by Start-Ups in Florida	TBD
Centers of Excellence	
<p>These metrics are consistent with the 2007-08 submissions for the annual Centers of Excellence report and should be reported in 2008-09 in a manner consistent with the prior year.</p>	
Voluntary Support for Higher Education	
Endowment Market Value	<p>Definition: Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).</p> <p>Source: NACUBO Endowment Study (or using NACUBO definitions for institutions that do not participate in that survey)</p>
Annual Gifts Received	<p>Definition: As reported in the Council for Aid to Education’s Voluntary Support of Education (VSE) survey in the section entitled “Gift Income Summary,” this is the sum of the present value of all gifts (including outright and deferred</p>

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	<p>gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>
Percentage of Alumni Who Are Donors	<p>Definition: As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.</p> <p>Source: Voluntary Support of Education survey (or using VSE definitions for institutions that do not participate in that survey)</p>

Appendix C

STATE UNIVERSITY SYSTEM OF FLORIDA TUITION DIFFERENTIAL FEE REPORT



State University System of Florida Board of Governors



Tuition Differential Fee Report

December 23, 2009

Pending approval by the Board of Governors at its January 28, 2010 meeting.

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9. Appendix III - Board Regulation 7.001 - Tuition and Associated Fees
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12. Appendix VI - University Tuition Differential Fee Collection and Expenditures Plans for 2009-10

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data. The data in this document are based on university file submissions as of December 18, 2009.

Executive Summary

The tuition differential fee was created in statute in 2007 and was first charged by five state universities in the 2008-09 academic year. The 2009 Legislature expanded the statute to include all eleven state universities. The 2009 tuition differential fee statute includes specific provisions for need-based financial aid and performance accountability, and it set an upper limit of all tuition and fees at the national average for public universities. The universities will use the funds generated by the tuition differential fee to invest in undergraduate instruction and undergraduate student support services.

The Board of Governors implemented the tuition differential fee System-wide and is monitoring university implementation and performance.

- The Board reviewed and approved the eleven university tuition differential fee proposals for the 2009-10 academic year shortly after the 2009 changes became law, allowing universities to notify students of the charge and budget for the appropriate programs.
- The Board continues to monitor the fiscal and programmatic uses of the tuition differential fee revenue.
- The Board passed a revised tuition and fee regulation (Appendix III) and a planning and performance monitoring regulation (Appendix IV) that define the process for proposing, approving, and monitoring the success of each university's tuition differential fee. These regulations include requirements for use of financial aid funds generated by the fee to ensure that undergraduate need-based aid increases at least as much as the law envisions.

The Board's annual accountability report includes measures specifically outlined in the tuition differential fee statute. This report provides an historical baseline look at each of those measures. As part of the annual work plan process described in the Board's planning and performance monitoring regulation (Appendix IV), universities will submit proposals for the tuition differential fee increases, and the Board will review institutional performance on statutory and other measures in its consideration of those proposals.

In the 2008-09 academic year, five universities charged a tuition differential fee, raising nearly \$10.3 million. The revenues were spent to hire new faculty and advisors, maintain course offerings, and provide need-based financial aid and other undergraduate support services.

In the 2009-10 academic year, each of the eleven state universities is charging a tuition differential fee, with rates ranging from \$5.74 to \$13.74 per credit hour

and estimated 2009-10 revenues of \$33.7 million. The planned uses of these funds will provide \$10.4 million in need-based financial aid and \$23.3 million to support undergraduate education through investments in faculty and advisors, more course offerings and course sections, and other undergraduate educational resources.

Background

The tuition differential fee was first created in statute in 2007 and modified slightly in 2008. The charge was levied for the first time starting in fall 2008 by the five universities authorized to do so by the Board of Governors at that time (FIU, FSU, UCF, UF, and USF). Chapter 2009-98, *Laws of Florida*, expanded the State University System tuition differential to allow the Board of Governors to consider proposals from all eleven state universities and made other changes as well.

The 2009 law codified a process by which each university board of trustees may annually propose to the Board of Governors (the “Board”) a tuition differential fee to improve undergraduate instruction.¹ To balance these quality improvements with affordability, 30 percent of tuition differential revenues are to be set aside for undergraduate need-based financial aid. The law limits the annual increase in the aggregate sum of tuition and the tuition differential fee to 15 percent growth per year, and it set a cap on in-state, undergraduate tuition and fees at the national average of four-year public institutions. The law also requires an annual report from the Board to the Legislature regarding the impacts of these new revenues on the State University System. This report provides a summary of Board and institutions’ implementation of the tuition differential statute.

¹ The 2009 tuition differential fee statute is in Appendix II, and the statute prior to the passage of 2009-98, *Laws of Florida*, is in Appendix I.

Board of Governors Implementation of the Tuition Differential Fee

The Board Took Immediate Actions to Implement the Tuition Differential Fee for the 2009-10 Academic Year

To implement the tuition differential fee following the signing of SB 762 by Governor Crist and in time for the fall 2009 academic term, the Board outlined in its May 7 conference call the process for submission and approval of university proposals.

- Following the process outlined by the Board, university boards of trustees submitted tuition differential fee proposals by May 29. (The universities' proposals are attached in Appendix V and include the proposed rate, any differentiated charges among campuses or courses, a statement of purpose for the charge and details of how the revenues would be spent to support that purpose, and indicators for monitoring the impact of those expenditures.)
- The Board Budget, Finance, and Business Operations Committee met via conference call on June 9 to consider university proposals and voted to forward them to the full Board for final consideration.
- The Board met on June 18 and voted to approve the universities' proposals. If the Board had denied a university's proposal, the process initially outlined an appeal process by which a university could have requested reconsideration of the Board's action within five days of the decision, and a Tuition Appeals Committee would have heard the request.

The Board Passed Regulations to Formalize the Process in the Context of Broader Planning, Budgeting, and Accountability Efforts.

Once the 2009-10 tuition differential fee was adopted, the Board created in regulation a process for submission, review, and approval of tuition differential fee proposals in subsequent years. That process is integrated into a broader university work plan and annual reporting system that the Board codified in regulation.

The Board approved a new regulation (Regulation 2.002 – University Work Plans and Annual Reports, Appendix IV) on November 12, 2009. The regulation sets up a two-part process by which each university will provide an annual accountability report to the Board during the latter part of each calendar year and propose a work plan to the Board each summer. The annual accountability report incorporates numerous performance measures, including metrics related to undergraduate education that are specifically identified in the tuition differential fee statute. The work plans will include tuition differential fee

proposals, as well as enrollment plans and budget issues, and the Board's consideration of the work plans will be informed by the performance measures in the annual accountability reports. While this new regulation is responsive to the tuition differential fee law, it also addresses larger planning and accountability issues and is designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

The Board amended its tuition and fee regulation (7.001 – Tuition and Associated Fees, Appendix III), adding the process for requesting a tuition differential fee, an appeal process if the fee request is denied by the Board, and guidelines for complying with and reporting on the need-based financial aid provisions of the statute.

University Proposals

- A university board of trustees (UBOT) may submit a proposal to the Budget, Finance, and Business Operations Committee of the Board of Governors by May 31 of each year to establish an undergraduate tuition differential fee to be effective with the fall academic term.
- The proposal must include the UBOT approval date, the campus or center location where the tuition differential fee will apply, the course or courses for which the tuition differential fee will be assessed, the percentage increase of the tuition differential fee from the prior year, the total amount per credit hour, the total tuition differential fee amount for 30 credit hours, a description of the initiative(s) and the estimated expenditure(s) for the 70% of funds used to support undergraduate education, and the 30% of funds providing student financial assistance.
- Each proposal must indicate how the university will monitor the success of the tuition differential fee.

Board Review and Approval

The Budget, Finance and Business Operations (BFBO) Committee will meet in June to review the proposals and make a recommendation on each proposal to the full Board. In addition to reviewing the proposals, the BFBO Committee will examine data gathered as part of the University Annual Reports, instituted pursuant to Regulation 2.002, as well as detailed reporting of financial aid sources and disbursements sufficient to ensure statutory compliance.

The Board will act upon the BFBO Committee recommendation at its June meeting each year. If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee. The Tuition Appeals Committee will meet within ten days after the Board's denial to consider a university board of trustees' request for reconsideration.

Financial Aid Oversight

In accordance with the Board's revised Tuition and Associated Fees regulation, Board staff developed a student financial aid compliance report to ensure fulfillment of the requirement that 30 percent of revenues are expended on undergraduate need-based financial aid, and that tuition differential fee revenues are not supplanting other need-based financial aid revenues. In addition to addressing the financial aid provisions of the tuition differential fee statute, this compliance report will allow the Board to monitor university compliance with statutory and proviso language related to need-based financial aid funded by the financial aid fee and the direct appropriation to universities for financial aid.

The Board regulation also requires universities to keep the need-based financial aid revenue generated from the tuition differential fee in a separate Education and General account in order to accurately determine whether tuition differential fee revenues are being used to supplant other undergraduate need-based financial aid revenues. This policy is reflected in a new data element to the Operating Budget reports that separately identifies the amount of money budgeted and expended for undergraduate need-based financial aid. The Board's Budget and Fiscal Policy Office has added a supplemental financial schedule, entitled the Tuition Differential Collections, Expenditures, and Available Balances report, as part of its annual Operating Budget reports that details actual and estimated expenditures of tuition differential collections. This schedule captures expenditures by established categories (i.e., salary and benefits, other personal services, expenses, operating capital outlay, and student financial assistance).

2008-09 Tuition Differential Fee Summary

In 2008-09, after Board approval, five state universities charged a tuition differential fee. Four of the universities (FIU, FSU, UF, and USF) charged \$6.96 per credit hour, the maximum allowable rate, and UCF charged \$2.32 per credit hour, or one-third of the maximum rate. USF charged its tuition differential fee at its main campus and for undergraduate credit hours at its Health-Science Center, but not at its branch campuses. In total, these five institutions generated \$10.3 million from the tuition differential fee in 2008-09.

For the universities charging a tuition differential fee in 2008-09, the original statutory language required that the revenues be spent on undergraduate education. The universities reported that these revenues were used to hire additional undergraduate faculty and academic advisors and to preserve course offerings that otherwise would have been eliminated in response to budget cuts.

Tuition Differential Fee Per Credit Hour, Revenues, and Expenditures

University	Per Credit Hour Fee, 2008-09	Revenues, 2008-09	Expenditures, 2008-09
University of Florida ¹	\$6.96	\$2,092,456	\$211,771
Florida State University ¹	\$6.96	\$1,893,369	\$0
University of South Florida ^{1,2}	\$6.96	\$2,738,411	\$2,304,278
University of Central Florida	\$2.32	\$980,000	\$ 980,000
Florida International University	\$6.96	\$2,566,323	\$2,558,184
SUS TOTAL		\$10,269,971	\$6,054,233

Source: Board of Governors.

Note¹: Each university has a different budgeting and planning process which led to a variation in expenditures relative to revenues within a fiscal year. More information can be found in the Intended Uses of 2008-09 Tuition Differential Fee Revenues, in the table below.

Note²: This differential fee is for the main campus and includes undergraduate credit hours within the Health-Science Center.

Intended Uses of 2008-09 Tuition Differential Fee Revenues

University	Intended Uses
University of Florida	Funds were committed to hire twenty new faculty and advisors with effective dates no later than the fall of 2009 (the 2009-10 academic year). Thus far, 16 of these positions have been filled and searches are still underway to fill the remaining four positions. During the 2008-09 academic year, UF hired temporary personnel to teach in the Colleges of Agriculture, Fine Arts, Health & Human Performance, and Liberal Arts and Sciences to relieve high-demand courses while permanent searches were taking place. In addition, one

	advisor in the College of Business Administration and one faculty member in the College of Agriculture were hired during 2008-09.
Florida State University	Funds were held in reserve while plans were made to hire additional faculty and advisors. Hiring began July 1, 2009, and the new faculty and advisors started at the University in the fall 2009 term (the 2009-10 academic year).
University of South Florida	Funds were used to maintain some undergraduate courses offerings and to hire eight additional advisors.
University of Central Florida	Funds were used to maintain undergraduate courses and student support services that would have been eliminated due to budget reductions. In addition, financial assistance was provided to approximately 250 students with financial need.
Florida International University	Funds were used to hire additional faculty, provide summer courses, strengthen the Writing Center, provide additional disability services to affected students, and improve the computer labs.

Source: Board of Governors.

2009-2010 Tuition Differential Fee Summary

In 2009-10, all eleven state universities charged a tuition differential fee. All of the institutions requested and were approved to charge the maximum allowable increase in 2009-10, and the charge ranges from \$5.74 to \$13.74 per credit hour depending on whether and how much the university charged in 2008-09. In total, SUS institutions estimate \$37.9 million will be generated from the tuition differential fee in 2009-10.

The statute and Board regulation require that 30 percent of revenues be spent on undergraduate need-based financial aid and the remaining 70 percent be spent on undergraduate education. Although the 2009-10 academic year is still underway, the Board asked universities to report current-year information, as well as prior-year information, about the tuition differential fee. The 2009-10 tuition differential fee proposals provided the following preliminary information detailing the estimated revenues and the planned expenditures of those revenues.

2009-10 Tuition Differential Fees, Revenues, and Expenditures

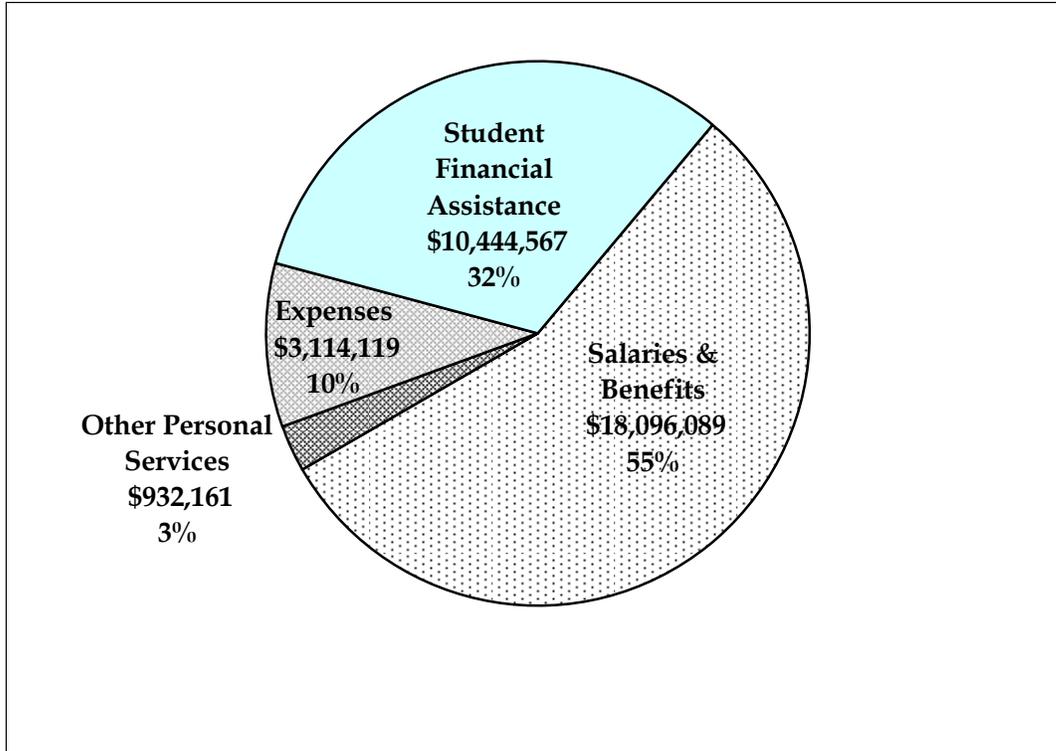
Institutions	Per Credit Hour Fee	Estimated Revenues, 2009-10			Estimated Expenditures, 2009-10		
		Beginning Balance	Estimated Revenues	Total Revenues	Financial Assistance	Undergraduate Education	Total
UF ¹	\$13.74	\$1,880,685	\$5,925,964	\$7,806,649	\$0	\$2,681,937	\$2,681,937
FSU	\$13.74	\$1,893,369	\$3,951,478	\$5,844,847	\$1,185,443	\$4,659,404	\$5,844,847
FAMU	\$5.74	\$0	\$880,546	\$880,546	\$264,164	\$616,382	\$880,546
USF-Tampa & HSC ²	\$13.74	\$434,133	\$7,326,087	\$7,760,220	\$2,301,379	\$5,457,652	\$7,759,031
USF-Branch Campuses	\$5.74	\$0	\$616,905	\$616,905	\$185,071	\$431,834	\$616,905
FAU	\$5.74	\$0	\$896,000	\$896,000	\$448,000	\$448,000	\$896,000
UWF	\$5.74	\$0	\$847,400	\$847,400	\$254,220	\$593,180	\$847,400
UCF	\$8.41	\$0	\$5,261,903	\$5,261,903	\$1,578,571	\$3,683,332	\$5,261,903
FIU	\$13.74	\$8,139	\$5,853,286	\$5,861,425	\$1,755,986	\$4,097,300	\$5,853,286
UNF	\$5.74	\$0	\$1,203,064	\$1,203,064	\$360,919	\$842,145	\$1,203,064
FGCU	\$5.74	\$0	\$870,000	\$870,000	\$310,415	\$559,585	\$870,000
NCF	\$5.74	\$0	\$75,366	\$75,366	\$22,610	\$52,756	\$75,366
SUS Total from Tuition Differential		\$4,216,326	\$33,707,999	\$37,924,325	\$8,666,778	\$24,123,507	\$32,790,285
UF New Private Financial Aid					\$1,777,789		\$1,777,789
TOTAL		\$4,216,326	\$33,707,999	\$37,924,325	\$10,444,567	\$24,123,507	\$34,568,075

Source: Board of Governors.

Note¹: The University of Florida opted to raise private funds (approximately \$1.78 million) equivalent to the 30 percent requirement for student financial aid. It plans to use the entire amount collected from the tuition differential fee for undergraduate educational services.

Of total planned tuition differential fee-funded expenditures for 2009-10, more than half (55%) are budgeted for salaries. This plan is in line with the reported uses of the tuition differential that include hiring additional faculty and advisors, reducing student-faculty ratios, and providing more class sections. One-third of expenditures are budgeted for need-based student financial aid, which is consistent with the statutory requirement and represents an increase of more than \$10 million for need-based aid over the prior year.

2009-10 Tuition Differential Fee Planned Expenditures, by Budget Category



Source: Board of Governors.

Intended Uses of Projected 2009-10 Tuition Differential Fee Revenues

UNIVERSITY	INTENDED USES
University of Florida	<ul style="list-style-type: none"> ▪ Hire undergraduate faculty to improve student-faculty ratio.
Florida State University	<ul style="list-style-type: none"> ▪ Increase course offerings.
Florida A&M University	<ul style="list-style-type: none"> ▪ Improve graduation rates; ▪ Reduce class size; ▪ Offer more class sections; ▪ Provide needed resources for faculty enhancements.
University of South Florida	<ul style="list-style-type: none"> ▪ Increase course offerings; ▪ Maintain more timely information on student progress; ▪ Improve advising/counseling to enhance the delivery of undergraduate education.
Florida Atlantic University	<ul style="list-style-type: none"> ▪ Ensure that there are enough sections/seats offered in required courses to meet student needs.
University of West Florida	<ul style="list-style-type: none"> ▪ Provide additional faculty/instructors and advisors.
University of Central Florida	<ul style="list-style-type: none"> ▪ Provide more individualized instruction; ▪ Enhance academic advising support; ▪ Increase undergraduate course offerings; ▪ Hire and support faculty teaching undergraduate courses.
Florida International University	<ul style="list-style-type: none"> ▪ Purchase undergraduate scholarly journals and databases; ▪ Hire faculty; ▪ Hire advisors.
University of North Florida	<ul style="list-style-type: none"> ▪ Hire visiting faculty members to teach undergraduate courses; ▪ Replace student financial assistance funds reduced by the state.
Florida Gulf Coast University	<ul style="list-style-type: none"> ▪ Hire additional faculty.
New College of Florida	<ul style="list-style-type: none"> ▪ Support Quality Enhancement Program .

Source: Board of Governors.

Financial Aid Update, Fall 2009

At the Board's request, universities reported tuition differential-funded financial aid awards as of October 31, 2009. Comparisons among universities are difficult because financial aid budgeting differs among the universities, as do approaches to packaging this new need-based financial aid with other financial aid sources. Yet, these preliminary data show that thousands of undergraduate students are already benefitting from this new source of financial aid. From this revenue, universities have awarded more than \$7.8 million to undergraduates with financial need thus far this year.

In addition to financial aid awards, which may be provided to any students with financial need, the statute also refers specifically to recipients of Florida Student Assistance Grants² as potential beneficiaries of tuition differential fee waivers. For the most part, universities are providing need-based support through need-based financial aid awards funded by the tuition differential fee and other revenue sources. However, some universities are also waiving fees, including the tuition differential fee, in addition to those need-based payments. In the fall 2009 term, an estimated 29,487 undergraduates were eligible to receive Florida Student Assistance Grants. Of those, 651 also received tuition differential fee waivers totaling \$145,621, in addition to any financial aid disbursements they received from the universities.³

Universities have also recently provided detailed reports of all sources and awards of undergraduate need-based aid for 2008-09. These data allow the Board of Governors to establish a baseline from which to monitor compliance with the statute that prohibits supplanting of the tuition differential funds with other sources of need-based aid.

² The Florida Student Assistance Grant, or FSAG, is the primary state need-based grant program.

³ These estimates were made during the fall term, and thus the totals may change when final fall 2009 data are analyzed.

Performance Accountability, 2009-10 and Beyond

Universities' annual accountability reports, to be reviewed and approved by the Board in January 2010, include performance metrics related to undergraduate education that are specifically identified in the tuition differential statute. In addition, university tuition differential fee proposals and reporting will allow the Board to monitor more specifically the impact of the tuition differential at each university based on how the university has elected to spend those revenues. The tuition differential proposals approved by the Board will include additional metrics each university identifies in order to track the impact of each institution's particular uses of the tuition differential fee revenues.

Statutory Performance Measures

Section 1009.98(16)(e)5, *Florida Statutes*, lists a set of measures universities shall, at a minimum, report to the Board.

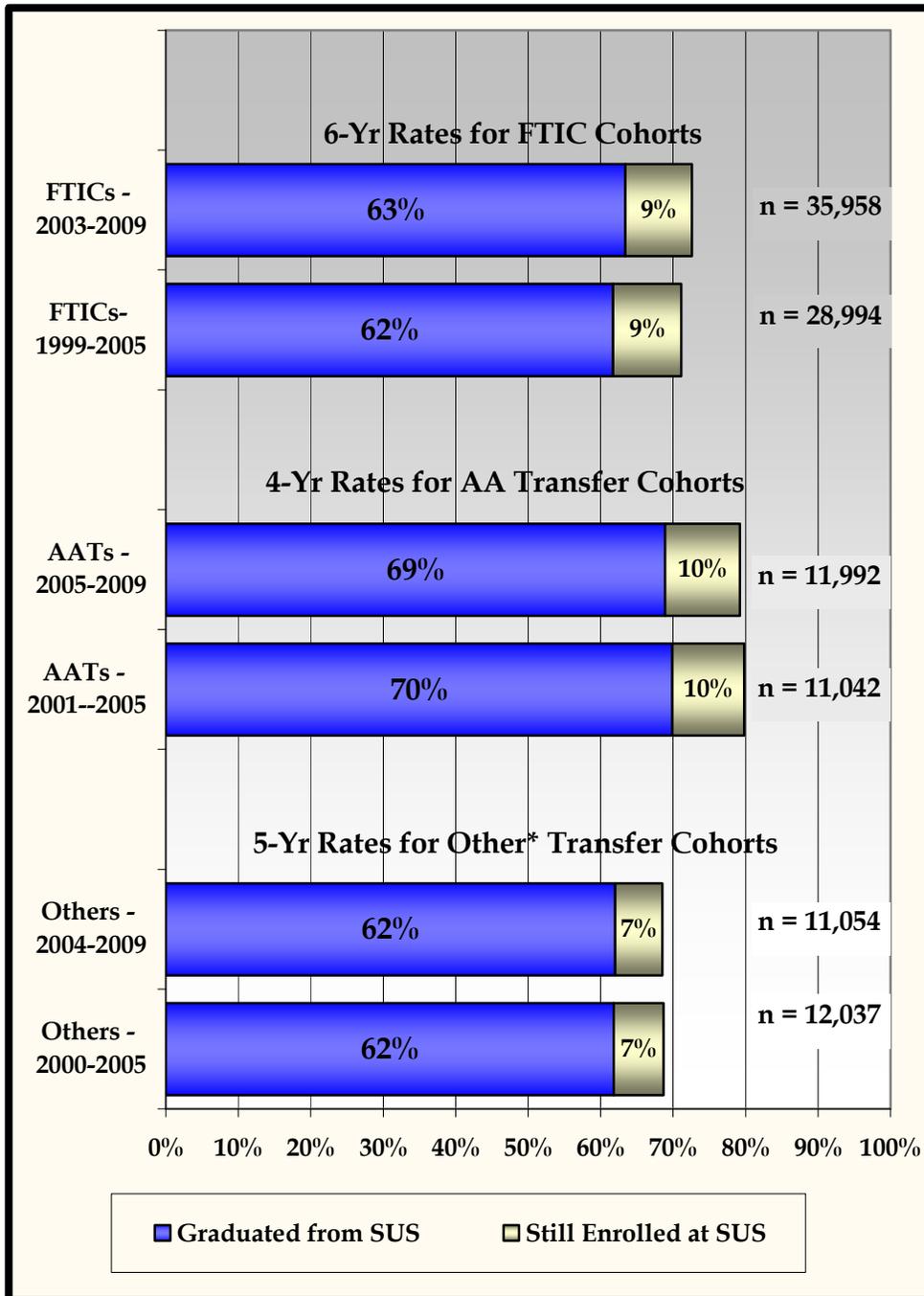
“Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses.”

Retention and Graduation Rates

The chart below shows the change over the last five years in the System-wide six-year rate for cohorts of first-time-in-college students (or FTIC students, usually those following a more traditional path of entering the university directly from high school), four-year rate for AA transfer students (those transferring from a Florida College with an associate in arts degree), and five-year rate for “Other” transfers (those not falling in either of the other two groups). In addition, the State University System Annual Report contains these data by university and for additional time spans.

Federal reporting requirements focus exclusively on the first-time-in-college students, and typically the focus is on six-year graduation rates of those enrolled full time. However, because more than half of the students in the State University System enter through another path and because so many students attend part time, the Board has expanded its monitoring of student progression to include a much broader set of students and enrollment patterns.

Undergraduate Retention and Graduation Rates Have Been Relatively Stable During the Last Five Years



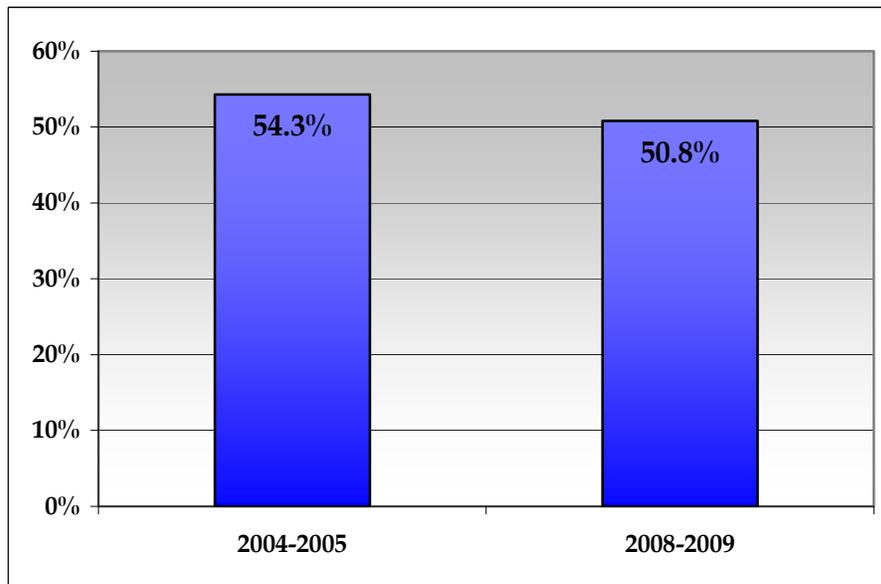
Source: Board of Governors.

Excess Hours

The following chart reports the percentage of bachelor's degrees awarded within 110% of the hours required for the degree (no excess hours) and how that has changed in the last five years. Students graduate with excess hours for a variety of reasons, such as changes in major and course withdrawals. Relatively low tuition and state financial aid programs that pay for hours in excess of the minimum required may be monetary disincentives to reducing excess hours. Two pieces of legislation passed in 2009 created an excess hours surcharge and required repayment of Bright Futures awards for withdrawn courses, and these both may now motivate students to reduce excess hours.

The five-year drop in the percentage of students graduating within 110% of required hours is shown below for all types of students. Further analysis within the three cohorts of undergraduates tracked in the above graduation charts shows that although all three types of students increased their excess hours (i.e., the percentage within 110% dropped for each type), the largest percentage drop was for the "other transfers" group, those transferring from another university or from a Florida College without an AA degree.

The Percentage of Bachelor's Degrees Awarded within 110% of the Hours Required for the Degree Has Declined During the Last Five Years

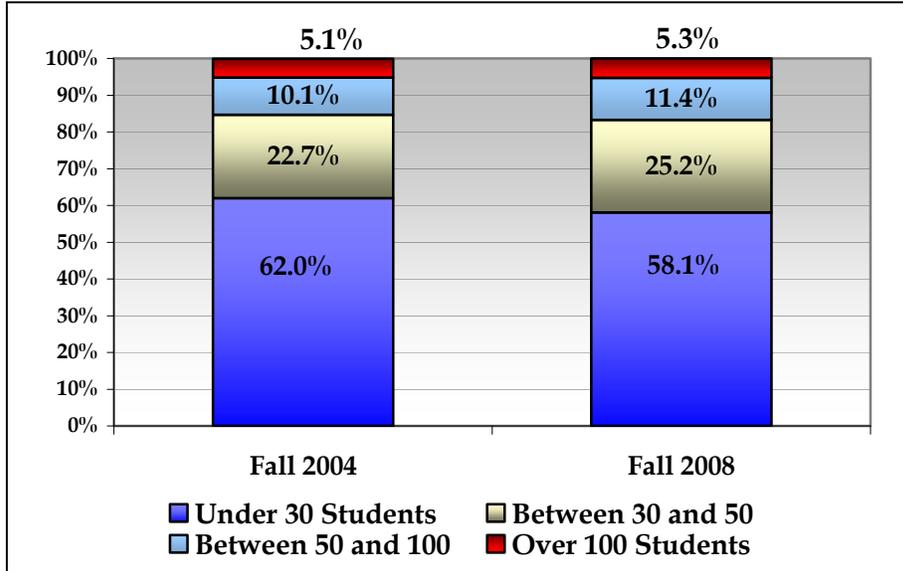


Source: Board of Governors.

Undergraduate Course Offerings

The statute requires a report of change in the number of undergraduate course offerings. The following chart reports the distribution of course offerings (sections) by size and how that has changed in the last five years.

The Size of Undergraduate Course Sections Has Grown Slightly During the Last Five Years

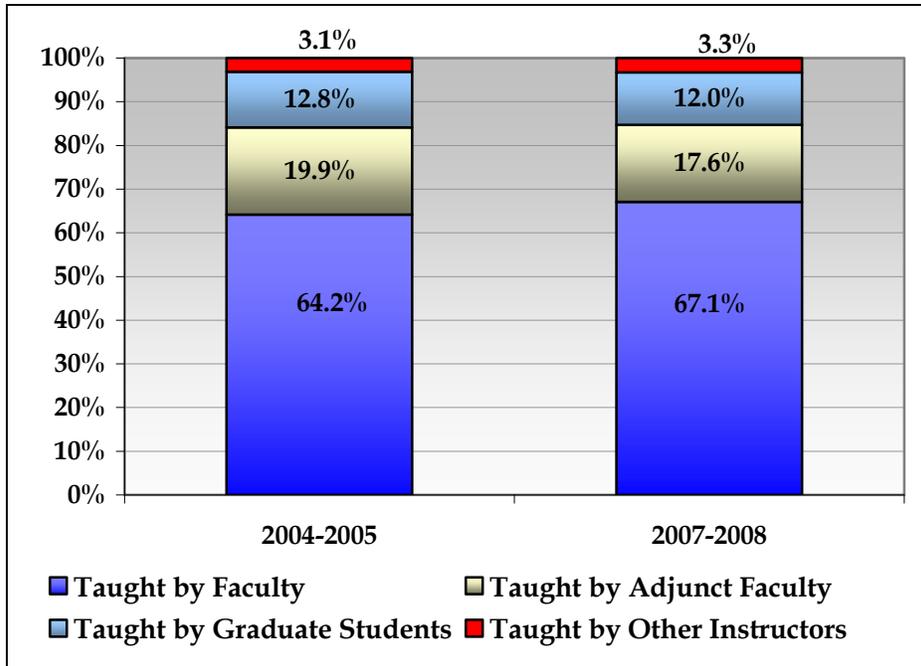


Source: Board of Governors.

Percentage of Undergraduates Taught by Faculty

The statute requires a report of the percentage of undergraduates taught by faculty. The chart below reports the percentage of undergraduate credit hours taught by different types of instructors: faculty, adjunct faculty, graduate students, and other instructors (e.g., administrators not on faculty pay plans).

The Percentage of Undergraduate Credit Hours Taught by Different Types of Instructors Has Shifted Slightly Toward Faculty and Away from Adjuncts and Graduate Students in the Last Five Years



Source: Board of Governors.

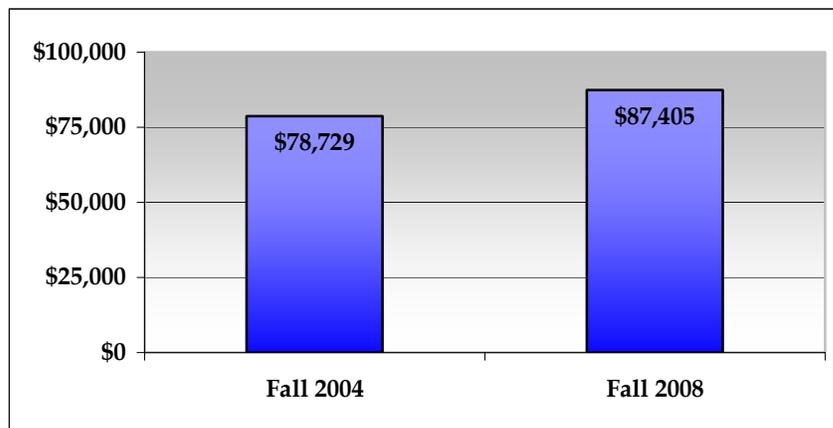
Undergraduate Faculty Compensation

As specified in statute, the chart below reports the average compensation of faculty teaching undergraduates and how that has changed over the last five years. This chart captures the annualized (fall and spring) salary and benefits paid to faculty who taught at least one undergraduate course.

Faculty compensation will vary among universities and over time for a variety of reasons. Research-intensive universities nationally tend to pay higher salaries than universities with less of a focus on research. Science, engineering, health, and business faculty tend to earn more than faculty in liberal arts, education, and social sciences. And in many cases salary compression can lead to newer faculty earning as much or more than established faculty. Institutional and System-wide averages will reflect all these factors.

Moreover, universities compete for faculty in a national market in which salaries tend to rise. Trends over time will also reflect inflationary pressure to keep up with the national market in order to retain and recruit faculty. At the same time that average State University System faculty compensation rose 11% (fall 2004 to fall 2008), inflation nationally was 15.3%.

Average Compensation for Faculty Teaching Undergraduates Rose 11% from 2004 to 2008

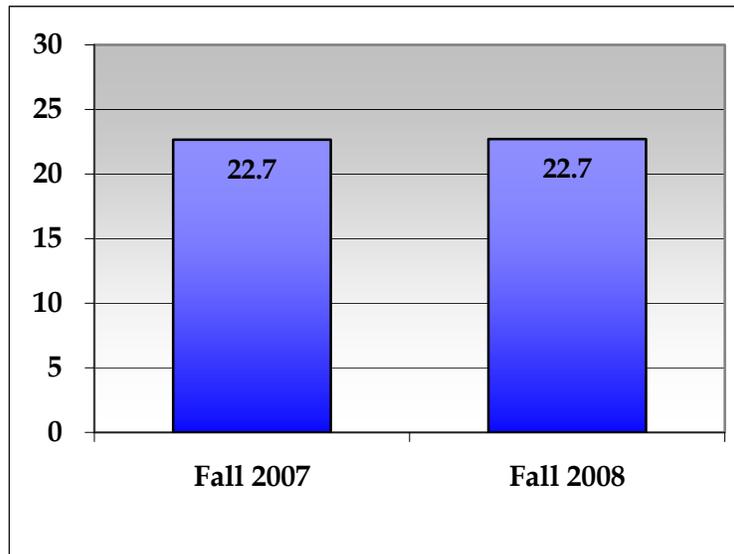


Source: Board of Governors.

Student-Faculty Ratios

Student-faculty ratios are included in the Board's Annual Report and reported here for the most recent two years. The Board report uses the methodology adopted by the U.S. Department of Education, so that going forward this metric will be both internally consistent and comparable nationally. (However, data with which to calculate annual System-wide averages are not available prior to the 2007-08 academic year.)

The System-Wide Student-Faculty Ratio Has Been Stable During the Last Two Years



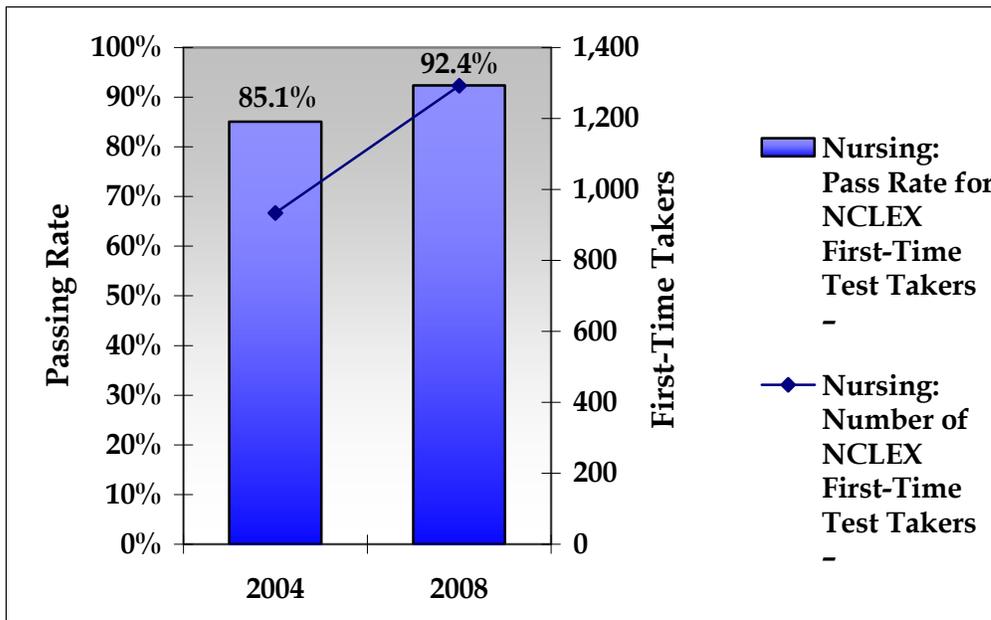
Source: Board of Governors compilation of data from the Common Data Set (Table I2).

Note: There are a variety of methods used nationally to compute a student-faculty ratio. The approach taken here is the methodology adopted by the U.S. Department of Education's Integrated Postsecondary Data System (IPEDS), to which all state universities will continue to report. Therefore, although these numbers differ from some prior Board of Governor's presentations on this issue, they are consistent with federal methodology and therefore nationally comparable. This chart shows the last two years, rather than the last five years shown in other charts in this report, because earlier Common Data Set reports did not provide sufficient data to calculate System-wide averages for this measure.

Licensure Exam Pass Rates

The statute also requires reporting of licensure examination pass rates. Although currently the Board's Annual Report includes only nursing licensure exam data, Board staff are working to expand the reporting to include cohort pass rates for accounting, education, and engineering licensure exams, as well. Below are the calendar-year pass rates on the National Council Licensure Examination (NCLEX) for Registered Nurses who are graduates of State University System baccalaureate-level nursing programs.

Nursing Licensure Exam Pass Rates Have Improved as the Number of University Graduates Taking the Exam Has Also Increased



Source: Board of Governors.

The Board's 2008-09 Annual Report will contain the above statutory performance measures and additional narrative concerning universities' planned performance monitoring as a baseline for monitoring the impact of the tuition differential-funded improvements during the coming years. This performance monitoring will inform the Board's review of future tuition differential proposals.

Supporting Materials

Subsection 1009.24(16) Florida Statute – Prior to 2009²

(16) The Board of Governors may establish a uniform maximum undergraduate tuition differential that does not exceed 40 percent of tuition for all universities that meet the criteria for Funding Level 1 under s. 1004.635(3), and may establish a uniform maximum undergraduate tuition differential that does not exceed 30 percent of tuition for all universities that have total research and development expenditures for all fields of at least \$100 million per year as reported annually to the National Science Foundation. Once these criteria have been met and the differential established by the Board of Governors, the board of trustees of a qualified university may maintain the differential unless otherwise directed by the Board of Governors. However, the board shall ensure that the maximum tuition differential it establishes for universities meeting the Funding Level 1 criteria is at least 30 percent greater than the maximum tuition differential the board establishes for universities that meet the required criteria for research and development expenditures. The tuition differential is subject to the following conditions:

(a) The sum of tuition and the tuition differential may not be increased by more than 15 percent of the total charged for these fees in the preceding fiscal year.

(b) The tuition differential may not be calculated as a part of the scholarship programs established in ss. 1009.53-1009.537.

(c) Beneficiaries having prepaid tuition contracts pursuant to s. 1009.98(2)(b) which were in effect on July 1, 2007, and which remain in effect, are exempt from the payment of the tuition differential.

(d) The tuition differential may not be charged to any student who was in attendance at the university before July 1, 2007, and who maintains continuous enrollment.

(e) The tuition differential may be waived by the university for students who meet the eligibility requirements for the Florida public student assistance grant established in s. 1009.50.

² This is not the original 2007 version of the tuition differential fee statute but rather the 2008 revised statute.

(f) A university board of trustees that has been authorized by the Board of Governors to establish a tuition differential pursuant to this subsection may establish the tuition differential at a rate lower than the maximum tuition differential established by the board, but may not exceed the maximum tuition differential established by the board.

(g) The revenue generated from the tuition differential must be spent solely for improving the quality of direct undergraduate instruction and support services.

(h) Information relating to the annual receipt and expenditure of the proceeds from the assessment of the tuition differential shall be reported by the university in accordance with guidelines established by the Board of Governors.

Subsection 1009.24(16) Florida Statute – Revised 2009

(16) Each university board of trustees may establish a tuition differential for undergraduate courses upon receipt of approval from the Board of Governors. The tuition differential shall promote improvements in the quality of undergraduate education and shall provide financial aid to undergraduate students who exhibit financial need.

(a) Seventy percent of the revenues from the tuition differential shall be expended for purposes of undergraduate education. Such expenditures may include, but are not limited to, increasing course offerings, improving graduation rates, increasing the percentage of undergraduate students who are taught by faculty, decreasing student-faculty ratios, providing salary increases for faculty who have a history of excellent teaching in undergraduate courses, improving the efficiency of the delivery of undergraduate education through academic advisement and counseling, and reducing the percentage of students who graduate with excess hours. This expenditure for undergraduate education may not be used to pay the salaries of graduate teaching assistants. The remaining 30 percent of the revenues from the tuition differential, or the equivalent amount of revenue from private sources, shall be expended to provide financial aid to undergraduate students who exhibit financial need to meet the cost of university attendance. This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources.

(b) Each tuition differential is subject to the following conditions:

1. The tuition differential may be assessed on one or more undergraduate courses or on all undergraduate courses at a state university.
2. The tuition differential may vary by course or courses, campus or center location, and by institution. Each university board of trustees shall strive to maintain and increase enrollment in degree programs related to math, science, high technology, and other state or regional high-need fields when establishing tuition differentials by course.
3. For each state university that has total research and development expenditures for all fields of at least \$100 million per year as reported annually to the National Science Foundation, the aggregate sum of tuition and the tuition

differential may not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year. For each state university that has total research and development expenditures for all fields of less than \$100 million per year as reported annually to the National Science Foundation, the aggregate sum of tuition and the tuition differential may not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year.

4. The aggregate sum of undergraduate tuition and fees per credit hour, including the tuition differential, may not exceed the national average of undergraduate tuition and fees at 4-year degree-granting public postsecondary educational institutions.
5. The tuition differential may not be calculated as a part of the scholarship programs established in ss. 1009.53-1009.538.
6. Beneficiaries having prepaid tuition contracts pursuant to s. 1009.98(2)(b) which were in effect on July 1, 2007, and which remain in effect, are exempt from the payment of the tuition differential.
7. The tuition differential may not be charged to any student who was in attendance at the university before July 1, 2007, and who maintains continuous enrollment.
8. The tuition differential may be waived by the university for students who meet the eligibility requirements for the Florida public student assistance grant established in s. 1009.50.
9. Subject to approval by the Board of Governors, the tuition differential authorized pursuant to this subsection may take effect with the 2009 fall term.

(c) A university board of trustees may submit a proposal to the Board of Governors to implement a tuition differential for one or more undergraduate courses. At a minimum, the proposal shall:

1. Identify the course or courses for which the tuition differential will be assessed.
2. Indicate the amount that will be assessed for each tuition differential proposed.
3. Indicate the purpose of the tuition differential.
4. Indicate how the revenues from the tuition differential will be used.

5. Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.

(d) The Board of Governors shall review each proposal and advise the university board of trustees of approval of the proposal, the need for additional information or revision to the proposal, or denial of the proposal. The Board of Governors shall establish a process for any university to revise a proposal or appeal a decision of the board.

(e) The Board of Governors shall submit a report to the President of the Senate, the Speaker of the House of Representatives, and the Governor describing the implementation of the provisions of this subsection no later than January 1, 2010, and no later than January 1 each year thereafter. The report shall summarize proposals received by the board during the preceding fiscal year and actions taken by the board in response to such proposals. In addition, the report shall provide the following information for each university that has been approved by the board to assess a tuition differential:

1. The course or courses for which the tuition differential was assessed and the amount assessed.
2. The total revenues generated by the tuition differential.
3. With respect to waivers authorized under subparagraph (b)8., the number of students eligible for a waiver, the number of students receiving a waiver, and the value of waivers provided.
4. Detailed expenditures of the revenues generated by the tuition differential.
5. Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses.

(f) No state university shall be required to lower any tuition differential that was approved by the Board of Governors and in effect prior to January 1, 2009, in order to comply with the provisions of this subsection.

Appendix III

Florida Board of Governors Regulation 7.001 - Tuition and Associated Fees

- (1) All students shall pay tuition and associated fees, unless waived pursuant to Regulation 7.008, as authorized by the Board of Governors or its designee.
- (2) Tuition shall be defined as the basic fee assessed to students for enrollment in credit courses at any of the state universities. Non-resident tuition shall be defined as the basic fee and out-of-state fee assessed to non-resident students for enrollment in credit courses at any of the state universities. The out-of-state fee is the additional fee charged to a non-resident student. The non-resident tuition must be sufficient to offset the full instructional cost of serving the non-resident student. Calculations of the full cost of instruction shall be based on the university average of the prior year's cost of programs using the expenditure analysis.
- (3) Effective with the Fall 2009 term, undergraduate tuition shall be \$88.59 per credit hour.
- (4) Each university board of trustees may set tuition for graduate, including professional, programs.
- (5) Each university board of trustees may set out-of-state fees for undergraduate and graduate, including professional, programs.
- (6) Associated fees shall include the following fees and other fees as authorized by the Board of Governors:
 - (a) Student Financial Aid Fee;
 - (b) Capital Improvement Fee;
 - (c) Building Fee;
 - (d) Health Fee;
 - (e) Athletic Fee;
 - (f) Activity and Service Fee;
 - (g) Non-Resident Student Financial Aid Fee, if applicable;
 - (h) Technology Fee; and
 - (i) Tuition Differential.
- (7) Students shall pay tuition and associated fees or make other appropriate arrangements for the payment of tuition and associated fees (installment payment, deferment, or third party billing) by the deadline established by the university for the courses in which the student is enrolled, which shall be no later than the end of the second week of class.

(8) Registration shall be defined as the formal selection of one or more credit courses approved and scheduled by the university and tuition payment, partial or otherwise, or other appropriate arrangements for tuition payment (installment payment, deferment, or third party billing) for the courses in which the student is enrolled as of the end of the drop/add period.

(9) Tuition and associated fees liability shall be defined as the liability for the payment of tuition and associated fees incurred at the point at which the student has completed registration, as defined above.

(10) Tuition and associated fees shall be levied and collected for each student registered in a credit course, unless provided otherwise in Board regulations.

(11) Each student enrolled in the same undergraduate college-credit course more than twice shall pay tuition at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. The university may review and reduce these fees paid by students due to continued enrollment in a college-credit class on an individual basis contingent upon the student's financial hardship. For purposes of this paragraph, first-time enrollment in a class shall mean enrollment in a class fall semester 1997 or thereafter. Calculations of the full cost of instruction shall be based on the system-wide average of the prior year's cost of undergraduate programs in the state university system using the expenditure analysis.

(12) Each FAMU student enrolled in the same college-preparatory class more than twice shall pay 100 percent of the full cost of instruction to support continuous enrollment of that student in the same class, and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class pursuant to established university regulations. Calculations of the full cost of instruction shall be based on FAMU's average of the prior year's cost of remedial undergraduate programs using the expenditure analysis and adjusted by the percentage budget increase in the current year appropriation.

(13) The university board of trustees may submit a proposal to the Budget, Finance, and Business Operations (BFBO) Committee of the Board of Governors by May 31 of each year to establish an undergraduate tuition differential to be effective with the fall academic term. The tuition differential shall promote improvements to undergraduate education and provide financial aid to

undergraduate students who have financial need. University boards of trustees shall have flexibility in distributing need-based financial aid awards according to university policies and Board of Governors' regulations.

(a) The aggregate sum of tuition and tuition differential can not be increased by more than 15 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year.

1. The tuition differential may be assessed on one or more undergraduate courses or all undergraduate courses and may vary by campus or center location.
2. The sum of undergraduate tuition and associated fees per credit hour may not exceed the national average undergraduate tuition and fees at four-year degree granting public postsecondary educational institutions.
3. Students having prepaid contracts in effect on July 1, 2007, and which remain in effect, are exempt from paying the tuition differential.
4. Students who were in attendance at the university before July 1, 2007 and maintain continuous enrollment may not be charged the tuition differential.

(b) The university board of trustees' proposal shall be submitted in a format designated by the Chancellor, and include at a minimum:

1. The course or courses for which the tuition differential will be assessed.
2. The amount that will be assessed for each tuition differential proposed.
3. The purpose of the tuition differential.
4. Identification of how the revenues from the tuition differential will be used to promote improvements in the quality of undergraduate education and to provide financial aid to undergraduate students who have financial need.

a. For the purposes of the following subsection,

- i. "Financial aid fee revenue" means financial aid fee funds collected in the prior year.
- ii. "Private sources" means prior-year revenue from sources other than the financial aid fee or the direct appropriation for financial assistance provided to state universities in the General Appropriations Act.

b. At least thirty percent of the revenue shall be expended to provide need-based financial aid to undergraduate students to meet the cost of university attendance.

- i. Universities shall increase undergraduate need-based aid over the prior year by at least thirty percent of the tuition differential.
- ii. This expenditure shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the

direct appropriation for financial assistance provided to state universities in the general appropriations act, or from private sources.

iii. If a university's total undergraduate need-based awards does not meet or exceed the sum of the prior year's undergraduate need-based awards plus thirty percent of new tuition differential funds, the university may still be considered in compliance. However, the university shall provide detailed documentation demonstrating that the difference is attributed to a decrease in financial aid fee collections (Regulation 7.003(20)), tuition differential collections, the direct appropriation for student financial assistance in the General Appropriations Act, and/or a decrease in foundation endowments that support undergraduate need-based aid awards.

- c. The remaining revenue shall be expended on undergraduate education.
5. Indicate how the university will monitor the success of the tuition differential in achieving the purpose for which the tuition differential is being assessed.

(c) The BFBO Committee will examine data gathered as part of the University Annual Reports instituted pursuant to Regulation 2.002 to inform members' deliberations regarding institutional proposals for tuition differential increases. At a minimum, the Committee will review:

1. Undergraduate retention and graduation rates.
2. Percentage of students graduating with more than 110 percent of the hours required for graduation.
3. Licensure pass rates for completers of appropriate undergraduate programs.
4. Number of undergraduate course offerings.
5. Percentage of undergraduate students who are taught by each instructor type.
6. Average salaries of faculty who teach undergraduate courses.
7. Undergraduate student-faculty ratio.
8. Other university specific measures identified by the boards of trustees pursuant to subparagraph (13)(b)5.
9. Number of need-based financial aid awards provided, average award, and median award.

(d) The BFBO Committee shall review each proposal and advise the university board of trustees of the need for any additional information or revision to the proposal. The BFBO Committee will make a recommendation to the Board of Governors at the next scheduled meeting.

(e) The Board of Governors will act upon the BFBO Committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee, which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

(f) Each university board of trustees that has been approved to assess a tuition differential shall submit the following information to the Board of Governors General Office in a format and at a time designated by the Chancellor, so that such information can be incorporated into a system report that will be submitted to the Governor and Legislature by January 1.

1. The amount of tuition differential assessed.
2. The course or courses for which the tuition differential was assessed.
3. Total revenues generated.
4. Number of students eligible for a waiver as outlined in Regulation 7.008(20), number of these students receiving a waiver, and the value of these waivers.
5. Detailed expenditures (submitted as a part of the August operating budget).
6. Detailed reporting of financial aid sources and disbursements sufficient to meet the requirements in subparagraph (13)(b)4.
7. Data on indicators outlined in subparagraph (13)(c).

(g) Universities must maintain the need-based financial aid revenue generated from the tuition differential in a separate Education and General account, with the revenue budget in the Student and Other Fee Trust Fund.

(h) If, after approval by the Board of Governors, a university determines that modifications need to be made to the monitoring and implementation of the proposed undergraduate improvement programs, the university shall notify the Chancellor.

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

Florida Board of Governors Regulation 2.002 - University Work Plans and Annual Reports

- (1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.
- (2) Each university's work plans and annual reports shall reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.
- (3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.
- (4) Each university's work plan shall include a copy of the following:
 - (a) The university's mission statement and vision for the next five to ten years;
 - (b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;
 - (c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);
 - (d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;
 - (e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;
 - (f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and
 - (g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.
- (5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.
- (6) Each university's annual report shall include, at a minimum, the following:
 - (a) An executive summary that captures key performance data required by the Board of Governors;
 - (b) The university's mission and vision;

- (c) Summary information on budgets, enrollments, and other core resources;
 - (d) Reports on undergraduate education, graduate education, and research and economic development, as appropriate to the university's mission, including narrative to provide context and perspective on key goals, data trends, and university performance on metrics specified by the Board of Governors; and
 - (e) Any other specific performance information requested by the Board of Governors in advance of the submission deadline.
- (7) The Chancellor shall provide universities with submission deadlines, as well as with content and format specifications, for work plans and annual reports.
- (8) The Board of Governors shall submit an annual report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing information on the State University System's performance on quality and effectiveness indicators in the areas of instruction, research, and public service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

University: University of Florida

Effective Date	
University Board of Trustees Approval Date:	June 12, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	To provide additional revenue in support of undergraduate education
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Applies to all university undergraduate courses
Tuition Differential	
Percentage increase from prior year:	7
Amount per credit hour:	\$6.78 (maximum as indicated in table)
Amount for 30 credit hours:	\$203.40
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$3,185,546
<p>Seventy percent (70%) of the funds must be used for undergraduate education. <i>Since UF may provide from other sources the 30% required for students with financial need, the funds in this section may amount to one hundred percent (100%) of the tuition differential.</i></p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Fund faculty/instructors to provide instruction and improve student-faculty ratio. During the first year, because of the state budget reductions, it is likely that 95%-100% of the funds will be used for this purpose. 2. In subsequent years, funding additional advisors to provide student advising 	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <p><i>It is likely that UF will provide the required 30% devoted to this purpose from other sources. It will be</i></p>	

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University Request for a Tuition Differential

applied in two ways:

1. Florida Opportunity Scholars fund – provides need-based aid for low income, first-generation-in-college students
2. Need-based financial aid for student body based on FAFSA evaluation

Monitoring

<p>Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:</p>	<ol style="list-style-type: none"> 1. Maintain and improve graduation rates (quantitative measure) 2. Maintain and lower student-faculty ratio (quantitative measure) 3. Meet student demand to provide access to seats in courses (reflected, in part, in 1 and 2)
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Florida Board of Governors
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University Request for a Tuition Differential

University: Florida State University

Effective Date	
University Board of Trustees Approval Date:	June 17, 2009
Implementation Date (month/year):	September 2009
Purpose	
Describe the overall purpose of the tuition differential:	The original intent is to enhance the quality of undergraduate courses. However, due to the budget reductions the funds will be used to maintain access to current degree programs and work towards timely graduation of undergraduate students.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	The maximum tuition differential of 7% will be assessed and will apply to all university undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$6.78
Amount for 30 credit hours:	\$203.40
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$2,461,399
Seventy percent (70%) of the funds must be used for undergraduate education.	
Describe the initiative(s) and the estimated expenditure(s) for each: 1. First priority will be for instructors to provide courses to allow students access to courses required for timely graduation. 2. At this time, it is not anticipated that sufficient funds will be available to provide for enhancements to undergraduate courses.	
Thirty percent (30%) of the funds must be used for undergraduate students who have	

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financial need.

Describe the initiative(s) and the estimated expenditure(s) for each:

1. Funds will be used to continue funding provided for need based aid. The financial aid category was cut in 2008-09 and 2009-10. These funds will be used to replace the non-recurring funds used to support financial aid over the last two years.

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Funds will be placed in a separate fund to easily record and track expenditures.
2. Meet student course demand
3. Monitor graduation rates
4. Monitor student/faculty ratio

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University Request for a Tuition Differential

University: Florida A&M University

Effective Date	
University Board of Trustees Approval Date:	May 26, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential: The tuition differential will be used for the following undergraduate education initiatives:	Improve graduation rates, reduce class size, offer more course section and provide resources for faculty enhancement. Thirty percent of these funds will be used to provide financial assistance to need-based students.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	The tuition differential will apply to all undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	N/A
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$880,546 (estimate)
Seventy percent (70%) of the funds must be used for undergraduate education.	
Describe the initiative(s) and the estimated expenditure(s) for each: \$616,382	
<ul style="list-style-type: none"> • Improve graduation rates • Reduce class size • Offer more class sections • Provide needed resources for faculty enhancements 	
Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.	

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Describe the initiative(s) and the estimated expenditure(s) for each: \$264,164	
<ul style="list-style-type: none"> • Provide financial assistance to need-based students 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:	FAMU will set-up a separate Department ID to monitor the 7% tuition differential. Measurements will include: assessing graduation rates, monitoring class size, and improving classroom deliverables through effective and efficiency advising and counseling.

**Florida Board of Governors
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University Request for a Tuition Differential**

University: University of South Florida

Effective Date	
University Board of Trustees Approval Date:	May 20, 2009
Implementation Date (month/year):	August/2009
Purpose	
Describe the overall purpose of the tuition differential:	<p>The overall purpose of the tuition differential is to</p> <ul style="list-style-type: none"> – increasing undergraduate course offerings – improving graduation rates – increasing the percentage of undergraduate students who are taught by faculty – decreasing student-faculty ratios – improving the efficiency of the delivery of undergraduate education through academic advisement and counseling – reducing the percentage of students who graduate with excess hours
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	The entire USF system (Tampa, St. Petersburg, Sarasota-Manatee, and Polytechnic)
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Tuition differential will apply to all undergraduate courses offered by the USF system

Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$6.78 (USF-Tampa) \$5.74 (USF-SP, USF-SM, USF-Polytechnic)
Amount for 30 credit hours:	\$203.40 (USF-Tampa), \$172.20 (USF-SP, USF-SM, USF-Polytechnic)

Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$5,676,117
<p>Seventy percent (70%) of the funds must be used for undergraduate education. Subtotal = \$3,973,282</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <p style="color: purple;">See attached table detailed by campus at the end of this document</p>	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need. Subtotal = \$1,702,835</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <p>The target student population will be those continuing undergraduate students who were admitted beginning Fall 2007 and subsequent terms, have filed a FASFA by March 1, and have a demonstrated financial need. The current USF undergraduate population has a calculated unmet need of approximately \$154,000,000. The university resources are woefully inadequate to address this amount. Students resort to loans and employment to meet their needs. Access and retention are obviously affected.</p> <ol style="list-style-type: none"> 1. A portion (approximately \$200,000) will be held to provide USF grant funding for students whose families experience changes in their financial situation. 2. The remaining amount (approximately \$1,502,835) would go to those eligible continuing students (as defined above) in an effort to address some of the unmet need. 	
Monitoring	
Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:	<ol style="list-style-type: none"> 1. Freshman retention rate 2. Six year graduation rate for FTICs 3. Three year graduation rate for transfer students with AA degree 4. Student to advisor ratio

5. Student to faculty ratio

Attachment:**Initiative(s) and the estimated expenditure(s) for each:**

Revenue Location by Campus	70% of the Estimated Tuition Differential Revenue 09-10 (\$)	Initiatives per SB762 (estimated expenditure)* (* total for all initiatives must sum to the amount in column 2)
Academic Affairs, Tampa	\$3,381,487	<ul style="list-style-type: none"> - increasing course offerings (\$481,487) - improving graduation rates (\$350,000) - increasing the percentage of undergraduate students who are taught by faculty (\$600,000) - decreasing student-faculty ratios (\$1,600,000) - improving the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$350,000)
USF-Health	\$159,961	<ul style="list-style-type: none"> - increasing the percentage of undergraduate students who are taught by faculty (\$159,961)
USF-Saint Petersburg	\$250,025	<ul style="list-style-type: none"> - increasing course offerings (\$125,025) - improving graduation rates through more timely information on student progress (\$40,000) - improving advising/counseling to enhance the delivery of undergraduate education (\$85,000)
USF-Sarasota Manatee	\$99,272	<ul style="list-style-type: none"> - increasing course offerings (\$99,272)
USF-Polytechnic	\$82,537	<ul style="list-style-type: none"> - increasing course offerings (\$52,537) -- undergraduate students who are taught by faculty; decreasing student-faculty ratios (\$30,000)

USF TOTAL	\$3,973,282	<ul style="list-style-type: none">– increasing course offerings (\$758,321)– improving graduation rates (\$390,000)– increasing the percentage of undergraduate students who are taught by faculty (\$759,961)– decreasing student-faculty ratios (\$1,630,000)– improving the efficiency of the delivery of undergraduate education through academic advisement and counseling (\$435,000)
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University Request for a Tuition Differential

University: Florida Atlantic University

Effective Date	
University Board of Trustees Approval Date:	June 17, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	Support for instruction
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire University.
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	All university undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$896,000
Seventy percent (70%) of the funds must be used for undergraduate education.	
Describe the initiative(s) and the estimated expenditure(s) for each:	
<ol style="list-style-type: none"> 1. \$448,000 to ensure that there are enough sections/seats offered in required courses to meet student needs. 2. Courses with the highest demand are ENC 1101, 1002; CHEM 2045, 2045L; LIT 2030. These funds will be used to add sections to meet demand. 3. Courses to ensure student access, timely degree completion and maintaining FTE production. 	
Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.	
Describe the initiative(s) and the estimated expenditure(s) for each:	

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University Request for a Tuition Differential

1. \$448,000 – to augment existing need-based funds, which still fall far short of demonstrated student need. Ensures that fewer students will not be required to work in order to afford their education. A recent study indicates that over 50% of FAU students who responded to the survey (n=3,644) work 21-40 hours per week while attending classes.

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Monitor registration and student demand to assure that access is maximized.
2. Monitor graduation rates to assure that they hold to current numbers/percentages.
3. Funds will be placed in a distinct fund in order monitor and audit appropriately.
4. Monitor student/faculty ratio.
5. Monitor number of financial aid recipients to determine impact on unmet financial need.

Florida Board of Governors
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University Request for a Tuition Differential

University: University of West Florida

Effective Date	
University Board of Trustees Approval Date:	June 2, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	To provide additional revenue in support of undergraduate education
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Applies to all university undergraduate courses
Tuition Differential	
Percentage increase from prior year:	7
Amount per credit hour:	\$5.74 (maximum as indicated in table)
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$847,400
<p>Seventy percent (70%) of the funds must be used for undergraduate education. <i>Since UWF may provide from other sources the 30% required for students with financial need, the funds in this section may amount to one hundred percent (100%) of the tuition differential.</i></p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ol style="list-style-type: none"> 1. Faculty/instructors will be funded to provide classroom instruction and advising. The majority of funds for this year and in subsequent years will be used for this purpose. 2. Academic advisors assigned to specific disciplines to mentor students and inform students of opportunities on campus and in career planning will also be funded from these resources. 3. 	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each: <i>The required 30% devoted to this purpose will be applied in two ways:</i></p>	

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

1. Provide need-based financial aid for the student body who have demonstrated need based on FAFSA evaluation
2. Provides need-based aid for low income, first-generation-in-college students
- 3.

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Maintain and improve retention rates
2. Maintain and lower student-faculty ratio (based on full time faculty FTE)
3. Maintain small class sizes and course availability

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University Request for a Tuition Differential

University: University of Central Florida

Effective Date	
University Board of Trustees Approval Date:	May 21, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	To improve the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	All undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7.00%
Amount per credit hour:	\$6.09
Amount for 30 credit hours:	\$182.70
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$4,281,903
<p>Seventy percent (70%) of the funds must be used for undergraduate education.</p> <p>Describe the initiative(s) and the estimated expenditure(s) for each:</p> <p>1. Implement a change in pedagogy in English Composition and College Algebra general education courses to provide more individualized instruction and enhance student success in these, and subsequent, courses and increase overall retention. This initiative will also include increasing the operating hours of the University Writing Center and Math Lab, increasing the number of student and faculty mentors, and opening an additional location of the University Writing Center in the University Library. These changes will impact not only the 3000+ students served in the stipulated courses, but also many hundreds of undergraduate students who will benefit from using the University Writing Center and Math Lab. \$721,333</p>	

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University Request for a Tuition Differential

2. Enhance academic advising support for First Time in College (FTIC), 2nd year sophomores, and transfer students to enable transition into the colleges through dedicated advisors.

\$528,000

3. Provide support for colleges to increase undergraduate course offerings, hire and support faculty teaching undergraduate courses, and take other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates. \$1,748,000

Grand Total (70%)

\$2,997,333

Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.

Describe the initiative(s) and the estimated expenditure(s) for each:

These funds will be distributed as institutional grant dollars to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA).

Grand Total (30%):

\$1,284,570

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

Undergraduate Education (70%)

1. Colleges and departments will be required to track and monitor all activities and programs directly supported by differential tuition funds. This will include continuously reviewing activities and program goals and objectives and reporting on the outcomes. Specific measures of success will include:

- Course offerings
- Number of students advised
- Retention rates of targeted populations
- Graduation rates
- Student-faculty ratios

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University Request for a Tuition Differential

	<p>-Student learning outcomes (increased quality of writing, retention in the course, success in later courses, change in student attitudes, satisfaction and success in the course) -Use of University Writing Center and Math Lab correlated to student success.</p> <p><u>Undergraduate Need-based Financial Aid (30%)</u></p> <ol style="list-style-type: none">2. The Office of Student Financial Assistance (OSFA) will monitor the success of the use of differential tuition funds for need-based financial aid by measuring the associated change in the overall percentage of demonstrated need met.3. The OSFA will be required to provide data on the BOARD report submitted to the state each October.
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Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

University: Florida International University

Effective Date	
University Board of Trustees Approval Date:	June 12, 2009
Implementation Date (month/year):	July 2009
Purpose	
Describe the overall purpose of the tuition differential:	Improve undergraduate education 70% Increase need based financial aid 30%
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Applies to all undergraduate courses
Tuition Differential	
Amount per credit hour:	\$6.78 * (Tuition Differential increase to take effect with the 2009 fall term)
Percentage increase from prior year:	7.6% **
Amount for 30 credit hours:	\$203.40
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$2.9 Million
<p>Seventy percent (70%) of the funds must be used for undergraduate education. Describe the initiative(s) and the estimated expenditure(s) for each:</p> <ul style="list-style-type: none"> • Library Inflationary changes: Inflationary cost of undergraduate scholarly journals and databases = \$0.4M • Faculty - Instruction: Undergraduate faculty/Instructors hires = \$1.4M • Student Support Advisory Services: Advisor hires = \$0.2M <p>TOTAL = \$2M</p>	
<p>Thirty percent (30%) of the funds must be used for undergraduate students who have financial need. Describe the initiative(s) and the estimated expenditure(s) for each:</p>	

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University Request for a Tuition Differential

\$0.9M will be used to provide an additional \$300 annually for approximately 3,000 full-time students who are full Pell Grant recipients (i.e., Expected Family Contribution of zero).

Monitoring

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Short Term measures:
 - Student to Faculty Ratio
 - Student to Advisor Ratio
 - # Financial Aid awards

2. Long Term measures
 - Improvement in Graduation and Retention rates

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

University: University of North Florida

Effective Date	
University Board of Trustees Approval Date:	May 22, 2009
Implementation Date (month/year):	August 2009
Purpose	
Describe the overall purpose of the tuition differential:	Tuition differential revenue will be spent to provide courses and support need-based aid for undergraduate students
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	UNF is a single campus institution
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	The tuition differential will be charged for all undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$1,203,064
Seventy percent (70%) of the funds must be used for undergraduate education.	
Describe the initiative(s) and the estimated expenditure(s) for each:	
<ol style="list-style-type: none"> 1. \$805,533 will be used to support 15 visiting faculty members who will be teaching undergraduate courses 2. \$36,612 will be used to offset the reduction in general revenue funding for undergraduate student financial aid. This is above the additional funding listed below. 	
Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.	
Describe the initiative(s) and the estimated expenditure(s) for each:	
<ol style="list-style-type: none"> 1. SWOOP scholarships \$200,000 – a need-based program focused on students from specific low income schools. 2. Jacksonville Commitment scholarships \$150,000 – need based program focused on Duval 	

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University Request for a Tuition Differential

County students	
3. General university-funded need-based aid \$10,919	
Monitoring	
<p>Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:</p>	<ol style="list-style-type: none"> 1. We will track the number of course sections taught by visitors funded through this new revenue 2. We will also track our student to faculty ratio. Our goal is to maintain this year's ratio. 3. We will track the number of students who receive need-based financial aid funded by tuition differential revenue in each of the programs identified above.

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

University: Florida Gulf Coast University

Effective Date	
University Board of Trustees Approval Date:	June 16, 2009
Implementation Date (month/year):	July, 2009
Purpose	
Describe the overall purpose of the tuition differential:	To increase access to undergraduate education to Florida residents.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire University.
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	All undergraduate courses
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$.874 Million
Seventy percent (70%) of the funds must be used for undergraduate education.	
Describe the initiative(s) and the estimated expenditure(s) for each:	
<ol style="list-style-type: none"> Increase access to undergraduate education by hiring six additional full-time faculty. 	
<p>FGCU is faced with ever-increasing demand for higher education. Since July 1, 2007 FGCU has significantly increased its enrollment despite significant reductions in state support. While enrollment increased by 24%, state general revenue decreased by 20%. FGCU did this to fulfill its mission to serve Southwest Florida and its commitment to the region and to the State of Florida. Due to the economic downturn, the demand for higher education has increased and it is recognized that satisfying this demand is one key to ending the recession, ensuring future prosperity, and the further diversification of our economy. Consequently, this year with the help of money from the tuition differential, FGCU undergraduate enrollment can grow by a further 12% to just over 10,000.</p>	

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

To accommodate the additional enrollment without sacrificing quality, FGCU will use \$.6 Million of the tuition differential to hire an additional 6 faculty. The additional faculty will allow us to offer an increase in the number of course sections we can make available to our undergraduates that should enhance their ability to graduate on time. Many of the new faculty hires are targeted in fields of critical importance to the state or the region, including: mathematics, chemistry, physics, biology, health professions, and the hospitality industry.

Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.

Describe the initiative(s) and the estimated expenditure(s) for each:

1. FGCU will increase the amount of need based aid provided to its undergraduate students

Approximately 29% of our undergraduate students receive need-based grant aid that amounted to about \$12,623,585 in FY 09. With 30% of the tuition differential (est. @ \$.274M) FGCU intends to increase the number of students who receive need-based aid in FY 10, and to increase the average need-based award. By so doing FGCU will help to mitigate impact of the tuition increase and hold harmless those students who are least able to afford the tuition increase.

Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:

1. Increase in the number of course sections offered in AY 09-10 compared to AY 08-09.
2. Increase in the number of FTE generated by FT faculty in AY 09-10 compared to AY 08-09.
3. Increase in the number of students receiving need-based aid in AY 09-10 compared to those receiving such aid in AY 08-09.

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

University: New College of Florida

Effective Date	
University Board of Trustees Approval Date:	June 13, 2009
Implementation Date (month/year):	July, 2009
Purpose	
Describe the overall purpose of the tuition differential:	To support seminars to enhance the learning outcomes of New College students through a focus on the skills of Critical Inquiry, and to provide additional need based financial aid.
Campus or Center Location	
Campus or Center Location the Tuition Differential will apply (If the entire university, indicate as such):	Entire College
Undergraduate Course(s)	
Course(s) (If an undergraduate course will have a unique tuition differential then a separate form should be completed for each course. If the tuition differential applies to all university undergraduate courses, indicate as such):	Will apply to all undergraduate courses.
Tuition Differential	
Percentage increase from prior year:	7%
Amount per credit hour:	\$5.74
Amount for 30 credit hours:	\$172.20
Projected Revenue Generated and Intended Uses	
Amount of revenue generated in Year 1:	\$Projected to be \$75,366
Seventy percent (70%) of the funds must be used for undergraduate education.	
Describe the initiative(s) and the estimated expenditure(s) for each: 1. Support our Quality Enhancement Program (QEP) Initiative - \$52,756	
Thirty percent (30%) of the funds must be used for undergraduate students who have financial need.	
Describe the initiative(s) and the estimated expenditure(s) for each: 1. Provide need based financial grants in the amount of \$22,610. We anticipate these funds will assist 10 to 15 students.	
Monitoring	

Florida Board of Governors
Budget, Finance and Business Operations Committee
University Request for a Tuition Differential

<p>Indicate how the university will monitor the success of the tuition differential. Include any performance measures that may be used:</p>	<ol style="list-style-type: none">1. Improvement in skills of critical inquiry will be assessed through examination of narrative evaluations of students in the QEP seminars, sampling of student work, and evaluation of written assignments using appropriate rubrics. Results of these assessments will be used to improve the program. 2. Need based aid will assist with recruitment and retention efforts. Monitor and compare the number of incoming students and overall retention rates with prior year totals and percentages.
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STATE UNIVERSITY SYSTEM OF FLORIDA
Tuition Differential Collections, Expenditures, and Available Balances
SUS Universities Summary
Fiscal Year 2009-2010

	<u>Actual</u> <u>2008-09</u>	<u>Estimated</u> <u>2009-10</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 4,216,326
Less: Prior-Year Encumbrances	\$ -	\$ -
Beginning Balance Available:	\$ -	\$ 4,216,326
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 8,177,514	\$ 27,764,405
Interest Revenue - Current Year	\$ 2,093,046	\$ 5,939,967
Interest Revenue - From Carryforward Balance	\$ -	\$ 3,627
Total Receipts / Revenues:	\$ 10,270,560	\$ 33,707,999
<u>Expenditures</u>		
Salaries & Benefits	\$ 5,076,534	\$ 20,475,663
Other Personal Services	\$ 150,627	\$ 932,161
Expenses	\$ 533,073	\$ 2,071,063
Operating Capital Outlay	\$ -	\$ -
Student Financial Assistance	\$ 294,000	\$ 7,330,260
Expended From Carryforward Balance	\$ -	\$ 1,981,138
*Other Category Expenditures	\$ -	\$ -
Total Expenditures:	\$ 6,054,234	\$ 32,790,285
Ending Balance Available:	\$ 4,216,326	\$ 5,134,040
Percent of Current Year Revenues:	41.1%	15.2%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of Florida
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 1,880,685
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ 1,880,685
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ -
Interest Revenue - Current Year	2,092,457	5,925,964
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 2,092,457	\$ 5,925,964
<u>Expenditures</u>		
Salaries & Benefits	\$ 97,034	\$ 2,469,269
Other Personal Services	114,737	212,668
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance ¹	-	-
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ 211,771	\$ 2,681,937
Ending Balance Available:	\$ 1,880,685	\$ 5,124,712
Percent of Current Year Revenues:	89.9%	86.5%

*Please provide details for "Other Categories" used.

Note¹: The University of Florida opted to raise private funds (approximately \$1.78 million) equivalent to the 30 percent requirement for student financial aid. It plans to use the entire amount collected from the tuition differential fee for undergraduate educational services.

Tuition Differential Collections, Expenditures, and Available Balances
Florida State University
Fiscal Year 2009-2010

	<u>Actual</u> <u>2008-09</u>	<u>Estimated</u> <u>2009-10</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 1,893,369
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ 1,893,369
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 1,893,369	\$ 3,951,478
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 1,893,369	\$ 3,951,478
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 2,825,635
Other Personal Services	-	66,000
Expenses	-	321,423
Operating Capital Outlay	-	-
Student Financial Assistance	-	738,420
Expended From Carryforward Balance	-	1,893,369
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 5,844,847
Ending Balance Available:	\$ 1,893,369	\$ -
Percent of Current Year Revenues:	100.0%	0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
Florida A&M University
Fiscal Year 2009-2010

	<u>Actual</u> <u>2008-09</u>	<u>Estimated</u> <u>2009-10</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 880,546
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 880,546
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	616,382
Operating Capital Outlay	-	-
Student Financial Assistance	-	264,164
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 880,546
Ending Balance Available:	\$ -	\$ -
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of South Florida
Fiscal Year 2009-2010

	Actual 2008-09					
	Tampa	HSC	St. Pete	Sarasota/ Manatee	Polytechnic	TOTAL
Balance Forward from Prior Periods						
Balance Forward	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: Prior-Year Encumbrances	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Balance Available:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Receipts / Revenues						
Tuition Differential Collections**	\$ 2,626,024	\$ 111,798	\$ -	\$ -	\$ -	\$ 2,737,822
Interest Revenue - Current Year	\$ -	\$ 589	\$ -	\$ -	\$ -	\$ 589
Interest Revenue - From Carryforward Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Receipts / Revenues:	\$ 2,626,024	\$ 112,388	\$ -	\$ -	\$ -	\$ 2,738,412
Expenditures						
Salaries & Benefits	\$ 2,280,249	\$ 11,390	\$ -	\$ -	\$ -	\$ 2,291,639
Other Personal Services	\$ -	\$ 12,640	\$ -	\$ -	\$ -	\$ 12,640
Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Financial Assistance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Expended From Carryforward Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
*Other Category Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures:	\$ 2,280,249	\$ 24,029	\$ -	\$ -	\$ -	\$ 2,304,278
Ending Balance Available:	\$ 345,775	\$ 88,358	\$ -	\$ -	\$ -	\$ 434,133
Percent of Current Year Revenues:	13.2%	78.6%				15.9%

	Estimated 2009-10					
	Tampa	HSC	St. Pete	Sarasota/ Manatee	Polytech	TOTAL
Balance Forward from Prior Periods						
Balance Forward	\$ 345,775	\$ 88,358	\$ -	\$ -	\$ -	\$ 434,133
Less: Prior-Year Encumbrances	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Balance Available:	\$ 345,775	\$ 88,358	\$ -	\$ -	\$ -	\$ 434,133
Receipts / Revenues						
Tuition Differential Collections**	\$ 7,083,385	\$ 225,072	\$ 357,178	\$ 141,817	\$ 117,910	\$ 7,925,362
Interest Revenue - Current Year	\$ 13,572	\$ 431	\$ -	\$ -	\$ -	\$ 14,003
Interest Revenue - From Carryforward Balance	\$ 3,458	\$ 169	\$ -	\$ -	\$ -	\$ 3,627
Total Receipts / Revenues:	\$ 7,100,415	\$ 225,672	\$ 357,178	\$ 141,817	\$ 117,910	\$ 7,942,992
Expenditures						
Salaries & Benefits	\$ 5,212,333	\$ 110,499	\$ 210,000	\$ -	\$ -	\$ 5,532,832
Other Personal Services	\$ -	\$ 47,051	\$ 15,000	\$ 99,272	\$ 70,156	\$ 231,479
Expenses	\$ -	\$ -	\$ 25,025	\$ -	\$ 12,381	\$ 37,406
Operating Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Financial Assistance	\$ 2,233,857	\$ 67,522	\$ 107,153	\$ 42,545	\$ 35,373	\$ 2,486,450
Expended From Carryforward Balance	\$ -	\$ 87,769	\$ -	\$ -	\$ -	\$ 87,769
*Other Category Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures:	\$ 7,446,190	\$ 312,841	\$ 357,178	\$ 141,817	\$ 117,910	\$ 8,375,936
Ending Balance Available:	\$ -	\$ 1,189	\$ -	\$ -	\$ -	\$ 1,189
Percent of Current Year Revenues:	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%

*Please provide details for "Other Categories" used.

**Includes \$345k for summer 2009 collections.

Tuition Differential Collections, Expenditures, and Available Balances
Florida Atlantic University
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ -</u>	<u>\$ -</u>
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 896,000
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	<u>\$ -</u>	<u>\$ 896,000</u>
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 448,000
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	448,000
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	<u>\$ -</u>	<u>\$ 896,000</u>
Ending Balance Available:	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of West Florida
Fiscal Year 2009-2010

	<u>Actual</u> <u>2008-09</u>	<u>Estimated</u> <u>2009-10</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 847,400
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 847,400
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 593,180
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	254,220
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 847,400
Ending Balance Available:	\$ -	\$ -
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of Central Florida
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ -</u>	<u>\$ -</u>
<u>Receipts / Revenues</u>		
*Tuition Differential Collections	\$ 980,000	\$ 5,261,903
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	<u>\$ 980,000</u>	<u>\$ 5,261,903</u>
<u>Expenditures</u>		
Salaries & Benefits	\$ 662,750	\$ 3,004,103
Other Personal Services	23,250	422,014
Expenses		257,215
Operating Capital Outlay		
Student Financial Assistance	294,000	1,578,571
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	<u>\$ 980,000</u>	<u>\$ 5,261,903</u>
Ending Balance Available:	<u><u>\$ -</u></u>	<u><u>\$ (0)</u></u>
Percent of Current Year Revenues:	0.0%	0.0%

* The estimated 2009-10 "Tuition Differential Collections" figure is the combined total available from both years (\$980,000 recurring from 2008-09 + \$4,281,903 estimated additional recurring from 2009-10).

**Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
Florida International University
Fiscal Year 2009-2010

	<u>Actual</u> <u>2008-09</u>	<u>Estimated</u> <u>2009-10</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ 8,139
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ -</u>	<u>\$ 8,139</u>
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 2,566,323	\$ 5,853,286
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	<u>\$ 2,566,323</u>	<u>\$ 5,853,286</u>
<u>Expenditures</u>		
Salaries & Benefits	\$ 2,025,112	\$ 4,200,914
Other Personal Services	-	-
Expenses	533,073	785,882
Operating Capital Outlay	-	-
Student Financial Assistance	-	866,491
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	<u>\$ 2,558,184</u>	<u>\$ 5,853,286</u>
Ending Balance Available:	<u><u>\$ 8,139</u></u>	<u><u>\$ 8,139</u></u>
Percent of Current Year Revenues:	0.3%	0.1%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
University of North Florida
Fiscal Year 2009-2010

	<u>Actual</u> <u>2008-09</u>	<u>Estimated</u> <u>2009-10</u>
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 1,203,064
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 1,203,064
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 842,145
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	360,919
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 1,203,064
Ending Balance Available:	\$ -	\$ -
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

Tuition Differential Collections, Expenditures, and Available Balances
Florida Gulf Coast University
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 870,000
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ 870,000
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ 559,585
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	310,415
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ 870,000
Ending Balance Available:	\$ -	\$ -
Percent of Current Year Revenues:		0.0%

*Please provide details for "Other Categories" used.

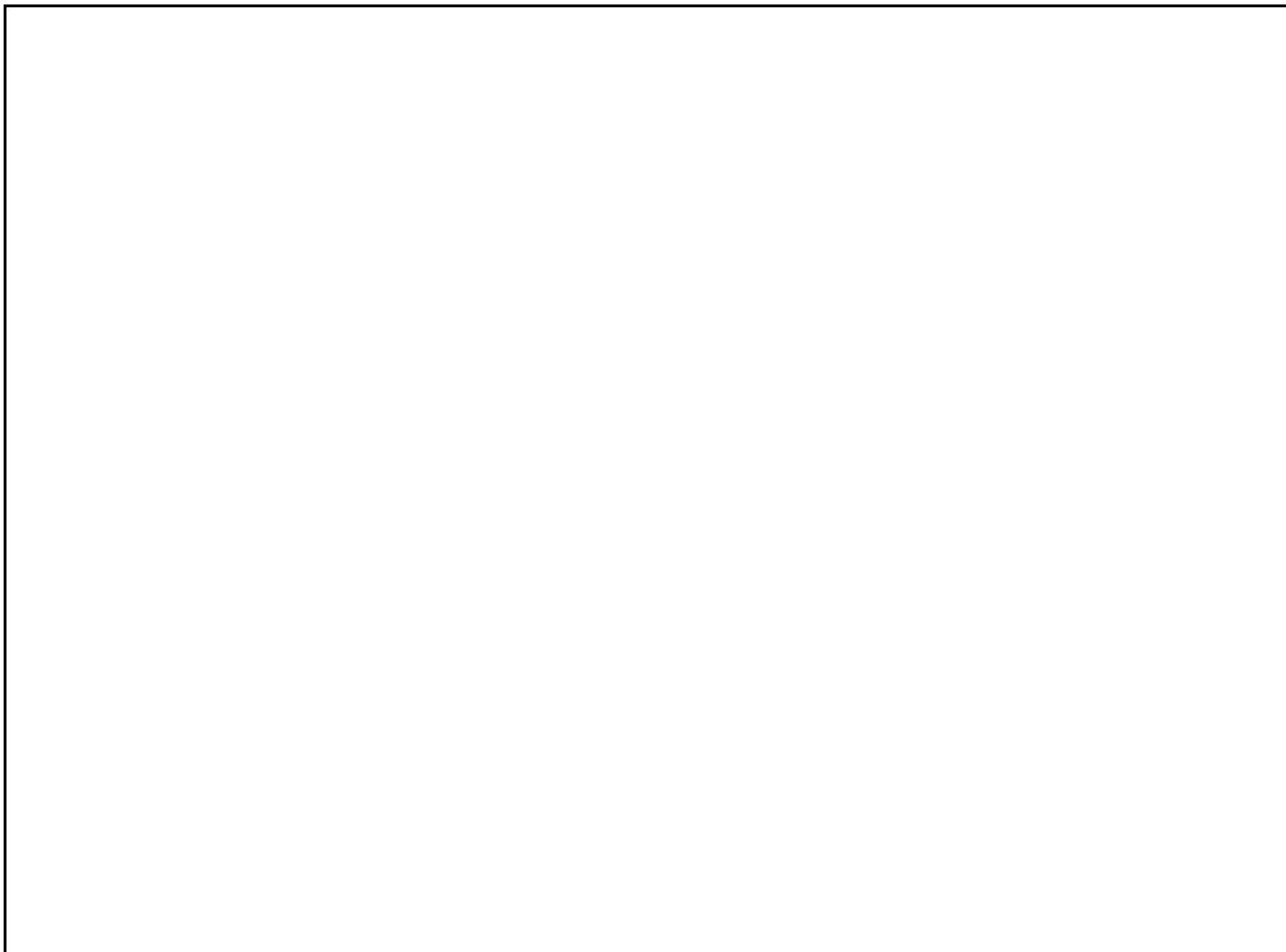
Tuition Differential Collections, Expenditures, and Available Balances
New College of Florida
Fiscal Year 2009-2010

	Actual 2008-09 -----	Estimated 2009-10 -----
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	<u>\$ -</u>	<u>\$ -</u>
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ -	\$ 75,366
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	<u>\$ -</u>	<u>\$ 75,366</u>
<u>Expenditures</u>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	52,756
Operating Capital Outlay	-	-
Student Financial Assistance	-	22,610
Expended From Carryforward Balance	-	-
*Other Category Expenditures	-	-
Total Expenditures:	<u>\$ -</u>	<u>\$ 75,366</u>
Ending Balance Available:	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
Percent of Current Year Revenues:		0.0%

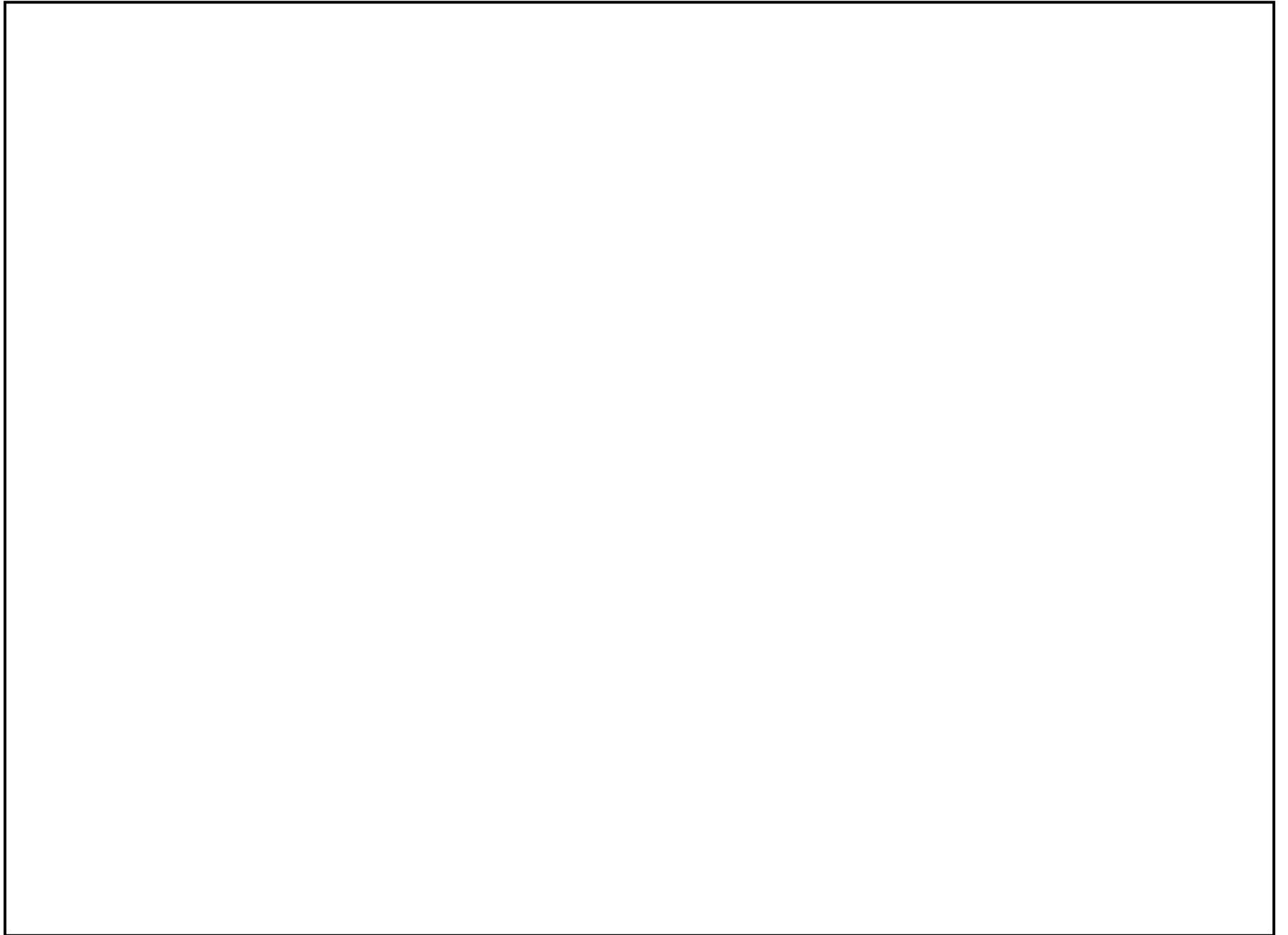
*Please provide details for "Other Categories" used.

Appendix D

**UNIVERSITY OF SOUTH FLORIDA INDIVIDUAL CAMPUS
ANNUAL REPORTS**



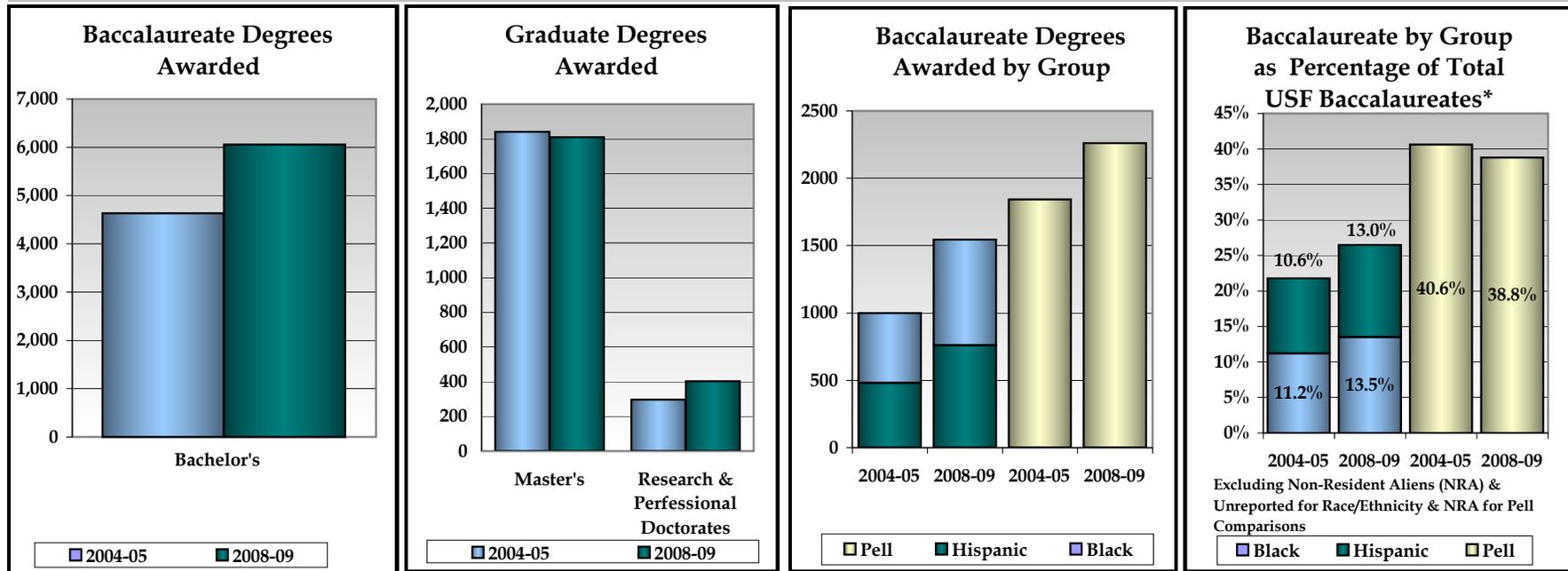
University of South Florida - Tampa Campus



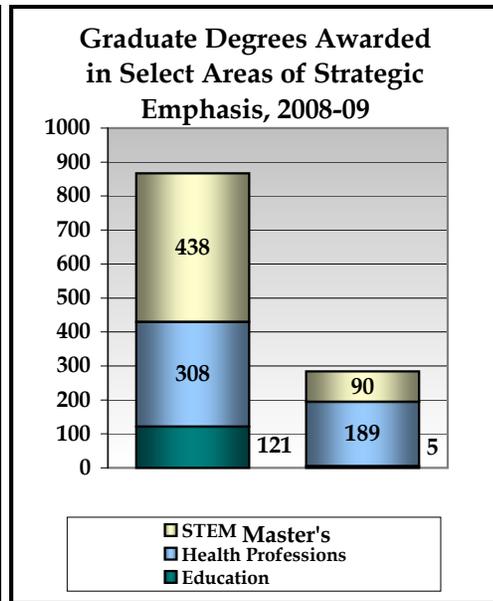
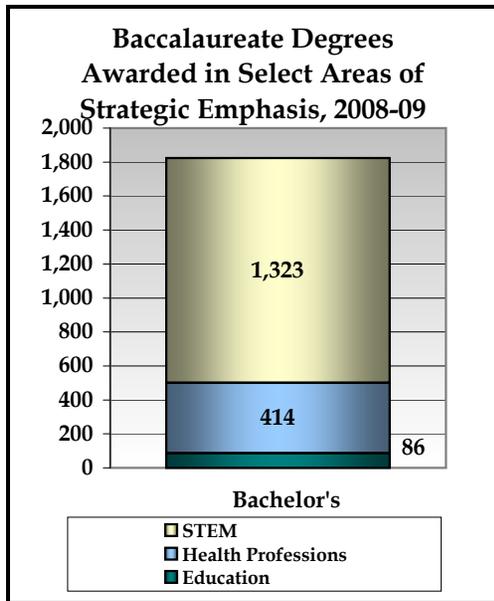
The University of South Florida - Tampa Campus 2009 Annual Report

Sites and Campuses			Tampa Campus				
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification	
TOTAL (Fall 2008)	39,263	--	TOTAL	226		Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Black	4,783	12%	Baccalaureate	88		Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Hispanic	5,277	13%	Master's & Specialist's	97		Enrollment Profile:	High undergraduate
White	24,656	63%	Research Doctorates	37		Undergraduate Profile:	Medium full-time four-year, selective, higher transfer in
Other	4,547	12%	Professional Doctorates	4		Size and Setting:	Large four-year, primarily nonresidential
Full-Time	26,415	67%	Faculty (Fall 2008)	Full-Time	Part-Time	Basic:	Research Universities (very high research activity)
Part-Time	12,848	33%	TOTAL	1388	210	Elective Classification:	Community Engagement: Outreach & Partnerships
Undergraduate	29,492	75%	Tenure/T. Track	969	78		
Graduate	8,101	21%	Non-Ten. Track	419	132		
Unclassified	1,670	4%					

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



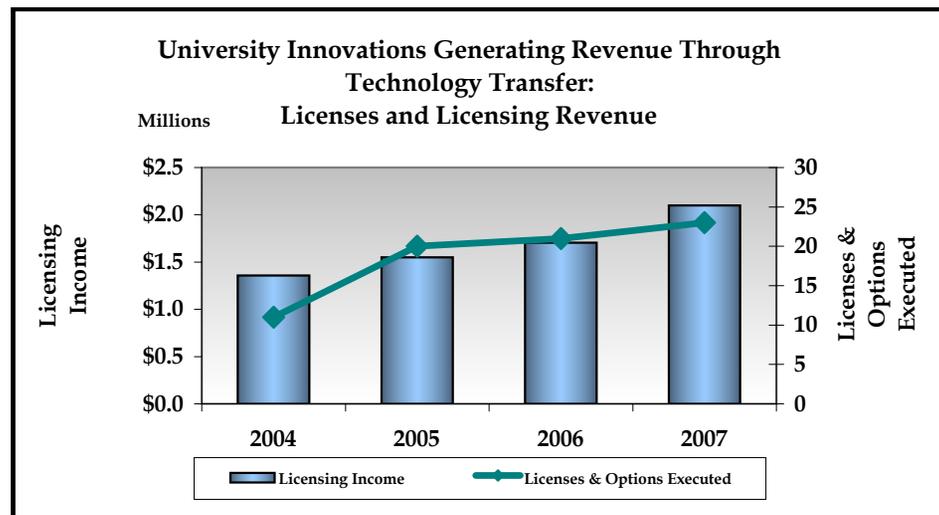
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



Pass Rates on Licensure Examinations

Board of Governors staff are working to match cohorts of university graduates with engineering, accounting, and other professional licensure data, which are gathered by the respective licensing boards and housed within the Department of Business and Professional Regulation. Historically, teacher certification examination pass rates have been reported for program completers only, resulting in a nearly 100% pass rate (because state-approved programs require passage of the certification exams for completion). Board staff are also developing an alternative measure of the effectiveness of educator preparation programs. For this year, nursing exam (NCLEX) first-time pass rates are the only meaningful licensure metrics available for bachelor's degree programs. **In 2008, USF-Tampa had 157 NCLEX test takers from its nursing bachelor's program, with a first-time pass rate of 98.1%.**

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



Appendix D

Key University Achievements

► Student awards and achievements

(1) Sixteen USF students were selected to participate in a gathering of the world's top college students at Education Without Borders 2009, a biennial international student conference held in Dubai, United Arab Emirates. They were part a delegation of 1,000 students representing 120 nations and 300 universities from around the world. Aki Nakanishi, a USF anthropology master's student, earned one of eight prizes awarded to student presenters at the conference.

(2) A team of USF students and their faculty advisor received a competitive Phase II Grant from the U.S. Environmental Protection Agency. The \$75,000 award was part of the EPA's prestigious People, Prosperity, and Planet (P3) Competition. The USF team was one of six selected nationally to receive the annual award.

(3) A group of USF mass communications students brought home USF's first Telly Award for its winning entry in the documentary category, beating out thousands of entries from established media outlets and businesses. The Telly Awards honor the very best local, regional, and cable television commercials and programs, as well as the finest video and film productions, and work created for the Web.

► Faculty awards and achievements

(1) Several members of the USF faculty have earned prestigious national and international awards in recognition of their research and instructional achievements. Faculty awards include Fulbright, Guggenheim, and Getty fellowships, and awards from the National Endowment for the Humanities and the National Science Foundation.

(2) USF Literature Professor Rogers was installed as a Corresponding Fellow of the British Academy in recognition of his outstanding achievements as a literary scholar. On a par with the National Academy of Sciences in the United States, the British Academy focuses on the Social Sciences and Humanities. It was chartered in 1902 by King Edward VII and today has 900 fellows.

(3) In the Tampa Bay area, nearly one third of the physicians who made the 2008 Best Doctors in America list work at USF Health. And when you include the generous volunteer faculty members (those who teach medical students several times each year) and College of Medicine alumni in private practice locally, the numbers go up even more – 62 percent of the list has a connection with USF Health. The annual list for Best Doctors in America is compiled from surveys of physicians asking them who they would go to for treatment in their specialty. The result is a national listing of 30,000 physicians in more than 40 specialties.

► Institutional awards/achievements

(1) The USF Power Center for Utility Explorations and Progress Energy Florida have been selected by Florida's Energy and Climate Commission to build the largest and most comprehensive smart grid in the Southeast, serving at least 5,000 customers on the west side of St. Petersburg and St. Pete Beach.

(2) USF will become the nation's first university to partner with the Department of Veterans Affairs in a specialized effort to support returning troops who enroll in classes under the new GI Bill.

► Program awards/achievements

(1) Several USF graduate programs are ranked in the 2010 America's Best Graduate Schools edition of U.S. News & World Report. Ranked programs are industrial & organizational psychology (#8), public health (#20), criminology (#22), audiology (#24), rehabilitation counseling (#39), speech-language pathology (#46), library and information studies (#29), education (#54), clinical psychology (#57), physical therapy (#69), social work (#71), nursing (#72), psychology (#74), and fine arts (#81).

(2) The USF Army ROTC program received the MacArthur Award in recognition of the battalion's excellence in 2008. The USF Army ROTC battalion was one of only eight programs among 273 nationwide to earn the award, placing it in the top three percent of all U.S. Army ROTC programs nationally.

(3) The Osher Lifelong Learning Institute at USF received a second \$1 million endowment grant in 2008 from the Bernard Osher Foundation in recognition of the Institute's efforts to promote lifelong learning opportunities for older adults in the Tampa area. The second endowment comes less than a year after the initial \$1 million endowment award in January 2008 and nearly four years after USF received its first Osher Foundation grant to establish the Osher Lifelong Learning Institute in 2005. The awards are based on demonstrated program success, university support and community participation.

Appendix D

► Research awards/achievements

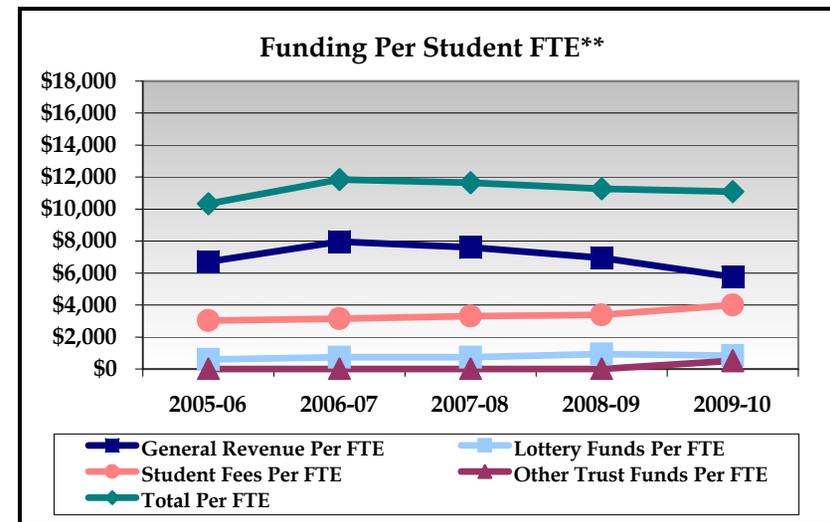
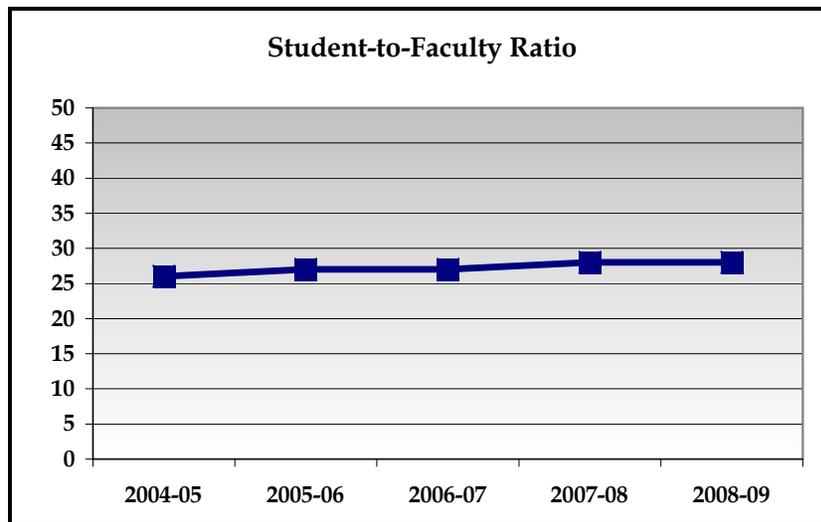
(1) USF is home to the Florida Center of Excellence for Biomolecular Identification and Targeted Therapeutics (FCoE-BITT), a comprehensive center that enhances interactions between scientists and engineers to identify molecules of human health significance and develop novel methods for use in diagnosis, prevention and treatment of human disease. FCoE-BITT encompasses the full range from discovery to commercialization and is expected to create an infrastructure that supports collaboration across several academic disciplines and various technology transfer resources.

(2) USF researchers have developed a wheelchair-mounted robotic arm (WMRA) that captures the user's brain waves and converts them into robotic movements. The revolutionary device can help people with disabilities better perform their activities of daily living.

(3) The National Science Foundation highlighted USF researcher Kathryn Borman's work investigating student pathways on the road to careers in the fields of science, technology, engineering and mathematics (STEM) at a special NSF program in Virginia. Her research draws on the wealth of data from the state of Florida about students in public postsecondary institutions to examine their progress from high school through college and into their later career placements in STEM or other fields.

(4) USF is launching on a bold new plan to fight diabetes on every front with its Center of Excellence for Diabetes and Autoimmune Disorders. Already a national leader in epidemiological research to understand and prevent diabetes, USF is working to dramatically increase its clinical research, expand its diabetes education program, and establish a comprehensive center that will offer patients a new level of care in Florida. USF hopes to build facilities to conduct research on possible cures for diabetes, in both outpatient and inpatient settings. USF's Pediatric Epidemiology Center has received more than \$300 million in federal grant funding to direct global efforts in juvenile diabetes research.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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

INTRODUCTION

Mission

As Florida's leading public metropolitan research university, USF is dedicated to excellence in student access and success, research and scientific discovery, and innovation and collaborations. USF 2007-2012 Strategic Plan: <http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>

Vision

The University of South Florida envisions itself as a pre-eminent research university with state, national and global impact, and positioned for membership in the Association of American Universities (AAU). USF 2007-2012 Strategic Plan: <http://www.ods.usf.edu/Plans/Strategic/vision-mission.htm>

Other Contextual Introductory Comments

USF consists of the main research campus in Tampa, which includes USF Health, USF Research Park, USF Downtown Center, and USF College of Marine Science in St. Petersburg.

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

USF is committed to access and the success of its students. Production of degrees is a culmination of student experiences, achievements, and success at the institution, and therefore becomes a measure of student success. As such, student success (i.e. enhanced preparedness, retention, persistence,

graduation and placement rates) has been the primary goal of undergraduate and graduate education initiatives.

In 2008-09, USF awarded 8,730 degrees, of which more than 6,000 were bachelor's degrees, more than 2,000 were master's degrees, and nearly 300 were doctoral degrees.

At the undergraduate level, the university has made significant investments in programs and services to help students meet their fullest potential. By increasing the number of academic advisors, expanding tutoring services, encouraging undergraduate research, improving orientation, constructing new residence halls, and updating policies, USF is taking a comprehensive approach to improving the undergraduate experience in an effort to improve graduation rates and the overall collegiate experience.

In support of the university's strategic plan, graduate enrollment and diversity are on the rise - an indication of USF's intentions to strengthen its position as Florida's number two research university. Graduate studies and research are the hallmarks of the Tampa campus as a premier destination for world-class graduate students, postdoctoral fellows and faculty. Graduate and professional education at USF has been on a strong forward trajectory with exemplary educational and research opportunities for graduate students developed to promote our next state, national, and global leaders.

Graduate level I hours (master's courses) have increased 3-4% and Graduate level II (doctoral graduate hours) have increased 23%. Diversity numbers are also strong, rising to 23% of all graduate students. The USF Graduate School is outperforming institutional goals for number of doctorates awarded, particularly in STEM areas, international student

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enrollment, and time to degree completion. Continuing this trend prepares the nation's next generation of leaders, thinkers and scientists by replenishing the ranks of the professoriate for American higher education.

Overall, more than one third of the USF student body is comprised of students who identify themselves as races/ethnicities that are non-White. USF's student diversity is a hallmark of the institution and has been recognized by leading publications over the past several years. Located in the heart of Tampa, USF is located less than 10 minutes from downtown, where the institution also maintains a center for professional and workforce education. USF Health's presence permeates the Bay area through partnerships with hospitals and other health care organizations throughout Hillsborough County. The institution's broad geographic reach further supports its commitment to providing access to higher education.

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

As a leading research university, USF offers a broad array of undergraduate and graduate degree programs preparing students to become leaders in business, industry, service, and research. Many degree programs align with state goals to meet professional and workforce needs, including education, health professions, the sciences, and emerging technologies.

Following the guidelines and selection of areas of strategic emphasis identified by the Board of Governors staff in consultation with business and industry groups, USF Tampa

has experienced a positive growth trend in all identified areas (i.e., Education, Health Professions, STEM areas, Security & Emergency Services, Globalization, and Regional Workforce Needs). From 2004 to 2008, USF Tampa has had a 45% increase in total degrees awarded combined for all areas of strategic emphasis.

Baccalaureate Degrees Awarded in Areas of Strategic Emphasis	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Education	79	78	74	83	86
Health Professions	321	338	435	401	414
Science, Technology, Engineering & Math	993	1,050	1,199	1,246	1,323
Security & Emergency Services	261	242	295	318	325
Globalization	327	338	370	401	432
Regional Workforce Needs	760	759	836	889	971
TOTAL Areas of Strategic Emphasis	2,741	2,805	3,209	3,338	3,551

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

Research is a hallmark of every college, department and program at USF. It is an expectation and a privilege of every faculty member, whether it is sponsored by an external

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funding or carried out with support of university resources. As a result, there are scores of projects investigating basic research problems and tackling applied societal challenges that together all enhance our understanding of the world in the creation of new knowledge.

Research is a centerpiece of the university's strategic plan, is fundamental to the recruitment and retention of top faculty and gives a university distinction. Consistent with the USF Strategic Plan, the university has four internationally recognized research themes which span the entire campus: sustainability, integrated neurosciences, diabetes, and drug design, development and delivery.

USF's research enterprise is also remarkable on the national level. In fiscal year 2007, USF ranked 65th of total research and development expenditures (external funding) for all universities and colleges and 44th of all public institutions. USF also ranks 38th in federal research expenditures for public universities and 62nd for all universities. Last year, USF's funded research generated around \$360 million in external awards from federal, state, industry, foundation and other sponsors who are our partners in discovery and innovation that benefits Florida citizens, develops and commercializes products, knowhow and processes, and creates start-up companies and jobs. Such activities lead to economic development and create solutions to local, national and global problems.

Research firmly connects the university with the local Tampa Bay community through service, outreach and engagement activities, the corporate community through patenting and licensing of technology and targeted research, with other academics through collaborative and cooperative programs

and globally through our relationships with research colleagues. Research also connects the system through multidisciplinary approaches to a common problem. Research provides opportunity to students and prepares them for success in their chosen fields or for graduate and professional education.

Of equal importance, research and scholarship in the humanities and arts improve the quality of life for our citizens and elevate the reputation of USF through performances, works of art, published books and other writings, and public commentary. In support of the next generation of scholars, USF has established the Provost's Postdoctoral Scholars Initiative in Humanities and Social Sciences. This initiative will support five new postdoctoral scholars in these areas and establish a new Office of Postdoctoral Affairs in the Graduate School that will allow strategic planning and data collection related to all USF postdoctoral scholars. Overall, there has been an 86% increase in the number of postdoctoral scholars since 2003, with 231 postdoctorates reported for Fall 2008.

In 2008-09, three members of the USF faculty were identified as national academy members and eight received nationally prestigious faculty awards as defined by the Top American Research Universities (TARU). USF's commitment to applied research is evident by a 50 percent increase in the total number of patents issued since 2004.

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

The core of the USF system is a growing, energetic campus in the heart of Tampa. What was once known as local university serving commuter students, today USF is one of the nation's top research universities with a vibrant campus community and strong research focus.

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's 2009-10 Almanac*. This distinction is a clear example of USF's aspirations to become eligible for membership in the Association of American Universities (AAU), an organization of 62 leading public and private research universities in the U.S. and Canada (34 public, 26 private, 2 Canadian). A focus on meeting the stringent criteria for AAU invitation-only membership represents the highest level in which a university can benchmark its achievements.

USF's 2007-2012 Strategic Plan is a bold, ambitious plan to elevate the performance and rankings of USF and provides the USF community with a clear vision, goals, strategies and measures to promote alignment and success. It is clearly directed at ensuring student success, contributing innovation and new knowledge and advancing economic development in Florida, the nation, and globally.

A unique example of the integration of the USF Strategic Plan into the university's operations is the way USF incorporates the budget planning process into the implementation of the

strategic planning process. USF aligns its budget with institutional strategic priorities through effectively communicating and engaging all stakeholders in a transparent, focused, and disciplined manner with a mind to preserving excellence; containing costs; leveraging efficiencies; generating new revenue; and maximizing performance.

USF's focus on integrated, interdisciplinary inquiry, one of the four pillars of the university's strategic plan, is evident both in instructional and research programs. From new doctoral programs to undergraduate research, graduate school partnerships, and community outreach initiatives, USF is positioned as an emerging global leader in a new way of approaching learning and discovery.

USF Health is an enterprise dedicated to making life better by improving health in the wider environment, in communities, and for individuals. USF Health has, as its core, the three colleges of Public Health, Nursing and Medicine, including a School of Physical Therapy as well as the healthcare delivered by its clinicians. Originally founded as the USF Medical Center in 1965, its name has been changed to USF Health to reflect its collaborative focus on the full continuum of health.

Recently, the Florida Board of Governors granted USF approval to establish new doctoral programs in history, government, and sociology. The programs are linked, which is quite different from traditional, discipline-based programs. They focus on building sustainable healthy communities in a global context. These new programs join existing dual and interdisciplinary degree programs both at the undergraduate and graduate level.

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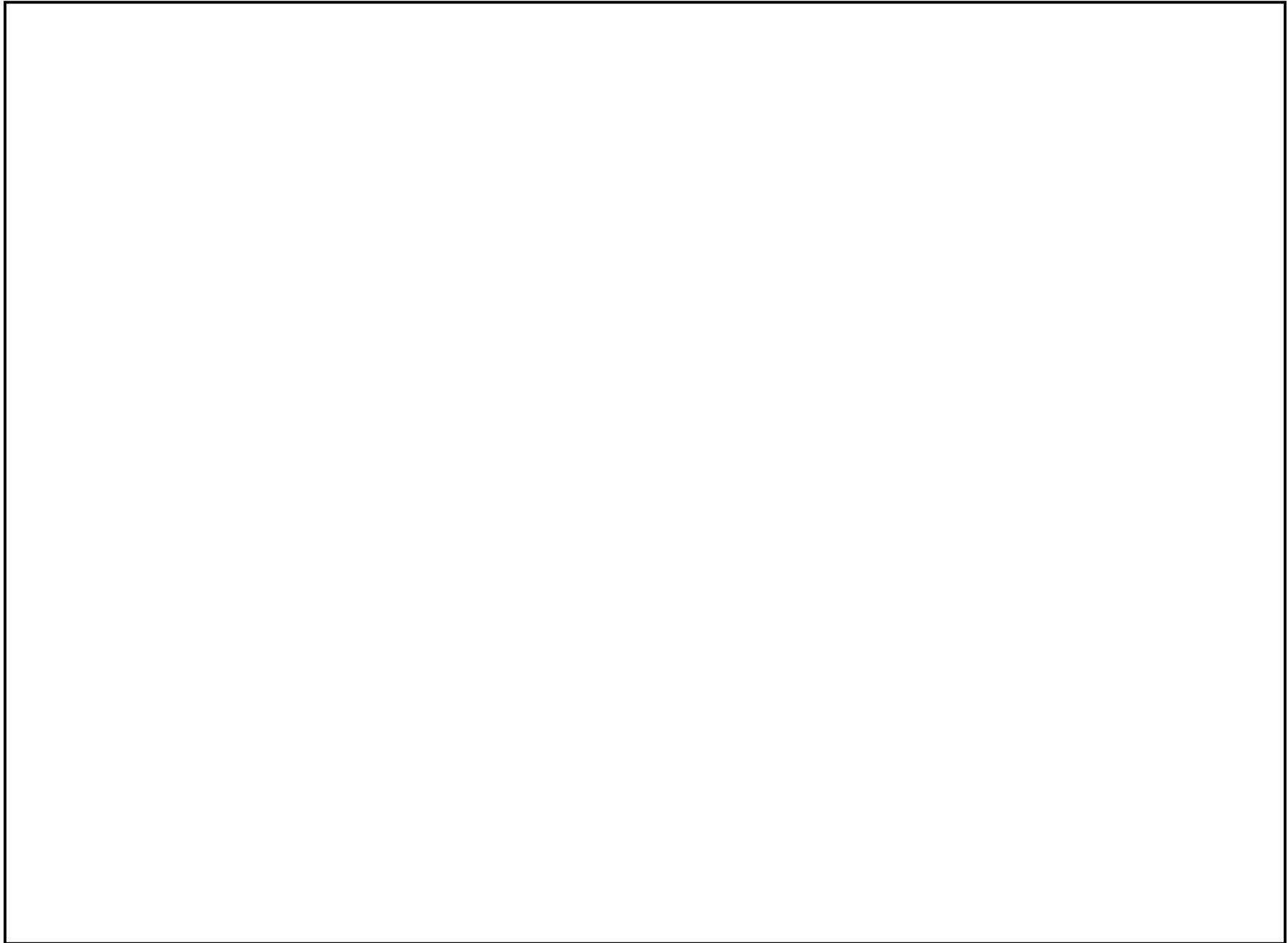
In recognition of USF's service in the community, it was placed on the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

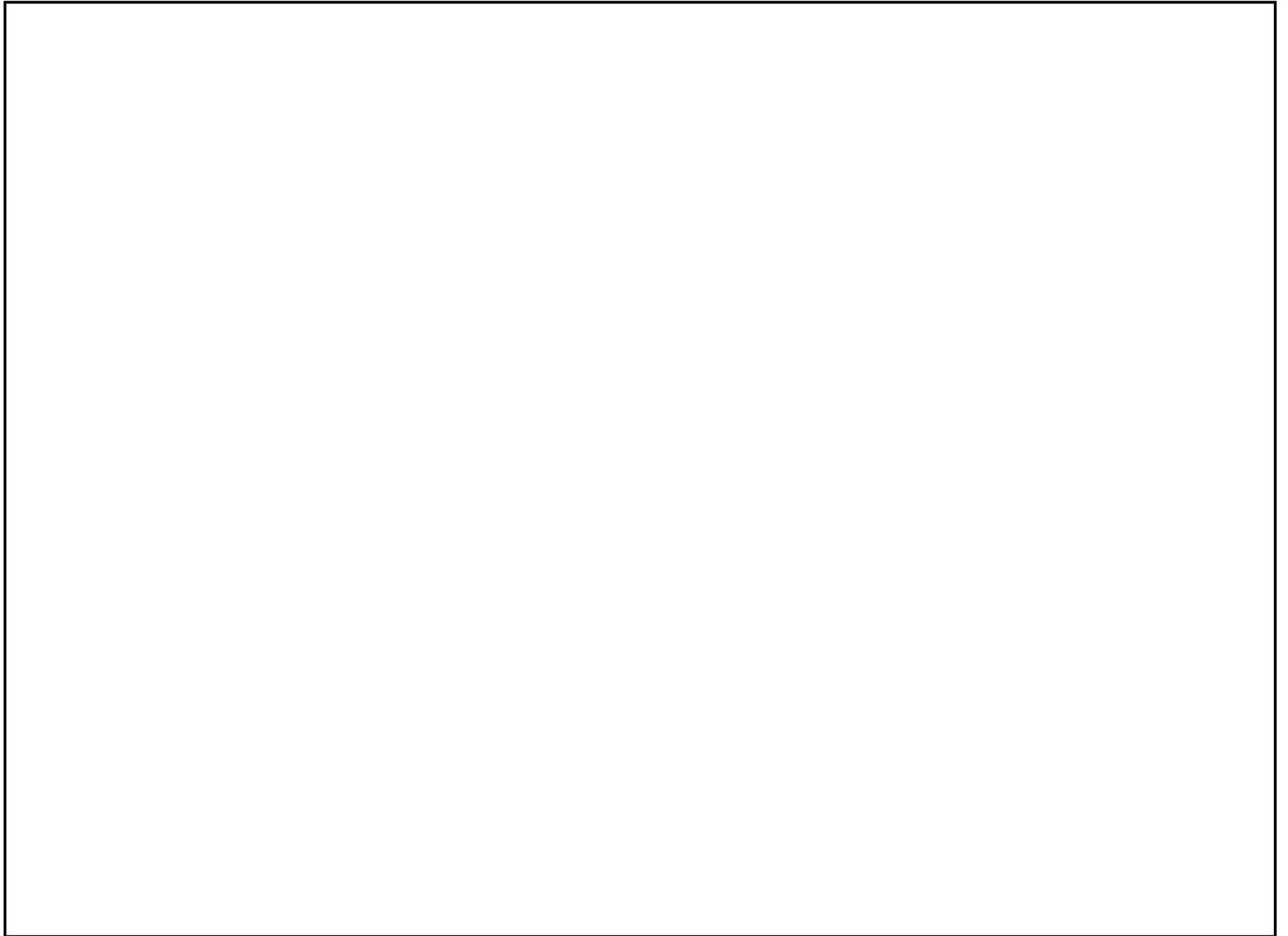
The *R/V WeatherBird II* was purchased by USF for \$2.1 million for use through the Florida Institute of Oceanography, a consortium of Florida's public universities, private higher education institutions and state agencies involved in marine research.

ADDITIONAL RESOURCES

- Carnegie Classification
<http://www.carnegiefoundation.org/classifications/sub.asp?key=748&subkey=13889&start=782>
- Voluntary System of Accountability College Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/USF>
- Common Data Set
<http://www.ods.usf.edu/DSS/Resources/CDS.asp>
- College Navigator
<http://nces.ed.gov/collegenavigator/?q=South+Florida&s=FL&id=137351>
- University Institutional Research Unit
<http://www.research.usf.edu/>
- University Strategic Plan
<http://www.ods.usf.edu/plans/strategic/>
- University Data Sources
 - USF Planning, Performance and Accountability:
<http://www.ods.usf.edu/Plans/PPA/matrix.htm>
 - USF e-Profiles:
<http://ods.usf.edu/DSS/Resources/eProfiles.asp>
 - USF InfoCenter:
http://usfweb3.usf.edu/infocenter/?report_category=STU
 - USF Performance Dashboard:
<http://www.ods.usf.edu/Plans/PPA/dashboard.htm>
 - USF Peers:
<http://www.ie.usf.edu/Peer/>



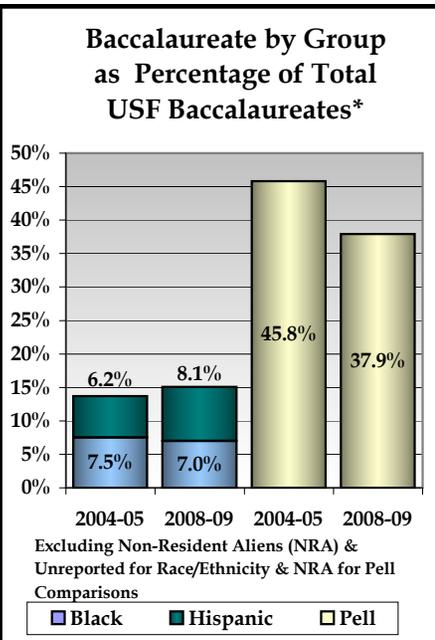
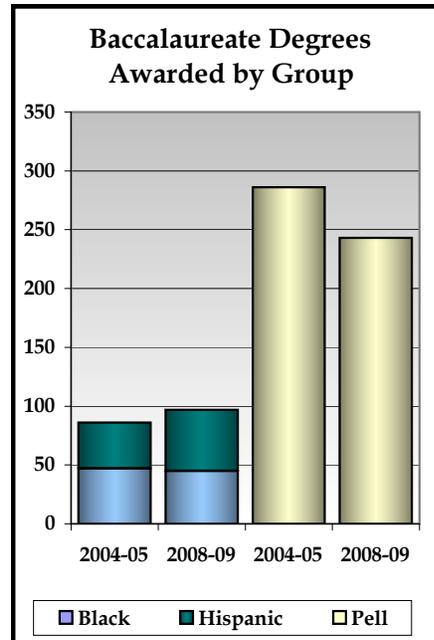
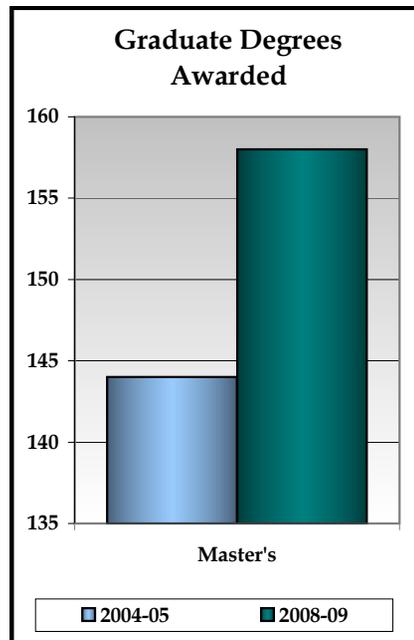
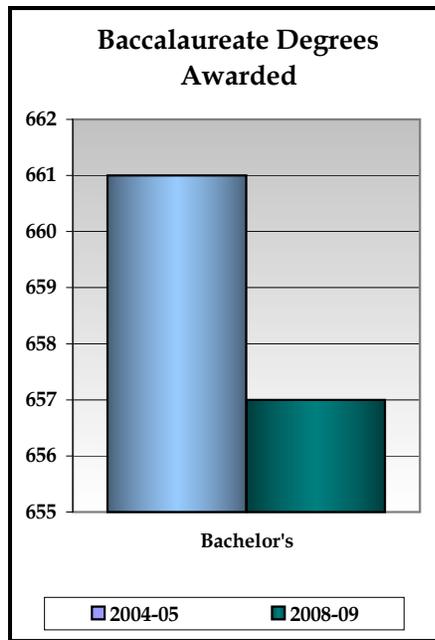
University of South Florida - St. Petersburg Campus



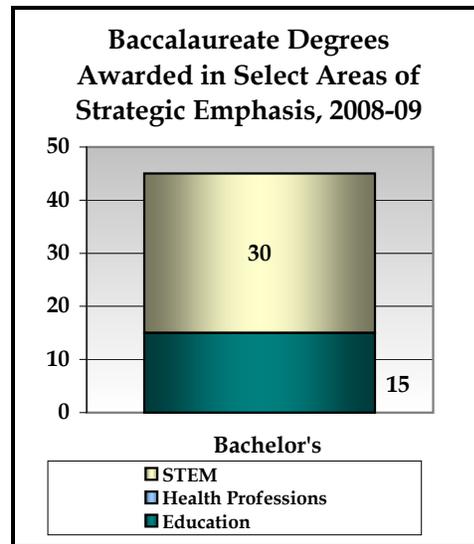
The University of South Florida - St. Petersburg Campus 2009 Annual Report

Sites and Campuses			St. Petersburg Campus				
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification	
TOTAL (Fall 2008)	3,771	--	TOTAL	32		Carnegie Classification not available for individual USF campuses at this time.	
Black	282	7%	Baccalaureate	23			
Hispanic	289	8%	Master's & Specialist's	9			
White	2,968	79%	Research Doctorates	0			
Other	232	6%	Professional Doctorates	0			
Full-Time	2,027	54%	Faculty (Fall 2008)	Full-Time	Part-Time		
Part-Time	1,744	46%		113	9		
Undergraduate	3,136	83%	TOTAL				
Graduate	447	12%	Tenure/T. Track	87	1		
Unclassified	188	5%	Non-Ten. Track	26	8		

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



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



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

Key University Achievements

► **Student awards and achievements**

- The USFSP Debate team was established in 2008 and placed 8th out of 48 teams in its first competition and it continues it winning ways.
- The USFSP Chapter of Beta Alpha Psi (accounting) Honor Society received the designation of “superior” from the national organization.

► **Faculty awards and achievements**

- Dr. Gerald Lander, the Gregory, Sharer & Stuart P.A., Professor in Forensic Accounting, was named the 2008-2009 Outstanding Accounting Educator in Florida by the FICPA. Dr. Lander was recognized at a meeting of the Board of Governors in Tallahassee.

► **Institutional awards/achievements**

- Completed construction and began operations in the Science and Technology Building.
- Completed the Harborwalk at USFSP (a new campus entrance).

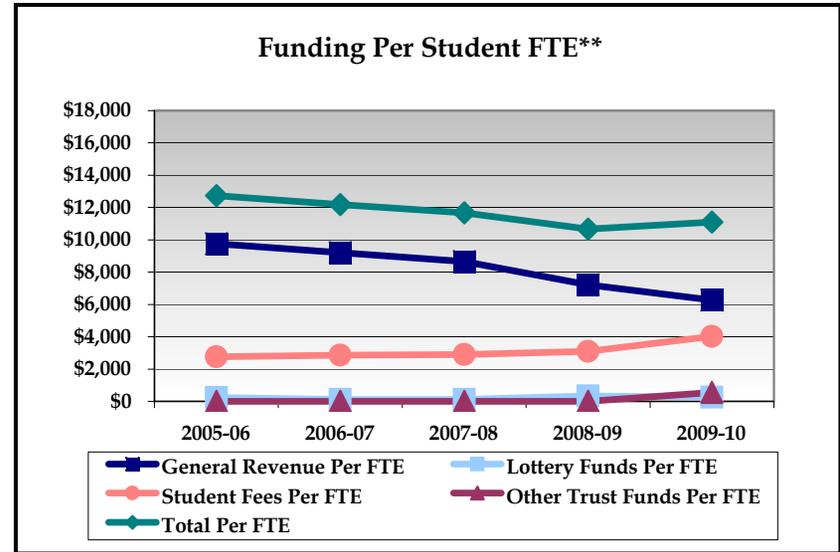
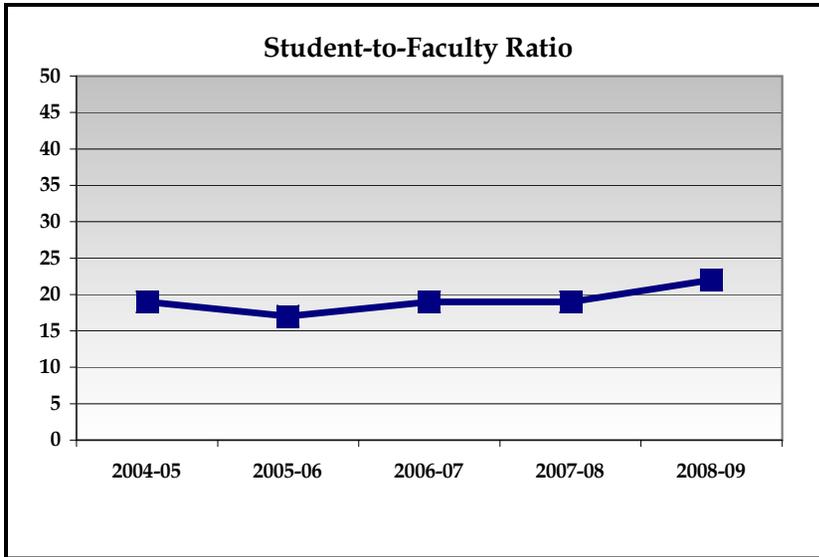
► **Program awards and achievements**

- The College of Business was ranked #36 in the world in the Global 100 ranking of the Aspen Institute’s “Beyond Gray Pinstripes” which is based on the strength of an institution’s programs in corporate and social responsibility.
- The College of Education underwent its first site visit for continuing program approval by the Florida Department of Education in 2008 and received “Full Approval” for its MA in Elementary Education/ESOL. The program’s reading competency matrix was deemed a model for the state by the Office of Just Read! Florida.

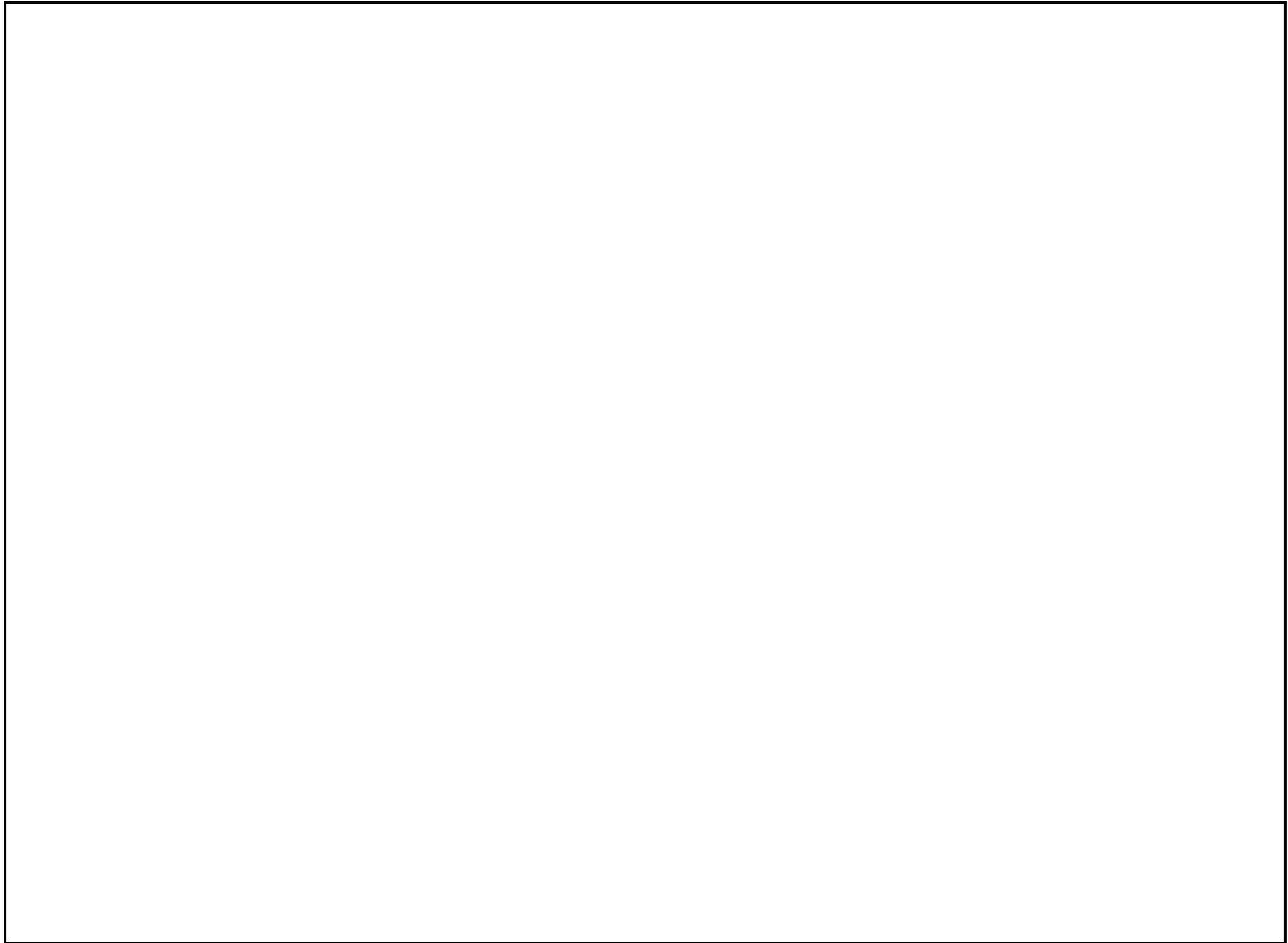
► **Research awards and achievements**

- Dr. Lyman Dukes launched Project 10: Transition Education Network, a \$1.02 million dollar annual project funded by the Florida Department of Education to increase access to higher education for persons with disabilities throughout Florida.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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



INTRODUCTION

Mission

The University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close knit, student-centered learning community that welcomes individuals from the region, state, nation, and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

<http://www.stpete.usf.edu/strategicplanning>

Vision

The University of South Florida St. Petersburg will be a premier master's urban university recognized for its vibrant community of scholars who engage and improve its community and the world.

<http://www.stpete.usf.edu/strategicplanning>

Other Contextual Introductory Comments

The University of South Florida St. Petersburg (USFSP) was first accredited as a separate institution in 2006. It is now and will continue to be a member of the University of South Florida system of institutions which include USF Tampa, USF Sarasota/Manatee (now seeking separate accreditation) and

USF Polytechnic (will seek separate accreditation in 2010). Over the past three years, USFSP has strengthened both its academic and its research profile. The opening of a residence hall for students in fall 2006 represented a milestone in the realization of the institution's Strategic Plan. Since 2006 there has been a rapid growth in FTIC enrollment and a concomitant rapid increase in student organizations, on-campus student life activities, and student support services. USFSP is on a path to realize its vision as a Masters comprehensive university serving regional needs yet reaching nationally and globally in support of the USF system goals.

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

USF St. Petersburg's enrollments have been steadily growing over the past three years, from a total of 3,371 home campus/5,003 funding campus (headcount) students in Fall 2006 to 3,771 home campus/5640 funding campus (headcount) students in Fall 2008. The suite of degree program offerings, both at the undergraduate and graduate level have been selected and refined to reflect regional needs and to complement those at other USF system member institutions. USFSP offers a robust academic environment for transfer students although the growth of the state college system has been a challenge to recruitment for this group of students.

Overall degree production has remained steady from 06-07 to 08-09 with 635 baccalaureate degrees awarded in AY2006-2007 and 653 awarded in AY 2008-2009; and 143 graduate degrees awarded in AY2008-09 and 152 graduate degrees awarded in AY2008-09.

The demographic profile of USFSP students reflects the population of the region. USFSP's academic environment benefits students from all demographic groups due to its relatively small classes and the commitment of faculty and staff to student success and to providing students with outstanding service in all areas.

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

USF St. Petersburg is focused on meeting both regional and statewide professional and workforce needs. It accomplishes this goal by offering degree programs that address high-need areas within Florida's workforce. For example, the College of Education revised and refined its undergraduate degree offerings specifically in response to the need of local school districts for elementary school teachers who are qualified to teach every child, including children with exceptional needs and children whose first language is not English. The new B.S. degree (initiated in 2009) will enable graduates to be highly flexible in their employment. It will also give principals and superintendents high confidence that USFSP graduates are well-equipped for success in many educational settings.

The Graphic Design program, approved by the BOG as a limited access program, instills in graduates both the intellectual foundations and the practical skills for success in "new media" as the media and graphic design industries around the region, the state and the nation move further, and often exclusively, into the electronic realm. USFSP graduates are in demand since this program is highly competitive and only a small number of exceptional students proceed to

completion. The program has strong synergy with the Journalism and Media Studies degree programs (both baccalaureate and masters) and a number of courses allow students from both programs to enroll.

The College of Business offers a unique milieu in which business education is placed. The College has a special focus on corporate and social responsibility, that is, the ethical and responsible conduct of business. The College has been consistently ranked in the top 50 institutions in the nation for its achievements in this area. USFSP graduates in both business and accounting are sought after by Florida firms since this ethos or corporate and social responsibility is highly valued and few institutions make it a focus of their programs.

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

USFSP has built and is building outstanding academic programs and is expanding research capacity in keeping with its mission. For example:

- The College of Business received accreditation in both business and accounting programs from AACSB International. AACSB International accreditation has been awarded to only 570 institutions which represent less than 10 percent of eligible institutions worldwide. Of these, only 171 institutions have achieved accreditation in both business and accounting.
- The College of Business was ranked #36 in the world in the Global 100 ranking of the Aspen Institute's "*Beyond Gray Pinstripes*" which is based on the strength of an

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institution's programs in corporate and social responsibility.

- The College of Education was approved for candidacy by the National Council of Teacher Accreditation (NCATE) in 2006.
- The College of Education underwent its first site visit for continuing program approval by the Florida Department of Education in 2008 and received "Full Approval" for its MA in Elementary Education/ESOL. The program's reading competency matrix was deemed a model for the state by the Office of Just Read! Florida.
- The College of Education received "Full Approval" by the Florida Department of Education in 2008 for all programs leading to state licensure.
- The Department of Journalism and Media Studies (College of Arts and Sciences) achieved accreditation through the Accrediting Council on Education in Journalism and Mass Communication in 2003, one of only 114 such accredited programs in the US.
- The institution developed a distinctive undergraduate minor in leadership studies that encompasses both curricular and co-curricular elements and now includes a residential learning community and which has been noted by leading national scholars of leadership as "teaching the new leadership in the new way."
- The College of Education developed a new, unique undergraduate degree, the B.S. in Education that provides the successful student with licensure in elementary education and exceptional student education as well as state-approved endorsements in reading and ESOL.
- USFSP has greatly expanded and strengthened its focus on undergraduate research with faculty. Undergraduate

research has been shown to be a key element in placing students in premier graduate programs and it has also been shown to improve both student academic performance and persistence.

- Many USFSP faculty are recognized around the nation and the world as leading scholars in their fields. For example:
 - Dr. Ray Arsenault has been recognized for his work on the civil rights movement.
 - Dr. Gary Mormino is a leading scholar on modern Florida history
 - Dr. Sheramy Bundrick has been able to move seamlessly between her work as an art historian and creative writing of historical fiction.
 - Dr. Lyman Dukes is the national authority on standard for access to higher education and school-to-work transitions for person with disabilities.
 - Dr. Malcolm Butler is a nationally-recognized scholar in science education and science teacher education, particularly his work with the National Science Foundation to increase African Americans in the field.
 - Dr. Mark Durand is a highly regarded scholar in the field of autism and a prolific textbook author
 - Dr. John Arthur is a nationally-known scholar in anthropology with support from the National Science Foundation for his work in Ethiopia
 - Dr. Jamie McHale, Professor of Psychology and founder of the USFSP Family Studies Center engages in multiple research projects funded by the National Institute of Child Health and Development (NICHD). One project, aligned with the Hillsborough County Sheriff Department and the USF Florida Kinship Center, is designed to promote healthy co-parenting

skills among incarcerated mothers and other caregivers. In a second project the FSC currently partners with both Pinellas County Health Department and Mt. Zion Human Services Center to perform prenatal interventions with first-time African-American mothers to promote better post-natal co-parenting.

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

The University of South Florida St. Petersburg reflects its commitment to meeting community needs and fulfilling unique institutional responsibilities in its mission statement and strategic goals.

- As an example of this commitment in action, USFSP's Center for Civic Engagement (CCE) was founded in 2006. The CCE has catalyzed and funded curricular innovations that focus on civic scholarship and has itself been responsible for contributing nearly 238,000 hours to local and regional community organizations with an estimated value of more than \$4.5 million since its founding.
- In June of 2009, the College of Education, SRI International, and the Pinellas County Schools began a unique collaborative designed to give the Pinellas schools the capacity to integrate a digital math curriculum and teacher professional development into a coherent and effective approach to algebra and geometry instruction. "Given our strong partnership with the district, the opportunity to combine SRI's innovative

digital math curriculum and the college's expertise in math education created the ideal combination for achieving our shared goal of sustainable change," Dean Vivian Fueyo, College of Education. (See the press release for more information)

<http://www.stpt.usf.edu/coe/documents/SunbayDigitalMath.pdf>

- College of Education faculty continue to produce nationally and internationally recognized research and scholarship in science education, math education, English for Speakers of Other Languages (ESOL), and educating persons with disabilities. Highlights of USFSP College of Education faculty accomplishments in 2009 include: 1) in science education, Dr. Malcolm Butler, served as the sole science educator on a four-member team that produced National Geographic's first science literacy curriculum; 2) in math education, Dr. Andy Reeves published *Cartoon Corner: Mathematics Teaching in the Middle School* for the National Council for Teachers of Mathematics; 3) in ESOL, Dr. Alejandro Brice, published *Language Development: Monolingual and Bilingual Acquisition* for Allyn & Bacon, a major national publisher; and in special education, Dr. Lyman Dukes launched Project 10: Transition Education Network, a \$1.02 million dollar annual project funded by the Florida Department of Education to increase access to higher education for persons with disabilities throughout Florida.
- Dr. Trey Conner, Assistant Professor of Writing, collaborated with Mt. Zion Human Services, a local non-profit organization, to create new uses for old computers. The Center, which serves residents in an area challenged by poverty and crime in Pinellas County, had a fleet of computers that could no longer run mainstream software. Faced with few options and no budget, this

project provided Mt. Zion after-school programs with much needed education computing infrastructure essentially for free using open source software. Open source technology has a much lower cost because it bears no licensing fees for programs. The technology network moves away from the personal desktop computer model and relies upon central servers with client machines.

- Dr. John Arthur, Associate Professor of Anthropology, received permission from the Weedon Island Cultural and Natural History Center, Progress Energy, and the State of Florida Historical Preservation Office, to start the first systematic excavation of artifacts at Weedon Island. Dr. Arthur and his students from USFSP have begun to research and document cultural and environmental changes of this land, once inhabited by Native Americans.
- Dr. Michiko Otsuki, Assistant Professor of Psychology, worked with the Suncoast Pediatric Asthma Coalition, to co-sponsor “Asthma Family Day” at USFSP. This interactive event is designed to improve asthma self-management skills and awareness for children with asthma and their families and strengthen the partnership between the medical community, families and schools working with children who have asthma.
- The College of Education and the College of Arts and Sciences at USFSP have joined forces to increase the number of qualified middle and high school teachers. Approved by the Florida Department of Education, this joint Professional Training Option (PTO) offers liberal arts students from selected majors the opportunity to supplement their curriculum with 12 credit hours from the College of Education and a teaching practicum within the Pinellas County School District. The program

prepares students for the Florida Teacher Certification exam.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

The University of South Florida St. Petersburg has been challenged as never before by the statewide budget and economic crisis. This challenge has resulted in actions to re-engineer many of its processes and reorganize its administrative functions to increase efficiency and deliver outstanding student services with reduced resources. For example, Academic Affairs and Student Affairs realigned admissions, financial aid, registration and records, and student academic support (tutoring center) functions to enable better service to more students with fewer people.

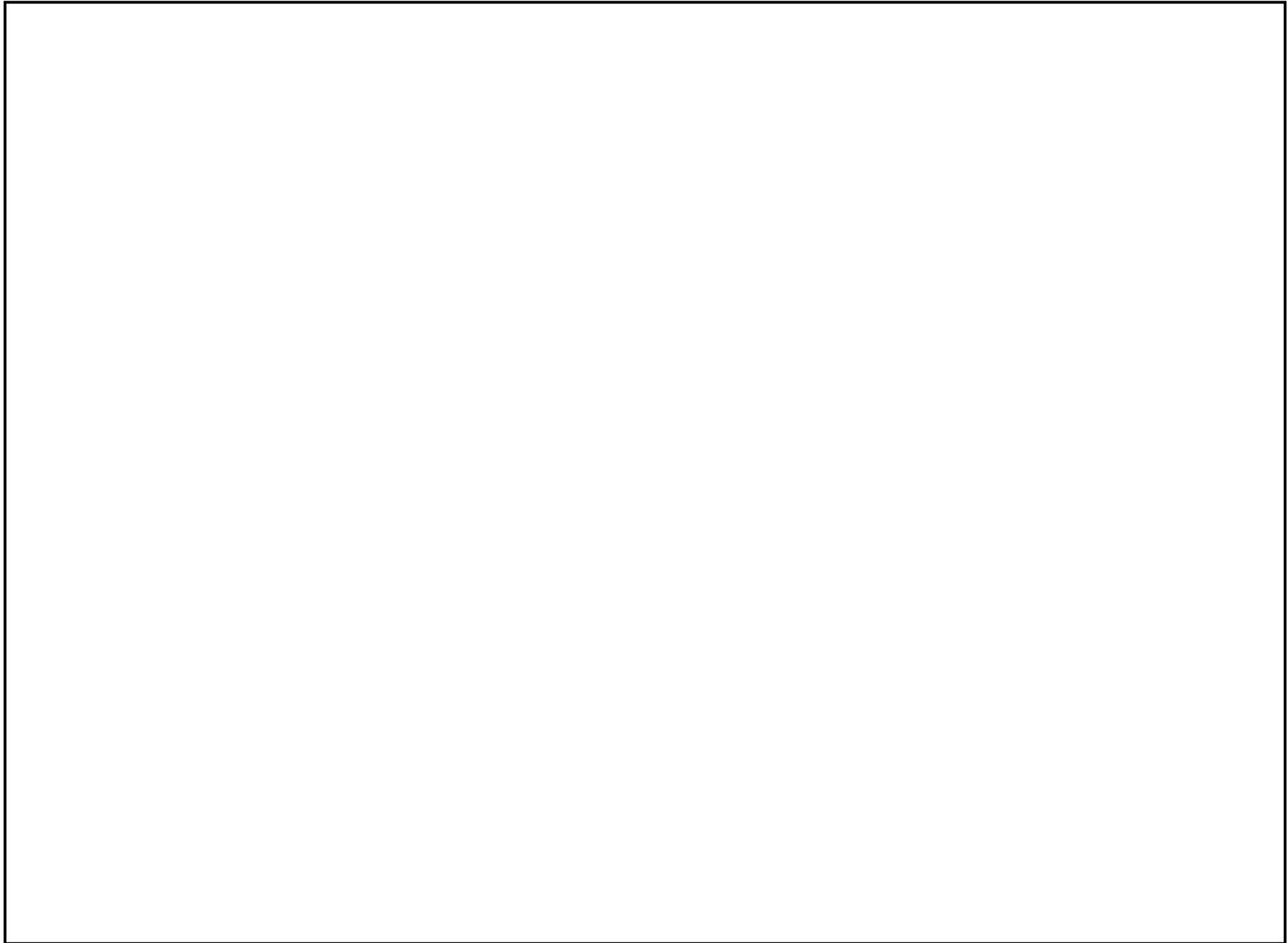
In addition, over the past three years, the institution has also continued to respond to the concerns of the Southern Association of Colleges and Schools. Earlier in 2009, the institution successfully cleared all outstanding issues and is now proceeding on the usual and customary path to reaffirmation of accreditation. The institution was also successful in achieving separate accreditation for both its business and accounting programs from the Association to Advance Collegiate Schools of Business International (AACSB International), a designation achieved by only 10 percent of business schools worldwide. In addition, the institution underwent a successful visit and review by the Florida Department of Education for all programs leading to state licensure and had a successful visit by a team from the National Council for the Accreditation of Teacher Education

(NCATE) which we are confident will result in full accreditation in Spring 2010.

ADDITIONAL RESOURCES

- **University Institutional Research Unit**
www.stpete.usf.edu/ir

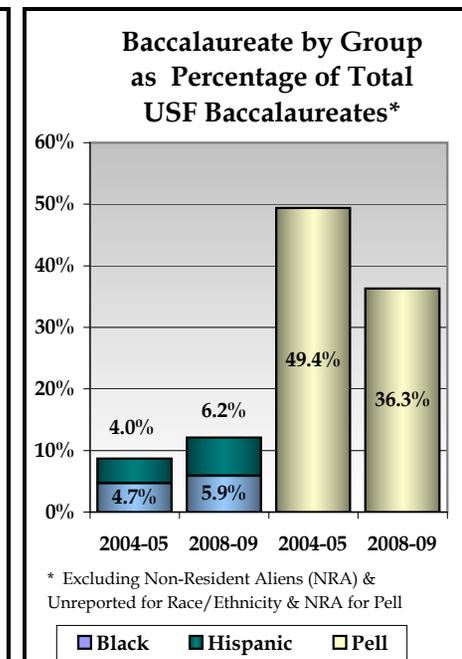
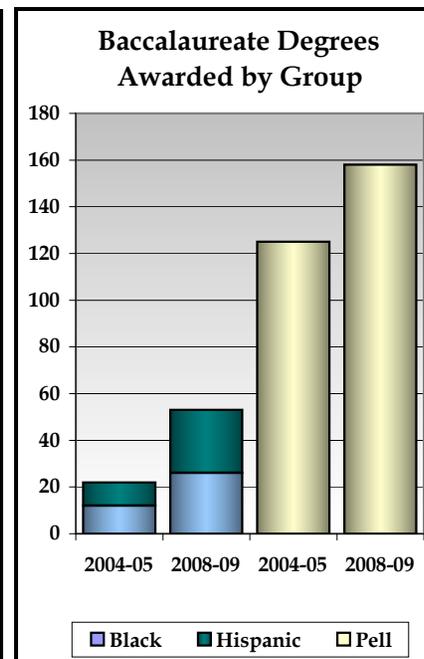
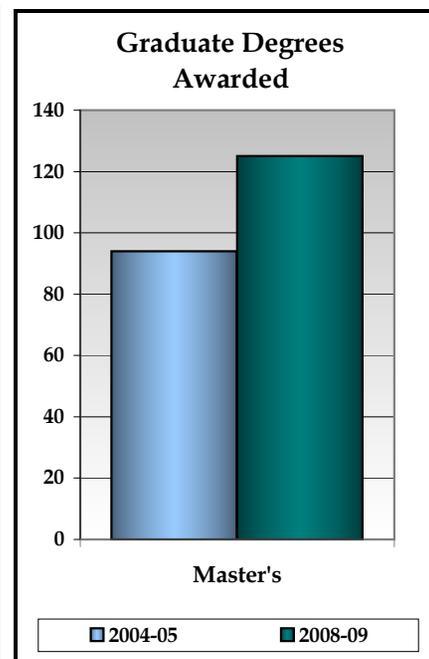
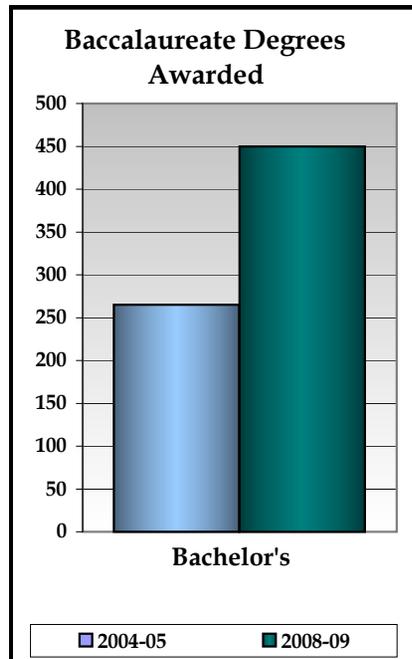
University of South Florida - Sarasota-Manatee Campus



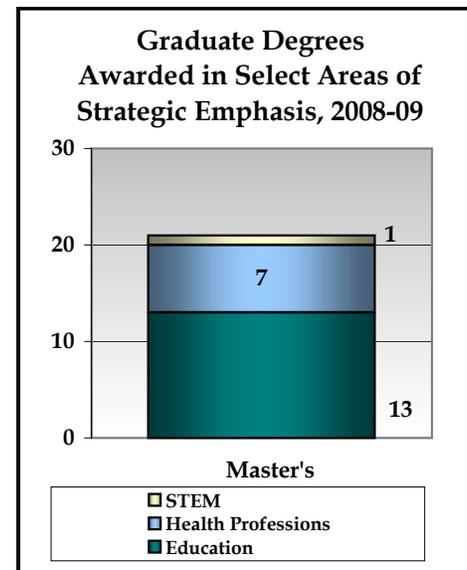
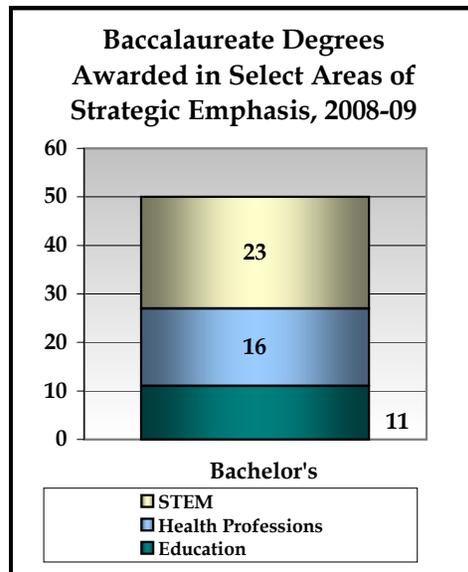
The University of South Florida -Sarasota Manatee Campus 2009 Annual Report

Sites and Campuses			Sarasota/Manatee Campus					
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification		
TOTAL (Fall 2008)	2,009	--	TOTAL	21		Carnegie Classification not available for individual campuses at this time.		
Black	128	7%	Baccalaureate	14				
Hispanic	138	7%	Master's & Specialist's	6				
White	1,634	81%	Research Doctorates	0				
Other	109	5%	Professional Doctorates	0				
Full-Time	735	37%	Faculty (Fall 2008)	Full-Time	Part-Time			
Part-Time	1,274	63%		50	9			
Undergraduate	1,520	76%	TOTAL	50				9
Graduate	348	17%	Tenure/T. Track	28	1			
Unclassified	141	7%	Non-Ten. Track	22	8			

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



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



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

Key University Achievements

► **Student awards and achievements**

- USF Sarasota-Manatee History major was awarded the Leland Hawes Undergraduate Prize in Florida History for 2008.
- USF Sarasota-Manatee Social Work student was honored as the 2009 Volunteer of the Year by the Florida Federation of Women’s Clubs.
- In March of 2009, President of the USF Sarasota-Manatee’s Circle K Club, the collegiate affiliate of Kiwanis International, was named “President of the Year” for the Suncoast region. The Club itself was also named “Club of the Year”.

► **Faculty awards and achievements**

- School of Hotel & Restaurant Management faculty member, Dr. John Walker, is a Senior Fulbright Specialist and the author of several leading texts in the industry which are used at more than 650 institutions around the world.
- Dr. Delany Kirk, of the USF Sarasota-Manatee College of Business, was named one of the “Top 100 Twitterers in Academia and one of the “Top 22 Most Popular and Influential Professors on Twitter”.
- Dr. Elizabeth Larkin, received the Volunteer Appreciation Award from Big Brothers and Big Sisters of the Sun Coast in 2008.

Appendix D

► Program awards and achievements

- USF Sarasota-Manatee’s College of Education (COE) recently announced its partnership with the professional development school G.D. Rogers Garden Elementary. The first professional development school within its district. USF Sarasota-Manatee COE students will be able to observe classes, take classes, and perform internships all on the campus of the newly erected Bradenton school.
- USF Sarasota-Manatee’s College of Education (COE) sponsored the 2009 Children’s Literature Symposium with a theme of Representations of Diversity to bring national speakers together with area teachers, librarians, and others from the community.

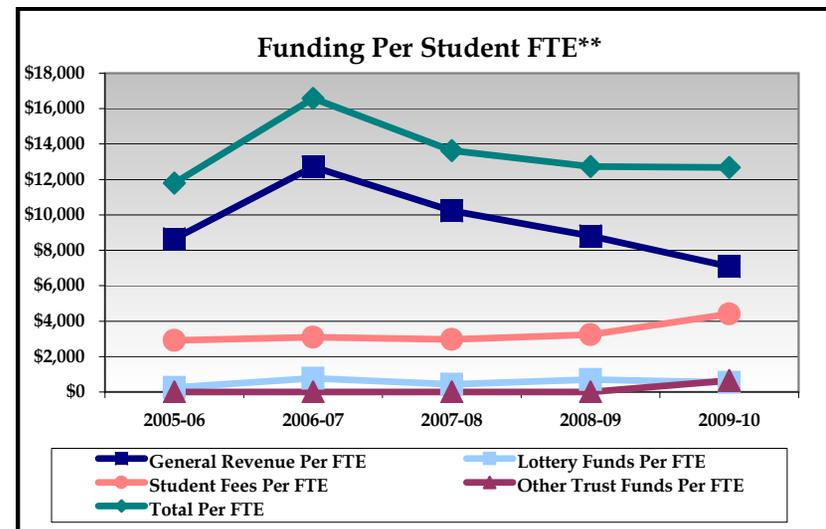
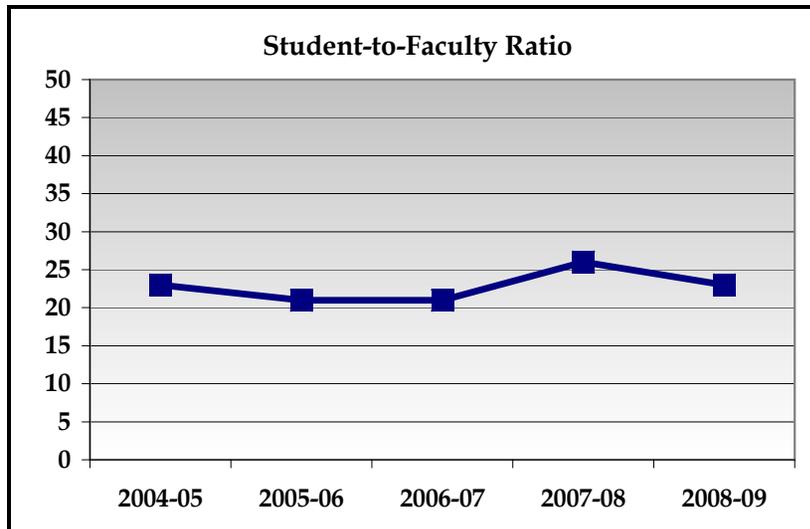
► Research awards and achievements

- Electronic Learning Products gift of “Tune in to Reading” software (valued at \$25,000) to Daughtrey Elementary, which is a Professional Development School in Manatee County School District. This community engaged research, USF Sarasota-Manatee faculty and school personnel will study the effectiveness of the program for struggling readers.

► Institutional awards/achievements

- Acknowledged by the City of North Port for its tremendous impact on southern Sarasota County, the USF Sarasota-Manatee South site will be moving to a larger facility within the City of North Port. The City of North Port has pledge assistance to USF Sarasota-Manatee for the move. In addition, in partnership with the Gulf Coast Community Foundation of Venice, the site will add two new faculty members and a business recruiter/advisor at the South County location to further enhance access and delivery of its general business administration degree programs.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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



INTRODUCTION

Mission

The University of South Florida Sarasota-Manatee delivers quality education to upper-division baccalaureate and master's students in an active research environment. We support students in attaining their highest potential by nurturing leadership, critical thinking, and an appreciation for learning. We advance cultural, social, environmental, and economic well-being for all we serve.

<http://www.sarasota.usf.edu/Administration/CEO/mission.php>

Vision

HOMETOWN CAMPUS, GLOBAL IMPACT

The University of South Florida Sarasota-Manatee aspires to be a leader in higher education, delivering accessible academic programs and contributing significant research, while inspiring continuous improvement locally and globally.

<http://www.sarasota.usf.edu/Administration/CEO/mission.php>

Other Contextual Introductory Comments

In June 2009, USF Sarasota-Manatee submitted its initial application for separate accreditation to the Southern Association of Colleges and Schools. The campus is working diligently towards this goal and is hopeful it will receive a decision from SACS in 2010.

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

USF Sarasota-Manatee's undergraduate degree production continues to grow each year. Since moving onto its new campus in 2006, USF Sarasota-Manatee has increased the number of undergraduate degrees granted by an average of 8% each year. USF Sarasota-Manatee Florida Community College transfers take an average of 2.24 years to graduate despite the fact that many of these students work full-time. USF Sarasota-Manatee also has a consistently high retention rate of over 75% each cohort year. The success of the campus' students in completing degrees can be attributed to the following: 1) small class sizes; 2) expanded daytime, evening, online, and blended course offerings; 3) advising efforts such as the Still To Register Campaign in which advisors track and follow-up with students to ensure their timely registration each semester; and 4) diligent course tracking to ensure the courses that students need are offered each semester.

USF Sarasota-Manatee has also worked to increase access to degrees for minorities within Sarasota, Manatee, and Desoto counties. Over the past three years, roughly 18% of the degrees granted by the campus have been earned by persons of an ethnic background. 18% appears to be on par with the ethnic makeup of the three-county region where minorities account for 9% of the population in Sarasota County, 17% in Manatee County, and 19% in Desoto County according to the U.S. Census American Community Survey. Recruitment efforts are currently being intensified as employees work to build relationships with minority leaders in the community, help to organize on-campus minority groups, and increase the production of recruitment materials written in Spanish.

Appendix D

Graduate-program-degree production peaked in 2005-06. Many of the programs are cohorts that do not allow additional students to enroll until the cohort completes the degree requirements. In 05-06, a good tracking system for the renewal of cohorts was not in place. In 06-07 Student Services, Academic Affairs, and IR personnel started monitoring graduate enrollments and cohort scheduling far more closely. Although not back at the 05-06 level, the increase in 08-09 shows efforts at tracking the cohorts may be paying off.

In the future, when USF Sarasota-Manatee is awarded separate accreditation, the campus hopes to increase the number of degree programs it offers at both the undergraduate and graduate levels. Currently, the campus offers fourteen (14) baccalaureate degree programs and six (6) master's degree programs.

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

USF Sarasota-Manatee has made tremendous strides in the past few years to further meet the needs of its community and the State of Florida. All twenty (20) degree programs offered at the campus are closely aligned with workforce needs of the area. For example our business degree programs help to educate those seeking employment in the ever-growing fields of accountancy, management, sales, and marketing. USF Sarasota-Manatee's College of Arts & Sciences produces graduates ready for work in any number of fields with their strong programs in English, Psychology, Social Work, Criminology, and History. USF Sarasota-Manatee's own School of Hotel & Restaurant Management, closely aligned

with the local tourism industry, is growing in enrollments each year. Finally, the USF Sarasota-Manatee's College of Education, produces not simply teachers, but a workforce of highly qualified educators. Other points of pride that have recently evolved on the campus are as follows:

- Starting Spring Semester 2010, USF Sarasota-Manatee's College of Business will begin offering a series of on-line courses for non-degree students seeking the graduate credits necessary to teach business courses at the community college level.
- USF Sarasota-Manatee's College of Business will also begin offering in Spring 2010 continuing education courses to help business executives and professionals learn skills and concepts to enable them to become more effective in their fields as well as improve the performance of their organizations.
- USF Sarasota-Manatee's College of Business received a two-year grant of \$170,000 from the Gulf Coast Community Foundation to expand program delivery in southern Sarasota County.
- USF Sarasota-Manatee's College of Education (COE) recently announced its partnership with the professional development school G.D. Rogers Garden Elementary. The first professional development school within its district. USF Sarasota-Manatee COE students will be able to observe classes, take classes, and perform internships all on the campus of the newly erected Bradenton school.
- USF Sarasota-Manatee's College of Arts & Sciences has had great success recently in offering a post-baccalaureate online course sequence in Language, Speech, & Hearing Science. These courses must be completed before a student can begin graduate study in

most speech-language pathology programs. The U.S. Bureau of Labor and Statistics ranked Speech-Language Pathology and Audiology among the 30 fastest growing occupations over the next decade. (BLS 2002-2003 Occupational Outlook Handbook).

- USF Sarasota-Manatee secured a \$141,570 “Health Care and Other Facilities” grant earmarked by Congress for the Continuation of Nursing Programs in the local region. The grant will fund the purchase of lab equipment needed by student nurses’ to perform physical assessments and the expansion of current USF Sarasota-Manatee’s technology capabilities to provide portable solutions to offering courses in places through Sarasota, Manatee, and Desoto counties.

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

Building world-class academic programs begins with the retention of a quality, research-focused faculty. USF Sarasota-Manatee faculty members are committed to conducting relevant research that will contribute to the public good. During the academic year 2008-09, USF Sarasota-Manatee faculty members applied for more than \$1.17 million dollars in grants and devoted between 5% and 50% of their workloads to research efforts. Thus far in 2009, the 55 resident faculty members of USF Sarasota-Manatee have written or contributed to over 60 published and in press chapters, articles, and books.

In addition to contributing to their specific fields of knowledge through research USF Sarasota-Manatee faculty members are also inspiring their students to pursue scholarship beyond the

classroom. During the 2008-09 academic year, students from USF Sarasota-Manatee not only published their own works, they were also awarded for their achievements. For instance a USF Sarasota-Manatee History major was awarded the Leland Hawes Undergraduate Prize in Florida History. Students from the USF Sarasota-Manatee English department were invited to present their papers at the National Conference on Undergraduate Research and a graduate student in Reading presented her paper at the Florida League of Christian Schools Annual Conference.

Also of note, beginning in Fall 2009 USF Sarasota-Manatee started its own Honors Program housed in the College of Arts & Sciences. The program is open to all qualified students, and the courses are taught by faculty in the humanities and social sciences. The culmination of study in this program will be the writing of a substantial honors thesis.

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

USF Sarasota-Manatee has had the privilege of serving Sarasota, Manatee, and Desoto counties for over 30 years. In that time, USF Sarasota-Manatee’s commitment to the community has grown and evidence of this commitment is illustrated by the following:

- Seeing a need to bring high quality degree programs to the southern portion of the USF Sarasota-Manatee regional area, USF Sarasota-Manatee opened USF Sarasota-Manatee South. The site started with only 66

student enrollments in its first semester of operation in 2004. Currently, in Fall Semester 2009 the teaching site has over 500 student enrollments.

- In reaction to overwhelming support and demand from the local community USF Sarasota-Manatee started the School of Hotel & Restaurant Management (SHRM). SHRM continues to receive support from the bustling local tourism industry and local area businesses have welcomed the School's students by hosting internships each fall and spring semesters.
- USF Sarasota-Manatee's Brunch on the Bay event has raised over \$2.7 million dollars since 1994 to support endowed and First Generation scholarships.
- This past year, USF Sarasota-Manatee hosted the first STEM (Science, Technology, Engineering, Math) Girls Summit. The program was the brain-child of a USF Sarasota-Manatee student. The summit, held in partnership with the American Association of University Women provided middle school girls the opportunity to explore careers in the STEM fields.
- During Fall Semester 2008 USF Sarasota-Manatee students, faculty, and staff contributed their time, resources, and knowledge to over 120 local not-for-profit agencies.
- USF Sarasota-Manatee's Institute for Public Policy & Leadership fills the community- recognized need for an informed, non-partisan setting to critically and reflectively examine policy. It also provides educational experiences to public officials and citizens to enable them to more effectively serve and contribute to the public trust.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

- USF Sarasota-Manatee lost \$5.96 million in recurring funding from the State of Florida over the last three years. USF Sarasota-Manatee will be seeking restoration of these funds in order to have a successful application for separate accreditation to the Southern Association of Colleges and Schools, particularly in the areas of adequate number of faculty and adequate students support resources.
- In 2008-09, USF Sarasota-Manatee worked to reduce its electrical KWH demand by 25% over 2006-07 levels.

ADDITIONAL RESOURCES

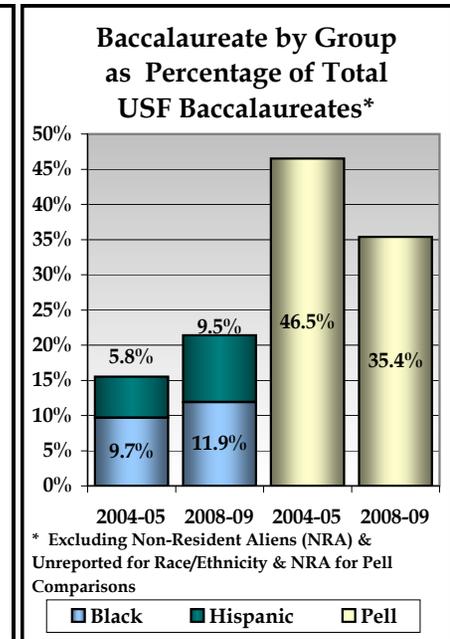
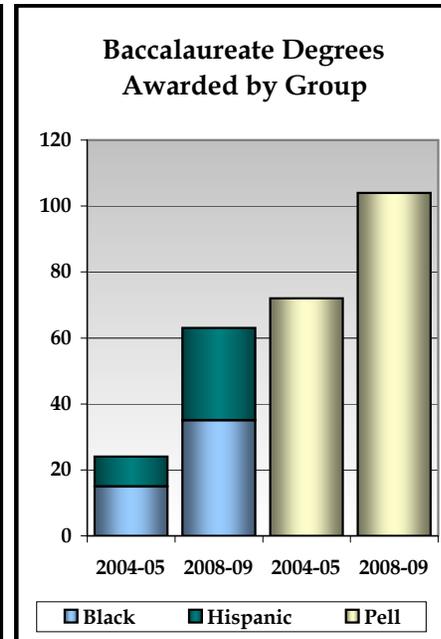
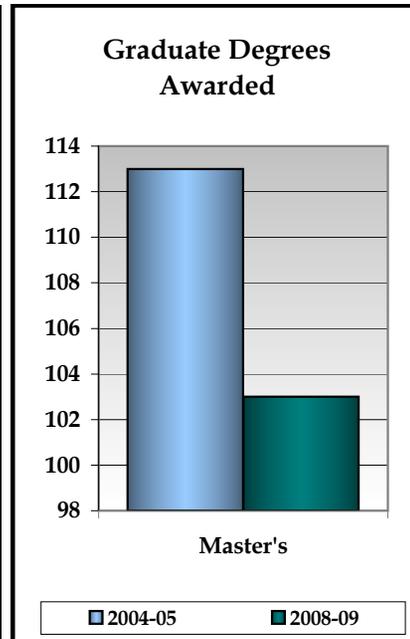
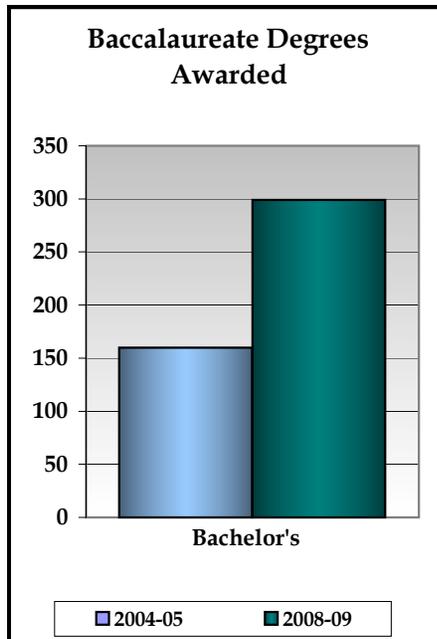
- **University Institutional Research Unit**
<http://www.sarasota.usf.edu/Alpha/ir/>

University of South Florida - Polytechnic Campus

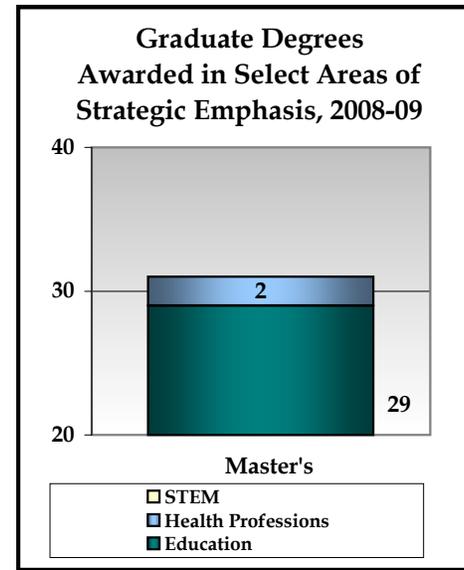
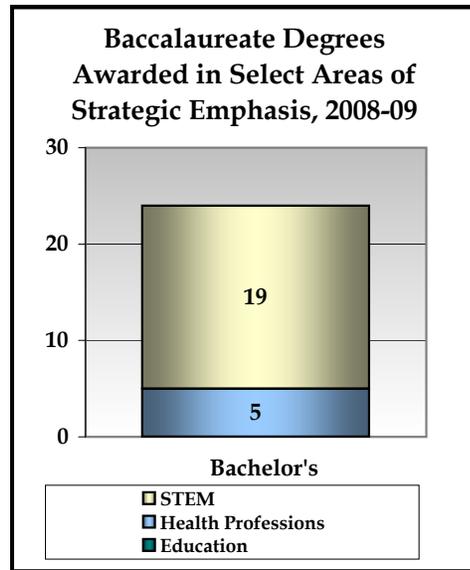


The University of South Florida Polytechnic Campus 2009 Annual Report							
Sites and Campuses			Polytechnic Campus				
Enrollments	Headcount	%	Degree Programs Offered (2008-09)			Carnegie Classification	
TOTAL (Fall 2008)	1,291	--	TOTAL		15	Carnegie Classification not available for individual USF campuses at this time.	
Black	149	12%	Baccalaureate		11		
Hispanic	125	10%	Master's & Specialist's		4		
White	948	73%	Research Doctorates		0		
Other	69	5%	Professional Doctorates		0		
Full-Time	457	35%	Faculty (Fall 2008)	Full-Time	Part-Time		
Part-Time	834	65%		Full-Time			Part-Time
Undergraduate	972	75%	TOTAL		31		6
Graduate	255	20%	Tenure/T. Track		19		0
Unclassified	64	5%	Non-Ten. Track		12		6

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



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



Appendix D

Key University Achievements

► Student awards/achievements

- Increasing student co-curricular programs and activities is a strategic goal. The Student Affairs unit was established, a comprehensive unit providing integrative services designed to enhance student learning and engagement. Student Affairs is comprised of Recruitment, Orientation, Enrollment Management, Admissions, Registration and Records, Financial Aid, Pre-Major Advising, Multicultural Education and Engagement Programs, Student Learning Success Programs, Personal and Career Counseling, Service Learning and Cooperative Internships, Residential Life, Wellness and Recreation, Student Rights and Responsibilities, Student Leadership and Engagement Programs.
- Sixty student activity events (average of 5 events per month) were provided with attendance of 100-400 faculty, staff, and students at each event. The number of student activity events represents an increase of 25% from 2007 to 2008. Students who attended events on campus reported a 97% satisfaction rate with those events. Seven student organizations have developed and been supported by Student Affairs.
- Focusing on student support and success, USF Polytechnic sponsors 12 campus-based scholarships. A Transfer Success course was developed to promote academic success and persistence, encourage student engagement on campus, provide opportunities to collaborate with college personnel and develop self-directed learning and responsibility. The Polytechnic Leadership Society was established to assist student development of leadership skills, networking with community leaders and serving as official student representatives of the university in varying on- and off-campus activities and events.

► Faculty awards/achievements

- Dr. Cynthia Patterson, Assistant Professor, English received a Jay and Deborah Last Residential Research Fellowship from the American Antiquarian Society.
- Dr. John Selsky, Associate Professor, Management, was appointed to an Associate Fellowship in the Institute for Science, Innovation and Society, University of Oxford, Said School of Business.
- Faculty Tenured: Dr. Paul Bao, Associate Professor, Dr. Alessio Gaspar, Associate Professor and Dr. Richard Plank, Associate Professor.

► Program awards/achievements

- The Information Technology Program has increased student credit hour production by 82.6% from 2007-2008 to 2008-2009. The program hosted five student interns from Polytech Marseille, The University of Provence Aix-Marseille, in summer 2009. Internships focused on research in information technology applications in industrial engineering and informatics. The Information Technology Program also hosted faculty researchers from Vinh University, Vietnam.

► Research awards/achievements

- Increasing grant activity is a strategic goal. In 2007-2008 three grant proposals were submitted, totaling \$1,080,647. In 2008-2009 six grant proposals were submitted, totaling \$3,079,347.
- In 2007-2008 one grant was awarded, totaling \$56,717. In 2008-2009 four grants were awarded, totaling \$892,124 including \$646,954 in federal funding.

► Institutional awards/achievements

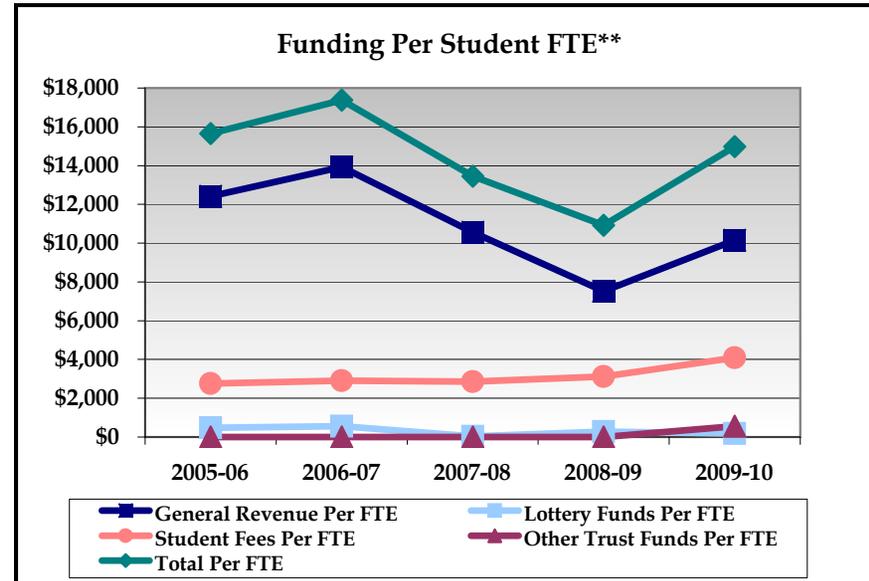
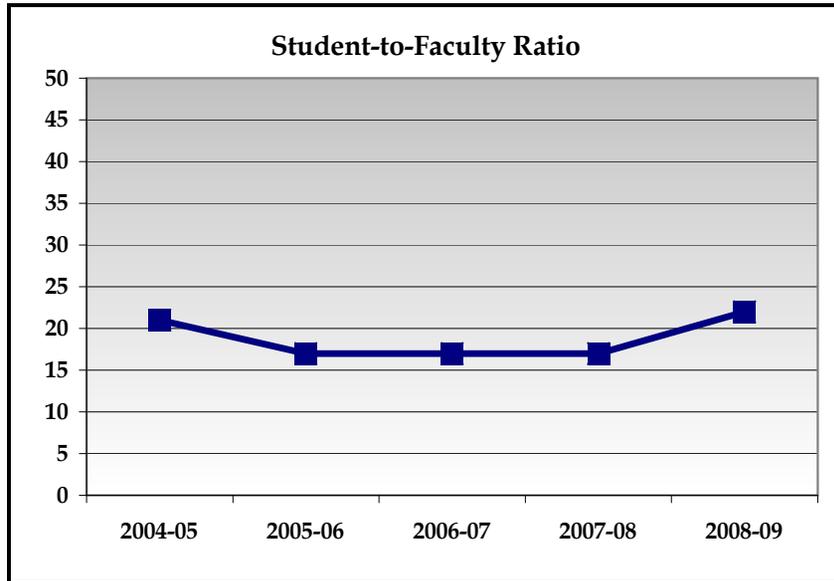
- USF Polytechnic has shattered campus fund-raising records, booking over \$15 million in matchable gifts (for a total of \$30 million) and also registering a 95% participation rate during its annual Faculty Staff Campaign.
- USF Polytechnic has seen a dramatic increase in its media placements and had one particular story of international significance published in 150 media outlets.
- USF Polytechnic's I-4 campus is being developed as a unique "bioscape," designed by world-renowned architect, Dr. Santiago Calatrava. The campus context will emerge as an unprecedented synthesis of architecture, design, engineering, agriculture and sustainability – a living example of the research, academic and social missions of USF Polytechnic.

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

Community engagement is a core value. USF Polytechnic serves as a key resource for communities and seeks collaborative partnerships to enhance civic, social, educational and economic development. In 2008 the Central Florida Development Council, a USF Polytechnic partner, commissioned a study of the region’s current economic strengths and opportunities. SRI International, an independent research firm, conducted a “cluster analysis” study, identifying seven industry sectors that were already represented in the regional economy and primed for future cultivation and growth: 1) research & engineering services; 2) logistics & supply chain management; 3) life science & medical services; 4) education & government; 5) construction & real estate; 6) business & financial services; and 7) agriculture & agritechology. The study provides a framework for programmatic development at USF Polytechnic (see Contextual Introductory Comments below).

USF Polytechnic has nurtured a dynamic partnership with community stakeholders, with a particular emphasis on economic development partners. These partnerships have resulted in joint development trips to Washington, D.C., Austin, TX, Nashville, TN, and Europe, as well as extensive collaboration on regional priorities within Florida.

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



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

INTRODUCTION

Mission

The University of South Florida Polytechnic is committed to excellence in interdisciplinary and applied learning; to the application of cutting-edge research and technology to real world needs; and to collaborative partnerships that support economic, social, and community development.

<http://www.poly.usf.edu/AboutUs/StrategicPlan.html>

Vision

The University of South Florida Polytechnic will be a premier destination campus for applied learning, research and innovative technology. Our students and graduates will inspire and lead change, locally and internationally.

<http://www.poly.usf.edu/AboutUs/StrategicPlan.html>

Other Contextual Introductory Comments

The University of South Florida's vision for its youngest campus – the University of South Florida Polytechnic – evolves in a context of several parallel dynamics, all of which converge at the heart of Florida's High Tech Corridor, in Lakeland. These dynamics include the demographic pressures within the state of Florida, economic development factors impacting central Florida as well as a broader context and the maturation of the USF System.

Florida remains one of the states that demographers project as a high growth state in the coming decades. This growth is a factor of in-migration from cooler climates to the north as well as immigration from Mexico, Central and South America and

the Caribbean. The resulting growth is already impacting the way the region is perceived: the widely cited economist and futurist, Richard Florida, has identified the Miami-Orlando-Tampa corridor as one of 40 “mega-regions that drive the world economy.”

The state's economy has historically been driven by agriculture, tourism and real estate. Under Governor Jeb Bush, however, Florida designated its emerging core, anchored by I-4, as “Florida's High Tech Corridor.” The FHTC's establishment has helped to focus those inside and outside the state on the tremendous potential of technology-driven economic development within Florida.

In 2008, the Central Florida Development Council hired SRI International, an independent research firm, to conduct a detailed analysis of the region's current economic strengths and opportunities. The resulting “cluster analysis” study identified seven industry sectors that were already represented in the regional economy and primed for future growth: research & engineering services; logistics & supply chain management; life science & medical services; education & government; construction & real estate; business & financial services; and agriculture & agritechnology. As the region's public and private sectors mobilize to cultivate and exploit the industry clusters identified in the SRI International cluster study, USF Polytechnic has aligned the institution's design with its socio-economic context, providing a distinct focus for the development of academic programs. Each of the industry clusters maps directly to specific academic programs available or proposed for future development at USF Polytechnic.

As the USF System has evolved, it has dramatically expanded access to Florida residents and highly motivated students from

around the world. The diversity of its four campuses will continue to accommodate the development of distinctive models of higher education – what the USF Board of Trustees has described as “mission differentiation” – to serve the current and emerging education, research and economic development needs of the state, nation and world.

While the polytechnic model itself is not new, it is relatively new to the southeastern United States – and thoroughly novel to Florida’s public higher education system. The word “polytechnic” is derived from a Greek term which translates, literally, as “skilled in many arts.” As implemented by USF Polytechnic, a “polytechnic” education is peculiar in method as well as substance. In other words, polytechnics are distinguished both in *what* they do and *how* they do it. USF Polytechnic will also be distinguished contextually, as it develops an extraordinary campus environment at its new campus site.

Methodologically, polytechnics focus on applied, multi-disciplinary learning and research. Learning environments are created to facilitate hands-on, collaborative problem solving and inquiry. Learning experiences include problem-based applications, field experiences, practica and internships. Rather than basic, theoretical research, polytechnics focus on the practical application of existing knowledge to solve tangible problems and provide tangible social benefits. Rather than reifying the “silo” paradigm so common in American higher education, polytechnics orient scholarship collaboratively in a relentless pursuit of cross-disciplinary synergies and innovation. The academic infrastructure of USF Polytechnic reflects this new paradigm with interdisciplinary colleges: Applied Arts and New Media; Human and Social Sciences; and Technology and Innovation.

Substantively, polytechnics tend to cultivate strengths in the applied scientific and professional fields, such as engineering, sciences, business and education. Traditional “liberal arts” disciplines are not absent from the curriculum but are often delivered within the context of the general education curricula and embedded in the multi-disciplinary, applied discovery characteristic of the polytechnic experience.

Contextually, USF Polytechnic’s I-4 campus is being developed as a unique “bioscape,” designed by world-renowned architect, Dr. Santiago Calatrava. The campus context will emerge as an unprecedented synthesis of architecture, design, engineering, agriculture and sustainability – a living example of the research, academic and social missions of USF Polytechnic.

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

From AY 2007-2008 to 2008-2009 upper-level undergraduate FTE increased by 10.58% from 596 to 757. Grad I FTE increased by 1.34% from 112 to 134 during the same period.

From AY 2004-2005 to 2009-2009 the percentage of undergraduate students who applied for admission to USF Polytechnic, were accepted and then enrolled in courses increased from 66.03% to 77.19%. The percentage of graduate students who applied for admission to USF Polytechnic, were accepted and then enrolled in courses increased from 70% to 74%.

Appendix D

The number of bachelor's degrees awarded in the same time period increased from 160 to 298. The time to degree decreased from 3.49 years to 2.64 years. The average undergraduate GPA increased from 2.99 to 3.10. The number of master's degrees awarded decreased slightly from 113 to 101. The time to degree decreased from 1.91 years to 1.64 years. The average graduate GPA increased from 3.78 to 3.80.

Goal 2 of USF Polytechnic Strategic Plan aligns closely with the SUS Goal 1: *Recruit students locally, nationally, and internationally who are prepared for a polytechnic learning environment, and provide programs and opportunities that enhance student retention and academic, personal, and professional success.*

During 2009-2010, the following strategies are targeted:

Access

- Continue to increase student enrollment and implementation of a comprehensive enrollment management plan for marketing, recruitment, admissions, advising, retention and graduation of diverse and high quality students. Include an information plan for middle schools and high schools to be implemented in spring 2010.
- Increase scholarships available for students.

Retention

- Create opportunity for student participation in honor societies and academic award programs.
- Continue to increase comprehensive student life activities to include academic and technology extra- and co-curricular activities; social and community engagement opportunities; and personal, academic and career support services.

- Identify funding sources for the development of a student dormitory on the new campus.

Student Success and Degree Completion

- Continue to develop student leadership, mentoring and learning community programs to contribute to student success and create a sense of belonging to USF Polytechnic.
- Enhance advising to increase retention and ensure timely completion of degree programs.
- Develop a system for tracking graduates and establish USF Polytechnic alumni affiliation.

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

In AY 2008 and 2009 emphasis was increased on internship, practica and field experiences/service learning opportunities for students, e.g., IT senior projects engaging with local businesses or government agencies; establishment of an IT practicum featuring students working in small teams on practical, real-world problems of value to the campus. New concentrations in the Bachelor of Science in Applied Science were targeted for development: Nutrition, Entrepreneurship, Supply Chain Management, Leadership Studies, and Multicultural Leadership.

The Department of Information Technology converted its fixed curriculum to a student-defined/department-approved program of study, providing additional flexibility to better adapt to the rapidly changing world of information technology and providing incentive for student performance.

Students with exemplary performance in an advised cluster of courses are awarded a Certificate of Specialization. Two initial certificates have been established - Information Security and Web Development. Two new specialized clusters of courses are in development - health informatics and mobile device applications.

Goal 3 of USF Polytechnic Strategic Plan aligns closely with the SUS Goal 2: *Expand and create academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model. Develop and implement new degree programs in five areas of distinction: applied health sciences; mathematics and science education; business and entrepreneurship; manufacturing engineering and technology; and information technology.*

During 2009-2010, the following strategies are targeted:

- Submit substantive change approval request to SACS for lower-division enrollment approved by the USF Board of Trustees and the Board of Governors in September 2008
- Submit SACS Initial Application for Accreditation in February 2010
- Develop new degree program concepts to enhance the “polytechnic” curriculum in the five areas of distinction and aligning with the industry sectors identified in the SRI International cluster study. *Examples* of program concepts to be developed are: M.S. Information Technology, B.A. Digital Arts & Digital Media, B.S. Communication Sciences & Technologies, B.S. Interdisciplinary Engineering, B.S. Manufacturing Engineering Technology, M.S. Manufacturing Engineering, Pre-Pharmacy Program, B.S. Medical Technologist, B.S. Agricultural & Biological Engineering,

B.A. Architecture, B.A. Design, B.S., M.Ed. Integrated STEM Education (Elementary Track, Secondary Track), B.S., M.Ed. Technology-Mediated Learning, B.S. Forensic Science/Studies.

- Continue to partner with community stakeholders and economic development partners to provide technical and strategic support for regional restructuring and visioning.

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

Information Technology continues to be central to the development of USF Polytechnic. Three research projects at USF Polytechnic illustrate the capacity of information technology as an interdisciplinary driver in the region: the **Center for the Development of Information Technology Applications for Manufacturing and Distribution (CITA)**, **Computing Education Research at Lakeland (CEReAL)**, and **Linux Integration Networking Connections (LINCS)**.

CITA operates as a partnership between the University of South Florida Polytechnic and the local business/industry community. An interdisciplinary team of USF Polytechnic faculty and staff representing the academic divisions of Information Technology, Engineering and Business/Innovation Management have worked with current and emerging regional manufacturing, warehousing and distribution industries to further the development of technology applications, professional development systems and post-secondary programs in the area of Information

Technology. The project is funded by a U.S. Small Business Administration Congressional Earmark grant.

CEReAL is an interdisciplinary research group, actively promoting and conducting research in advanced pedagogical techniques for teaching computing to undergraduates. Its members have been prolific in conference and journal publications, and effective in obtaining federal funding to support their research and the development of infrastructure and Information Technology curricula.

LINCS is a joint NSF grant (with Polk State College) awarded in 2008 for a three-year term. This project is developing an innovative 4-year online curriculum in Linux System Administration, emphasizing pervasive use of advanced pedagogical methods. The curricular design is dual tracked for both BSIT and AS-BSAS students.

Goal 4 of USF Polytechnic Strategic Plan aligns closely with the SUS Goal 3: *Implement the Campus Master Plan and develop a campus infrastructure to support a polytechnic learning and research environment, and develop a stable economic base for continued campus and program development as a polytechnic campus. Develop collaborative public and private partnerships that enhance funding opportunities, including leveraging state and federal funding.*

During 2009-2010, the following strategies are targeted:

- Increasing faculty capacity and numbers of faculty with polytechnic experience and research profiles, including deans for the Colleges of Technology and Innovation and Human and Social Sciences, and a director for the emerging Division of Applied Arts and New Media.

- Increasing faculty grant capacity by providing staff support in grant writing, grant accounting and management.

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

The establishment of the **Extended University** unit in AY 2008-2009 provided for coordination and development of distributed education at USF Polytechnic. The unit comprises three departments: Distance Learning, Extended Education, and Classroom Technology & Media Services. Distance Learning administers online programs and courses, is responsible for management of Blackboard functions on the campus, and supports the development and delivery of web-based courses. Extended Education serves as the center of lifelong learning by providing innovative training and personal enrichment opportunities for students, faculty, businesses, community and international partners. Classroom Technology & Media Services provides numerous services to support classroom instructional technology, media services and production. The department also provides faculty training and support in the application of new classroom technologies.

The **USF Polytechnic Summer Gifted and Talented Program** is coordinated through Extended University. The program features two high-tech, high-engagement learning experiences: Hot2Bot and Sci-Fi High. Seventy-three percent of the participants in summer 2008 and fifty-three percent of the participants in summer 2009 were economically

Appendix D

disadvantaged and were able to attend the program through donor-generated scholarships.

International cooperative partnerships for education and faculty research exchange are also been coordinated through Extended University. Partnerships have been developed with education institutions and government agencies in El Salvador (Escuela Americana and FEPADE); France (Euromed and Polytech Marseille); Finland (Turku University of Applied Sciences); the Netherlands (Avans University of Applied Sciences); and Vietnam (Vinh University).

Goal 5 of USF Polytechnic Strategic Plan aligns closely with the SUS Goal 4: *Develop collaborative public and private partnerships that enhance funding opportunities, including leveraging state and federal funding.*

During 2009-2010, the following strategies are targeted:

- Continue to establish mutually beneficial partnerships, including international cooperative agreements, to enhance campus development opportunities.
- Continue to develop Extended Education programming.
- Open a business incubator and accelerator in fall 2009.
- Enhance the campus infrastructure for advancement and development.
- Strengthen the Alumni Organization in the central Florida region and promote Alumni affinity with USF Polytechnic.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

USF Polytechnic is committed to Public Service Outreach as exemplified in the following:

- The **Rath Senior ConNEXTions and Education Center** provides community partnerships, collaboration and education, addressing elder needs and life-long learning. The center provides support for student internships and opportunity for faculty to conduct research at the center. The Rath Center currently facilitates four education and support groups: the Alzheimer's Disease/Dementia Caregiver Support Group, the Beginning Alzheimer's Support and Education (BASE), the Beyond BASE: Mild Cognitive Impairment/Early State Dementia Support and Education Group, and the Parkinson's Disease Support Group.
- USF Polytechnic's **Entrepreneurship and Ventures Planning** unit provides direction, coordination and facilitation of opportunities for faculty, students, staff and community to engage in restructuring and development, technology and market assessment, technology commercialization, new venture formation and new venture financing activities. The establishment of BlueSky, a **business incubator and accelerator**, is a key focus of this unit for 2009-2010.
- The USF Polytechnic **Reading Clinic** provides tutoring in reading and writing for elementary school children and opportunity for master's degree students to tutor and receive mentoring from faculty. The **Polk County Reading Council**, a consortium of school-based reading specialists, was also established.

- Collaboration among the USF Polytechnic Dean of Students, Division of Education faculty and Polk County Schools resulted in the development of the **S.T.A.R.T.** (Student Teaching And Role-modeling Teamwork) Program. The program provides curriculum and training for college students to teach high school students about teamwork and the Social Change Model, focusing on bringing about positive community change through Collaboration, Controversy with Civility, Commitment, and Common Purpose.
- Polk County schools and USF Polytechnic successfully submitted a grant proposal to NASA for the *Central Florida Aerospace Curriculum* project to develop high-interest, NASA-oriented, high school curriculum. *Central Florida Aerospace Curriculum* will concurrently prepare middle school students to seek increased rigor in STEM studies and inspire participation among populations typically underrepresented in advanced courses. The curriculum will feature NASA standards for aeronautics education, for activities and experiences, and for assessment metrics.

Challenges and Opportunities

- USF Polytechnic's vision as a destination campus, included in the 2007-2012 Strategic Plan, will require a carefully planned and phased in approach to the development of on-campus residence halls and appropriate amenities needed to provide for residential students' physical, social, intellectual and community engagement opportunities.
- As budget becomes available, as facilities are constructed, and following all requirements of SACS accreditation, USF Polytechnic will continue to develop

2012 and beyond a faculty and staff hiring plan to enable delivery of FTIC, new degree programs, research and community engagement initiatives to transition strategically over time to the polytechnic model.

- A strategy for the development of the General Education core is expected to focus on a narrow number of course offerings, aligned with the USF Polytechnic Core Values as identified in the 2007-2012 Strategic Plan. This will enable 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.
- A concurrent strategy for faculty hiring is expected to focus on addition of faculty in English, mathematics and statistics, natural sciences, life sciences, humanities, political science and international affairs. Staff hiring will continue to target support for Student Affairs and academic program support. When USF Polytechnic prepares for the occupancy of the first facility on the new campus site, staff hiring will also target campus operations, maintenance, safety and security.

ADDITIONAL RESOURCES

- **Common Data Set**
 - Beginning Fall 2009 USF Polytechnic began submitting institutional data to IPEDS (i.e., Institutional Characteristics, Enrollment and Completions). As additional IPEDS surveys are published over the 2009-2010 academic year, a common data set will be developed and available on the campus website. The USF Common Data Set

(with aggregated data from USF Polytechnic can be found at:

http://usfweb2.usf.edu/InfoMart/cds/cds2008_2009.pdf

- **College Navigator**

- The NCES College Navigator will populate USF Polytechnic data following all scheduled surveys submissions by our institution. According to the IPEDS Help Desk, our institutional data will be published on the College Navigator in summer 2010.

- **University Institutional Research Unit**

- Beginning in fall 2007, IREP has produced a fall profile which provides summary data on USF Polytechnic's students, faculty, staff, degrees and enrollment. This document can be found at:
<http://poly.usf.edu/documents/IREP/2009Fall-USFP-Profile.pdf>

