



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials

June 20-22, 2017

Ballroom
Marshall Student Center
University of South Florida
4103 USF Cedar Circle
Tampa, FL 33602



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

**ACTIVITIES
BOARD OF GOVERNORS MEETINGS**

**Ballroom
Marshall Student Center
University of South Florida
4103 USF Cedar Circle
Tampa, Florida 33620
June 20-22, 2017**

**By Telephone Conference Call
Dial-in Number: 888-670-3525
Listen-Only Code: 4122150353#**

Tuesday, June 20, 2017

2:45 – 5:00 p.m. Strategic Planning Committee
or upon Chair: Mr. Ed Morton; Vice Chair: Ms. Darlene Jordan
Adjournment of Members: Beard, Frost, Lautenbach, Levine, Link, Tyson
Previous Meetings

| | |
|------------------|-------------------------------|
| 2:45 – 3:15 p.m. | Baccalaureate Follow Up Study |
| 3:15 – 3:45 p.m. | Florida Atlantic University |
| 3:45 – 4:00 p.m. | Break |
| 4:00 – 4:30 p.m. | University of North Florida |
| 4:30 – 5:00 p.m. | New College of Florida |

Wednesday, June 21, 2017

7:30 – 8:30 a.m. Breakfast will be provided

- 8:30 a.m. - 12:15 p.m.** **Strategic Planning Committee** (continued)
8:30 – 9:00 a.m. Florida International University
9:00 – 9:30 a.m. Florida A&M University
9:30 – 10:00 a.m. University of West Florida
10:00 – 10:30 a.m. University of Central Florida
10:30 – 10:45 a.m. Break
10:45 – 11:30 a.m. University of Florida
11:30 a.m. – 12:15 p.m. University of South Florida
- 12:15 – 1:15 p.m.** **Lunch will be provided**
- 1:15 – 2:00 p.m.** **Strategic Planning Committee** (continued)
1:15 – 2:00 p.m. Florida State University
- 2:00 – 2:15 p.m.** **Select Committee on Florida Polytechnic University**
Chair: Ms. Wendy Link
Members: Jordan, Morton, Valverde
- 2:15 – 3:15 p.m.** **Strategic Planning Committee** (continued)
2:15 – 2:45 p.m. Florida Polytechnic University
2:45 – 3:15 p.m. Florida Gulf Coast University
- 3:15 – 3:30 p.m.** **Break**
- 3:30 – 4:00 p.m.** **Audit and Compliance Committee**
or upon Chair: Ms. Wendy Link; Vice Chair: Mr. Alan Levine
Adjournment of Members: Frost, Huizenga, Jordan, Lautenbach, Morton, Valverde
Previous Meetings
- 4:00 – 5:30 p.m.** **Academic and Student Affairs Committee**
or upon Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Adjournment of Members: Beard, Frost, Jordan, Kitson, Morton, Patel, Stewart,
Previous Meetings Tyson, Valverde
- 5:30 – 6:30 p.m.** **Welcome Reception**

Thursday, June 22, 2017

- 7:30 – 8:30 a.m.** **Members Breakfast with the Advisory Council of Faculty Senates**
- 7:30 – 8:30 a.m.** **Breakfast will be provided**
- 8:30 – 9:00 a.m.** **Facilities Committee**

or upon Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Dr. Fernando Valverde
Adjournment of Members: Beard, Jordan, Kitson, Levine, Link, Morton, Tyson
Previous Meetings

9:00 – 10:00 a.m. Budget and Finance Committee
or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
Adjournment of Members: Huizenga, Kitson, Kuntz, Patel, Tripp
Previous Meetings

10:00 – 10:15 a.m. Break

10:15 – 10:30 a.m. Nomination and Governance Committee
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of Members: Huizenga, Levine, Tripp
Previous Meetings

10:30 – 11:30 a.m. Board of Governors – Regular Meeting
or upon Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Adjournment of All Board members
Previous Meetings

11:30 a.m. Lunch will be provided

Please note that this schedule may change at the Chair's privilege.



CONSTITUTION
OF THE
STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Strategic Planning Committee
Ballroom**

**Marshall Student Center
University of South Florida
4103 USF Cedar Circle
Tampa, Florida 33620**

June 20, 2017, 2:45 p.m. – 5:00 p.m.

June 21, 2017, 8:30 a.m. – 3:15 p.m.

Or Upon Adjournment of Previous Meetings

**Chair: Mr. Edward Morton; Vice Chair: Darlene Jordan
Members: Beard, Frost, Lautenbach, Levine, Link, Tyson**

1. **Call to Order and Opening Remarks** **Governor Edward Morton**

2. **Minutes of Committee Meeting** **Governor Morton**
Minutes, March 30, 2017

3. **Class of 2015 Baccalaureate Follow-up Study** **Dr. Christy England**
*Associate Vice Chancellor
For Academic Research and Policy*

4. **2017-18 University Work Plans** **University Representatives**
Florida Atlantic University
University of North Florida
New College of Florida
Florida International University
Florida A&M University
University of West Florida

University of Central Florida

University of Central Florida Emerging Preeminent Status Update

University of Florida

University of Florida Preeminent Status Update

University of South Florida

University of South Florida Emerging Preeminent Status Update

Florida State University

Florida State University Preeminent Status Update

Florida Polytechnic University

Update of the Select Committee on Florida Polytechnic University

Florida Gulf Coast University

5. Concluding Remarks and Adjournment

Governor Morton

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 20, 2017**

SUBJECT: Minutes of Committee Meeting held March 30, 2017

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the Strategic Planning Committee's March 30, 2017 meeting

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Strategic Planning Committee will consider for approval the minutes of its March 30, 2017 meeting at Florida Agricultural and Mechanical University.

Supporting Documentation Included: Minutes: March 30, 2017

Facilitators/Presenters: Governor Edward Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
TALLAHASSEE, FLORIDA
March 30, 2017

*Video or audio archives of the meetings of the Board of Governors
and its committees are accessible at <http://www.flbog.edu/>.*

1. Call to Order

Governor Morton convened the meeting of the Strategic Planning Committee at 11:44 a.m. on March 30, 2017 with the following members present: Governors Jordan, Beard, Frost (by telephone), Levine, Link, and Tyson. A quorum was established. Other Board members in attendance were Governors Kuntz, Hebert, Kitson, and Tripp.

2. Approval of January 26, 2017 Committee Meeting Minutes

Governor Morton called for a motion to approve the minutes from the Committee's January 26, 2016 meeting. A motion was made by Governor Jordan, seconded by Governor Tyson, and the motion carried unanimously.

3. State University System 2015-16 Accountability Report

Chair Morton said that the next item to come before the Committee was to consider for approval the 2015-16 Annual Accountability Report. He said that 2015-16 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals; examples of key achievements; and information and metrics on enrollments, degrees awarded, retention, graduation, distance learning, research expenditures, and other activities. He then called on Mr. Jason Jones, Assistant Vice Chancellor for Institutional Research, to make a presentation with regard to the key elements and findings from the 2015-16 Accountability Report.

Mr. Jones began by noting that the Annual Accountability Report included more than 22,000 data points aggregated from university reports. With regard to graduation rates, Assistant Vice Chancellor Jones noted that a six-year graduation rate is the standard time-period used by the U.S. Department of Education for baccalaureate programs and that, at 66.4% for the 2009-15 cohort, the State University System (SUS) is now ranked

2nd among the top ten largest states in the nation in the six-year graduation rate for First-Time-in-College (FTIC) students. Among all states, Florida is ranked 8th and that Delaware, at 75%, has the highest six-year rate.

Mr. Jones said that the SUS tracks graduation rates by three different types of students: FTICs, representing 56% of the SUS undergraduate population; Associate of Arts (AA) degree transfers from the Florida College System, representing 26% of the SUS undergraduate population; and Other Transfer Students such as those transferring from other states or from independent institutions, representing 18% of the SUS undergraduate population. Because each of the three student types enter SUS institutions with different numbers of credits, the amount of time that each type has until graduation must be evaluated differently: six-years, four-years, and five years for FTICs, AA transfers, and Other Transfer Students, respectively.

Assistant Vice Chancellor Jones pointed out that the FTIC graduation rate has improved a total of four percentage points in just 5 years, from 66.5% in 2012 to 70.4% in 2016. Because the SUS is so large, a four percentage point increase translates to increasing the number of FTICs receiving a bachelor's degree by more than 1,500 students annually. He noted the slight one percentage point decline in the System's AA Transfer graduation rate over the last five cohorts, and the increased graduation rate of Other Transfer Students over the last five cohorts.

Mr. Jones said that a common misconception is that it takes students six years to graduate but in fact the majority of students graduate in the either years four or five. He said, too, that it was important to keep in mind that approximately 15% of SUS students are majoring in degrees such as engineering that require more than 120 credit hours. Chair Morton said that it would be important to understand the reasons that students leave the SUS before graduating, and to reduce that number.

Assistant Vice Chancellor Jones next provided data for individual universities noting a range in graduation rates from 41% for the 2010-16 cohort at Florida Agricultural and Mechanical University (FAMU) to 87% at the University of Florida (UF). He noted that 2010-16 graduation rates for six universities have increased over their previous cohorts, and that over the past five years, ten universities have made gains, with Florida Atlantic University (FAU), Florida International University (FIU), Florida State University (FSU), the University of North Florida (UNF), and the University of South Florida (USF) each improving by more than five percentage points.

Assistant Vice Chancellor Jones then turned to the topic of student retention and the SUS's Academic Progress Rate. The highest attrition occurs in the first two years of college and, therefore, it is crucial to quickly identify students who are academically at-risk. He noted that the SUS's Academic Progress Rate pertains to only those students who return for their second year with a minimum 2.0 Grade Point Average (GPA) and

serves as a valuable early indicator of student success. 2015-16 Academic Progress Rates ranged from 70% at the University of West Florida (UWF) to 95.5% at UF. Eight universities have increased over the last year, with the most notable year-over-year increase being at UWF. He noted, further, that over the past five years eleven universities have made gains, with FAMU, FIU, and UWF each improving by more than five percentage points. Assistant Vice Chancellor Jones said that the SUS is on-track to reach its 2025 System Strategic Plan goal of 90%. Finally, he indicated that without the additional 2.0 GPA stipulation pertaining to the Academic Progress Rate, the SUS has the 2nd highest retention rate among the ten largest public four-year university systems in the United States.

Assistant Vice Chancellor Jones then turned to the subject of four-year graduation rates for FTICs who graduated from anywhere in the SUS over the last eight cohorts. He said that the latest 2012-16 cohort's 46.6% graduation rate represents a 9.5% gain from the 2005-09 SUS cohort. Mr. Jones indicated that this was a tremendous increase for a system as large as the SUS, equating to an additional 3,400 students graduating within four years. Chair Morton noted that this was a very encouraging number.

Examining the performance of individual institutions, Mr. Jones said that four-year FTIC graduation rates for the 2012-16 cohort range from 18% at FAMU to 67% at UF. He noted that four-year FTIC graduation rates for eight universities have increased since last year and that, over the past five years, seven universities have made gains, with FAMU, FAU, UNF, and USF each improving by more than five percentage points and FIU, FSU, and the University of Central Florida (UCF) improving by four percentage points.

Assistant Vice Chancellor Jones next addressed the Board of Governors' new Cost to the Student metric that reports the average cost of earning a bachelor's degree for a resident FTIC enrolled in a 120 credit hour degree program after financial aid is subtracted from the costs of tuition, fees, books, and the mean total hours attempted. Average costs for 2015-16 ranged from \$5,920 at New College of Florida (NCF) to \$18,790 at Florida Gulf Coast University (FGCU). At the System level, the average cost of a bachelor's degree was less than \$15,000. At eight of eleven universities, net costs are decreasing.

Assistant Vice Chancellor Jones then discussed excess hours. At the university-level, the percentage of students without excess hours upon graduation ranges from 28% at FAMU to 81% at UWF. Last year, 10 universities made gains in this metric, but this year only four universities improved over the last year, with the most notable increases made by NCF, USF and UWF. At the System-level, the excess hours rate improved one from 71% to 72%, representing a positive movement toward the Board's 2025 System Strategic Plan goal of 80%.

Next, Assistant Vice Chancellor Jones provided information regarding SUS enrollment. The SUS had a total of 405,322 students enrolled during the 2015-16 academic year and is the second-largest public university system in the U.S. behind the California State University System. The SUS's total enrollment has increased by 19% over the last 10 years, just shy of 65,000 additional students since 2005-06, with growth in undergraduate enrollments primarily attributable to FGCU, FIU, UCF, and UF. Undergraduate enrollment has increased by 21% over the last 10 years.

Mr. Jones said that graduate enrollment has increased 22% over the last 10 years but has been flat for the last four years. However, that this past year it increased 1.4% over last year, with the majority of graduate enrollment growth mainly attributable to USF.

Chair Morton asked whether enrollments have stabilized at FAMU. Interim President Robinson said that enrollments were stabilizing rather than significantly increasing. He noted an increase in the number of applications over the last two years and indicated, further, that the quality of FAMU applicants, as measured by GPAs and entrance examination scores, was improving.

Assistant Vice Chancellor Jones then provided information with respect to degree production. He said that, at the university-level, eight universities awarded more bachelor's degrees in 2015-16 than in 2014-15, with FAMU, FGCU, FIU, and UWF making the largest year-over-year gains in percentage growth. The SUS awarded 63,423 bachelor's degrees during the 2015-16 academic year, 800 more than the number estimated from 2016 University Work Plans. With four consecutive years with an annual growth rate below 3%, the SUS will likely not reach the Board's 2025 System Strategic Plan goal of 90,000 bachelor's degrees awarded annually by 2025. At the graduate-level, five universities reported growth over the past year, four reported declines, and the System as a whole was flat in terms of graduate-level degree production. The 2015-16 total is lower than the number expected from 2016 University Work Plans.

With regard to baccalaureate degree production in certain academic areas, Assistant Vice Chancellor Jones said that the growth in bachelor's degrees in STEM and health disciplines is far outpacing any other Program of Strategic Emphasis (PSE) category. During the last five years, bachelor's degree production in PSE degrees has increased by 10% while non-PSE degree production declined by 1%. Further, graduate degree production in PSE has increased by 15%, while non-PSE production declined by 10%. Chair Morton noted that this demonstrates the responsiveness of the System and the correlation between university initiatives and the gap analysis in health areas recently conducted by the SUS.

As to the most popular disciplines overall at the bachelor's-level, Assistant Vice Chancellor Jones indicated that the discipline of business management continues its

longstanding trend of being the number one bachelor's degree awarded. In 2014-15 bachelor's degrees in health professions passed social sciences as the second most popular degree. Degrees in psychology and biological sciences round out the top five most popular discipline areas. Taken together, these top five disciplines comprise 56% of all bachelor's degrees awarded in the SUS. At the graduate level, degrees in the health professions, business management, education, engineering, and public administration comprise the top five.

Assistant Vice Chancellor Jones then discussed passage rates on professional licensure and certification examinations. Professional licensure and certification examination passage rates for graduates of SUS programs are useful indicators of program quality and effectiveness. In 2015-16, 73% of university examination passage rates were at or above established benchmarks. UCF, UNF, and UWF met the Board's 2025 System Strategic Plan goal of having all passage rates at or above state or national averages. Governor Levine asked Chair Morton whether it would be appropriate, at a later meeting, to hear from the universities as to their plans for improvement on this metric. Governor Morton said that it would be appropriate.

Assistant Vice Chancellor Jones next addressed SUS research expenditures by university over the last four years. In fiscal year 2015-16, the System conducted \$2.1 billion dollars in research, an increase of \$139 million dollars from the previous year. Ten universities increased their R&D expenditures, most notably UF which added \$52M in R&D expenditures in the past year. From a national perspective, Florida moved ahead of Pennsylvania into 4th place for R&D expenditures for fiscal year 2014-15.

He also noted, however, that the percent of competitive external funding that Florida's public universities have been awarded is the lowest among the top 10 states and has continued to decrease since the Board included this metric in the 2025 System Strategic Plan. The increasingly competitive environment for research funding has made it more difficult to move the needle on this metric. Chair Morton observed that the SUS needed to do a better job of selling itself to external funders. Mr. Jones said that the medical and life sciences receive 80% of research dollars in the U.S. and the new SUS medical schools are maturing, which should make the System more competitive.

Continuing with comments regarding research, Assistant Vice Chancellor Jones discussed the 532 active SUS centers and institutes, which accounted for \$664 million dollars in research dollars, 81% of which is funded from non-state sources. SUS centers and institutes generated \$4.34 for every Florida dollar invested. Focusing on the eleven SUS Centers of Excellence, Florida has invested a total of \$78.4 million since their creation beginning in 2003 and the Centers have been awarded \$599 million in competitive grants and private resources, a return of \$7.64 for every Florida dollar invested.

Governor Morton then entertained a motion that the Strategic Planning Committee approve the 2015-16 Annual Accountability Report for consideration by the full Board of Governors. A motion was made by Governor Levine, seconded by Governor Jordan, and the motion carried unanimously.

4. Closing Remarks and Adjournment

There being no further business to come before the Committee, the meeting was adjourned at 12:23 p.m. a.m.

Edward Morton, Chair

R.E. LeMon, Ph.D, Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 20, 2017**

SUBJECT: Baccalaureate Follow-up Study: Class of 2015

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

This report presents the results of the Class of 2015 Baccalaureate Follow-up Study. The study was undertaken to understand the post-college outcomes of the Class of 2015 one year after graduation as its graduates transitioned into jobs or as they pursued further education. To this end, this study was designed to answer the following guiding questions.

1. Do graduates get jobs in Florida?
2. Are graduates pursuing additional education?
3. Are graduates seeking additional education while working?
4. What are the salaries of graduates?

Additional analyses by broad major fields of study, by race/ethnicity, and by gender are included in the results of the study. The answers to these questions provide critical information to students, parents, educators, and policy-makers about employment, earnings and further education outcomes of SUS graduates after they complete baccalaureate degrees.

Supporting Documentation Included: Baccalaureate Follow-up Study: Class of 2015

Facilitators/Presenters: Dr. Christy England



STATE
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SYSTEM
of FLORIDA
Board of Governors

**Baccalaureate Follow-Up Study:
Class of 2015**

June 2017

EXECUTIVE SUMMARY

Students, parents, educators, and policy-makers need information regarding the outcomes of bachelor's degree recipients after they complete college. This report, *Baccalaureate Follow-Up Study: Class of 2015*, is the third such report to provide this information for the State University System (SUS) of Florida.

Just over 63,400 baccalaureate degrees were awarded to the Class of 2015 and of those, records for 60,333 graduates were available to match with national and state employment and education databases. The major national employment database that was used in this study included data for 41 states, the District of Columbia, and Puerto Rico. The matches yielded employment and/or educational outcomes for 53,490 SUS graduates of the Class of 2015 - or 89% of graduates with records available for matching.

Employment and education outcomes are unknown for 11% of graduates (n=6,843). . Some of these graduates may be unemployed. Others are working in jobs that are not captured in national and state databases. The state and national employment databases also do not include people who are self-employed or who work for organizations that do not participate in the unemployment insurance programs. See Appendix A for additional details regarding the data sources used for this study.

Records for the 53,490 graduates with known outcomes were used to answer the following four research questions.

1. DO GRADUATES GET JOBS?

Yes, 92% (49,330) of baccalaureate graduates found in the national and state databases worked in the state of Florida, in one of the other 40 states and territories that provided data to the Wage Record Interchange System 2 (WRIS 2), or in a Federal civilian position reported to the United States Office of Personnel Management (OPM) within one year after graduation. Nearly three-fourths of graduates who worked did so full-time. One out of every four graduates who worked also continued their education at the same time. The field of study with the largest number of graduates who worked either full- or part-time was Business & Marketing, with 9,410 graduates.

2. DO GRADUATES PURSUE FURTHER EDUCATION AFTER EARNING A BACCALAUREATE DEGREE?

The answer to this question is also yes. Approximately 30% (16,272) of graduates found pursued additional education within one year of completing a baccalaureate degree. Nearly three-fourths of those enrolled also worked at the same time. The field of study with the largest number of graduates enrolled in further education was Health Professions, with 2,220 graduates enrolled.

3. DO GRADUATES WORK WHILE PURSUING ADDITIONAL EDUCATION?

Yes, approximately 23% (12,112), of graduates found in the national and state databases worked while enrolled in further education. The field of study with the largest number of graduates working while enrolled was Health Professions, with 1,771 graduates.

4. WHAT ARE THE STARTING SALARIES OF GRADUATES?

The estimated median annual wage for graduates who worked full-time one year after graduation was approximately \$39,100. Median annual wages for full-time workers varied by field of study, ranging from a low of \$29,500 for Biological Sciences to a high of \$58,600 in Engineering. The annual median wage for female graduates (\$37,000) was \$5,500 less than the annual median wage for male graduates (\$42,500). Black/African American graduates had the lowest annual median wage of \$35,600, which was \$3,500 below the median of \$39,100 for all graduates. Additional differences by race/ethnicity and by gender were observed in several fields of study.

SUPPLEMENTAL ANALYSIS: How do the outcomes for the Class of 2015 compare to the outcomes for the Class of 2014?

In addition to the four research question, analyses were also conducted to compare the outcomes for the Classes of 2014 and 2015. The outcomes for both classes were fairly consistent – with the possible exception of salary outcomes. The proportion of graduates found in the national and state databases and the answers to the first three research questions were comparable overall between the Class of 2014 and the Class of 2015. For those working, pursuing additional education, or doing both, only minor differences were observed for some fields of study, for some racial/ethnic groups, and for females. But there were notable differences in the salary outcomes for graduates from the two graduating classes. First, the overall median wage increased by \$2,800 from \$36,300 for the Class of 2014 to \$39,100 for the Class of 2015. Further, when analyzed by sub-groups, not all graduates realized comparable increases. However, two years of data do not indicate a trend. Additional analyses are underway to analyze salaries over a longer period of time to identify possible trends.

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INTRODUCTION

This report presents the results of the Baccalaureate Follow-up Study: Class of 2015. This is the third such report published by the Board of Governors for the State University System (SUS). The first report, a pilot study based on the Class of 2012, was presented to the Board in September 2014. A second study, based on the Class of 2014, was presented to the Board in June 2016. These studies are designed to complement existing reports of the Board of Governors and inform efforts to meet the goals and objectives of the Board's *2025 System Strategic Plan*.

Each study has been enhanced to provide better and more comprehensive information about the educational and employment outcomes of graduates. As a result, the outcomes may not be directly comparable in the three reports that have been published so far. The major improvements to each study are described in Appendix A. This report, and subsequent reports, will compare outcomes where possible.

The current study was conducted to better understand the outcomes of the Class of 2015 as graduates transitioned into jobs or as they pursued additional education one year after completing their baccalaureate degrees. To this end, this study was designed to answer the following four research questions.

- 1) Do graduates get jobs?
- 2) Do graduates pursue further education?
- 3) Do graduates work while pursuing additional education?
- 4) What are the starting salaries of graduates?

In addition, additional analyses were done to compare the outcomes for the Class of 2015 to the outcomes for the Class of 2014. The answers to the research questions and comparison of outcomes provide critical information to students, parents, educators, and policy-makers about the experiences of graduates after they complete baccalaureate degrees.

The Class of 2015

During the 2014-2015 academic year, more than 63,400 baccalaureate degrees were awarded. Records for 60,333 graduates were available to match with national and state employment and education databases. This included graduates from 11 of the 12 institutions that make up the SUS. Florida Polytechnic University's first students enrolled in Fall 2014 but did not graduate in time to be included in this analysis.

The SUS institutions award degrees in 28 fields of study, based on the two-digit Classification of Instructional Program (CIP) category associated with the degrees awarded. Most of the degrees awarded to the Class of 2015 were in the following ten fields: Business & Marketing, Health Professions, Social Sciences, Psychology, Biological

Sciences, Engineering, Communication & Journalism, Education, Security & Protective Services, and Visual & Performing Arts. These ten fields represent 80% of the graduates whose records were used for this study. Table 1 below provides the numbers of degrees awarded during the 2014-2015 academic year for all 28 fields.

Table 1. The Class of 2015, Number of Graduates, by Fields of Study

| Field of Study | Number of Graduates | % of Total Graduates |
|---------------------------------|---------------------|----------------------|
| Business & Marketing | 11,479 | 19% |
| Health Professions | 7,010 | 12% |
| Social Sciences | 5,643 | 9% |
| Psychology | 4,995 | 8% |
| Biological Sciences | 4,331 | 7% |
| Engineering | 3,669 | 6% |
| Communication & Journalism | 3,306 | 5% |
| Education | 3,094 | 5% |
| Security & Protective Services | 2,478 | 4% |
| Visual & Performing Arts | 1,897 | 3% |
| English & Literature | 1,879 | 3% |
| Computer & Information Sciences | 1,486 | 2% |
| Public Administration | 1,129 | 2% |
| Interdisciplinary Studies | 1,117 | 2% |
| Recreation & Fitness Studies | 972 | 2% |
| Liberal Arts & Sciences | 800 | 1% |
| Physical Sciences | 666 | 1% |
| History | 658 | 1% |
| Agriculture | 567 | 1% |
| Languages & Linguistics | 559 | 1% |
| Family & Consumer Sciences | 519 | 1% |
| Natural Resources | 465 | 1% |
| Mathematics & Statistics | 411 | 1% |
| Legal Studies | 398 | 1% |
| Philosophy & Religious Studies | 300 | <1% |
| Architecture | 208 | <1% |
| Engineering Technician | 162 | <1% |
| Cultural Studies | 135 | <1% |
| Total | 60,333 | 100% |

Source: Board of Governors staff analysis of the State University Data System.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015.

Employment and/or enrollment records were available for 89% or 53,490 graduates from the Class of 2015. Outcomes for the remaining 6,843 graduates (11%) were not available from the existing databases but some were likely employed in jobs that were not captured in the data. For instance, the primary national employment database included data for 41 states, the District of Columbia, and Puerto Rico so it is likely that some graduates were employed in states that did not participate in the national database. It is also important to note that state and national employment databases do not include people who are self-employed, who work for organizations that do not participate in the unemployment insurance programs, and who have other types of employment described in more detail in Appendix A. Because the purpose of this study was to report outcomes for baccalaureate degree recipients, the remaining sections of the report will focus on the 53,490 graduates whose outcomes are known. (Refer to Appendix A for details regarding limitations of the employment and education data sources.)

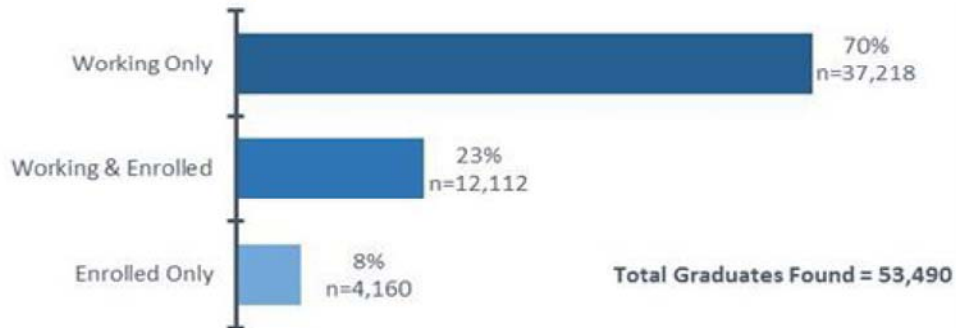
Post-Baccalaureate Outcomes: Overview

There are three mutually exclusive outcomes for the 2015 graduates.

| | |
|---|--|
| <p>(1) Only Worked</p> | <p>Graduates who worked one year after graduation, but did not pursue additional education at the same time.</p> |
| <p>(2) Worked While Enrolled in Further Education</p> | <p>Graduates who worked while also pursuing additional education within one year after graduation.</p> |
| <p>(3) Only Enrolled in Further Education</p> | <p>Graduates who pursued additional education within one year after graduation but were not found working in the available data sources.</p> |

Collectively, these three groups provide a picture of the outcomes for 53,490 baccalaureate degree recipients from the Class of 2015. Figure 1 shows that, of the graduates found, 70% only worked, 23% worked while pursuing further education, and 8% enrolled in additional education but did not work.

Figure 1. Outcomes One Year After Graduation, Class of 2015, Percent of Graduates Found

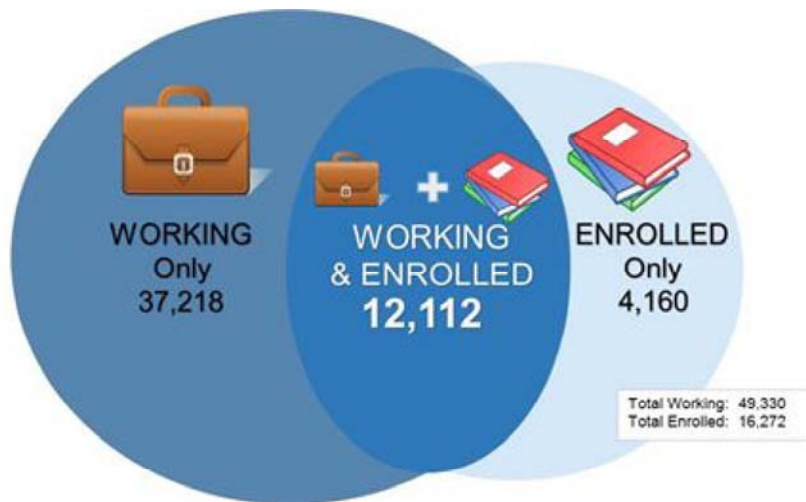


Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=53,490.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates enrolled in further education within one year were counted if they enrolled within 14 months, or 426 days, after graduation. Graduates working within one year were counted if they worked at least one quarter within four quarters after graduation.

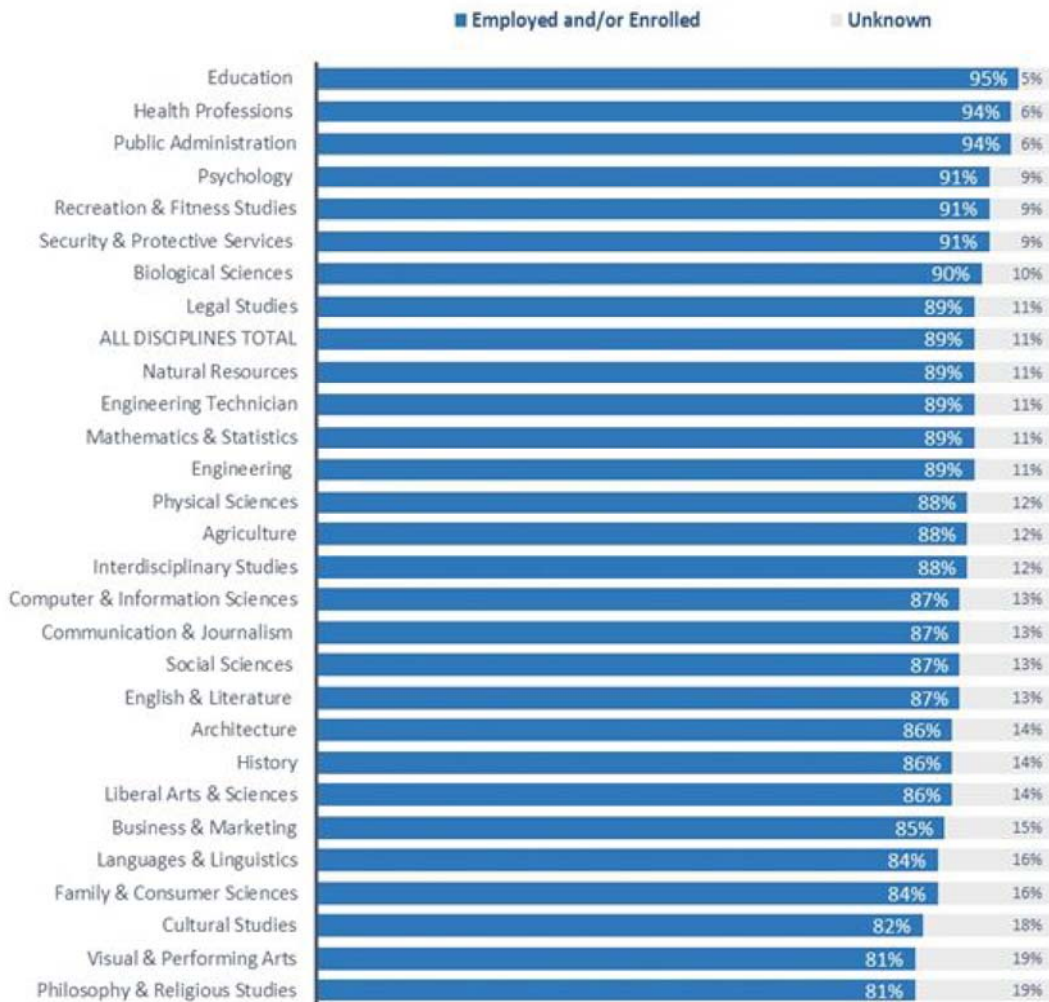
It is important to note the extensive overlap between employment and enrollment as shown in Figure 2 below. This figure shows that 25% of graduates who worked were also enrolled. Of the graduates who enrolled in further education 74% also worked. Graduates who worked while enrolled were analyzed separately. However, these graduates were also included in analyses for research questions one and two that addressed working and enrollment individually to avoid understating the extent to which graduates worked or pursued additional education.

Figure 2. Overlap Between Employment and Enrollment Outcomes, Class of 2015



An analysis by field of study, shown in Figure 3, shows that Education was the field of study with the highest percentage of graduates with known outcomes (95%). Figure 3 also shows that the fields of Philosophy & Religious Studies and Visual & Performing Arts had the lowest percentage of graduates found (81%) in the available data sources.

Figure 3. Proportion Graduates Working and/or Enrolled One Year After Graduation, by Field of Study



Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=60,333.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates enrolled in further education within one year were counted if they enrolled within 14 months, or 426 days, after graduation. Graduates working within one year were counted if they worked at least one quarter within four quarters after graduation. Totals may not equal 100% due to rounding.

In addition, analyses of employment and education outcomes for gender and the three largest racial/ethnic groups were also conducted for each research question. In the

upcoming sections of this report, further analyses are focused on graduates who identified as Black/ African American, Hispanic, or White. These three racial/ethnic groups represent 89% of all graduates with usable records. The analyses were further limited to these three groups within the top ten fields of study due to the low numbers of graduates from the other racial/ethnic groups, the low numbers of graduates in some fields of study, and the privacy laws and regulations associated with the various data sources (refer to Appendix A).

DO GRADUATES GET JOBS?

The answer to this question is yes. Approximately 92%, or 49,330 of the 2015 graduates found in the national and state employment and education databases, worked within one year of completing their baccalaureate degrees.¹ Of these, 25% also continued their education while working and are described later in this report.

Employment outcomes vary somewhat by field of study. The fields with the largest number of graduates who worked either full- or part-time were Business & Marketing (9,410), Health Professions (6,160), Social Sciences (4,482), and Psychology (4,051). (Refer to Table 2 on the next page for details.)

¹ The number of graduates working represent approximately 82% of the 60,333 graduates whose records were used for the study.

Table 2. Number of Baccalaureate Graduates Working, by Fields of Study

| Field of Study | Total Working | | # of Graduates Found |
|---------------------------------|---------------|----------------------|----------------------|
| | # | % of Graduates Found | |
| Business & Marketing | 9,410 | 96% | 9,813 |
| Health Professions | 6,160 | 93% | 6,609 |
| Social Sciences | 4,482 | 91% | 4,913 |
| Psychology | 4,051 | 89% | 4,540 |
| Biological Sciences | 3,157 | 81% | 3,901 |
| Engineering | 3,051 | 94% | 3,255 |
| Education | 2,820 | 97% | 2,922 |
| Communication & Journalism | 2,767 | 97% | 2,860 |
| Security & Protective Services | 2,148 | 95% | 2,258 |
| English & Literature | 1,511 | 93% | 1,632 |
| Visual & Performing Arts | 1,432 | 94% | 1,528 |
| Computer & Information Sciences | 1,249 | 97% | 1,290 |
| Public Administration | 963 | 91% | 1,057 |
| Interdisciplinary Studies | 919 | 93% | 985 |
| Recreation & Fitness Studies | 806 | 91% | 883 |
| Liberal Arts & Sciences | 631 | 92% | 684 |
| History | 511 | 91% | 562 |
| Physical Sciences | 448 | 77% | 584 |
| Languages & Linguistics | 418 | 89% | 472 |
| Agriculture | 399 | 80% | 499 |
| Natural Resources | 389 | 95% | 411 |
| Family & Consumer Sciences | 381 | 87% | 438 |
| Mathematics & Statistics | 310 | 85% | 364 |
| Legal Studies | 309 | 87% | 354 |
| Philosophy & Religious Studies | 215 | 88% | 244 |
| Architecture | 159 | 89% | 178 |
| Engineering Technician | 141 | 98% | 144 |
| Cultural Studies | 93 | 85% | 110 |
| Total | 49,330 | 92% | 53,490 |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Notes: Total graduates found include graduates found in national and state employment or education databases. Row percentages may not sum to Total Working column due to rounding. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates working within one year were counted if they worked at least one quarter within four quarters after graduation. Graduates enrolled in further education within one year were counted if they enrolled within 14 months, or 426 days, after graduation.

Of those who worked, 71% worked full-time. Full- and part-time status was based on employment during the fourth quarter following graduation. The fields with the largest numbers of graduates who worked full-time were Business & Marketing (7,611), Health Professions (4,673), Social Sciences (2,895), Engineering (2,619), Psychology (2,461), and Education (2,286). For details, refer to Table 3 below.

Table 3. Number of Baccalaureate Graduates Working, by Full- and Part-time Status and by Fields of Study

| Field of Study | Working Full-Time | | Working Part-Time | | Total Working |
|---------------------------------|-------------------|--------------------|-------------------|--------------------|---------------|
| | # | % of Total Working | # | % of Total Working | |
| Business & Marketing | 7,611 | 81% | 1,799 | 19% | 9,410 |
| Health Professions | 4,673 | 76% | 1,487 | 24% | 6,160 |
| Social Sciences | 2,895 | 65% | 1,587 | 35% | 4,482 |
| Engineering | 2,619 | 86% | 432 | 14% | 3,051 |
| Psychology | 2,461 | 61% | 1,590 | 39% | 4,051 |
| Education | 2,286 | 81% | 534 | 19% | 2,820 |
| Communication & Journalism | 1,926 | 70% | 841 | 30% | 2,767 |
| Security & Protective Services | 1,565 | 73% | 583 | 27% | 2,148 |
| Biological Sciences | 1,510 | 48% | 1,647 | 52% | 3,157 |
| Computer & Information Sciences | 1,077 | 86% | 172 | 14% | 1,249 |
| English & Literature | 930 | 62% | 581 | 38% | 1,511 |
| Visual & Performing Arts | 802 | 56% | 630 | 44% | 1,432 |
| Public Administration | 644 | 67% | 319 | 33% | 963 |
| Interdisciplinary Studies | 587 | 64% | 332 | 36% | 919 |
| Recreation & Fitness Studies | 485 | 60% | 321 | 40% | 806 |
| Liberal Arts & Sciences | 420 | 67% | 211 | 33% | 631 |
| History | 319 | 62% | 192 | 38% | 511 |
| Physical Sciences | 267 | 60% | 181 | 40% | 448 |
| Natural Resources | 254 | 65% | 135 | 35% | 389 |
| Family & Consumer Sciences | 237 | 62% | 144 | 38% | 381 |
| Languages & Linguistics | 226 | 54% | 192 | 46% | 418 |
| Mathematics & Statistics | 221 | 71% | 89 | 29% | 310 |
| Agriculture | 210 | 53% | 189 | 47% | 399 |
| Legal Studies | 175 | 57% | 134 | 43% | 309 |
| Engineering Technician | 125 | 89% | 16 | 11% | 141 |
| Architecture | 117 | 74% | 42 | 26% | 159 |
| Philosophy & Religious Studies | 110 | 51% | 105 | 49% | 215 |
| Cultural Studies | 46 | 49% | 47 | 51% | 93 |
| Total | 34,798 | 71% | 14,532 | 29% | 49,330 |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: Row percentages may not sum to 100 due to rounding. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Full- and part-time employment status was based on employment status during the fourth quarter following graduation. Includes graduates who also enrolled while working.

Follow-up question: How do these outcomes vary based on race/ethnicity or gender?

An important follow-up analysis determined whether the results were the same by race/ethnicity and by gender. The percent of working graduates by race/ethnicity was indeed similar to their proportion of all graduates. For example, Black/African American graduates comprised 12% of all graduates in the study and 13% of all working graduates. See Table 4 below for details.

Table 4. Number of Baccalaureate Graduates Working, by Largest Race/Ethnicity Categories

| Race/Ethnicity | # of Graduates Working | % of Graduates Working (N=49,330) | Total # of Graduates | % of Total Graduates (N=60,333) |
|--------------------------|------------------------|-----------------------------------|----------------------|---------------------------------|
| Black / African American | 6,618 | 13% | 7,528 | 12% |
| Hispanic | 12,383 | 25% | 14,893 | 25% |
| White | 26,210 | 53% | 31,472 | 52% |
| All Others | 4,119 | 8% | 6,440 | 11% |
| Total | 49,330 | 100% | 60,333 | 100% |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates working within one year were counted if they worked at least one quarter within four quarters after graduation. Includes graduates who also enrolled while working.

By field of study, the percent of working graduates by race/ethnicity was also similar to their proportion among graduates in their respective fields of study. For example, Hispanic graduates comprised 19% of all Health Professions graduates and 19% of all Health Professions graduates who worked. (Refer to Table A in Appendix B for details.)

The percent of working graduates by gender was also similar to their proportion of all graduates (refer to Table 5 on the next page). For example, women represented 59% of all graduates and 60% of graduates who worked.

Table 5. Number of Baccalaureate Graduates Working, by Gender

| Gender | # of Graduates Working | % of Graduates Working (N=49,330) | Total # of Graduates | % of Total Graduates (N=60,333) |
|--------|------------------------|-----------------------------------|----------------------|---------------------------------|
| Female | 29,360 | 60% | 35,484 | 59% |
| Male | 19,970 | 40% | 24,849 | 41% |
| Total | 49,330 | 100% | 60,333 | 100% |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates working within one year were counted if they worked at least one quarter within four quarters after graduation. Includes graduates who also enrolled while working.

By field of study, the percent of working graduates by gender was also similar to their proportion among graduates. For example, females comprised 19% of all of the Engineering graduates and 20% of all Engineering graduates who were found working after graduation. (Refer to Table B in Appendix B for details.)

DO GRADUATES PURSUE FURTHER EDUCATION?

The answer to this question is also yes. Overall 30%, or 16,272 of the graduates found in the national and state employment and education databases, pursued additional education one year after graduation.² Most (74%) worked while enrolled, and will be discussed in more detail in the next section. Due to data limitations, it is impossible to determine 1) how many enrolled in graduate programs vs. a second baccalaureate program or perhaps even just a few courses, 2) what their field of study was, and 3) how many enrolled on a full-time basis. (Refer to Appendix A for more information about the limitations of the national education database.)

These outcomes also varied by field of study. The fields with the highest number of graduates pursuing further education were Health Professions (2,220), Biological Sciences (2,082), Business & Marketing (2,072), Psychology (1,900), and Social Sciences (1,606). Refer to Table 6 on the next page for details.

² The graduates pursuing further education represent approximately 27% of the graduates whose records were used for the study.

Table 6. Number of Baccalaureate Graduates Enrolled in Further Education, by Fields of Study

| Field of Study | # Enrolled | % of Found | # Found |
|---------------------------------|---------------|------------|---------------|
| Health Professions | 2,220 | 34% | 6,609 |
| Biological Sciences | 2,082 | 53% | 3,901 |
| Business & Marketing | 2,072 | 21% | 9,813 |
| Psychology | 1,900 | 42% | 4,540 |
| Social Sciences | 1,606 | 33% | 4,913 |
| Engineering | 697 | 21% | 3,255 |
| Security & Protective Services | 675 | 30% | 2,258 |
| Education | 646 | 22% | 2,922 |
| Public Administration | 516 | 49% | 1,057 |
| English & Literature | 435 | 27% | 1,632 |
| Communication & Journalism | 433 | 15% | 2,860 |
| Recreation & Fitness Studies | 345 | 39% | 883 |
| Physical Sciences | 307 | 53% | 584 |
| Visual & Performing Arts | 280 | 18% | 1,528 |
| Interdisciplinary Studies | 260 | 26% | 985 |
| Agriculture | 246 | 49% | 499 |
| Computer & Information Sciences | 196 | 15% | 1,290 |
| Languages & Linguistics | 188 | 40% | 472 |
| History | 181 | 32% | 562 |
| Liberal Arts & Sciences | 175 | 26% | 684 |
| Family & Consumer Sciences | 169 | 39% | 438 |
| Legal Studies | 155 | 44% | 354 |
| Mathematics & Statistics | 147 | 40% | 364 |
| Natural Resources | 110 | 27% | 411 |
| Philosophy & Religious Studies | 100 | 41% | 244 |
| Architecture | 72 | 40% | 178 |
| Cultural Studies | 45 | 41% | 110 |
| Engineering Technician | 14 | 10% | 144 |
| Total | 16,272 | 30% | 53,490 |

Sources: Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

Notes: Total graduates found include graduates found in national and state employment or education databases. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates enrolled in further education within one year were counted if they enrolled within 14 months, or 426 days, after graduation. Includes graduates who also worked while enrolled.

Follow-up question: How do these outcomes vary based on race/ethnicity or gender?

A follow-up to the question “Do graduates pursue further education” is whether the results are the same by race/ethnicity and by gender. The percent of graduates that pursued further education by race/ethnicity was similar to their proportion of all graduates. For example, 25% of all graduates were Hispanic and 25% of graduates who pursued further education were Hispanic. Refer to Table 7 below for details.

Table 7. Number of Baccalaureate Graduates Enrolled in Further Education, by Largest Race/Ethnicity Categories

| Race/Ethnicity | # of Graduates Enrolled | % of Graduates Enrolled (N=16,272) | Total # of Graduates | % of Total Graduates (N=60,333) |
|--------------------------|-------------------------|------------------------------------|----------------------|---------------------------------|
| Black / African American | 2,217 | 14% | 7,528 | 12% |
| Hispanic | 4,101 | 25% | 14,893 | 25% |
| White | 8,180 | 50% | 31,472 | 52% |
| All Others | 1,774 | 11% | 6,440 | 11% |
| Total | 16,272 | 100% | 60,333 | 100% |

Sources: Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates enrolled in further education within one year were counted if they enrolled within 14 months, or 426 days, after graduation. Includes graduates who also worked while enrolled.

By field of study, the proportions of Black/African American graduates who pursued additional education were comparable to their proportions among all graduates with one exception. A noticeably higher proportion of Black/African American graduates with degrees in Communication & Journalism pursued additional education compared to their proportion among graduates in that field (18% vs. 12%).

The proportions of Hispanic graduates who pursued additional education were comparable to their proportions among all graduates across all fields of study. For example, 24% of Social Science graduates were Hispanic and 24% of the Social Science graduates enrolled in further education were Hispanic.

The proportions of White graduates who pursued additional education were also comparable across most fields of study, with two exceptions. White graduates represented 52% of all Communication & Journalism graduates but only 46% of Communication & Journalism graduates who pursued further education. In addition, White graduates represented 64% of all Education graduates but only 59% of Education graduates who pursued further education. (Refer to Table C in Appendix B for more details.)

An analysis by gender of the graduates who pursued further education showed differences when compared to their proportion of all graduates. Females represented 59% of all graduates and 62% of graduates pursuing in further education. Refer to Table 8 below for details.

Table 8. Number of Baccalaureate Graduates Enrolled in Further Education, by Gender

| Gender | # of Graduates Enrolled | % of Graduates Enrolled (N=16,272) | Total # of Graduates | % of Total Graduates (N=60,333) |
|--------|-------------------------|------------------------------------|----------------------|---------------------------------|
| Female | 10,119 | 62% | 35,484 | 59% |
| Male | 6,153 | 38% | 24,849 | 41% |
| Total | 16,272 | 100% | 60,333 | 100% |

Sources: Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates enrolled in further education within one year were counted if they enrolled within 14 months, or 426 days, after graduation. Includes graduates who also worked while enrolled.

By field of study, the percent of graduates enrolled in further education by gender was also similar to their proportion among graduates except for those with degrees in Education. Females comprised 81% of all Education graduates but only 76% of Education graduates pursuing further education. (Refer to Table D in Appendix B for details.)

DO GRADUATES WORK WHILE PURSUING ADDITIONAL EDUCATION?

As previously noted, the number of graduates pursuing additional education after completing a baccalaureate degree is not insignificant. Approximately 23%, or 12,112, of the graduates found, worked and pursued education at the same time during the first year following graduation.³ Just over half of the graduates who worked while enrolled were employed full-time (51%).

Again, the outcomes varied by field of study as shown in Table 9 on the next page. The fields with the highest numbers of graduates who pursued additional education while working were Health Professions (1,771), Business & Marketing (1,669), Psychology (1,411), Biological Sciences (1,338), and Social Sciences (1,175).

³ The graduates who worked while pursuing additional education represent approximately 20% of the graduates whose records were used for the study.

Table 9. Number of Baccalaureate Graduates Working While Enrolled in Further Education, by Fields of Study

| Field of Study | Working Full-Time While Enrolled | | Working Part-Time While Enrolled | | Total # Working & Enrolled | % of Graduates Found | # Graduates Found |
|---------------------------------|----------------------------------|-------------------------------|----------------------------------|-------------------------------|----------------------------|----------------------|-------------------|
| | # | % of Total Working & Enrolled | # | % of Total Working & Enrolled | | | |
| | Health Professions | 999 | 56% | 772 | | | |
| Business & Marketing | 1,139 | 68% | 530 | 32% | 1,669 | 17% | 9,813 |
| Psychology | 637 | 45% | 774 | 55% | 1,411 | 31% | 4,540 |
| Biological Sciences | 443 | 33% | 895 | 67% | 1,338 | 34% | 3,901 |
| Social Sciences | 529 | 45% | 646 | 55% | 1,175 | 24% | 4,913 |
| Security & Protective Services | 352 | 62% | 213 | 38% | 565 | 25% | 2,258 |
| Education | 342 | 63% | 202 | 37% | 544 | 19% | 2,922 |
| Engineering | 302 | 61% | 191 | 39% | 493 | 15% | 3,255 |
| Public Administration | 219 | 52% | 203 | 48% | 422 | 40% | 1,057 |
| Communication & Journalism | 150 | 44% | 190 | 56% | 340 | 12% | 2,860 |
| English & Literature | 136 | 43% | 178 | 57% | 314 | 19% | 1,632 |
| Recreation & Fitness Studies | 124 | 46% | 144 | 54% | 268 | 30% | 883 |
| Interdisciplinary Studies | 94 | 48% | 100 | 52% | 194 | 20% | 985 |
| Visual & Performing Arts | 63 | 34% | 121 | 66% | 184 | 12% | 1,528 |
| Physical Sciences | 63 | 37% | 108 | 63% | 171 | 29% | 584 |
| Computer & Information Sciences | 111 | 72% | 44 | 28% | 155 | 12% | 1,290 |
| Agriculture | 32 | 22% | 114 | 78% | 146 | 29% | 499 |
| Languages & Linguistics | 56 | 42% | 78 | 58% | 134 | 28% | 472 |
| History | 49 | 38% | 81 | 62% | 130 | 23% | 562 |
| Liberal Arts & Sciences | 67 | 55% | 55 | 45% | 122 | 18% | 684 |
| Family & Consumer Sciences | 37 | 33% | 75 | 67% | 112 | 26% | 438 |
| Legal Studies | 33 | 30% | 77 | 70% | 110 | 31% | 354 |
| Mathematics & Statistics | 51 | 55% | 42 | 45% | 93 | 26% | 364 |
| Natural Resources | 40 | 45% | 48 | 55% | 88 | 21% | 411 |
| Philosophy & Religious Studies | 17 | 24% | 54 | 76% | 71 | 29% | 244 |
| Architecture | 25 | 47% | 28 | 53% | 53 | 30% | 178 |
| Cultural Studies | * | * | * | * | 28 | 25% | 110 |
| Engineering Technician | * | * | * | * | 11 | 8% | 144 |
| Total | 6,126 | 51% | 5,986 | 49% | 12,112 | 23% | 53,490 |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Notes: Total graduates found include graduates found in national and state employment or education databases. Row percentages for “Working Full-Time & Enrolled” and “Working Part-Time & Enrolled” may not sum to 100 due to rounding. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Enrollments were counted within 14 months, or 426 days, of graduation. Full- and part-time employment status was based on employment status during the fourth quarter following graduation.

Follow-up question: How do these outcomes vary based on race/ethnicity or gender?

A follow-up to the question "Do graduates work while pursuing additional education?" is whether the results are the same by race/ethnicity and by gender. The percent of graduates who worked while pursuing additional education by race/ethnicity was similar to their proportion of all graduates. For example, 25% of all graduates were Hispanic and 26% of graduates who worked while pursuing further education were Hispanic. Refer to Table 10 below for details.

Table 10. Number of Baccalaureate Graduates Working While Enrolled in Further Education, by Largest Race/Ethnicity Categories

| Race/Ethnicity | # of Graduates Working While Enrolled | % of Graduates Working While Enrolled (N=12,112) | Total # of Graduates | % of Total Graduates (N=60,333) |
|--------------------------|---------------------------------------|--|----------------------|---------------------------------|
| Black / African American | 1,858 | 15% | 7,528 | 12% |
| Hispanic | 3,110 | 26% | 14,893 | 25% |
| White | 6,029 | 50% | 31,472 | 52% |
| All Others | 1,115 | 9% | 6,440 | 11% |
| Total | 12,112 | 100% | 60,333 | 100% |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Enrollments were counted within 14 months, or 426 days, of graduation. Graduates working within one year were counted if they worked at least one quarter within four quarters after graduation.

By field of study, the percent of working graduates by race/ethnicity was also similar to their proportion among graduates in their respective fields of study with the following exceptions.

- Black/African American graduates represented 12% of graduates with degrees in Communication & Journalism and 19% of Communication & Journalism graduates who worked while enrolled in further education.
- White graduates represented 52% of all Communication & Journalism graduates and 46% of the Communication & Journalism graduates who worked while enrolled in further education.
- White graduates represented 64% of all Education graduates and 58% of Education graduates who worked while enrolled in further education. (Refer to Table E in Appendix B for details.)

The percent of men vs. women graduates who worked while pursuing additional education differed from their proportions of all graduates. Females represented 59% of

all graduates but represented 63% of graduates who worked while pursuing additional education. Refer to Table 11 below for details.

Table 11. Number of Baccalaureate Graduates Working While Enrolled in Further Education, by Gender

| Gender | # of Graduates Working While Enrolled | % of Graduates Working While Enrolled (N=12,112) | Total # of Graduates | % of Total Graduates (N=60,333) |
|--------|---------------------------------------|--|----------------------|---------------------------------|
| Female | 7,673 | 63% | 35,484 | 59% |
| Male | 4,439 | 37% | 24,849 | 41% |
| Total | 12,112 | 100% | 60,333 | 100% |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Enrollments were counted within 14 months, or 426 days, of graduation. Graduates working within one year were counted if they worked at least one quarter within four quarters after graduation.

By field of study, the proportions of female and male graduates who worked while enrolled varied somewhat. For example, females represented 79% of all Psychology graduates but represented 84% of all Psychology graduates who worked while pursuing additional education. In addition, females represented 81% of all Education graduates but represented only 77% of all Education graduates who worked while pursuing additional education. (See Table F in Appendix B for details.)

WHAT ARE THE STARTING SALARIES OF GRADUATES?

The median annual wage for graduates of the Class of 2015 was \$39,100.⁴ Median annual wages varied considerably by field of study, ranging from a low of \$29,500 for Biological Sciences to a high of \$58,600 in Engineering. Table 12 below provides details.

Table 12. Median Wage of Baccalaureate Graduates, Employed Full-Time, One Year After Graduation, by Fields of Study

| Field of Study | Annual Median Wage | # Graduates Employed Full-Time |
|---------------------------------|--------------------|--------------------------------|
| Engineering | \$58,600 | 2,619 |
| Engineering Technician | \$57,600 | 125 |
| Computer & Information Sciences | \$53,200 | 1,077 |
| Education | \$46,100 | 2,286 |
| Health Professions | \$46,100 | 4,673 |
| Mathematics & Statistics | \$42,900 | 221 |
| Business & Marketing | \$42,100 | 7,611 |
| Architecture | \$39,100 | 117 |
| Liberal Arts & Sciences | \$37,400 | 420 |
| Interdisciplinary Studies | \$35,000 | 587 |
| Physical Sciences | \$34,900 | 267 |
| Social Sciences | \$34,400 | 2,895 |
| Communication & Journalism | \$34,100 | 1,926 |
| Family & Consumer Sciences | \$34,100 | 237 |
| Security & Protective Services | \$33,800 | 1,565 |
| Legal Studies | \$33,600 | 175 |
| Public Administration | \$33,600 | 644 |
| Agriculture | \$33,500 | 210 |
| Cultural Studies | \$33,000 | 46 |
| Natural Resources | \$32,500 | 254 |
| Recreation & Fitness Studies | \$32,300 | 485 |
| English & Literature | \$32,200 | 930 |
| Philosophy & Religious Studies | \$31,500 | 110 |
| History | \$31,300 | 319 |
| Visual & Performing Arts | \$31,300 | 802 |
| Languages & Linguistics | \$31,200 | 226 |
| Psychology | \$31,000 | 2,461 |
| Biological Sciences | \$29,500 | 1,510 |
| Total | \$39,100 | 34,798 |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Includes graduates who were only working full-time and those who worked full-time while enrolled in additional education.

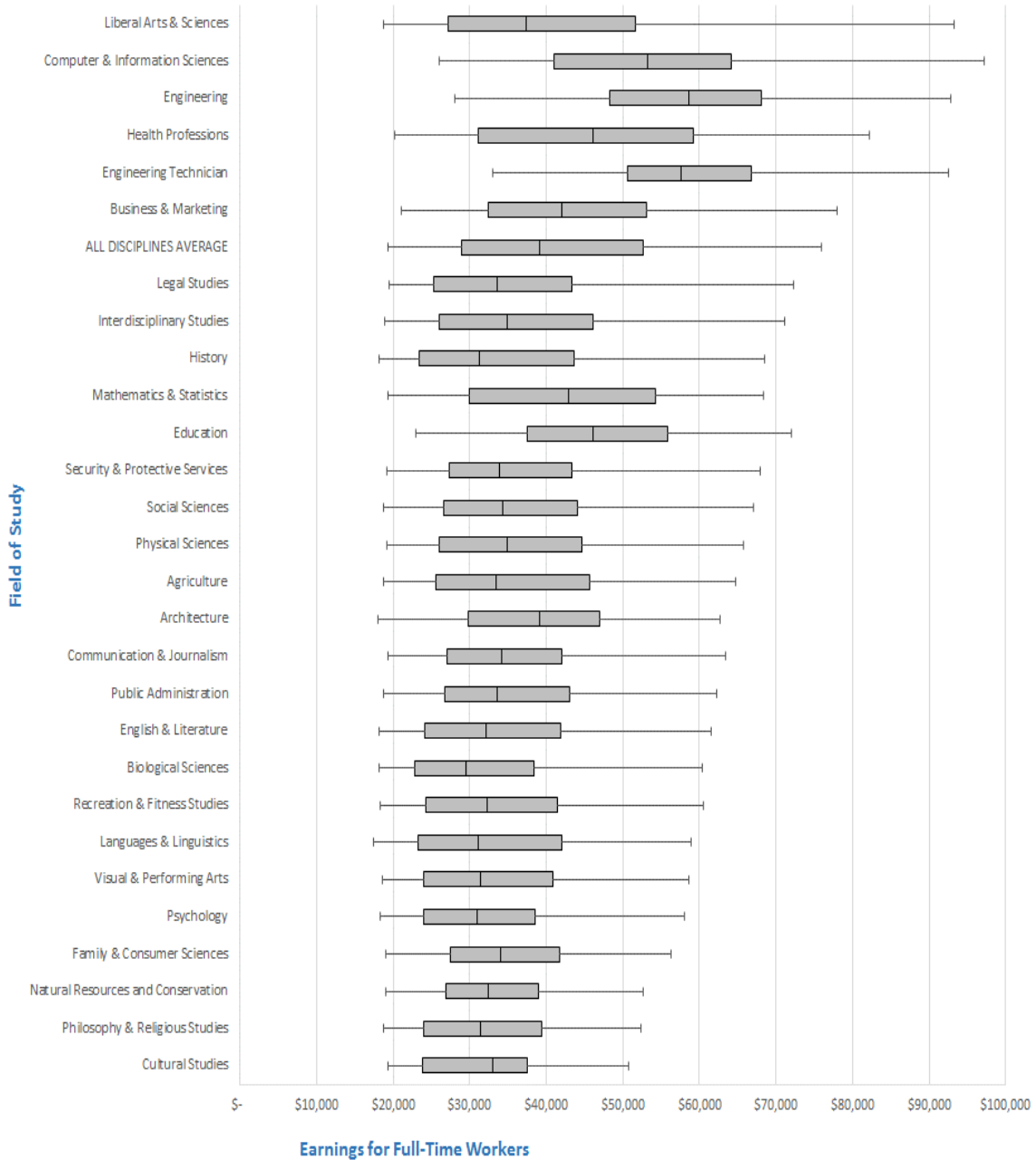
⁴ Median wage figures reflect annualized quarterly wages greater than zero reported in the 4th quarter after the degree was granted and rounded to the nearest hundred. The minimum annual full-time wage (\$16,744) used for the 2014-15 graduates in this study was determined by multiplying the 2015 hourly minimum wage (\$8.05) by 2,080 hours (52 weeks multiplied by 40 hours).

It is important to note that median annual earnings varied widely among graduates within each field. In order to provide more accurate information, additional data points are provided to facilitate a better understanding of the wages earned by recent graduates. Figure 4, on the next page, illustrates the median wages for the 28 fields of study, along with the inter-quartile ranges represented by the gray boxes (25th and 75th percentile), and the restricted range represented by the lines that extend all the way to the 5th and 95th percentile. The restricted range from the 5th to the 95th percentile was used to control for unusually high and low wages.

For fields of study with smaller wage ranges, the median is a fairly accurate depiction of post-baccalaureate wages for new graduates. For example, the median wage for both Health Profession graduates and Education graduates was \$46,100. However, the range for Education graduates was only \$49,100 (from \$22,900 at the 5th percentile to \$72,000 at the 95th percentile) while the range for Health Profession graduates was \$62,000 (from \$20,200 at the 5th percentile to \$82,200 at the 95th percentile). This indicates that there is less variability among the wages of Education graduates compared to the Health Professions graduate wages. For SUS graduates, this means Education graduates can reasonably expect to earn an annual wage that is close to the median wage of \$46,100. At the same time, Health Professions graduates may earn an annual wage that is considerably more or less than \$46,100 during their first year following completion of a baccalaureate degree because the wage range for graduates in this major is so much larger.

The field of study with the largest difference between the 5th and 95th percentile wages was Liberal Arts (range = \$74,600), followed by Computer & Information Sciences (range = \$71,100). The field with the smallest wage range was Cultural Studies (range = \$31,300). With this much variability across the 28 disciplines, students should consider the full range of wages when establishing their salary expectations. Refer to Figure 4 on the next page and Table G in Appendix B for more details.

Figure 4. Distribution of Median Annual Wages for Baccalaureate Graduates Employed Full-Time One Year After Graduation, by Fields of Study



Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. N=34,798.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Wages reflect annualized quarterly wages reported in the 4th quarter after the degree was granted. The low and high points reflect the 5th and 95th percentile. The low and high ends of the box reflect the 25th and 75th percentile and the line in the middle of the box reflects the median. Data are for workers with a full-time wage or greater in the fourth quarter following graduation. Includes degree recipients who were only working full-time and those who worked full-time while enrolled in additional education. Data were sorted by restricted range, with the largest range at the top and the smallest range at the bottom.

Follow-up question: How do these outcomes vary based on race/ethnicity or gender?

An important follow-up analysis for the largest racial/ethnic groups revealed several notable differences in median wages. Black/ African American graduates who worked full-time one year after graduation had the lowest annual median wage of \$35,600, which was \$3,500 below the median of \$39,100 for all graduates. By field of study, Black/ African American graduates had median wages that were below the median for all graduates in nine of the ten largest fields. For seven of those nine, the median wage for Black/ African American graduates was more than \$1,000 below than the median wages for all graduates. The largest difference was for Black/ African American graduates with degrees in Health Professions, which was \$8,700 less than the median for all Health Professions graduates (\$37,400 compared to \$46,100). See Table 13A below for details.

Table 13A: Median Annual Wages for Baccalaureate Graduates, Employed Full-Time, One Year After Graduation, Black/African American and All Students, by Largest Fields of Study

| Field of Study | Black / African American | | All Students | | Median Difference (Black - All) |
|--------------------------------|--------------------------|--------------------------------|-----------------|--------------------------------|---------------------------------|
| | Median | # Graduates Employed Full-Time | Median | # Graduates Employed Full-Time | |
| Biological Sciences | \$28,000 | 177 | \$29,500 | 1,510 | (\$1,500) |
| Business & Marketing | \$38,800 | 728 | \$42,100 | 7,611 | (\$3,300) |
| Communication & Journalism | \$31,600 | 227 | \$34,100 | 1,926 | (\$2,500) |
| Education | \$46,600 | 228 | \$46,100 | 2,286 | \$500 |
| Engineering | \$57,700 | 186 | \$58,600 | 2,619 | (\$900) |
| Health Professions | \$37,400 | 925 | \$46,100 | 4,673 | (\$8,700) |
| Psychology | \$29,900 | 325 | \$31,000 | 2,461 | (\$1,100) |
| Security & Protective Services | \$32,500 | 367 | \$33,800 | 1,565 | (\$1,300) |
| Social Sciences | \$33,700 | 476 | \$34,400 | 2,895 | (\$700) |
| Visual & Performing Arts | \$30,000 | 59 | \$31,300 | 802 | (\$1,300) |
| Total | \$35,600 | 4,644 | \$39,100 | 34,798 | (\$3,500) |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. N=34,798.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Wages reflect annualized quarterly wages reported in the 4th quarter after the degree was granted. Full-time employment status was based on employment status during the fourth quarter following graduation. Includes degree recipients who were only working full-time and those who worked full-time while enrolled in additional education.

The annual median wage for Hispanic graduates was lower than the median for all graduates by \$100. By field of study, the median wages for Hispanic graduates were comparable to or exceeded the median for graduates across all fields of study, with one notable exception. The median wages for Hispanic Education graduates was \$2,400 less than the wages for all Education graduates (\$43,700 vs. \$46,100). See Table 13B below for details.

Table 13B: Median Annual Wages for Baccalaureate Graduates, Employed Full-Time, One Year After Graduation, Hispanic and All Students, by Largest Fields of Study

| Field of Study | Hispanic | | All Students | | Median Difference (Hispanic - All) |
|--------------------------------|-----------------|--------------------------------|-----------------|--------------------------------|------------------------------------|
| | Median | # Graduates Employed Full-Time | Median | # Graduates Employed Full-Time | |
| Biological Sciences | \$29,900 | 434 | \$29,500 | 1,510 | \$400 |
| Business & Marketing | \$43,000 | 2,093 | \$42,100 | 7,611 | \$900 |
| Communication & Journalism | \$35,000 | 586 | \$34,100 | 1,926 | \$900 |
| Education | \$43,700 | 463 | \$46,100 | 2,286 | (\$2,400) |
| Engineering | \$60,000 | 707 | \$58,600 | 2,619 | \$1,400 |
| Health Professions | \$45,600 | 936 | \$46,100 | 4,673 | (\$500) |
| Psychology | \$32,000 | 874 | \$31,000 | 2,461 | \$1,000 |
| Security & Protective Services | \$34,300 | 457 | \$33,800 | 1,565 | \$500 |
| Social Sciences | \$34,400 | 711 | \$34,400 | 2,895 | \$0 |
| Visual & Performing Arts | \$31,900 | 210 | \$31,300 | 802 | \$600 |
| Total | \$39,000 | 8,944 | \$39,100 | 34,798 | (\$100) |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. N=34,798.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Wages reflect annualized quarterly wages reported in the 4th quarter after the degree was granted. Full-time employment status was based on employment status during the fourth quarter following graduation. Includes degree recipients who were only working full-time and those who worked full-time while enrolled in additional education.

The annual median wage for White graduates was higher than the median for all graduates by \$1,000. By field of study, the most notable difference in median wages was in Health Professions where the median wages for White graduates (\$48,500) was \$2,400 more than the median for all Health Professions graduates (\$46,100). See Table 13C on the next page for more details.

Table 13C: Median Annual Wages for Baccalaureate Graduates, Employed Full-Time, One Year After Graduation, White and All Students, by Largest Fields of Study

| Field of Study | White | | All Students | | Median Difference (White - All) |
|--------------------------------|-----------------|--------------------------------|-----------------|--------------------------------|---------------------------------|
| | Median | # Graduates Employed Full-Time | Median | # Graduates Employed Full-Time | |
| Biological Sciences | \$30,100 | 750 | \$29,500 | 1,510 | \$600 |
| Business & Marketing | \$42,400 | 4,168 | \$42,100 | 7,611 | \$300 |
| Communication & Journalism | \$34,100 | 1,003 | \$34,100 | 1,926 | \$0 |
| Education | \$47,000 | 1,482 | \$46,100 | 2,286 | \$900 |
| Engineering | \$58,200 | 1,468 | \$58,600 | 2,619 | (\$400) |
| Health Professions | \$48,500 | 2,406 | \$46,100 | 4,673 | \$2,400 |
| Psychology | \$30,300 | 1,107 | \$31,000 | 2,461 | (\$700) |
| Security & Protective Services | \$34,300 | 679 | \$33,800 | 1,565 | \$500 |
| Social Sciences | \$34,400 | 1,500 | \$34,400 | 2,895 | \$0 |
| Visual & Performing Arts | \$30,900 | 475 | \$31,300 | 802 | (\$400) |
| Total | \$40,100 | 18,530 | \$39,100 | 34,798 | \$1,000 |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. N=34,798.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Wages reflect annualized quarterly wages reported in the 4th quarter after the degree was granted. Full-time employment status was based on employment status during the fourth quarter following graduation. Includes degree recipients who were only working full-time and those who worked full-time while enrolled in additional education.

A follow-up analysis of annual median wages by gender also identified several notable differences, as shown in Table 14. Overall, the annual median wage for female graduates (\$37,000) was \$5,500 less than the annual median wage for male graduates (\$42,500). Among the top ten fields, the annual median wage for female graduates with degrees in Biological Sciences, Business & Marketing, Communication & Journalism, Security & Protective Services, Social Sciences, and Visual & Performing Arts were between \$1,200 and \$4,400 less than the median wages for males with degrees in the same fields. Conversely, the annual median wage for female graduates with degrees in Education, Engineering, Health Professions, and Psychology were between \$500 and \$3,100 higher than the annual median wages for males with degrees in the same fields.

When looking across all fields of study, three fields not in the top ten have differences that are important to note.

- Female Agriculture graduates earned \$9,000 less than their male counterparts.
- Female Liberal Arts graduates earned \$9,400 less than their male counterparts.
- Female Physical Sciences graduates \$6,400 less than their male counterparts.

See Table 14 on the next page for details.

Table 14: Median Annual Wages for Baccalaureate Graduates, Employed Full-Time, One Year After Graduation, by Gender and by Largest Fields of Study

| Field of Study | Females | | Males | | Median Difference (Females - Males) |
|---------------------------------|-----------------|--------------------------------|-----------------|--------------------------------|-------------------------------------|
| | Median | # Graduates Employed Full-Time | Median | # Graduates Employed Full-time | |
| Agriculture | \$30,600 | 108 | \$40,000 | 102 | (\$9,400) |
| Architecture | \$40,900 | 46 | \$37,400 | 71 | \$3,500 |
| Biological Sciences | \$28,800 | 925 | \$30,500 | 585 | (\$1,700) |
| Business & Marketing | \$40,000 | 3,691 | \$44,200 | 3,920 | (\$4,200) |
| Communication & Journalism | \$33,800 | 1,409 | \$35,000 | 517 | (\$1,200) |
| Computer & Information Sciences | \$52,200 | 171 | \$53,300 | 906 | (\$1,100) |
| Cultural Studies | \$33,000 | 36 | \$32,900 | 10 | \$100 |
| Education | \$46,400 | 1,923 | \$44,800 | 363 | \$1,600 |
| Engineering | \$59,500 | 525 | \$58,400 | 2,094 | \$1,100 |
| Engineering Technician | \$52,900 | 17 | \$57,900 | 108 | (\$5,000) |
| English & Literature | \$32,500 | 654 | \$31,200 | 276 | \$1,300 |
| Family & Consumer Sciences | \$34,500 | 224 | \$29,000 | 13 | \$5,500 |
| Health Professions | \$46,600 | 3,830 | \$43,500 | 843 | \$3,100 |
| History | \$28,500 | 125 | \$32,500 | 194 | (\$4,000) |
| Interdisciplinary Studies | \$33,000 | 386 | \$37,200 | 201 | (\$4,200) |
| Languages & Linguistics | \$30,800 | 153 | \$32,100 | 73 | (\$1,300) |
| Legal Studies | \$33,200 | 114 | \$35,800 | 61 | (\$2,600) |
| Liberal Arts & Sciences | \$35,100 | 250 | \$44,100 | 170 | (\$9,000) |
| Mathematics & Statistics | \$43,700 | 104 | \$41,200 | 117 | \$2,500 |
| Natural Resources | \$31,400 | 139 | \$33,600 | 115 | (\$2,200) |
| Philosophy & Religious Studies | \$32,100 | 41 | \$31,400 | 69 | \$700 |
| Physical Sciences | \$31,200 | 122 | \$37,600 | 145 | (\$6,400) |
| Psychology | \$31,000 | 1,969 | \$30,500 | 492 | \$500 |
| Public Administration | \$33,000 | 527 | \$37,000 | 117 | (\$4,000) |
| Recreation & Fitness Studies | \$31,500 | 219 | \$33,300 | 266 | (\$1,800) |
| Security & Protective Services | \$32,700 | 785 | \$36,100 | 780 | (\$3,400) |
| Social Sciences | \$32,300 | 1,523 | \$36,700 | 1,372 | (\$4,400) |
| Visual & Performing Arts | \$30,200 | 496 | \$33,300 | 306 | (\$3,100) |
| Total | \$37,000 | 20,512 | \$42,500 | 14,286 | (\$5,500) |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. N=34,789.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Wages reflect annualized quarterly wages reported in the 4th quarter after the degree was granted. Full-time employment status was based on employment status during the fourth quarter following graduation. Includes degree recipients who were only working full-time and those who worked full-time while enrolled in additional education.

HOW DO THE OUTCOMES FOR THE CLASS OF 2015 COMPARE TO THE CLASS OF 2014?

Additional analyses were also conducted to compare the outcomes of the Class of 2015 to the outcomes of the Class of 2014. Overall, the outcomes were similar except for the median annual wages. Table 15 below shows that the proportions of graduates found working and/or pursuing further education were comparable overall, with one exception. The percent of graduates who worked full-time while enrolled, as a percent of all who worked while enrolled, was higher for the Class of 2015 (51% vs, 46%).

Table 15. Comparison of Overall Outcomes for the Classes of 2014 and 2015

| Outcome Measure | Class of 2014 | Class of 2015 |
|--|---------------|---------------|
| Number of Degrees Awarded | 60,000 | 63,423 |
| Number of Graduates with Usable Records | 58,717 | 60,333 |
| Percent of Degrees Awarded | 98% | 95% |
| Number of Graduates Found | 52,431 | 53,490 |
| Percent of Usable Records | 89% | 89% |
| Number of Graduates Not Found | 6,286 | 6,843 |
| Percent of Usable Records | 11% | 11% |
| Total Number of Graduates Working | 48,803 | 49,330 |
| Percent of Graduates Found | 93% | 92% |
| Total Number Graduates Enrolled | 15,661 | 16,272 |
| Percent of Graduates Found | 30% | 30% |
| Number of Graduates Working Only | 36,770 | 37,218 |
| Percent of Graduates Found | 70% | 70% |
| Percent of Total Graduates Working | 75% | 75% |
| Number of Graduates Only Enrolled (not working) | 3,628 | 4,160 |
| Percent of Graduates Found | 7% | 8% |
| Percent of Total Graduates Enrolled | 23% | 26% |
| Number of Graduates Working While Enrolled | 12,033 | 12,112 |
| Percent of Graduates Found | 23% | 23% |
| Percent of Total Graduates Working | 25% | 25% |
| Number of Graduates Working FT While Enrolled | 5,544 | 6,126 |
| Percent of Working & Enrolled | 46% | 51% |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Notes: Class of 2014 includes graduates whose degrees were granted in the Summer and Fall terms of 2013 and the Spring of 2014. Class of 2015 includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015.

As previously noted, there were also several differences in the salary outcomes for graduates. The overall median wage for all graduates increased by \$2,800 from \$36,300 for the Class of 2014 to \$39,100 for the Class of 2015, an increase of 8%. While the median wage increased between six and nine percent for graduates in all categories, not all increases were evenly distributed as noted below. However, two years of data do not indicate a trend. Additional analyses are underway to analyze salaries over a longer period of time to identify possible trends.

- The median wage for female graduates from the Class of 2014 was \$4,400 lower than the median for male graduates. Female graduates from the Class of 2015 had a median wage that was \$5,500 lower than the median for male graduates.
- The median wage for Black/ African American graduates from the Class of 2014 was \$3,100 lower than the median for all graduates. Black/ African American graduates from the Class of 2015 had a median wage that was \$3,500 lower than the median for all graduates.
- The median wage for Hispanic graduates from the Class of 2014 was \$600 higher than the median wage for all graduates. Hispanic graduates from the Class of 2015 had a median wage that was \$100 less than the median for all graduates.
- For White graduates, the median wage for graduates from the Class of 2014 was \$500 more than the median for all graduates. White graduates from the Class of 2015 was \$1,000 more than the median wage for all graduates.

Table 16. Comparison of Salary Outcomes for the Classes of 2014 and 2015

| Type of Graduate | Class of 2014 Median | Class of 2015 Median | Median Difference in \$ (2015 - 2014) | Percent Change from 2014 to 2015 |
|-----------------------------------|-------------------------|-------------------------|--|-------------------------------------|
| All Graduates | \$36,300 | \$39,100 | \$2,800 | 8% |
| Black/ African American Graduates | \$33,200 | \$35,600 | \$2,400 | 7% |
| Difference from All Graduates | (\$3,100) | (\$3,500) | (\$400) | |
| Hispanic | \$36,900 | \$39,000 | \$2,100 | 6% |
| Difference from All Graduates | \$600 | (\$100) | (\$700) | |
| White | \$36,800 | \$40,100 | \$3,300 | 9% |
| Difference from All Graduates | \$500 | \$1,000 | \$500 | |
| Male | \$39,100 | \$42,500 | \$3,400 | 9% |
| Female | \$34,700 | \$37,000 | \$2,300 | 7% |
| Difference (Female - Male) | (\$4,400) | (\$5,500) | (\$1,100) | |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. Class of 2014 N=32,163. Class of 2015 N=34,798.

Notes: Class of 2014 includes graduates whose degrees were granted in the Summer and Fall terms of 2013 and the Spring of 2014. Class of 2015 includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Wages reflect annualized quarterly wages reported in the 4th quarter after the degree was granted. Full-time employment status was based on employment status during the fourth quarter following graduation. Includes degree recipients who were only working full-time and those who worked full-time while enrolled in additional education.

CONCLUSION

This third Baccalaureate Follow-Up Study provides important information about the outcomes for State University System graduates. Of 60,333 graduates with usable records from the Class of 2015, 89% were found working and/or pursuing additional education one year after receiving their baccalaureate degrees. Approximately 92% of baccalaureate graduates found in the national databases were working in the state of Florida, in one of the other 40 states and territories that provided data to WRIS 2, or in a Federal civilian position reported to OPM within one year after graduation. Of those who were employed, nearly three-fourths (71%) worked full-time. The median wages for new graduates who worked full-time one year after graduation was \$39,100, an increase of \$2,800 over the previous year's cohort. Nearly one-third (30%) of graduates found in the national databases enrolled in further education and approximately 23% were employed while pursuing additional education within one year of graduation.

When analyzing results by gender and race/ethnicity, few notable differences were found regarding employment and further education. The one noteworthy exception, however, concerned median annual wages. The median annual wage for female graduates (\$37,000) was \$5,500 lower than the median annual wage for male graduates (\$42,500). Black/African American graduates received the lowest median annual wages of \$35,600, which was \$3,500 below the median for all graduates.

The outcomes for the Class of 2015 were generally comparable to the outcomes for the Class of 2014 except in regards to the starting salaries. The difference between the median wages for Black/African American and all graduates increased from \$3,100 for the Class of 2014 to \$3,500 for the Class of 2015. The difference between the median wages for females also increased from \$4,400 for the Class of 2014 to \$5,500 for the Class of 2015.

This study is designed to be an annual, sustainable, and replicable study providing critical information about employment and education outcomes of baccalaureate graduates in order to support system-wide strategic planning. This study also provides information students can use to plan for careers and post-baccalaureate education. Campus administrators and faculty may also use this report to evaluate student outcomes to improve programs and student services.

APPENDIX A: TECHNICAL NOTES

1. Data Limitations

The study was based on individual-level data for the 60,333 graduates from the State University Data System (SUDS). These records were matched to records in the National Student Clearinghouse (NSC) and the Florida Education and Training Placement Information Program (FETPIP). These data sources have several limitations that impacted the findings in this report.

National Student Clearinghouse

The NSC database includes records from 3,700 colleges and universities nationwide that enroll 98% of all students in public and private U.S. institutions. While this database is comprehensive, there is a chance that an SUS graduate pursued additional education at a college or university that does not report data to NSC or at a college or university outside the United States. The number of graduates pursuing additional education at one of these types of institutions is likely very minimal.

Data provided by NSC also does not include several key data elements that would further enhance the baccalaureate follow up studies. First, the NSC data does not include the number of credit hours or other measures of enrollment intensity that would indicate whether individuals were enrolled full- or part-time. This information, if available, would be useful in understanding the extent to which graduates worked while pursuing additional education. The NSC data also does not collect the field of study for enrolled students to indicate whether students continue to study in the same field or in a different field. Finally, NSC data does not include the type of additional education SUS graduates pursued. Most graduates likely enrolled in advanced educational programs, although others may have enrolled in programs that lead to a certificate, associate's degree, or another baccalaureate degree.

Florida Education and Training Placement Information Program

The employment data for this study was provided by the Florida Education and Training Placement Information Program (FETPIP), housed with the Florida Department of Education. FETPIP, through an agreement with the Florida Department of Economic Opportunity (DEO), has access to Florida's Unemployment Insurance (UI) database and the national Wage Record Interchange System 2 (WRIS 2) for the purpose of providing "follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida" (see Florida Statutes Section 1008.39).

Participation in WRIS 2 is voluntary and the database used for this report contained data for 41 states (listed below) as well as the District of Columbia and Puerto Rico.

Alaska, Arizona, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

Several states with significant populations had not provided employment records to the WRIS 2 database at the time this study was conducted. These states include:

Alabama, California, Colorado, Hawaii, Massachusetts, Montana, New Hampshire*, New York, West Virginia.*

*Currently participate in WRIS 2 although their data was not available for inclusion in this study.

The Florida UI database and the WRIS 2 database also do not contain information for all individuals who actually worked. Individuals not reported include those who: 1) are self-employed, 2) are employed in temporary positions not eligible for unemployment insurance, 3) are employed in states that do not participate in WRIS 2, 4) are employed by the military or federal government, or 5) do not have a valid Social Security number.

Jobs that are exempt or otherwise not covered by unemployment insurance also are not included in the Florida UI database and the WRIS 2 databases. These include self-employed nonagricultural workers, unpaid family workers, insurance agents paid solely by commission, and employees of religious organizations. Some state and local government workers, such as those who work at state colleges, universities, elementary and secondary schools, may also be excluded.

FETPIP also has an agreement with the United States Office of Personnel Management (OPM), which enables them to access employment information for approximately 96% of all Federal civilian non-Postal Executive Branch employees. However, following agencies do not provide data for the OPM database.

Federal Reserve Board of Governors, Central Intelligence Agency, Defense Intelligence Agency, Foreign Service personnel at the State Department, National Geospatial-Intelligence Agency, National Security Agency, Office of the Director of National Intelligence, Office of the Vice President, Postal Regulatory Commission, Tennessee Valley Authority, U.S. Postal Service, White House Office

The OPM database also does not include foreign nationals overseas, Public Health Service's Commissioned Officer Corps, non-appropriated fund employees, or the Judicial Branch.

In addition, the only Legislative Branch entities that provide data to OPM are the Dwight D. Eisenhower Memorial Commission, the Financial Crisis Inquiry Commission, the Government Printing Office, the Medicare Payment Advisory Commission, the Ronald Reagan Centennial Commission, the U.S. - China Economic and Security Review Commission, the U.S. Commission on International Religious Freedom, and the U.S. Tax Court.

2. Protecting Privacy

State and federal privacy laws and regulations directly influenced the way in which data are displayed throughout this report. To ensure compliance, cell sizes with less than 10 individuals cannot be displayed. Median wage amounts were also rounded to the nearest hundred to protect privacy.

The agreement that enables FETPIP to access the employment data provided by DEO also creates two significant limitations. First, the agreement does not allow any employment records to be attached to certain identifying elements such as race and gender to be returned to the data requestor -- in this instance Board staff. Second, WRIS 2 data, which contains data for an additional 40 states (listed above) as well as the District of Columbia and Puerto Rico, can only be provided back to Board staff in aggregate form. These restrictions limited the current study to providing only descriptive statistics, rather than more sophisticated statistical analyses that could determine whether statistically significant differences in outcomes existed between graduates with different characteristics.

3. Enhancements to the Baccalaureate Follow-Up Study Over Time

The pilot study for the Class of 2012 utilized data from the State University Data System, the National Student Clearinghouse, and Florida's UI database. As a result the employment outcomes only included graduates working in Florida. The pilot study also separated graduates who worked while pursuing additional education from the analysis of working graduates and the analysis of graduates who pursued additional education resulting in an under-reporting of graduates in those two sets of analyses. Finally, the pilot study did not include outcomes by gender.

The Class of 2014 study was significantly enhanced through the utilization of WRIS 2 and OPM employment information, which provided the ability to determine the employment outcomes of graduates working in other states and in the vast majority of Federal civilian positions. This study also included analyses by gender. Finally, the

analysis of working graduates and the analysis of graduates who pursued additional education included graduates who worked while pursuing additional education.

The Class of 2015 study retained all of the enhancements put in place for the Class of 2014 study. This provided the opportunity to include a comparison of the outcomes for the Class of 2015 to the outcomes for the Class of 2014.

APPENDIX B: SUPPLEMENTAL TABLES

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Table A. Number of Baccalaureate Graduates Working, by Largest Race/Ethnicity Categories and by Largest Fields of Study

| Field of Study | Black / African American | | | Hispanic | | | White | | | Total | |
|--------------------------------|--------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|----------------------|
| | # of Graduates Working | % of Graduates Working | # of Total Graduates | # of Graduates Working | % of Graduates Working | # of Total Graduates | # of Graduates Working | % of Graduates Working | # of Total Graduates | # of Graduates Working | # of Total Graduates |
| | | | | | | | | | | | |
| Biological Sciences | 337 | 11% | 412 | 875 | 28% | 1,174 | 1,528 | 48% | 2,017 | 47% | 4,331 |
| Business & Marketing | 920 | 10% | 1,033 | 2,556 | 27% | 2,934 | 5,154 | 55% | 5,970 | 52% | 11,479 |
| Communication & Journalism | 364 | 13% | 413 | 797 | 29% | 923 | 1,440 | 52% | 1,733 | 52% | 3,306 |
| Education | 272 | 10% | 283 | 574 | 20% | 652 | 1,828 | 65% | 1,984 | 64% | 3,094 |
| Engineering | 227 | 7% | 249 | 811 | 27% | 945 | 1,693 | 55% | 1,964 | 54% | 3,669 |
| Health Professions | 1,192 | 19% | 1,301 | 1,182 | 19% | 1,333 | 3,202 | 52% | 3,656 | 52% | 7,010 |
| Psychology | 523 | 13% | 610 | 1,333 | 33% | 1,647 | 1,892 | 47% | 2,301 | 46% | 4,995 |
| Security & Protective Services | 521 | 24% | 567 | 598 | 28% | 684 | 930 | 43% | 1,106 | 45% | 2,148 |
| Social Sciences | 701 | 16% | 809 | 1,073 | 24% | 1,366 | 2,367 | 53% | 2,906 | 51% | 5,643 |
| Visual & Performing Arts | 140 | 10% | 181 | 354 | 25% | 462 | 826 | 58% | 1,088 | 57% | 1,897 |
| All Other Disciplines | 1,421 | 14% | 1,670 | 2,230 | 23% | 2,773 | 5,350 | 54% | 6,747 | 54% | 12,431 |
| Total | 6,618 | 13% | 7,528 | 12,383 | 25% | 14,893 | 26,210 | 53% | 31,472 | 52% | 60,333 |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Row percentages will not sum to 100 because not all racial/ethnic groups are reported. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates working within one year were counted if they worked at least one quarter within 12 months after graduation. Also includes graduates who were enrolled while working.

Table B. Number of Baccalaureate Graduates Working, by Gender and by Largest Fields of Study

| Field of Study | Female | | | Male | | | Total | |
|--------------------------------|------------------------|------------------------|----------------------|------------------------|------------------------|----------------------|------------------------|----------------|
| | # of Graduates Working | % of Graduates Working | % of Total Graduates | # of Graduates Working | % of Graduates Working | % of Total Graduates | # of Graduates Working | # of Graduates |
| | | | | | | | | |
| Biological Sciences | 1,914 | 61% | 59% | 1,243 | 39% | 41% | 3,157 | 4,331 |
| Business & Marketing | 4,513 | 48% | 48% | 4,897 | 52% | 52% | 9,410 | 11,479 |
| Communication & Journalism | 1,980 | 72% | 71% | 787 | 28% | 29% | 2,767 | 3,306 |
| Education | 2,321 | 82% | 81% | 499 | 18% | 19% | 2,820 | 3,094 |
| Engineering | 612 | 20% | 19% | 2,439 | 80% | 81% | 3,051 | 3,669 |
| Health Professions | 5,015 | 81% | 81% | 1,145 | 19% | 19% | 6,160 | 7,010 |
| Psychology | 3,238 | 80% | 79% | 813 | 20% | 21% | 4,051 | 4,995 |
| Security & Protective Services | 1,073 | 50% | 49% | 1,075 | 50% | 51% | 2,148 | 2,478 |
| Social Sciences | 2,349 | 52% | 51% | 2,133 | 48% | 49% | 4,482 | 5,643 |
| Visual & Performing Arts | 877 | 61% | 61% | 555 | 39% | 39% | 1,432 | 1,897 |
| All Other Disciplines | 5,468 | 56% | 55% | 4,384 | 44% | 45% | 9,852 | 12,431 |
| Total | 29,360 | 60% | 59% | 19,970 | 40% | 41% | 49,330 | 60,333 |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Row percentages may not sum to 100 due to rounding. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Graduates working within one year were counted if they worked at least one quarter within 12 months after graduation. Also includes graduates who were enrolled while working.

Table D. Number of Baccalaureate Graduates Enrolled in Further Education, by Gender and by Largest Fields of Study

| Field of Study | Female | | | Male | | | Total | | |
|--------------------------------|-------------------------|-------------------------|----------------------|-------------------------|-------------------------|----------------------|------------|---------------|---------------|
| | # of Graduates Enrolled | % of Graduates Enrolled | # of Total Graduates | # of Graduates Enrolled | % of Graduates Enrolled | # of Total Graduates | | | |
| | Biological Sciences | 1,251 | 60% | 2,567 | 831 | 40% | | 1,764 | 41% |
| Business & Marketing | 1,029 | 50% | 5,520 | 1,043 | 50% | 5,959 | 52% | 2,072 | 11,479 |
| Communication & Journalism | 307 | 71% | 2,363 | 126 | 29% | 943 | 29% | 433 | 3,306 |
| Education | 491 | 76% | 2,518 | 155 | 24% | 576 | 19% | 646 | 3,094 |
| Engineering | 141 | 20% | 715 | 556 | 80% | 2,954 | 81% | 697 | 3,669 |
| Health Professions | 1,733 | 78% | 5,686 | 487 | 22% | 1,324 | 19% | 2,220 | 7,010 |
| Psychology | 1,564 | 82% | 3,968 | 336 | 18% | 1,027 | 21% | 1,900 | 4,995 |
| Security & Protective Services | 319 | 47% | 1,210 | 356 | 53% | 1,268 | 51% | 675 | 2,478 |
| Social Sciences | 863 | 54% | 2,901 | 743 | 46% | 2,742 | 49% | 1,606 | 5,643 |
| Visual & Performing Arts | 160 | 57% | 1,149 | 120 | 43% | 748 | 39% | 280 | 1,897 |
| All Other Disciplines | 2,261 | 62% | 6,887 | 1,400 | 38% | 5,544 | 45% | 3,661 | 12,431 |
| Total | 10,119 | 62% | 35,484 | 6,153 | 38% | 24,849 | 41% | 16,272 | 60,333 |

Sources: Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Row percentages may not sum to 100 due to rounding. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Enrollments were counted within 14 months, or 426 days, of graduation. Includes graduates who also worked while enrolled.

Table E. Number of Baccalaureate Graduates Working While Enrolled in Further Education, by Largest Race/Ethnicity Categories and by Largest Fields of Study

| Field of Study | Black / African American | | | Hispanic | | | White | | | Total | |
|--------------------------------|-----------------------------------|-----------------------------------|----------------------|-----------------------------------|-----------------------------------|----------------------|-----------------------------------|-----------------------------------|----------------------|-----------------------------------|----------------------|
| | # of Graduates Enrolled & Working | % of Graduates Enrolled & Working | # of Total Graduates | # of Graduates Enrolled & Working | % of Graduates Enrolled & Working | # of Total Graduates | # of Graduates Enrolled & Working | % of Graduates Enrolled & Working | # of Total Graduates | # of Graduates Enrolled & Working | # of Total Graduates |
| Biological Sciences | 148 | 11% | 412 | 371 | 28% | 1,174 | 631 | 47% | 2,017 | 1,338 | 4,331 |
| Business & Marketing | 190 | 11% | 1,033 | 488 | 29% | 2,934 | 852 | 51% | 5,970 | 1,669 | 11,479 |
| Communication & Journalism | 63 | 19% | 413 | 100 | 29% | 923 | 155 | 46% | 1,733 | 340 | 3,306 |
| Education | 71 | 13% | 283 | 124 | 23% | 652 | 317 | 58% | 1,984 | 544 | 3,094 |
| Engineering | 35 | 7% | 249 | 131 | 27% | 945 | 276 | 56% | 1,964 | 493 | 3,669 |
| Health Professions | 334 | 19% | 1,301 | 343 | 19% | 1,333 | 901 | 51% | 3,656 | 1,771 | 7,010 |
| Psychology | 196 | 14% | 610 | 480 | 34% | 1,647 | 631 | 45% | 2,301 | 1,411 | 4,995 |
| Security & Protective Services | 146 | 26% | 567 | 142 | 25% | 684 | 246 | 44% | 1,106 | 565 | 2,478 |
| Social Sciences | 206 | 18% | 809 | 273 | 23% | 1,366 | 601 | 51% | 2,906 | 1,175 | 5,643 |
| Visual & Performing Arts | 23 | 13% | 181 | 43 | 23% | 462 | 104 | 57% | 1,088 | 184 | 1,897 |
| All Other Disciplines | 446 | 17% | 1,670 | 615 | 23% | 2,773 | 1,315 | 50% | 6,747 | 2,622 | 12,431 |
| Total | 1,858 | 15% | 7,528 | 3,110 | 26% | 14,893 | 6,029 | 50% | 31,472 | 12,112 | 60,333 |

Sources: Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Row percentages will not sum to 100 because not all racial/ethnic groups are reported. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Enrollments were counted within 14 months, or 426 days, of graduation. Graduates working within one year were counted if they worked at least one quarter within 12 months after graduation.

Table F. Number of Baccalaureate Graduates Working While Enrolled in Further Education, by Gender and by Largest Fields of Study

| Field of Study | Female | | | Male | | | Total |
|--------------------------------|-----------------------------------|-----------------------------------|----------------------|-----------------------------------|-----------------------------------|----------------------|---------------|
| | # of Graduates Enrolled & Working | % of Graduates Enrolled & Working | # of Total Graduates | # of Graduates Enrolled & Working | % of Graduates Enrolled & Working | # of Total Graduates | |
| Biological Sciences | 828 | 62% | 2,567 | 510 | 38% | 1,764 | 4,331 |
| Business & Marketing | 820 | 49% | 5,520 | 849 | 51% | 5,959 | 11,479 |
| Communication & Journalism | 250 | 74% | 2,363 | 90 | 26% | 943 | 3,306 |
| Education | 417 | 77% | 2,518 | 127 | 23% | 576 | 3,094 |
| Engineering | 112 | 23% | 715 | 381 | 77% | 2,954 | 3,669 |
| Health Professions | 1,377 | 78% | 5,686 | 394 | 22% | 1,324 | 7,010 |
| Psychology | 1,183 | 84% | 3,968 | 228 | 16% | 1,027 | 4,995 |
| Security & Protective Services | 270 | 48% | 1,210 | 295 | 52% | 1,268 | 2,478 |
| Social Sciences | 652 | 55% | 2,901 | 523 | 45% | 2,742 | 5,643 |
| Visual & Performing Arts | 117 | 64% | 1,149 | 67 | 36% | 748 | 1,897 |
| All Other Disciplines | 1,647 | 63% | 6,887 | 975 | 37% | 5,544 | 12,431 |
| Total | 7,673 | 63% | 35,484 | 4,439 | 37% | 24,849 | 60,333 |

Sources: Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

Notes: Total graduates include graduates not found in national and state employment or education databases. Row percentages may not sum to 100 due to rounding. Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Enrollments were counted within 14 months, or 426 days, of graduation. Graduates working within one year were counted if they worked at least one quarter within 12 months after graduation.

Table G: Distribution of Wages for Baccalaureate Graduates, Employed Full-Time, One Year After Graduation, by Fields of Study

| Field of Study | Wage Percentiles | | | | | # Graduates Employed FT |
|---------------------------------|-------------------|--------------------|-----------------|--------------------|--------------------|----------------------------------|
| | 5th Percentile | 25th Percentile | Median | 75th Percentile | 95th Percentile | |
| Agriculture | \$18,700 | \$25,600 | \$33,500 | \$45,600 | \$64,700 | 210 |
| Architecture | \$18,100 | \$29,800 | \$39,100 | \$47,000 | \$62,700 | 117 |
| Biological Sciences | \$18,100 | \$22,800 | \$29,500 | \$38,500 | \$60,400 | 1,510 |
| Business & Marketing | \$21,000 | \$32,400 | \$42,100 | \$53,200 | \$78,000 | 7,611 |
| Communication & Journalism | \$19,400 | \$27,000 | \$34,100 | \$42,000 | \$63,400 | 1,926 |
| Computer & Information Sciences | \$26,000 | \$41,100 | \$53,200 | \$64,100 | \$97,100 | 1,077 |
| Cultural Studies | \$19,400 | \$23,900 | \$33,000 | \$37,500 | \$50,700 | 46 |
| Education | \$22,900 | \$37,500 | \$46,100 | \$55,800 | \$72,000 | 2,286 |
| Engineering | \$28,100 | \$48,300 | \$58,600 | \$68,000 | \$92,800 | 2,619 |
| Engineering Technician | \$33,000 | \$50,600 | \$57,600 | \$66,800 | \$92,500 | 125 |
| English & Literature | \$18,100 | \$24,200 | \$32,200 | \$41,900 | \$61,600 | 930 |
| Family & Consumer Sciences | \$19,000 | \$27,500 | \$34,100 | \$41,800 | \$56,300 | 237 |
| Health Professions | \$20,200 | \$31,200 | \$46,100 | \$59,100 | \$82,200 | 4,673 |
| History | \$18,200 | \$23,400 | \$31,300 | \$43,600 | \$68,500 | 319 |
| Interdisciplinary Studies | \$18,800 | \$26,000 | \$35,000 | \$46,200 | \$71,100 | 587 |
| Languages & Linguistics | \$17,400 | \$23,300 | \$31,200 | \$42,100 | \$58,900 | 226 |
| Legal Studies | \$19,500 | \$25,300 | \$33,600 | \$43,300 | \$72,400 | 175 |
| Liberal Arts & Sciences | \$18,700 | \$27,200 | \$37,400 | \$51,700 | \$93,300 | 420 |
| Mathematics & Statistics | \$19,300 | \$29,900 | \$42,900 | \$54,200 | \$68,400 | 221 |
| Natural Resources | \$19,100 | \$26,900 | \$32,500 | \$38,900 | \$52,700 | 254 |
| Philosophy & Religious Studies | \$18,700 | \$23,900 | \$31,500 | \$39,500 | \$52,300 | 110 |
| Physical Sciences | \$19,200 | \$26,000 | \$34,900 | \$44,600 | \$65,700 | 267 |
| Psychology | \$18,400 | \$24,100 | \$31,000 | \$38,500 | \$58,000 | 2,461 |
| Public Administration | \$18,700 | \$26,700 | \$33,600 | \$43,100 | \$62,200 | 644 |
| Recreation & Fitness Studies | \$18,400 | \$24,300 | \$32,300 | \$41,500 | \$60,600 | 485 |
| Security & Protective Services | \$19,100 | \$27,400 | \$33,800 | \$43,300 | \$68,000 | 1,565 |
| Social Sciences | \$18,700 | \$26,600 | \$34,400 | \$44,100 | \$67,100 | 2,895 |
| Visual & Performing Arts | \$18,600 | \$24,000 | \$31,300 | \$40,900 | \$58,600 | 802 |
| Total | \$19,400 | \$28,900 | \$39,100 | \$52,600 | \$76,000 | 34,798 |

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: Includes graduates whose degrees were granted in the Summer and Fall terms of 2014 and the Spring of 2015. Wages reflect annualized quarterly wages for values reported in the 4th quarter after the degree was granted. Data are for workers with a full-time wage or greater. Full-time employment status was based on employment status during the fourth quarter following graduation. Includes degree recipients who were only working full-time and those who worked full-time while enrolled in additional education.



STATE
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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
June 20-21, 2017**

SUBJECT: Approval of 2017-18 University Work Plans; Approval of UF Preeminent State Research University Annual Status Update; Approval of FSU Preeminent State Research University Annual Status Update; Approval of UCF Emerging Preeminent State Research University Annual Status Update; Approval of USF Emerging Preeminent State Research University Annual Status Update

PROPOSED COMMITTEE ACTION

Consider for approval those portions of 2017-18 University Work Plans associated with the 2017-18 academic year and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation. Consider for approval UF Preeminent State Research University Annual Status Update. Consider for approval FSU Preeminent State Research University Annual Status Update. Consider for approval UCF Emerging Preeminent State Research University Annual Status Update. Consider for approval USF Emerging Preeminent State Research University Annual Status Update

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002; Section 1001.7065, Florida Statutes

BACKGROUND INFORMATION

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with the annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

Each University Work Plan is intended to 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. The Work Plan outlines the university's strategic direction, top priorities, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The “Strategy” section of the University Work Plan includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. Sections on metrics indicate how the universities are performing in key areas. The “Operations” section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2017-18 as well as in out-years.

Universities will make brief presentations on their Work Plans, after which Committee members will have the opportunity to engage in discussion and questioning. The Committee will consider for approval those portions of 2017-18 University Work Plans associated with the 2017-18 academic year, and review out-year portions of University Work Plans, noting any areas for further dialogue and deliberation. University Work Plans can be accessed at http://www.flbog.edu/board/workplan/2017_workplan.php.

In the context of their Work Plan presentations UF and FSU will provide Annual Status Updates to demonstrate that they are meeting or exceeding legislatively stipulated goals for academic and research excellence in order to maintain their Preeminent State Research University status. In the context of their Work Plan presentations UCF and USF will provide Annual Status Updates to demonstrate that they are meeting or exceeding legislatively stipulated goals for academic and research excellence in order to maintain their Emerging Preeminent State Research University status.

The Committee will provide recommendations to the full Board of Governors for its consideration.

| | |
|---|---|
| Supporting Documentation Included: | 2017-18 University Work Plans |
| Facilitators / Presenters: | Chair Morton; University Representatives |

Florida Atlantic University

2017 Work Plan



Florida Atlantic University

University Work Plan Presentation

For Board of Governors June 2017 Meeting

BOT APPROVED 5/16/2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

VISION STATEMENT (What do you aspire to?)

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Florida Atlantic University is a dynamic, national public research university with campuses and sites strategically located along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University seeks to capitalize on its strategic location, blending student outreach, cutting-edge research, and partnerships with surrounding communities and beyond to identify and solve regional and societal issues. The "[FAU Strategic Plan for the Race to Excellence 2015-2025](#)" is directing the strategic development of the university. The University will recruit and retain talented faculty and students, invest in focused research areas, and enhance organizational efficiencies to increase the university's self-reliance and sustainability. With unbridled ambition the University is in pursuit to become the country's fastest-improving public research university. FAU plans to seek this distinction by:

1. Building on our robust ethnic diversity to become a geographically diverse institution that promotes engagement of world views beyond the tri-county Southeast Florida region;
2. Aligning academic programs to the overall goals of the *State University System (SUS)* to address the economic and workforce needs of south Florida and beyond;
3. Investing in *Pillars and Platforms*—connecting the most talented faculty, staff and students—to expand the University's robust culture of nationally respected research and inquiry;
4. Partnering with local stakeholders and enhancing physical facilities to take maximum advantage of the unique cultural, demographic and environmental characteristics of each campus community as FAU strives for leadership in developing South Florida's culture and economy;
5. Designing a resilient, lean organization—based on best practices—that identifies economies of scale and incorporates new technologies to promote institutional development;
6. "Budgeting to the plan" and pursuing new revenue streams to make FAU self-reliant and success-driven in a climate of competitive public and private funding opportunities;
7. Communicating the University's many remarkable success stories to an increasingly large eGlobal audience to enable key internal stakeholders to link with external constituency groups.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Core Capabilities: Florida Atlantic University is recognized as a university of first choice for excellence in undergraduate education, comprehensive graduate education, visionary and globally relevant research, and transformative engagement with its global communities. The strategic priorities of the institution are to build a uniquely competitive and globalized student body, recruit and retain prominent teams of researchers, deeply engage with south Florida's global communities, continuously assess and evolve best practices, develop a national reputation for excellence, and increase the university's self-reliance.

Strengths: With one of the nation's most diverse student bodies, FAU continues to be a national model for diversity and inclusiveness. FAU students have come from all 50 states, every county in Florida, and more than 180 countries. FAU is a leader in producing high achieving graduates who find well-compensated employment. The university is graduating students who are meeting the needs of the state's workforce. Over the last five years FAU has consistently produced baccalaureates in programs of strategic emphasis at some of the highest levels in the State University System (SUS). The *Charles E. Schmidt College of Medicine* is preparing exceptionally qualified physicians and stands as the only SUS medical school to have one hundred percent of its fourth-year students pass both the United States Medical Licensing Examination (USMLE) 4th Year-Clinical Knowledge (CK) and 4th Year-Clinical Skills (CS) exams for the last two consecutive years. The university's dedication to continuous improvement has become a significant strength and opportunity as it is transforming the campus culture and driving faculty, staff, and institutional stakeholders to propel FAU towards new heights. FAU has seen consistent year-to-year improvements in median wages of bachelor's graduates, six-year graduation rates, and academic progress rates over the past five years.

Opportunities: The *Jupiter Life Science Initiative* is a joint effort between the *Max Planck Florida Institute for Neuroscience* (MPFIN), the *Scripps Research Institute*, the *Charles E. Schmidt College of Science*, and the *Harriet L. Wilkes Honors College*. The initiative seeks to foster research in the areas of neuroscience and biotechnology and encourages collaboration by FAU faculty members and our local partners. FAU's recent designation by the Hispanic Association of Colleges and Universities (HACU) as a Hispanic Serving Institution (HSI) creates several opportunities to apply for grants to better serve our growing minority populations. *FAU Tech Runway* is a unique public-private partnership that has become an economic engine for job creation in south Florida. In just four years *FAU Tech Runway* has generated \$8.2M in total revenue and provided internships and employment for over 100 FAU students. The [FAU Strategic Plan for the Race to Excellence 2015-2025](#) identifies *Pillars* and *Platforms* which aim to create knowledge that benefits society and stimulate scholarly activity that supports the university's overall mission. In the coming years FAU will leverage many of south Florida's regional assets, such as proximity to the ocean, patient populations, local culture, and business community. The university will capitalize on these assets by growing our research enterprise, advancing our understanding of the world we live in, and contributing to the economic vitality of our region.

Diversity: FAU has sought to grow non-resident enrollments as outlined in the [FAU Strategic Plan for the Race to Excellence 2015-2025](#) – to instill a diversity of worldviews and experiences in the classroom. Our students benefit from hearing the perspectives and values of their fellow students who are from different regions of Florida, as well as other states and countries. The university boasts uniquely high proportions of students from underrepresented racial categories, which is a direct reflection of the thriving diversity of the southeastern Florida region.



Only two other large public research universities in the country have the high percentages of both black and Hispanic students. FAU hopes to increase our “geographic” diversity, which describes our efforts to expand the recruitment of students from different backgrounds who grew up in completely different circumstances and can share their unique insights with their peers. We will continue to build our racial and ethnic diversity – but we also have the aspiration to expand the “geographic diversity of our student body.

Challenges: Important challenges continue to be improving graduation rates, academic progress rates, and reducing time-to-degree. One of our biggest challenges for student success is the high proportion of undergraduates who are enrolled part-time. Moving forward, the university will continue to incentivize FTIC students to enroll full-time, and when necessary for them to drop to part-time status, they will have the opportunity to work with advisors to make up credits in a future semester (e.g. summer). Overall, FAU will build on recent improvements by enhancing initiatives that are adjusting the campus culture and perception of success for undergraduate completion from six to four years. The university will encourage achievement, personal accountability, and reward academic excellence.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Boldness: Student Success

FAU's top priority is improving academic success rates as measured by timely progression toward degree completion and four-year graduation rates. All undergraduate academic programs are implementing *Student Success Action Plans* to enhance student learning, build engagement, and improve academic support. These action plans include summaries of previous departmental efforts and provide timelines for departments to:

- Review requirements and curriculum to identify and reduce “gatekeeper” courses.
- Implement 2-year, 3-year, and 4-year *Flight Plans* for all programs that include summer semesters.
- Include more professional preparation courses and internships.
- Ensure course availability and course scheduling for 4-year graduation.
- Review college advising practices and procedures.
- Increase the number of faculty providing meaningful progress grades and final grades.
- Incorporate more eLearning technologies.
- Increase the number of students participating in research.
- Increase proactive faculty involvement in student academic clubs.
- Increase the frequency and type of department social events that are held for students.

Historically, FAU has had one of the highest proportions of part-time students in the SUS, with many students starting their university studies at full-time before having to drop down to part-time status for any number of reasons and/or personal obligations. Starting Fall 2017, FAU will require that all incoming FTIC students take a full-time course load to begin their careers (30 credit hours). Moving forward, we will continue to incentivize FTIC students to enroll full-time through initiatives such as the *Soar-in-4 Scholars* and *Pathways to Graduate Education* programs (see below). When necessary for students to drop to a part-time status, they will have the opportunity to work with advisors to make up the credits in a future semester (e.g. summer).

In addition to the implementation of these plans and policy implementations FAU will continue to expand successful initiatives that will refocus the academic culture and encourage academic excellence.

- ***Flight Plans***, which are individualized plans of study, were initially created in four and five-year formats. New accelerated flight plans will be developed in two and three-year formats that will include summer semesters.
- ***The Soar-in-Four Scholars Program***, which provides incentives to entering freshman who agree to complete their Bachelor's degree in four years or less, will be expanded. The program was successfully piloted in 2016 with a targeted population of freshman. It will be expanded in scope and additional benefits will be offered to students who join the program.
- ***The Pathways to Graduate Education*** initiative which encourages undergraduate students to seek graduate education through enrollment in combined (Bachelor's to Master's) programs will be expanded. New combined programs will be added and students who complete their bachelor's degree in less than four years will be able to apply leftover funds from undergraduate scholarships to graduate school at FAU.

**1. Boldness: Student Success (continued)**

- The new **Transfer Center** will provide more students with pre-admissions advising to ensure students are aware of which of their existing credits will be applicable to their specific degree programs. In addition to the generalized guidance provided by the 2+2 Link Program, which ensures future FAU transfer students are taking appropriate coursework at the state colleges, FAU will continue to develop specific pathways. These targeted articulation agreements, such as the TEaM grant-funded CAPTURE program, will promote transfer student success.

FAU is also increasing course offerings through the efforts of the *Center for eLearning*. The Center is developing four new fully online programs and working to expand the number of hybrid courses that are offered in established programs. FAU will continue to improve the success rates of our students academically and beyond graduation.



2. Synergy: Research

Florida Atlantic University is investing in its research enterprise, and has made significant progress in establishing research institutes focused on institutional strengths. In the coming years the University will increase annual research expenditures, build key partnerships, create multi-user facilities with cutting-edge equipment, and promote international faculty research.

Healthy Aging (I-HeAL)

Dr. James Galvin joined FAU in May 2015 and is leading the *Institute for Healthy Aging and Lifespan Studies*. Dr. Galvin, one of the country's most prominent neuroscientists, has generated millions in research funding from federal, state and local agencies, and private foundations. He is leading teams redesigning healthcare infrastructure, creating novel intervention and health promotion programs, investigating root causes of health disparities, and exploring mechanistic foundations of cognitive and functional aging. Dr. Galvin's top three initiatives for the next three years include building research capacity by recruiting a cadre of NIH-funded gerontology researchers; working with FAU Foundation and philanthropy to purchase and maintain a research-dedicated 3T MRI on campus; and create the needed infrastructure to successfully compete for multi-component NIA grants in clinical-translational aging research including U54 Clinical and Translational Science Awards (CTSA), P50-Alzheimer Disease Research Center, and P30-Resource Center in Minority Aging Research (RCMAR).

Neuroscience (I-BRAIN)

Dr. Randy Blakely joined FAU in May 2016 to lead the FAU BRAIN Institute. The Brain Institute supports cutting edge research in fundamental and translational neuroscience, elucidating the genes, proteins, pathways and circuits that drive brain development, function, plasticity and that lead to brain disease risk with an ultimate goal of identifying new approaches to improve the lives of people with brain disorders. Dr. Blakely, an internationally renowned molecular neuroscientist, was formerly the Director of the Center for Molecular Neuroscience at Vanderbilt where he also launched Vanderbilt's Brain Institute and the Neuroscience Ph.D. program, which in 2012 was recognized by the U.S. Society for Neuroscience as Program of the Year. The FAU Brain Institute's three key areas of development are 1) in recruiting top neuroscientists to build critical mass in neurogenetics of behavior and drug responses, neural development and developmental brain disorders, and neural circuits underlying cognitive, emotion and social information processing, 2) in enhancing shared infrastructure for cutting edge neuroscience research activity and 3) in enhancing neuroscience graduate educational opportunities and in communicating the promise and progress of brain research to the lay community through public outreach programs. These efforts are being pursued in partnership with *Scripps Florida*, the *Max Planck Florida Institute for Neuroscience*, clinical program partners and regional science museums, including the South Florida Science Center and Aquarium.

FAU Harbor Branch

Dr. Anton Post joined FAU Harbor Branch in January 2017 and has recently begun to establish the research pillar by the same name. FAU Harbor Branch seeks to equate ecosystem health with human health and aims to cast a wide academic umbrella across all relevant disciplines at FAU. Our students and faculty study the natural world around us and they assess the impact on the human environment (and vice versa). FAU scientists are contributing to lasting solutions to coastal and offshore problems. During the start-up phase of the FAU Harbor Branch pillar we organize research around themes that are addressed by centers of research excellence. Examples are the FAU Center of Ocean and Human Health (seeking NSF-NIH support) and the FAU Center of Warm Water Aquaculture (seeking USDA and NOAA Sea Grant support). Technology transfer is an important facet of FAU Harbor Branch and we work with the Division of Research to establish a Tech Runway on the Fort Pierce campus (seeking EDA support). An important factor in driving future ecosystem research, especially in the marine environment, is the new MSc Program in Marine Science and Oceanography and the new PhD track in Integrated Biology in the same discipline.



2. Synergy: Research (*continued*)

Sensing and Smart Systems (I-SENSE)

Dr. Jason O. Hallstrom joined FAU in early 2015 to initiate the Institute for Sensing and Embedded Network Systems Engineering (I-SENSE). I-SENSE capabilities support two interconnected areas of emphasis. The first is in the area of *sensing*, ranging from the capture of environmental conditions in terrestrial and marine environments, to the capture of physiological and ambulatory signals in patients and athletes. The second area of emphasis is in *smart systems*, leveraging networked sensors to provide real-time awareness of conditions, trends, and patterns, and to automate control of the sensed environment, vehicle, or object. This includes systems that support improved awareness of physical, social, and digital processes, among other complex information environments. Active areas of programmatic emphasis include *Infrastructure Systems*, *Marine and Environment*, and *Health and Behavior*. The second area of emphasis is in *smart systems*, leveraging networked sensors to provide real-time awareness of conditions, trends, and patterns, and to automate control of the sensed environment, vehicle, or object. This includes systems that support improved awareness of physical, social, and digital processes, among other complex information environments. Active areas of programmatic emphasis include *Infrastructure Systems*, *Marine and Environment*, and *Health and Behavior*. I-SENSE is funded through the NSF, DOE, NOAA, NIST, NIH, and other agencies and is growing a network of industry partners, including Telit, Atmel/Microchip, and EnergyBionics.

FAU's most talented faculty, staff and students are expanding on its robust culture of research and inquiry. They're leveraging regional assets, such as the ocean, patient populations, culture and business, to advance scientific understanding, discover new technologies and contribute to the economic vitality of our region.



3. Place: Engagement

FAU will engage with regional partners by aligning programs with unique cultural, demographic and environmental characteristics of each of our campus communities. The university will enhance its sense of place by improving physical spaces and developing competitive facilities.

Florida Atlantic University consistently demonstrates deep commitment to its local, regional and global communities through innovative research, excellent educational programs and services, collaborative public and private partnerships, and engaged civic service and outreach. In July 2015, President Kelly established the *Community Engagement Task Force (CETF)* whose mission is to develop and recommend policies, procedures and practices that ensure that community engagement is central to FAU's mission and actions. The goal of the taskforce are to enhance the culture of community engagement and partnership at FAU and to successfully apply for the *Community Engagement Elective Classification* from the *Carnegie Foundation for the Advancement of Teaching* in 2020.

The Task Force also established faculty and student recognition awards for community engaged research, teaching and scholarship. The Provost's Office in conjunction with the University Faculty Senate drafted expanded definitions for faculty annual reviews and Promotion and Tenure guidelines to include community engagement as an integral part of faculty teaching and research. The Task Force also approved with guidelines and incentives to significantly increase the number of academic-service learning courses, co-op education and internships in each of the degree programs at FAU.

Data collection for the *2020 Carnegie Foundation Community Engagement* classification has begun with an emphasis on assessment and implementation of initiatives with local, regional and global communities through innovative research, excellent educational programs and services, collaborative public and private partnerships, and engaged civic service and outreach.

The Schmidt Family Complex for Athletic and Academic Excellence will be constructed adjacent to FAU Stadium and will play a central role in elevating FAU's academic standing – benefitting students in all academic programs, including those not associated with athletics. The 96,000 square-foot facility which will house athletic training facilities and an academic success center is scheduled to open in summer 2018. This building, located in close proximity to a parking garage, will also provide advising services and tutoring to all students after regular business hours.

The *FAU School of Social Work* will be renamed the *Phyllis and Harvey Sandler School of Social Work* following a gift of \$7 million from the Sandler family. The gift will establish two new Centers within the school – the *Robin Rubin Mindfulness and Wellness Center* and the *Substance Misuse, Mental Health and Research Center*. A portion of the gift will go toward renovations to the *College for Design and Social Inquiry* building on the Boca Raton campus.

The *Phil Smith Center for Free Enterprise* will be created following a \$5 million gift to the College of Business from the Smith family. The center will host an educational and research program based on the principles of integrity, free enterprise, and business philosophies that guided the late Mr. Smith's life.



4. Place: Engagement (*continued*)

The *Charles E. Schmidt College of Medicine* will engage area high school students by exposing them to the medical field through innovative community outreach programs. The *Quantum Foundation* awarded the college \$300,000 to continue the *Quantum Healthcare Career Program* for students in the Palm Beach County School District. The program seeks to support students who are diverse and economically disadvantaged and provide them first-hand experiences on how to respond to medical emergency scenarios.

The *Jupiter Life Science Initiative* will continue to enhance the *John D. MacArthur Campus*. Recent renovations of several buildings have created additional laboratories that are allowing students to conduct research alongside some of the world's leading scientists. The initiative is fostering collaboration by FAU faculty members, fellow scientists at MPFIN, and The Scripps Research Institute and will help FAU attract the best and brightest students and community partners to the John D. MacArthur Campus in Jupiter. Additionally, the university is in the planning phases for a new Jupiter STEM/Life Sciences building, which will allow for expansion of collaborative research in the areas of neuroscience, biotechnology, bioengineering, bioinformatics/data science, and chemistry.

The *FAU Breezeway* is being transformed to improve overall campus life experiences for all students. This outdoor covered walkway that links numerous buildings and is considered *Main Street FAU*, is undergoing a thorough improvement that includes concrete repairs, waterproofing, roof replacement, restroom refurbishment, and LED lighting level enhancements. This iconic pedestrian thoroughfare and favorite shady place for students will be enhanced to have a whole new 21st century look.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 66.8 | 68.4 | 67.5 | 68 | 69 | 70 | 72 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$36,000 | \$36,800 | \$38,700 | \$39,200 | \$39,700 | \$40,200 | \$40,700 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$17,260 | \$16,920 | \$16,540 | \$16,375 | \$16,211 | \$16,049 | \$15,888 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 40.4 | 40.1 | 45.0 | 48.9 | 49.2 | 51 | 51 | 50 | 55 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 71.4 | 67.7 | 65.9 | 72.2 | 74.7 | 78 | 83 | 86 | 90 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 51.3 | 52.9 | 55.1 | 54.2 | 52.7 | 51 | 52 | 53 | 55 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 42.0 | 41.5 | 41.2 | 42.3 | 41.8 | 41 | 41 | 40 | 40 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 54.5 | 51.3 | 55.5 | 61.2 | 59.4 | 61 | 62 | 63 | 65 |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | 71.3 | 72.9 | 74.6 | 73.2 | 74 | 76 | 78 | 80 |

10. BOT Choice: Percent of Baccalaureate Degrees Awarded to Minorities

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 42.0 | 42.0 | 43.8 | 45.2 | 45.6 | 47 | 48 | 49 | 50 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2. Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11 | 11 | 12 | 11 | 14 | 17 | 22 | 28 | 32 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 of 1 | 2 of 2 | 2 of 2 | 4 of 4 | 3 of 4 | 4 of 4 | 4 of 4 | 4 of 4 | 4 of 4 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5.1 | 5.0 | 5.0 | 4.8 | 4.9 | 4.8 | 4.8 | 4.7 | 4.6 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 17 | 20 | 19 | 24 | 25 | 26 | 27 | 28 | 30 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4,892 | 5,124 | 5,017 | 5,473 | 5,640 | 5,645 | 5,701 | 5,758 | 5,816 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1,406 | 1,545 | 1,519 | 1,576 | 1,515 | 1,726 | 1,743 | 1,761 | 1,778 |

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 42 | 42 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 29 | 28 | 28 | 27 | 27 | 25 | 25 | 25 | 25 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 7 | 9 | 10 | 11 | 19 | 21 | 22 | 24 | 26 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 25 | 27 | 31 | 31 | 34 | 32 | 33 | 34 | 35 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 30 | 30 | 33 | 44 | 42 | 44 | 45 | 46 | 47 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 2 | 2 | 2 | 1 | 2 | 2 | 3 | 4 | 4 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | 4 | 1 | 3 | 0 | 1 | 2 | 3 | 4 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 65 | 24 | 23 | 21 | 31 | 35 | 42 | 45 | 50 |

4. Percentage of Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 35 | 79 | 84 | 79 | 86 | 89 | 90 | 91 | 92 |

5. Utility Patents Awarded [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 4 | 4 | 7 | 2 | 0 | 0 | 1 | 1 | 1 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5 | 2 | 6 | 17 | 23 | 29 | 35 | 40 | 45 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 0 | 3 | 2 | 3 | 3 | 3 |

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2014-15 Actual | 2015-16 Actual | 2016-17 Goals | 2017-18 Goals | 2018-19 Goals | 2019-20 Goals | 2020-21 Goals |
|--|--|-------------------|------------------|------------------|------------------|------------------|------------------|
| Number of Undergraduate Research Activities* | 2,187 | 4,602 | 5,274 | 5,470 | 5,673 | 5,884 | 6,103 |
| Percent of Course Sections Offered via Distance and Blended Learning | 20% | 23% | 25% | 27% | 28% | 30% | 32% |
| Seek Carnegie Foundation for the Advancement of Teaching Classification | FAU will submit an application to receive the Carnegie Foundation for the Advancement of Teaching's Community Engaged Classification in Spring 2018. According to the Carnegie Foundation timeline, designation will be announced in January 2020. | | | | | | |

*Research activities are defined as inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline or practice. Counts represent the number of research activities and may include duplicate counts of undergraduates who have participated in more than one research activity.



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 11,139 | 11,595 | 11,552 | 11,795 | 11,703 | 11,726 | 11,750 | 11,773 | 11,797 |
| FTIC (Profile Admit) | 263 | 198 | 147 | 102 | 74 | 74 | 74 | 74 | 75 |
| FCS AA Transfers | 7,002 | 7,207 | 7,229 | 7,093 | 7,391 | 7,539 | 7,690 | 7,843 | 8,000 |
| Other AA Transfers | 604 | 594 | 585 | 565 | 555 | 566 | 577 | 589 | 601 |
| Post-Baccalaureates | 0 | 0 | 807 | 821 | 862 | 875 | 888 | 901 | 915 |
| Other Undergraduates | 5,225 | 5,093 | 3,920 | 3,851 | 3,639 | 3,694 | 3,749 | 3,805 | 3,862 |
| Subtotal | 24,233 | 24,687 | 24,240 | 24,227 | 24,224 | 24,474 | 24,728 | 24,987 | 25,250 |
| GRADUATE | | | | | | | | | |
| Master's | 3,672 | 3,624 | 3,478 | 3,534 | 3,724 | 3,761 | 3,799 | 3,837 | 3,875 |
| Research Doctoral | 744 | 791 | 795 | 796 | 759 | 767 | 774 | 782 | 790 |
| Professional Doctoral | 179 | 250 | 316 | 322 | 369 | 373 | 376 | 380 | 384 |
| Subtotal | 4,595 | 4,665 | 4,589 | 4,652 | 4,852 | 4,901 | 4,950 | 4,999 | 5,049 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 556 | 659 | 787 | 812 | 586 | 592 | 598 | 604 | 610 |
| Other ¹ | 898 | 797 | 765 | 756 | 939 | 948 | 958 | 967 | 977 |
| Subtotal | 1,454 | 1,456 | 1,552 | 1,568 | 1,525 | 1,540 | 1,556 | 1,571 | 1,587 |
| TOTAL | 30,282 | 30,808 | 30,381 | 30,447 | 30,601 | 30,915 | 31,233 | 31,557 | 31,886 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,434 | 1,876 | 2,164 | 2,388 | *4,002 | 4,285 | 4,585 | 4,906 | 5,778 |
| Hybrid (50-79%) | 343 | 1,298 | 1,908 | 2,032 | 944 | 1,008 | 1,079 | 1,155 | 1,202 |
| Classroom (0-50%) | 18,625 | 17,563 | 16,940 | 16,363 | 16,362 | 15,643 | 15,330 | 15,023 | 15,060 |
| Subtotal | 20,402 | 20,737 | 21,012 | 20,783 | 21,308 | 20,937 | 20,994 | 21,084 | 22,039 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 751 | 813 | 822 | 860 | 925 | 976 | 1,035 | 1,097 | 1286 |
| Hybrid (50-79%) | 67 | 53 | 75 | 118 | 145 | 155 | 165 | 177 | 211 |
| Classroom (0-50%) | 2,445 | 2,438 | 2,267 | 2,156 | 2,111 | 1,989 | 1,949 | 1,910 | 1988 |
| Subtotal | 3,263 | 3,304 | 3,164 | 3,134 | 3,181 | 3,119 | 3,149 | 3,184 | 3,485 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052. *Includes reclassified video streaming courses.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 8,481 | 8,377 | 8,394 | 8,411 | 8,427 | 8,444 | 8,461 | 8,478 | 0.2% |
| UPPER | 11,214 | 11,243 | 11,265 | 11,288 | 11,311 | 11,333 | 11,356 | 11,379 | 0.2% |
| GRAD I | 1,783 | 1,796 | 1,805 | 1,814 | 1,823 | 1,832 | 1,841 | 1,851 | 0.5% |
| GRAD II | 371 | 370 | 372 | 374 | 376 | 377 | 379 | 381 | 0.5% |
| TOTAL | 21,850 | 21,786 | 21,836 | 21,886 | 21,937 | 21,987 | 22,038 | 22,088 | 0.2% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 735 | 875 | 963 | 1,059 | 1,165 | 1,281 | 1,409 | 1,550 | 10.0% |
| UPPER | 515 | 627 | 690 | 759 | 835 | 918 | 1,010 | 1,111 | 10.0% |
| GRAD I | 241 | 279 | 280 | 282 | 283 | 285 | 286 | 287 | 0.5% |
| GRAD II | 151 | 164 | 165 | 166 | 166 | 167 | 168 | 169 | 0.5% |
| TOTAL | 1,641 | 1,945 | 2,097 | 2,265 | 2,449 | 2,651 | 2,873 | 3,117 | 8.1% |
| TOTAL | | | | | | | | | |
| LOWER | 9,216 | 9252 | 9,356 | 9,469 | 9,592 | 9,725 | 9,870 | 10,028 | 1.3% |
| UPPER | 11,729 | 11870 | 11,955 | 12,047 | 12,145 | 12,251 | 12,366 | 12,489 | 0.8% |
| GRAD I | 2,024 | 2075 | 2,085 | 2,096 | 2,106 | 2,117 | 2,127 | 2,138 | 0.5% |
| GRAD II | 522 | 534 | 537 | 539 | 542 | 545 | 547 | 550 | 0.5% |
| TOTAL | 23,491 | 23,731 | 23,933 | 24,151 | 24,385 | 24,638 | 24,911 | 25,206 | 1.0% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 216 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 0.5% |
| UPPER | 147 | 140 | 141 | 141 | 142 | 143 | 144 | 144 | 0.5% |
| GRAD I | 630 | 780 | 800 | 819 | 840 | 861 | 882 | 905 | 2.5% |
| GRAD II | 5 | 7 | 7 | 7 | 8 | 8 | 8 | 8 | 2.9% |
| TOTAL | 997 | 1,114 | 1,135 | 1,157 | 1,180 | 1,202 | 1,226 | 1,249 | 1.9% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Annual Growth |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| MEDICAL DOCTORATES | | | | | | | | | |
| RESIDENT | 201 | 205 | 205 | 205 | 205 | 205 | 205 | 205 | 0% |
| NON-RESIDENT | 50 | 51 | 51 | 51 | 51 | 51 | 51 | 51 | 0% |
| TOTAL | 251 | 256 | 256 | 256 | 256 | 256 | 256 | 256 | 0% |



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| None | | | | | | |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| MS Marine Science | 30.3201 | STEM | NONE | No | 73 | May 2017 |
| DOCTORAL PROGRAMS | | | | | | |
| None | | | | | | |

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BS Bioengineering | 14.0501 | STEM | FGCU, FIU, UF | No | 100 | May 2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| MS Neurotechnology | 26.1501 | STEM, Health | NONE | No | 30 | AUG 2018 |
| DOCTORAL PROGRAMS | | | | | | |
| None | | | | | | |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|--|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 160.6 | \$ 175.7 |
| Tuition | \$ 122.2 | \$ 126.7 |
| SUBTOTAL | \$ 282.8 | \$ 302.4 |
| Health-Science Center / Medical Schools | | |
| State Funds | \$ 14.3 | \$ 14.8 |
| Tuition | \$ 8.7 | \$ 9.6 |
| SUBTOTAL | \$ 23.1 | \$ 24.4 |
| EDUCATION & GENERAL TOTAL REVENUES | \$ 305.9 | \$ 326.8 |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 95.8 | \$ 115.5 |
| Contracts & Grants | \$ 58.1 | \$ 60.5 |
| Local Funds | \$ 228.0 | \$ 233.7 |
| Faculty Practice Plans | \$ 1.3 | \$ 3.5 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| University: Florida Atlantic University | | | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Undergraduate Students | -----Actuals----- | | | 2017-18 | 2018-19 | 2019-20 | 2020-2021 |
| | 2014-15 | 2015-16 | 2016-17 | | | | |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2014-15 to 2017-18) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential | \$40.13 | \$40.13 | \$40.13 | \$40.13 | \$40.13 | \$40.13 | \$40.13 |
| Total Base Tuition & Differential per Credit Hour | \$145.20 | \$145.20 | \$145.20 | \$145.20 | \$145.20 | \$145.20 | \$145.20 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$12.32 | \$12.32 | \$12.32 | \$12.32 | \$12.32 | \$12.32 | \$12.32 |
| Health | \$9.42 | \$9.42 | \$9.42 | \$9.42 | \$9.42 | \$9.42 | \$9.42 |
| Athletic | \$17.27 | \$17.27 | \$17.27 | \$17.27 | \$17.27 | \$17.27 | \$17.27 |
| Transportation Access | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Technology ¹ | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 |
| Green Fee (USF, NCF, UWF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Life & Services Fee (UNF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Marshall Center Fee (USF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Affairs Facility Use Fee (FSU only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Fees | \$56.09 | \$56.09 | \$56.09 | \$56.09 | \$56.09 | \$56.09 | \$56.09 |
| Total Tuition and Fees per Credit Hour | \$201.29 | \$201.29 | \$201.29 | \$201.29 | \$201.29 | \$201.29 | \$201.29 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | | | | | | | |
| Transportation Access | \$76.90 | \$76.90 | \$76.90 | \$76.90 | \$76.90 | \$76.90 | \$76.90 |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$76.90 | \$76.90 | \$76.90 | \$76.90 | \$76.90 | \$76.90 | \$76.90 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,356.00 | \$4,356.00 | \$4,356.00 | \$4,356.00 | \$4,356.00 | \$4,356.00 | \$4,356.00 |
| Total Fees for 30 Credit Hours | \$1,836.50 | \$1,836.50 | \$1,836.50 | \$1,836.50 | \$1,836.50 | \$1,836.50 | \$1,836.50 |
| Total Tuition and Fees for 30 Credit Hours | \$6,192.50 | \$6,192.50 | \$6,192.50 | \$6,192.50 | \$6,192.50 | \$6,192.50 | \$6,192.50 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$493.86 | \$493.86 | \$493.86 | \$493.86 | \$493.86 | \$493.86 | \$493.86 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$24.69 | \$24.69 | \$24.69 | \$24.69 | \$24.69 | \$24.69 | \$24.69 |
| Total per credit hour | \$518.55 | \$518.55 | \$518.55 | \$518.55 | \$518.55 | \$518.55 | \$518.55 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$19,171.80 | \$19,171.80 | \$19,171.80 | \$19,171.80 | \$19,171.80 | \$19,171.80 | \$19,171.80 |
| Total Fees for 30 Credit Hours | \$2,577.20 | \$2,577.20 | \$2,577.20 | \$2,577.20 | \$2,577.20 | \$2,577.20 | \$2,577.20 |
| Total Tuition and Fees for 30 Credit Hours | \$21,749.00 | \$21,749.00 | \$21,749.00 | \$21,749.00 | \$21,749.00 | \$21,749.00 | \$21,749.00 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| | \$9,624.36 | \$9,937.00 | \$9,991.00 | \$9,991.00 | \$9,991.00 | \$10,200.08 | \$10,319.92 |
| \$ Change | | \$312.64 | \$54.00 | \$0.00 | \$0.00 | \$209.08 | \$328.92 |
| % Change | | 3.2% | 0.5% | 0.0% | 0.0% | 2.1% | 3.3% |

¹ can be no more than 5% of tuition.

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

² as approved by the Board of Governors.

⁴ combine the most popular housing and dining plans provided to students



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCasper database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

UNF

2017 Work Plan



University of North Florida
*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOARD OF TRUSTEES APPROVED 5-24-2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

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 STATEMENT (What do you aspire to?)

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.

*The use of the term "preeminent" in UNF's vision statement predates and does not refer to s. 1001.7065, F.S., which establishes the Preeminent State Research Universities Program.



STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

UNF is a regional university dedicated to providing intellectual, cultural, and civic capital for the betterment of Northeast Florida and indeed the entire State. UNF's market is determined by the size of its service region, the socioeconomic and geographic characteristics of the region, the extensive range of public and private collaborations that exist throughout the region, and the composition of the region's higher educational resources.

UNF students are taught by terminally degreed professors who engage students through the use of high impact teaching practices. Undergraduates have opportunities to conduct research with faculty mentors and present and publish findings with their professors. Additionally, several of our programs require internship experiences to prepare our graduates for a successful fulltime career as evidenced by our job placement rate and entering salaries.

Through targeted funding allocation, UNF demonstrates its commitment to expanding the diversity of its faculty with the larger goal of reflecting the diversity of our student population and the diversity in the professional fields.

According to JAXUSA regarding Northeast Florida, companies locate in the area because of the cost of living and skilled workforce and the fastest growing technology sectors and logistics and distribution industry. More than 80 local companies have national or divisional headquarters in Northeast Florida.

The following features characterize UNF's market:

- A diverse metropolitan population of more than 1.6 million residents with a projection of steady growth into the future.
- A complex economy whose main drivers are the State's second largest health care industry; shipping, trade, financial services and logistics resulting from Jacksonville's prominence as an international port and transportation center; and a large technology-intensive corporate sector.
- A strong relationship between the university and its many public and private partners throughout the region consistent with the university's commitment to serve as a "steward of place."



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

The hallmark of a UNF education is the “Transformational Learning Opportunity” initiative. These TLO opportunities are offered to all undergraduates with the funding also provided to support student participation. These TLO experiences along with UNF’s commitment to student support services are aimed at engaging students all the way through their academic career. Initiatives focused on increasing student engagement which then positively impact student retention and graduation rates are demonstrated through the following kinds of effort:

- Smaller class size: 90% of undergraduate courses have less than 50 students (among the highest rates in the SUS), allowing for high faculty-student interaction in the classroom
- Fulltime faculty in the classroom: Over 76% of UNF faculty are either tenured or on a tenure-track line (also among the highest rates in the SUS), meaning that more terminally degreed and research-active faculty are in undergraduate classrooms
- International experiences: One of the nation’s top 10 rates of participation in short-term study-abroad opportunities
- “Beyond the classroom” learning: 77% of students taking part in internships and other real-world experiences in their fields prior to graduation
- Faculty – Student contact: undergraduate students are involved in research projects with faculty. In a recent survey of graduating seniors, 18% participated in a faculty led research project outside of the traditional classroom setting.
- Community based learning: Nearly 12,000 students participating in 650+ community engagement opportunities involving 270+ faculty members, yielding an economic value on Northeast Florida of \$8.9 million.

This combination yields students who are well-prepared for the modern Florida workforce, as evidenced by UNF’s position as the SUS leader in the percentage of graduates gainfully employed in our state.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Undergraduate Student Success

A high-quality undergraduate educational experience continues to be UNF's priority. This institutional priority is evidenced by such programs as Transformational Learning Opportunities, implementation of high-impact teaching practices and a broad array of student support services. UNF has committed to a number of strategic investments to address what is always the challenge of public, regional institutions: graduation and retention rates. These investments include:

- Faculty led research project
- Presidential research scholarship funding for freshmen
- Funding support for student research presentations
- Supplemental Instruction – more offerings in more disciplines
- Tutoring – expansion of training and availability of subjects
- Academic support programming responsive to department needs – eg: dedicated workshops
- Enhancement of academic support for distance learning students
- Career services programming focused on lower division students, including the expansion of internships
- Enhancement/expansion of First Year Experience Seminar for FTIC students
- Expansion of math support for students in STEM and education related disciplines
- Mentorship programming for FTICs
- A student advisory council comprised of students from all levels and across colleges
- Advance registration for new incoming students prior to orientation
- Predictive modeling for student tracking (progression toward degree completion)
- Texting - Leveraging enrollment services technology to help advisors and students track their academic progress (financial assistance, scheduling, registration, courses, career, degree audit, etc.).

2 Stimulating Science and Research

A. Downtown Entrepreneurship Center (EC)

The UNF-EC will be used to create a living-learning lab for UNF students and faculty, where ideas from both entrepreneurs in the North Florida community and UNF students can be vetted and pursued. Potential entrepreneurs will pitch their ideas to a panel of entrepreneurship experts, and the panel will select entrepreneurs to be awarded space in the UNF-EC to develop and vet their ideas. These selected entrepreneurs will be provided mentoring and advising support in the form of access to faculty, entrepreneurs, business professionals, retired executives, student interns and volunteers. Thus, the UNF-EC will provide collaborative office space for very early stage startups, and a community location for entrepreneurs and business experts to meet and work together. The goal is to create and build a thriving ecosystem that supports entrepreneurs and helps them pursue and achieve success in North Florida by connecting ideas with a support structure of talent, expertise, and capital.



B. Materials Science and Engineering Research Facility (MSERF)

The MSERF will serve as a high-tech R&D resource to existing regional manufacturers, and also a source of skilled workforce training to attract those businesses considering start up or interested in building partnerships in Northeast Florida. Benefits include:

- Future Manufacturing and Materials Science and Engineering degree programs at UNF
- Enhanced research infrastructure, providing all STEM fields at UNF with a competitive edge in obtaining funded research
- Local availability of R&D resources
- Workforce training through certificate programs

C. Establishment of the Center for the Advancement of Women in Engineering

The Center for the Advancement of Women in Engineering is focused on improving the economy through active engagement in the recruitment, retention, and advancement of women in engineering.

Goals

- Increase the recruitment of female students to the UNF School of Engineering (SoE) so that the female to male ratio of the student population in the SoE exceeds national ratios.
- Increase the retention rate of SoE female students such that the retention rate of females in the UNF School of Engineering exceeds national retention rates for females in Engineering.
- Develop a program which aids in the reentry of engineers who leave the profession to care for family.
- Support the advancement of women in engineering by providing career advancement education, leadership training, and networking opportunities.
- Develop a research program which aims to better understand how to recruit, retain, and advance women in engineering.

3 Addressing Local Needs – Expansion of University Flagship Program Initiative

In addition to the continued support for UNF's established 6 flagship programs in Coastal Biology, Community Nursing, Transportation and Logistics, International Business, Music, and Nutrition and Dietetics, UNF will create a new interdisciplinary "research flagship."

Each of these programs is designed to establish community partnerships to serve the local population first and foremost, but which also make an impact both state wide and nationally. With potential new funding allocations through the World Class Faculty and Scholars initiative, the flagship model can be expanded with a focus on regional research needs and opportunities. It will emphasize the role that regional comprehensive universities play in economic and social development by supporting the R&D and related workforce needs of the local community.

A new "research flagship" will create interdisciplinary areas of inquiry that leverage existing strengths and/or regional needs to build select research strengths at UNF. The key financial investments will be cluster (or "focus") hiring, related instrumentation/equipment purchases, and support for student involvement in flagship research.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 66.1 | 66.5 | 68.7 | 69.7 | 70.8 | 71.8 | 72.9 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$34,700 | \$36,100 | \$37,000 | \$38,110 | \$39,253 | \$40,431 | \$41,644 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$17,060 | \$17,290 | \$17,260 | \$17,174 | \$17,088 | \$17,002 | \$16,917 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 46.9 | 48.6 | 54.8 | 54.0 | 53.0 | 56 | 57 | 58 | 59 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 77.5 | 76.1 | 77.8 | 74.6 | 75.4 | 76 | 77 | 78 | 79 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 45.4 | 44.6 | 44.8 | 44.7 | 48.7 | 53 | 54 | 55 | 56 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 36.7 | 36.2 | 33.5 | 32.6 | 32.1 | 33 | 34 | 35 | 36 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 49.0 | 51.2 | 50.2 | 50.0 | 48.9 | 52 | 53 | 54 | 55 |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | 69.4 | 71.1 | 71.9 | 71.7 | 73 | 74 | 75 | 76 |

10. BOT Choice: Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 6 | 8 | 11 | 14 | 16 | 17 | 18 | 19 | 20 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2. Percent of Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 24 | 26 | 13 | 19 | 14 | 18 | 19 | 20 | 21 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 of 2 | 2 of 2 | 2 of 2 | 2 of 2 | 2 of 2 | 2 of 2 | 2 of 2 | 2 of 2 | 2 of 2 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.9 | 4.9 | 4.9 | 4.8 | 4.8 | 4.7 | 4.6 | 4.5 | 4.4 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 26 | 26 | 26 | 30 | 33 | 34 | 35 | 36 | 37 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3,113 | 3,221 | 3,177 | 3,207 | 3,255 | 3,280 | 3,305 | 3,330 | 3,355 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 620 | 582 | 590 | 598 | 622 | 640 | 646 | 653 | 659 |

8. Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 17 | 17 | 18 | 19 | 18 | 20 | 21 | 21 | 22 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 24 | 25 | 23 | 24 | 22 | 23 | 23 | 23 | 23 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 6 | 8 | 11 | 14 | 16 | 16 | 17 | 18 | 19 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 26 | 26 | 29 | 30 | 33 | 34 | 35 | 36 | 37 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 32 | 33 | 34 | 35 | 34 | 37 | 38 | 39 | 40 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 7.0 | 4.5 | 3.7 | 3.7 | 8.8 | 9.7 | 10.6 | 11.7 | 12.9 |

4. Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 61 | 40 | 40 | 44 | 62 | 69 | 74 | 82 | 90 |

5. Utility Patents Awarded [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 1 | 2 | 0 | 0 | 2 | 3 | 3 | 4 | 5 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 2 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

Narrative Goals.

Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 ACTUAL | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Percent of Students Engaged in Experiential Learning Activities That Traditionally Enhanced Post-Graduate Employment and/or Graduate Study Opportunities | 37% 2013-14 | 38% 2014-15 | 39% 2015-16 | 40% 2016-17 | 41% 2017-18 | 42% 2018-19 | 43% 2019-20 |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 7,091 | 6,669 | 6,684 | 6,306 | 6,495 | 6,605 | 6,697 | 6,791 | 6,886 |
| FTIC (Profile Admit) | 28 | 22 | 16 | 22 | 16 | 16 | 16 | 16 | 16 |
| FCS AA Transfers | 4,311 | 4,349 | 4,104 | 3,958 | 3,671 | 3,600 | 3,625 | 3,651 | 3,676 |
| Other AA Transfers | 355 | 373 | 357 | 361 | 348 | 325 | 328 | 332 | 335 |
| Post-Baccalaureates | 0 | 0 | 0 | 527 | 505 | 495 | 497 | 500 | 502 |
| Other Undergraduates | 2,337 | 2,595 | 2,743 | 2,416 | 2,562 | 2,589 | 2,595 | 2,608 | 2,621 |
| Subtotal | 14,122 | 14,008 | 13,904 | 13,590 | 13,597 | 13,630 | 13,760 | 13,898 | 14,037 |
| GRADUATE | | | | | | | | | |
| Master's | 1,480 | 1,472 | 1,499 | 1,427 | 1,404 | 1,474 | 1,548 | 1,625 | 1,707 |
| Research Doctoral | 106 | 100 | 105 | 100 | 94 | 95 | 95 | 95 | 96 |
| Professional Doctoral | 108 | 114 | 150 | 251 | 359 | 365 | 366 | 366 | 367 |
| Subtotal | 1,694 | 1,686 | 1,754 | 1,778 | 1,857 | 1,934 | 2,009 | 2,087 | 2,169 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 16 | 8 | 39 | 27 | 37 | 40 | 40 | 40 | 40 |
| Other ¹ | 524 | 556 | 490 | 487 | 484 | 475 | 476 | 477 | 478 |
| Subtotal | 540 | 564 | 529 | 514 | 521 | 515 | 516 | 517 | 518 |
| TOTAL | 16,356 | 16,258 | 16,187 | 15,882 | 15,975 | 16,079 | 16,285 | 16,502 | 16,724 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 748 | 1,054 | 1,389 | 1,722 | 1,941 | 2,296 | 2,353 | 2,412 | 2,472 |
| Hybrid (50-79%) | 134 | 175 | 185 | 214 | 260 | 291 | 295 | 299 | 304 |
| Classroom (0-50%) | 11,884 | 11,484 | 10,888 | 10,367 | 9,792 | 9,693 | 9,637 | 9,696 | 9,743 |
| Subtotal | 12,766 | 12,713 | 12,462 | 12,303 | 11,993 | 12,279 | 12,285 | 12,407 | 12,519 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 128 | 163 | 186 | 252 | 296 | 327 | 332 | 337 | 342 |
| Hybrid (50-79%) | 89 | 88 | 49 | 65 | 103 | 106 | 107 | 109 | 110 |
| Classroom (0-50%) | 1,118 | 1,025 | 1,044 | 1,047 | 1,008 | 1,001 | 1,047 | 1,098 | 1,151 |
| Subtotal | 1,335 | 1,276 | 1,279 | 1,364 | 1,407 | 1,435 | 1,487 | 1,543 | 1,603 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 4,282 | 4,574 | 4,576 | 4,635 | 4,691 | 4,742 | 4,790 | 4,838 | 1.1% |
| UPPER | 7,039 | 7,022 | 7,025 | 7,081 | 7,130 | 7,173 | 7,209 | 7,245 | 0.6% |
| GRAD I | 926 | 858 | 901 | 946 | 993 | 1,043 | 1,095 | 1,150 | 5.0% |
| GRAD II | 239 | 320 | 320 | 322 | 324 | 326 | 329 | 331 | 0.7% |
| TOTAL | 12,486 | 12,773 | 12,779 | 12,903 | 13,015 | 13,116 | 13,205 | 13,295 | 0.8% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 191 | 192 | 192 | 195 | 197 | 200 | 202 | 204 | 1.2% |
| UPPER | 181 | 202 | 202 | 204 | 205 | 206 | 207 | 208 | 0.6% |
| GRAD I | 118 | 113 | 119 | 125 | 131 | 138 | 144 | 152 | 5.0% |
| GRAD II | 38 | 29 | 29 | 29 | 30 | 30 | 30 | 30 | 0.7% |
| TOTAL | 528 | 536 | 537 | 542 | 547 | 551 | 555 | 559 | 0.8% |
| TOTAL | | | | | | | | | |
| LOWER | 4,473 | 4,766 | 4,768 | 4,830 | 4,888 | 4,942 | 4,992 | 5,042 | 1.1% |
| UPPER | 7,220 | 7,224 | 7,227 | 7,285 | 7,336 | 7,380 | 7,417 | 7,454 | 0.6% |
| GRAD I | 1,045 | 971 | 1,020 | 1,071 | 1,124 | 1,181 | 1,240 | 1,302 | 5.0% |
| GRAD II | 277 | 349 | 349 | 351 | 354 | 356 | 359 | 361 | 0.7% |
| TOTAL | 13,014 | 13,309 | 13,315 | 13,444 | 13,562 | 13,667 | 13,760 | 13,854 | 0.8% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 92 | 92 | 92 | 93 | 94 | 95 | 96 | 98 | 1.2% |
| UPPER | 207 | 198 | 198 | 200 | 201 | 203 | 204 | 205 | 0.6% |
| GRAD I | 50 | 57 | 60 | 63 | 66 | 69 | 72 | 76 | 5.0% |
| GRAD II | 36 | 58 | 58 | 59 | 59 | 60 | 60 | 60 | 0.7% |
| TOTAL | 385 | 405 | 405 | 409 | 412 | 415 | 418 | 421 | 0.8% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|---------------------------------|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BA in Disabilities and Society | 05.0210 | --- | None | DL & face-to-face | TBD | TBD |
| BS in Manufacturing Engineering | 14.3601 | STEM | Under: 14.1801: UF | TBD | TBD | Mar/June |
| BS Behavioral Neuroscience | 42.2706 | STEM | FAU | TBD | HC: 130 FTE: 130 | Oct/Jan |

New Programs For Consideration by University in AY 2017-18

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| MS in Construction Management | 15.1001 | STEM | FIU, UF | TBD | TBD | Mar/June |
| MLSCM in Logistics & Supply Chain Management | 52.0203 | STEM | None | TBD | TBD | Oct/Jan |

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|------------------------------------|---------------------|----------------------------------|--|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BS in Coastal and Port Engineering | 14.0801 | STEM | FAMU, FAU, FGCU, FIU, FSU, UCF, UF, USF T | TBD | TBD | TBD |
| BS in Biomedical Engineering | 14.1901 | STEM | Under 14.0501: FGCU, FIU, UF | TBD | TBD | TBD |
| BFA Graphic Design & Digital Media | 50.0409 | Gap Analysis | FAMU, UF, USF SP | No | TBD | TBD |
| BA in Community Leadership | TBD | --- | None | No | TBD | TBD |
| BS in Business Analytics | 52.1301 | STEM | UF | TBD | TBD | TBD |



BOT Approved 05/24/2017

| | | | | | | |
|--|---------|-----------|--|----------------------|-----|-----------------|
| BS Exercise Physiology | 31.0505 | STEM | FAU & FGCU | No | TBD | TBD |
| BS in Information Technology | 11.0103 | STEM | FAMU, FIU, FSU, UCF, USF T, USF SM, UWF | TBD | TBD | TBD |
| BS in Information Systems | 11.0104 | STEM | None | TBD | TBD | TBD |
| BS in Information Science | 11.0401 | STEM | None | TBD | TBD | TBD |
| BS in Computer Science | 11.0701 | STEM | None | TBD | TBD | TBD |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| MS in Applied Behavior Analysis | 42.2814 | --- | None | DL & face-to-face | TBD | TBD |
| MS in Sport Management | 31.0504 | --- | FAMU, FSU, UCF, UF, USF T | TBD | TBD | Jan/Mar 2018 |
| MEd in Teaching English to Speakers of Other Language | 13.1401 | Education | FAU, UCF | TBD | TBD | TBD |
| MA in Deaf Education | 13.1003 | Education | None | Yes | TBD | TBD |
| MA in Early Childhood | 13.1210 | Education | None | Yes | TBD | TBD |
| MS in Business Analytics | 52.1301 | STEM | None | TBD | TBD | TBD |
| MS in Educational Technology, Training, & Development | 13.0501 | Education | FAU, FSU, UCF, UWF | TBD | TBD | TBD |
| MS in Engineering Management | 14.3502 | STEM | FIU | TBD | TBD | TBD |
| MS in Materials Science & Engineering | 40.1001 | STEM | FSU | TBD | TBD | TBD |
| DOCTORAL PROGRAMS | | | | | | |
| DHA in Health Administration | 51.0701 | Health | UF | TBD | TBD | TBD |
| EdD in Curriculum & Instruction | 13.0301 | Education | FAU, FIU, FSU, UF, USF t, UWF | TBD | TBD | TBD |
| PhD in Engineering (General) | 14.0101 | STEM | None | TBD | TBD | |

UNIVERSITY REVENUES



University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|--------------------------------|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 96.8 | \$ 89.3 |
| Tuition | \$ 66.6 | \$ 66.3 |
| TOTAL | \$ 163.4 | \$ 155.6 |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 50.7 | \$ 54.6 |
| Contracts & Grants | \$ 8.0 | \$ 10.3 |
| Local Funds | \$ 56.9 | \$ 63.2 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| Undergraduate Students | -----Actual----- | | | -----Projected----- | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | 37.63 | 37.63 | 37.63 | 37.63 | 37.63 | 37.63 | 37.63 |
| Total Base Tuition & Differential per Credit Hour | \$142.70 | \$142.70 | \$142.70 | \$142.70 | \$142.70 | \$142.70 | \$142.70 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$14.47 | \$14.47 | \$14.47 | \$14.47 | \$14.47 | \$14.47 | \$14.47 |
| Health | \$10.25 | \$10.25 | \$10.10 | \$9.84 | \$9.84 | \$9.84 | \$9.84 |
| Athletic | \$18.83 | \$19.12 | \$19.27 | \$19.53 | \$19.53 | \$19.53 | \$19.53 |
| Transportation Access | \$4.08 | \$4.08 | \$4.08 | \$4.08 | \$4.08 | \$4.08 | \$4.08 |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | | | | | | | |
| Student Life & Services Fee (UNF only) | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| | | | | | | | |
| Total Fees | \$70.14 | \$70.43 | \$70.43 | \$70.43 | \$70.43 | \$70.43 | \$70.43 |
| Total Tuition and Fees per Credit Hour | \$212.84 | \$213.13 | \$213.13 | \$213.13 | \$213.13 | \$213.13 | \$213.13 |
| % Change | | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | | | | | | | |
| Transportation Access | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Total Tuition for 30 Credit Hours | \$4,281.00 | \$4,281.00 | \$4,281.00 | \$4,281.00 | \$4,281.00 | \$4,281.00 | \$4,281.00 |
| Total Fees for 30 Credit Hours | \$2,104.20 | \$2,112.90 | \$2,112.90 | \$2,112.90 | \$2,112.90 | \$2,112.90 | \$2,112.90 |
| Total Tuition and Fees for 30 Credit Hours | \$6,385.20 | \$6,393.90 | \$6,393.90 | \$6,393.90 | \$6,393.90 | \$6,393.90 | \$6,393.90 |
| \$ Change | | \$8.70 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$457.27 | \$457.27 | \$457.27 | \$457.27 | \$457.27 | \$457.27 | \$457.27 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$28.11 | \$28.11 | \$28.11 | \$28.11 | \$28.11 | \$28.11 | \$28.11 |
| Total per credit hour | \$485.38 | \$485.38 | \$485.38 | \$485.38 | \$485.38 | \$485.38 | \$485.38 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$17,999.10 | \$17,999.10 | \$17,999.10 | \$17,999.10 | \$17,999.10 | \$17,999.10 | \$17,999.10 |
| Total Fees for 30 Credit Hours | \$2,947.50 | \$2,956.20 | \$2,956.20 | \$2,956.20 | \$2,956.20 | \$2,956.20 | \$2,956.20 |
| Total Tuition and Fees for 30 Credit Hours | \$20,946.60 | \$20,955.30 | \$20,955.30 | \$20,955.30 | \$20,955.30 | \$20,955.30 | \$20,955.30 |
| \$ Change | | \$8.70 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | \$9,542.27 | \$9,637.67 | \$8,696.00 | \$8,599.20 | \$8,599.20 | \$8,599.20 | \$8,599.20 |
| \$ Change | | \$95.40 | -\$941.67 | -\$96.80 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 1.0% | -9.8% | -1.1% | 0.0% | 0.0% | 0.0% |

¹ can be no more than 5% of tuition.² as approved by the Board of Governors.³ can be no more than 5% of tuition and the out-of-state fee.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymdd->yyyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

NCF

2017 Work Plan



New College of Florida
*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOT APPROVED JUNE 10, 2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' 2025 System Strategic Plan is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's Annual Accountability Report provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

New College offers a 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 STATEMENT (What do you aspire to?)

Our goal is to elevate New College of Florida to be one of the finest liberal arts and sciences colleges in the nation, public or private. Increasing our undergraduate enrollment to 1200 students will improve student success, and increase both our four-year graduation rate and our academic progress rate. We are focused on academic excellence, student development, and enhanced infrastructure. Our methodology includes building our capacity, clarifying pathways and removing barriers to student success, and leveraging partnerships and collaborations to create synergies and efficiencies.

STATEMENT OF STRATEGY (How will you get there?)

NCF is a selective liberal arts college, distinguished by the strength of its faculty and the quality of graduates it produces. As a public college, New College offers a superior education at a tremendous value. We are currently recognized as a leader among public liberal arts schools, ranked #1 by Washington Monthly and #5 by U.S. News & World Report. The core of our market is Florida honors students who are deeply engaged learners. Our students are preparing for both graduate school and careers via a broad-based education in the sciences and humanities. Our three-fold strategy is articulated in the New College Plan for Growth approved by the BOG in November, 2016. First, we will grow our undergraduate enrollment to 1200, a nearly 50% increase, while keeping the hallmarks of our academic excellence intact – low student-faculty ratio, small classes, high impact learning strategies, and required undergraduate research. Increased enrollment will allow us to add depth and breadth to our academic offerings and provide stability for student clubs and activities. Second, we will increase our investment in Student Affairs and Residential Life to better develop the social and leadership skills that students need to be successful. We are a residential campus, and much learning takes place outside the classroom with essential support from the Student Affairs staff. Third, we will improve campus infrastructure, both facilities and technology, to address both current needs and the projected student life and academic needs of a larger student body. Together, these three initiatives will support academic excellence and student success resulting in higher 4-year graduation rates and increased enrollment.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Holding high standards for teaching and research, our faculty work with engaged honors students generating outsized results. Student progress is measured through high impact learning, not the accumulation of grades and credit hours. Our affordable price provides this outstanding B.A. degree at the lowest net cost to the student in the Florida SUS. Students add to their classroom learning with internships arranged through our strong Center for Engagement and Opportunity (CEO). The percentage of graduates who have completed an internship for academic credit is increasing rapidly, from 29% in 2014-15 to 49% in 2015-16. With legislative support for our growth plan, over the next three years our greatest opportunities for improvement are in these areas: broadening and deepening our academic program, improving student and residential life programming, adding and renewing infrastructure (facilities and technology), helping graduates connect with fellowships, further education, and meaningful careers, and collaborating with the College Consortium of the Creative Coast (C4). C4 includes 6 nearby higher education institutions allowing students to cross register for classes not offered at their home institution. Presidents and Provosts meet regularly to find efficiencies and synergies.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

1 Academic Excellence – Our three-year plan for growth will add 40 faculty members, enhancing the depth and breadth of our course offerings. With a focus on faculty development in proven pedagogies, we will share best practices across the faculty and incorporate innovative teaching techniques using new technology, Writing enhanced courses, seminars in critical inquiry, courses incorporating quantitative reasoning, and writing skills tailored to specific disciplinary majors will reinforce fundamental skills. We will increase the number of students participating in high-impact pedagogical practices, including internships, civic engagement, community engagement, and study abroad. We will improve academic advising, clarifying pathways to academic success and removing barriers to timely graduation.

2 Student Development – We will enhance our first year student program to increase students' self-confidence and social connections. We will provide leadership training for leaders of student government, clubs, and organizations while also providing staff support for year to year continuity for these organizations. Opportunities for students to participate in activities that promote wellbeing, performance, and community building will expand. We will meet growing student need for services in disability, counseling, and health. We will formalize diversity and inclusion programming for students, staff and faculty. We will provide programming and resources for career and vocational development and exploration. During 2016-17, our new Dean of Student Affairs laid the foundation for this initiative with pilot programs and new staff funded with cash reserves.

3 Infrastructure – To accommodate the increase in student enrollment, we will build a multi-purpose facility for faculty offices, classrooms and labs. This facility will also incorporate a gym, campus police, a health center, a second food service area, and informal gathering spaces. Additional residence halls will be built with P3 funding. We will renew our information technology infrastructure and address ADA accessibility across the campus. As we expand our faculty and student affairs staff, we will build sufficient support capacity in the areas of Human Resources, Institutional Research, Compliance and Audit, Accreditation, Assessment, and Finance.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 42.1 | 43.8 | 41.8 | 46.1 | 51.2 | 56.3 | 61.4 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$26,300 | \$25,000 | \$26,500 | \$27,000 | \$27,400 | \$27,800 | \$28,200 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | \$8,190 | \$8,190 | \$5,920 | \$6,020 | \$6,000 | \$6,000 | \$6,000 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 69.1 | 65.8 | 69.4 | 70.5 | 63.4 | 64.6 | 60.5 | 62.0 | 66.5 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 82.7 | 81.2 | 80.2 | 81.3 | 84.3 | 85.0 | 86.0 | 88.0 | 90.0 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 33.5 | 41.9 | 42.4 | 39.5 | 45.9 | 49.0 | 50.0 | 51.0 | 52.0 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 30.1 | 28.8 | 28.6 | 30.0 | 28.3 | 29.3 | 30.0 | 31.0 | 32.0 |

8. BOG Choice: Percent of Freshmen in Top 10% of High School Graduating Class

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 43 | 35 | 41 | 45 | 43 | 36 | 38 | 40 | 42 |

9. BOG Choice: Number of Top 50 Rankings [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

10. BOT Choice: Percent of Undergraduate Seniors in a Research Course

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Number of Top 50 Rankings [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

2. Percent of Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 35 | 41 | 45 | 43 | 36 | 38 | 40 | 42 | 44 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.0 | 3.9 | 3.9 | 3.9 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 57 | 63 | 54 | 57 | 52 | 55 | 57 | 59 | 61 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 179 | 198 | 144 | 177 | 170 | 164 | 180 | 190 | 180 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 | 7 | 15 | 15 | 20 |

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 15 | 14 | 14 | 11 | 25 | 20 | 22 | 24 | 26 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 25 | 29 | 34 | 27 | 37 | 40 | 41 | 42 | 43 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| n/a | n/a | n/a | n/a | n/a | 100 | 100 | 100 | 100 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

3. Total Research Expenditures [\$M]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| .9 | 1.3 | .9 | .9 | 1.1 | 1.0 | 1.1 | 1.3 | 1.5 |

4. Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 84 | 89 | 80 | 68 | 69 | 78 | 80 | 81 | 82 |

5. Utility Patents Awarded [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |



Institution Specific Goals *(optional)*

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 ACTUAL | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Metric #1: Percentage of alumni donors ¹ | 14.9% 2013-14 | 12.8% 2014-15 | 14.0% 2015-16 | 14.5% 2016-17 | 15.0% 2017-18 | 16.0% 2018-19 | 17.0% 2019-20 |
| Metric #2: Percent of undergraduate transfer students ² | 12.8% Fall 2014 | 11.9% Fall 2015 | 11.3% Fall 2016 | 12.0% Fall 2017 | 13.0% Fall 2018 | 14.0% Fall 2019 | 15.0% Fall 2020 |
| Metric #3: Percentage of graduates completing 3+ high-impact practices ³ | N/A 2013-14 | 4.5% 2014-15 | 22.4% 2015-16 | 28% 2016-17 | 32% 2017-18 | 36% 2018-19 | 40% 2019-20 |
| Metric #4: Percentage of graduates participating in an internship for academic credit | 22% 2013-14 | 29% 2014-15 | 49% 2015-16 | 50% 2016-17 | 52% 2017-18 | 54% 2018-19 | 56% 2019-20 |

Notes:

- Note 1: Percentage of Alumni Donors 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.
- Note 2: As reported in Table 3A of the New College of Florida Accountability Reports, this is the headcount of transfer students (AA transfers from FCS, AA transfers from other schools, and other transfer students) divided by the total Fall undergraduate headcount enrollment.
- Note 3: Percentage of graduating seniors completing 3+ high-impact practices (as defined by the National Survey of Student Engagement and the Association of American Colleges & Universities) is calculated as the proportion of graduates who completed three or more of the following activities at New College: (1) senior thesis, (2) internships, (3) study abroad, (4) writing-enhanced courses, (5) living-learning communities, (6) first-year seminar, (7) learning communities, (8) service learning, (9) collaborative projects, (10) undergraduate research with faculty. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). This data will be available in early May.



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 726 | 691 | 710 | 735 | 748 | 729 | 740 | 791 | 856 |
| FTIC (Profile Admit) | 15 | 13 | 18 | 17 | 16 | 17 | 17 | 18 | 20 |
| FCS AA Transfers | 34 | 30 | 25 | 35 | 33 | 31 | 31 | 34 | 36 |
| Other AA Transfers | 2 | 3 | 12 | 13 | 10 | 12 | 12 | 13 | 14 |
| Post-Baccalaureates | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Undergraduates | 56 | 57 | 70 | 54 | 54 | 59 | 60 | 64 | 69 |
| Subtotal | 833 | 794 | 835 | 854 | 861 | 848 | 860 | 920 | 995 |
| GRADUATE | | | | | | | | | |
| Master's | 0 | 0 | 0 | 0 | 14 | 22 | 30 | 30 | 30 |
| Research Doctoral | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professional Doctoral | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Subtotal | 0 | 0 | 0 | 0 | 14 | 22 | 30 | 30 | 30 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other ¹ | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 |
| Subtotal | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 833 | 794 | 835 | 863 | 875 | 870 | 890 | 950 | 1,025 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hybrid (50-79%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classroom (0-50%) | 961 | 946 | 896 | 957 | 960 | 953 | 941 | 956 | 1,022 |
| Subtotal | 961 | 946 | 896 | 957 | 960 | 953 | 941 | 956 | 1,022 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hybrid (50-79%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Classroom (0-50%) | 0 | 0 | 0 | 0 | 4 | 11 | 18 | 23 | 23 |
| Subtotal | 0 | 0 | 0 | 0 | 4 | 11 | 18 | 23 | 23 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 232 | 209 | 217 | 221 | 236 | 255 | 273 | 298 | 7% |
| UPPER | 580 | 592 | 577 | 585 | 626 | 677 | 725 | 793 | 7% |
| GRAD I | 2 | 8 | 13 | 17 | 17 | 17 | 20 | 20 | 9% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| TOTAL | 814 | 809 | 807 | 823 | 879 | 949 | 1,018 | 1,111 | 7% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 51 | 49 | 49 | 51 | 53 | 59 | 62 | 67 | 6% |
| UPPER | 86 | 93 | 88 | 89 | 96 | 103 | 110 | 121 | 7% |
| GRAD I | 2 | 3 | 5 | 6 | 6 | 6 | 8 | 8 | 10% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| TOTAL | 139 | 145 | 142 | 146 | 155 | 168 | 180 | 196 | 7% |
| TOTAL | | | | | | | | | |
| LOWER | 283 | 258 | 266 | 272 | 289 | 314 | 335 | 365 | 7% |
| UPPER | 666 | 685 | 665 | 674 | 722 | 780 | 835 | 914 | 7% |
| GRAD I | 4 | 11 | 18 | 23 | 23 | 23 | 28 | 28 | 9% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| TOTAL | 953 | 954 | 949 | 969 | 1,034 | 1,117 | 1,198 | 1,307 | 7% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 0% |
| UPPER | 8 | 9 | 8 | 8 | 9 | 10 | 11 | 12 | 8% |
| GRAD I | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| TOTAL | 10 | 10 | 10 | 10 | 11 | 12 | 13 | 14 | 7% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|----------------------------|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| none | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| none | | | | | | |

| | | | | | | |
|--------------------------|--|--|--|--|--|--|
| DOCTORAL PROGRAMS | | | | | | |
| none | | | | | | |

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|----------------------------|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| | | | | | | |
| | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| | | | | | | |
| | | | | | | |

| | | | | | | |
|--------------------------|--|--|--|--|--|--|
| DOCTORAL PROGRAMS | | | | | | |
| | | | | | | |
| | | | | | | |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|--------------------------------|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 19.3 | \$ 19.6 |
| Tuition | \$ 5.1 | \$ 5.0 |
| SUBTOTAL | \$ 24.4 | \$ 24.6 |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 7.3 | \$ 7.3 |
| Contracts & Grants | \$ 2.8 | \$ 1.7 |
| Local Funds | \$ 4.8 | \$ 4.8 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| <u>Undergraduate Students</u> | -----Actual----- | | | -----Projected----- | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-2020 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | 40.13 | \$40.13 | \$40.13 | \$40.13 | \$40.13 | \$40.13 | \$40.13 |
| Total Base Tuition & Differential per Credit Hour | \$145.20 | \$145.20 | \$145.20 | \$145.20 | \$145.20 | \$145.20 | \$145.20 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$6.14 | \$6.14 | \$6.14 | \$6.14 | \$6.14 | \$6.14 | \$6.14 |
| Activity & Service | \$16.65 | \$14.94 | \$14.25 | \$13.91 | \$13.91 | \$13.91 | \$13.91 |
| Health | \$4.81 | \$5.61 | \$6.30 | \$6.64 | \$6.64 | \$6.64 | \$6.64 |
| Athletic | \$6.41 | \$8.71 | \$8.71 | \$8.71 | \$8.71 | \$8.71 | \$8.71 |
| Transportation Access | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 |
| Student Life & Services Fee (UNF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Marshall Center Fee (USF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Affairs Facility Use Fee (FSU only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Fees | \$45.51 | \$46.90 | \$46.90 | \$46.90 | \$46.90 | \$46.90 | \$46.90 |
| Total Tuition and Fees per Credit Hour | \$190.71 | \$192.10 | \$192.10 | \$192.10 | \$192.10 | \$192.10 | \$192.10 |
| % Change | | 0.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | | | | | | | |
| Transportation Access | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Total Tuition for 30 Credit Hours | \$4,356.00 | \$4,356.00 | \$4,356.00 | \$4,356.00 | \$4,356.00 | \$4,356.00 | \$4,356.00 |
| Total Fees for 30 Credit Hours | \$1,365.30 | \$1,407.00 | \$1,407.00 | \$1,407.00 | \$1,407.00 | \$1,407.00 | \$1,407.00 |
| Total Tuition and Fees for 30 Credit Hours | \$5,721.30 | \$5,763.00 | \$5,763.00 | \$5,763.00 | \$5,763.00 | \$5,763.00 | \$5,763.00 |
| \$ Change | | \$41.70 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$609.23 | \$609.23 | \$609.23 | \$609.23 | \$609.23 | \$609.23 | \$609.23 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$30.46 | \$30.46 | \$30.46 | \$30.46 | \$30.46 | \$30.46 | \$30.46 |
| Total per credit hour | \$639.69 | \$639.69 | \$639.69 | \$639.69 | \$639.69 | \$639.69 | \$639.69 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$22,632.90 | \$22,632.90 | \$22,632.90 | \$22,632.90 | \$22,632.90 | \$22,632.90 | \$22,632.90 |
| Total Fees for 30 Credit Hours | \$2,279.10 | \$2,320.80 | \$2,320.80 | \$2,320.80 | \$2,320.80 | \$2,320.80 | \$2,320.80 |
| Total Tuition and Fees for 30 Credit Hours | \$24,912.00 | \$24,953.70 | \$24,953.70 | \$24,953.70 | \$24,953.70 | \$24,953.70 | \$24,953.70 |
| \$ Change | | \$41.70 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| \$ Change | \$8,686.88 | \$8,931.03 | \$9,010.00 | \$9,264.00 | \$9,371.00 | \$9,635.00 | \$9,746.00 |
| % Change | | 2.8% | 0.9% | 2.8% | 1.2% | 2.8% | 1.2% |

¹ can be no more than 5% of tuition.

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

² as approved by the Board of Governors.

⁴ combine the most popular housing and dining plans provided to students

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

FIU

2017 Work Plan



Florida International University

*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOARD OF TRUSTEES APPROVED 06-02-2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' 2025 System Strategic Plan is driven by prospective goals set future benchmarks for the System.*
- 2) The Board's Annual Accountability Report provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

VISION STATEMENT (What do you aspire to?)

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

As Miami's first and only public research university, offering bachelor's, master's, and doctoral degrees, FIU is worlds ahead in its service to the academic and local community. Designated as a top-tier R1 Highest Research Activity institution by the Carnegie Foundation, FIU emphasizes research as a major component in the University's mission.

We are a local and national solutions center, an engine of change for South Florida and beyond. For over four decades, FIU has served as an anchor institution dedicated to enriching the lives of the local and global community. By the year 2020, approximately a quarter of a million students will have graduated from FIU since its opening nearly 50 years ago. FIU has 196 bachelor's, master's, and doctoral programs and graduates more Hispanics than any other university in the nation.

As one of the five R1 Highest Research Activity universities in the SUS, FIU continues to be focused on achieving BOG Preeminence status. Progress toward this goal has been made. Below are data on several of the metrics:

- For Fall 2016, FIU reported to the National Science Foundation (NSF) 211 postdoctoral fellows.
- During the past three years FIU submitted 172 patent applications to the United States Patent and Trademark Office (USPTO) and in calendar year 2016, obtained 17 patents, the most in FIU's history in a single year.
- From the NSF 2016-17 Higher Education Research and Development (HERD) report, we expect that FIU will achieve five of eight NSF Science and Engineering (S&E) disciplines ranked in the top 100, and we expect to sustain this achievement.
- Number of research doctorates in 2015-16 were 151, and in 2016-17 we expect 205, a 36% increase. The number of doctorates (research and health-related) is expected to increase from 327 in 2015-16 to 379 in 2016-17, a 16% increase.
- Total research expenditures are up from \$163M in FY 2014-15 to \$171M in FY 2015-16.
- Total S&E research expenditures are up from \$125M in FY 2014-15 to \$134M in FY 2015-16.

As one of the largest employers in South Florida, FIU plays a leadership role in our community competing, succeeding, and leading in the 21st century economy. We are a catalyst for innovation and entrepreneurship. FIU takes its responsibility to our community seriously and has invested in efforts to be proactive and substantive in the support of student success and economic development.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

As an urban public research university in the 21st century, FIU is committed to student success, scientific discoveries and innovation, and broader impacts within the community. FIU has cultivated committed professional staff and dedicated faculty who are leaders in their respective fields. We have a passion for bringing together leading experts in their fields to find solutions and we are conducting groundbreaking research that will pave the way for a brighter educational future for our students, their sons and daughters, and countless others who will follow them to FIU.

The Chronicle of Higher Education recognized FIU as a “Great College to Work For” in its 2016 annual report on The Academic Workplace. One of the largest and most respected workplace recognition programs in the country, it recognizes colleges and universities that earn top ratings from their employees on workforce practices and policies. This is the second workplace recognition we received in 2016 following on the heels of our Forbes “America’s Best Employer’s” recognition, where we were named as the second-best Florida employer, behind only Publix. FIU was the only university in Florida and one of only 68 other four-year institutions that achieved this recognition – and one of only 25 four-year institutions to make the Honor Roll, which recognizes stand-out institutions for creating exceptional work environments.

We take pride in our faculty and their students’ achievements: our graduates are leaders in their fields. As one of the nation’s largest majority-minority institutions of higher education with a global outlook, FIU embodies the future of American higher education and provides a framework for the future of American research universities in the 21st century. FIU’s accomplishments are many and our impact has been transformative.

Our world-class faculty members are engaged in cutting-edge research, scholarships, and creative activity and are recognized nationally and internationally. FIU faculty are leaders in addressing health inequities and disparities, as well as in environmental research. Faculty members (Mario De La Rosa and Andres Gil) in the Robert Stempel College of Public Health and Social Work received a \$9.5M endowment grant for research leading to reducing health disparities in HIV/AIDS, substance abuse, and diabetes.

In environmental research, faculty led by Todd Crawl in our Institute of Water and Environment (InWe) received a \$5M award for a Center for Research Excellence in Science and Technology that tackles one of the most complex challenges: environmental contamination. The NSF awarded a five-year, \$5 million collaborative grant to FIU as the lead institution and its Metropolitan Consortium partners, UCF and USF. This grant provides \$1 million in scholarships for FIU students, along with support to conduct computer science education research.

FIU faculty are leading the way in addressing the national issue of improving efforts aimed at thwarting cybersecurity threats. Our faculty are developing state-of-the-art research and training for students who will contribute to addressing this challenge in the government and private sector. FIU faculty in the Applied Research Center (ARC) and the College of Engineering and Computing received a \$1.5M DoD research grant (the Cyber Attack Orchestration Test Bed for Automation and Threat Monitoring in Virtual Environment). In this project, FIU will develop test technology to detect, monitor, and analyze malware behavior during cyberspace attacks. The ultimate role of the test technology is to facilitate the analysis and threat assessment of malware to understand its goals and degrade impacts on the compromised systems. This project, with additional funding from the United States Department of Defense (DoD), includes a Cyber Fellows Program which focuses on creating an



employment pipeline of FIU graduates that can move on to jobs upon graduation with the needed skill sets into the cybersecurity workforce in the private and governmental sectors.

FIU researchers are leading the way in pioneering research in neuroscience. This research involves multiple disciplines, from biomedical and electrical engineering to medicine, medical physics, public health, and psychology, and addresses issues such as brain mapping and brain development in youth, as well as environmental impact on the brain and neurodegenerative disorders. FIU neuroscience researchers have received funding from multiple federal agencies and foundations, including the National Institutes of Health (NIH), National Science Foundation (NSF), Department of Defense and many others. The \$12.5M NIH-funded Adolescent Brain Cognitive Development (ABCD) study, a longitudinal national multisite study is a prime example of this research. This study will establish how diverse patterns of substance use impact the structure and function of the developing brain among youth. Other NIH-funded neuroscience studies are focusing on brain inflammation, a common factor in many neurodegenerative disorders and traumatic brain injury; nano-scale delivery systems to augment brain function (growth factors) and drugs for the treatment of brain diseases (psychotropic and cancer); as well as environmental and psychosocial determinants of neurodegenerative and mental disease.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Student Success FIU is committed to student success and is continuously developing and deploying strategies to improve retention and graduation. FIU joined seven institutions participating in an effort by the Association of Public and Land-grant Universities (APLU) and Temple University to help universities improve completion grants that assist low-income students complete their degree. The \$4 million grant from the U.S. Department of Education aims to drive transformative change to advance student success.

FIU joined *Excelencia* in Education in its new project, Accelerating Latino College Completion (ALCC) at Hispanic Serving Institutions (HSI). Through this project, FIU and seven other large HSIs will develop five-year plans to meet institutional goals of increasing Latino student success. The ALCC project will inform the work of other HSIs and emerging HSIs.

FIU's UP:LIFT (University Paradigm: Learn, Interact, Facilitate, Transform) initiative is a comprehensive set of strategies focused on two areas – critical Gateway and STEM courses. UP:LIFT scales implementation of evidence-based instruction, learning technologies, and advanced classroom assessment throughout these courses, which deliberately develops both students' content knowledge and collaborative skills, positioning them for timely graduation and subsequent success.

The UP:LIFT initiative capitalizes on the opportunities afforded by the breadth of effective evidence-based instructional techniques, wide availability of technological devices that can be utilized for learning, and FIU's growing expertise in preparing faculty to implement evidence based instruction in their classrooms. This initiative provides the resources, professional development, and assessment necessary for effective course transformation, thereby providing our students with the best instructional practices available in the nation. The ultimate goal is for FIU to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for entrepreneurship and startups, as well as attract high-tech companies to South Florida.



To date, FIU has seen evidence of dramatic improvements in student success due to UP:LIFT:

- Comprehensive transformation of the College Algebra course led to a 33% increase in passing rates for all students. Improvements in the pass rate for the College Algebra course has saved 1,860 seats since fall 2012 (compared to Fall 2010 baseline). This improves efficiency in both cost savings (to our students and state) as well as reduces excess hours thereby improving timely graduation.
- Transformed introductory physics course show improved learning and attitude towards physics as well as a 40% increase in the passing rate, when compared to traditional courses (sustained for over a decade).
- Pilot projects in other courses have seen an average increase in passing rates of 18% across 7 courses (two of which increased over 25%), which will translate to improved graduation rates in the coming years.

2. Preeminent Programs FIU's goal is to be a world's ahead university that creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation, and education. To be more effective, efficient and strategic in building its research and the quality and impact of its research and scholarly enterprise, FIU has established Preeminent Programs. These programs represent the leading edge of FIU's research, including graduate and undergraduate research engagement. These programs help our university serve our community, our state, our nation, and our world. Moreover, they provide opportunities for winning grants and support, provide focus for the Next Horizon capital campaign, and support student success. FIU's drive toward preeminence will require recruitment of the highest quality faculty, graduate students, and postdoctoral fellows. This faculty recruitment will be focused on strategic areas, and this will be done through the Preeminent Programs. This includes FIU's Cluster Hiring Initiative, which will dedicate replacement and new faculty lines into the university's preeminent programs.

The Cluster Hiring initiative focused on our preeminent programs has already had positive impacts in specific areas. For example, the Bridge Engineering Preeminent Program received a University Transportation Center grant from the US Department of Transportation with a focus on Accelerated Bridge Construction and improving the durability and extending the life of transportation infrastructure. This program has also sponsored the National Accelerated Bridge Construction Conference, with the third conference to be held December 6-8 in Miami, Florida. The conference is sponsored by the Federal Highway Administration, the Transportation Research Board, and departments of transportation from thirty (30) states. This makes Florida a leader in the nationally important issue of accelerated bridge construction. Another FIU Preeminent Program focuses on the Brain, Behavior and the Environment. Researchers in this program are conducting pioneering neuroscience research and have obtained significant research funding from the NIH. This includes the \$12.5M NIH-funded Adolescent Brain Cognitive Development (ABCD) study, with Co-Principal Investigators Drs. Angela Laird (medical physics) and Raul Gonzalez (psychology) who were recruited to FIU through our Cluster Hiring Initiative. All of our neuroscience research culminated this year with the establishment of FIU's Center for Imaging Science (CIS). The CIS was designed to support an integrated community of investigators at the forefront of imaging science, with an emphasis on functional neuroimaging research. The CIS includes a research-dedicated magnetic resonance imaging (MRI) facility that supports a 3T Siemens MAGNETOM Prisma. This MRI scanner is equipped to run the Human Connectome Protocol, which entails state-of-the-art multiband data acquisition, advanced motion correction (PROMO), EPI distortion correction (EPIC), ultra-fast data acquisition facilitating HARDI and high-resolution, sub-second TR EPI acquisition.



3. **StartUP FIU** StartUP FIU is a university-wide initiative to foster and develop innovation and entrepreneurship to pursue opportunities in the Fourth Industrial Revolution. These opportunities include the development of breakthrough technologies, the pursuit of enterprises that close social or environmental gaps and the creation of companies that can create meaningful jobs of the future. Disruptive technologies and the digital economy have fundamentally changed behavior. To that end, StartUP FIU has been responsive to four major needs of the 21st century: 1) better early-stage startups that eventually lead to revenue producing companies that will attract outside investment and create highly skilled/highly paid jobs, 2) faculty research and university inventions that have merit for grants and commercial application, 3) students that are not only trained to take on highly skilled jobs but who can also choose to be inventors or business creators, and 4) new pathways for individuals to gain financial security through self-employment or attainment of new skills to adapt to the automation that threatens to eliminate millions of jobs.

StartUP FIU is critical to our research and student success related metrics from our *BeyondPossible2020* strategic plan. Leveraging the fact that Miami-Dade County is a leader in the nation in startup creation, ranking #2 in the Kaufman Index in 2016, the initiative serves not only students, faculty, and alumni but also members of the community to foster innovation and entrepreneurship. It attracts people with diverse backgrounds and experience by providing programming and facilities for collaboration, ideation, and incubation that lead to innovation within existing companies and the creation of new, scalable companies. By deliberately mixing people in creative programming, each participant gains important additional perspective. For example, when faculty are working with industry experts, they understand what it takes to actually take a product to market. We have already seen how this informs their approach to research and commercialization efforts. Entrepreneurs gain insight from faculty as well, understanding the boundaries of science and technology to better design their prototypes. Students are also exposed to real problems, giving them great career experience to transition seamlessly into jobs post-graduation.

StartUP FIU has created significant increases in FIU's invention disclosures and patent productivity, with an 89% increase in invention disclosures over the past two years (from 37 to 70), and more than doubling of patents issued from 2015 to 2016 from 6 to 17. This March, the first cohort program resulted in the creation of six new companies, 34 new jobs and 23 new student internships. Revenue for the companies increased by over \$215,000.

Our goal with StartUP FIU is to have faculty adapt curriculum to be more responsive to both student and industry demands utilizing an entrepreneurship framework that includes Passion, Discovery, Creativity, Invention and Innovation. The result of curricular redesign has been more student engagement and the application of skills such as creativity, critical thinking, collaboration, and communication – all of which are cited by industry as crucial skills for employment and entrepreneurship. Overall, StartUP FIU will have direct effects on creation of new companies, more research dollars, and more patents and technology transfer. By boosting student engagement through innovative programming it will also lead to improved student success in retention, graduation rate and post-graduation employment.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 70.9 | 68.6 | 69.0 | 69.5 | 70.0 | 70.5 | 71.0 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$36,200 | \$37,400 | \$38,800 | \$39,450 | \$40,100 | \$40,750 | \$41,400 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$17,550 | \$17,760 | \$17,180 | \$16,780 | \$16,380 | \$15,980 | \$15,580 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 47.2 | 49.8 | 53.1 | 56.8 | 54.8 | 56.6 | 57.5 | 58.4 | 59.4 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 72.7 | 75.5 | 76.9 | 80.4 | 80.8 | 82 | 85 | 88 | 90 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 46.0 | 45.5 | 46.1 | 46.9 | 47.7 | 48 | 49 | 50 | 50 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 51.5 | 49.6 | 51.0 | 51.1 | 51.4 | 50 | 51 | 51 | 51 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 49.0 | 49.3 | 52.4 | 54.1 | 58.7 | 58 | 59 | 60 | 60 |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | 65.5 | 67.6 | 68.9 | 69.1 | 70.1 | 70.8 | 71.6 | 72.4 |

10. BOT Choice: Percent of Bachelor's Degrees Awarded To Minorities

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 81.2 | 82.3 | 84.0 | 85.3 | 84.2 | 86 | 86 | 87 | 87 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 2 |

2. Percent of Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 16 | 23 | 21 | 18 | 18 | 20 | 21 | 22 | 23 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3 of 5 | 4 of 7 | 5 of 6 | 3 of 6 | 4 of 6 | 6 of 6 | 6 of 6 | 6 of 6 | 6 of 6 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5.5 | 5.6 | 5.3 | 5.1 | 5.1 | 4.5 | 4.4 | 4.4 | 4.3 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 24 | 28 | 25 | 27 | 28 | 31 | 33 | 35 | 40 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 7,240 | 7,746 | 8,067 | 8,494 | 9,076 | 8,800 | 8,900 | 9,000 | 9,100 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3,383 | 3,440 | 3,610 | 3,684 | 3,605 | 3,630 | 3,656 | 3,681 | 3,707 |

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 81 | 82 | 84 | 85 | 84 | 86 | 86 | 87 | 87 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 24 | 24 | 24 | 25 | 25 | 24 | 24 | 24 | 25 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 20 | 21 | 24 | 25 | 27 | 31 | 35 | 40 | 40 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 21 | 20 | 22 | 24 | 24 | 24 | 25 | 25 | 25 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 29 | 32 | 31 | 32 | 34 | 34 | 34 | 35 | 35 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 1 | 1 | 1 | 1 | 4 | 4 | 4 | 5 | 5 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11 | 5 | 8 | 4 | 5 | 8 | 8 | 8 | 8 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 118 | 128 | 133 | 163 | 171 | 175 | 179 | 184 | 191 |

4. Percentage of Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 63 | 62 | 64 | 52 | 49 | 49 | 51 | 53 | 53 |

5. Utility Patents Awarded Annually [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 1 | 2 | 3 | 6 | 17 | 17 | 28 | 34 | 38 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 3 | 3 | 2 | 2 | 4 | 4 | 6 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 2 | 2 | 1 | 1 | 2 | 3 |

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 GOALS | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|---|----------------|----------------|---------------|---------------|---------------|---------------|---------------|
| Percent of Student Credit Hours on Hybrid and Online Education | | | | | | | |
| Online | 21% | 25% | 30% | 36% | 39% | 40% | 40% |
| Hybrid | 8% | 8% | 17% | 26% | 26% | 30% | 30% |
| Internships | 4,737 | 4,986 | 5,500 | 6,000 | 6,300 | 6,615 | 6,946 |
| Percent of First Generation Undergraduate Student Enrollment | 25% | 25% | 25% | 25% | 25% | 25% | 25% |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 15,952 | 16,587 | 16,766 | 16,809 | 17,115 | 17,646 | 17,732 | 17,830 | 18,386 |
| FTIC (Profile Admit) | 132 | 113 | 87 | 123 | 306 | 225 | 225 | 225 | 225 |
| FCS AA Transfers | 11,810 | 12,539 | 13,034 | 13,717 | 13,914 | 13,762 | 13,829 | 13,905 | 14,340 |
| Other AA Transfers | 708 | 787 | 857 | 868 | 890 | 869 | 873 | 878 | 911 |
| Post-Baccalaureates | 0 | 0 | 408 | 714 | 892 | 912 | 914 | 916 | 929 |
| Other Undergraduates | 7,615 | 8,191 | 7,929 | 8,000 | 7,994 | 7,862 | 7,903 | 7,949 | 8,215 |
| Subtotal | 36,217 | 38,217 | 39,081 | 40,231 | 41,111 | 41,276 | 41,477 | 41,705 | 43,007 |
| GRADUATE | | | | | | | | | |
| Master's | 6,213 | 5,960 | 5,929 | 6,030 | 6,239 | 6,520 | 6,488 | 6,456 | 6,651 |
| Research Doctoral | 1,241 | 1,301 | 1,323 | 1,292 | 1,348 | 1,397 | 1,390 | 1,383 | 1,425 |
| Professional Doctoral | 960 | 1,056 | 1,115 | 1,138 | 1,183 | 1,170 | 1,164 | 1,158 | 1,193 |
| Subtotal | 8,414 | 8,317 | 8,367 | 8,460 | 8,770 | 9,087 | 9,042 | 8,997 | 9,269 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 4,742 | 5,436 | 5,608 | 4,399 | 4,146 | 5,000 | 5,000 | 5,000 | 5,000 |
| Other ¹ | 1,021 | 1,010 | 1,043 | 968 | 1,085 | 1,075 | 1,075 | 1,075 | 1,075 |
| Subtotal | 5,763 | 6,446 | 6,651 | 5,367 | 5,231 | 6,075 | 6,075 | 6,075 | 6,075 |
| TOTAL | 50,394 | 52,980 | 54,099 | 54,058 | 55,112 | 56,438 | 56,594 | 56,777 | 58,351 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 6,662 | 7,103 | 8,395 | 9,192 | 9,957 | 11,012 | 11,116 | 11,220 | 11,324 |
| Hybrid (50-79%) | 470 | 545 | 689 | 1,457 | 2,092 | 2,862 | 2,936 | 2,954 | 2,968 |
| Classroom (0-50%) | 26,407 | 26,471 | 26,539 | 25,597 | 24,458 | 23,395 | 24,209 | 24,323 | 24,381 |
| Subtotal | 33,539 | 34,119 | 35,623 | 36,246 | 36,507 | 37,269 | 38,261 | 38,497 | 38,673 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,315 | 1,422 | 1,469 | 1,502 | 1,671 | 1,828 | 1,739 | 1,746 | 1,750 |
| Hybrid (50-79%) | 69 | 72 | 60 | 77 | 96 | 546 | 548 | 550 | 552 |
| Classroom (0-50%) | 6,519 | 6,453 | 6,438 | 6,437 | 6,363 | 6,001 | 6,027 | 6,049 | 6,064 |
| Subtotal | 7,903 | 7,947 | 7,967 | 8,016 | 8,130 | 8,375 | 8,314 | 8,345 | 8,366 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Planned Annual Growth Rate* |
|---------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------------------|
| | ACTUAL | ESTIMATE | PLAN | PLAN | PLAN | PLAN | PLAN | PLAN | |
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 12,128 | 12,216 | 12,763 | 12,844 | 12,906 | 13,050 | 13,213 | 13,375 | 0.94% |
| UPPER | 20,649 | 20,881 | 21,503 | 21,634 | 21,728 | 22,033 | 22,330 | 22,555 | 0.96% |
| GRAD I | 2,868 | 2,935 | 2,950 | 2,964 | 2,978 | 2,992 | 3,006 | 3,022 | 0.48% |
| GRAD II | 1,211 | 1,258 | 1,277 | 1,281 | 1,283 | 1,316 | 1,332 | 1,349 | 1.10% |
| TOTAL | 36,857 | 37,290 | 38,493 | 38,723 | 38,894 | 39,391 | 39,881 | 40,301 | 0.92% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 1,008 | 1,019 | 1,043 | 1,050 | 1,055 | 1,066 | 1,080 | 1,093 | 0.94% |
| UPPER | 1,481 | 1,712 | 1,569 | 1,579 | 1,587 | 1,620 | 1,646 | 1,666 | 1.21% |
| GRAD I | 779 | 599 | 755 | 758 | 759 | 762 | 765 | 775 | 0.51% |
| GRAD II | 692 | 705 | 713 | 715 | 716 | 734 | 744 | 753 | 1.10% |
| TOTAL | 3,960 | 4,035 | 4,080 | 4,101 | 4,116 | 4,182 | 4,235 | 4,287 | 0.99% |
| TOTAL | | | | | | | | | |
| LOWER | 13,136 | 13,236 | 13,806 | 13,894 | 13,961 | 14,116 | 14,293 | 14,468 | 0.94% |
| UPPER | 22,130 | 22,592 | 23,072 | 23,213 | 23,314 | 23,653 | 23,976 | 24,221 | 0.98% |
| GRAD I | 3,647 | 3,534 | 3,705 | 3,722 | 3,737 | 3,754 | 3,771 | 3,797 | 0.49% |
| GRAD II | 1,903 | 1,963 | 1,990 | 1,996 | 1,999 | 2,050 | 2,076 | 2,102 | 1.10% |
| TOTAL | 40,817 | 41,326 | 42,574 | 42,824 | 43,010 | 43,573 | 44,116 | 44,588 | 0.93% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 583 | 769 | 662 | 667 | 670 | 706 | 722 | 740 | 2.24% |
| UPPER | 663 | 673 | 720 | 725 | 728 | 765 | 781 | 801 | 2.15% |
| GRAD I | 2,569 | 2,861 | 2,701 | 2,709 | 2,713 | 2,725 | 2,747 | 2,761 | 0.44% |
| GRAD II | 9 | 16 | 15 | 15 | 15 | 15 | 15 | 16 | 1.56% |
| TOTAL | 3,825 | 4,319 | 4,098 | 4,115 | 4,125 | 4,211 | 4,265 | 4,318 | 1.05% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (if applicable)

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Annual Growth |
|---------------------------|------------|------------|------------|------------|------------|------------|------------|------------|---------------|
| | ACTUAL | ESTIMATE | PLAN | PLAN | PLAN | PLAN | PLAN | PLAN | |
| MEDICAL DOCTORATES | | | | | | | | | |
| RESIDENT | 390 | 404 | 406 | 403 | 402 | 384 | 384 | 384 | -2% |
| NON-RESIDENT | 92 | 88 | 92 | 94 | 93 | 96 | 96 | 96 | 4% |
| TOTAL | 482 | 492 | 498 | 497 | 495 | 480 | 480 | 480 | 0% |



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|---|
| BACHELOR'S PROGRAMS | | | | | | |
| Internet of Things | 15.9999 | STEM | -- | - | 100 | 06/2017 |
| Supply Chain Management (Logistics and Materials) | 52.0203 | STEM | FPU, UNF, UWF | - | 240 | 12/2017 |
| Business Analytics | 52.1301 | STEM | UF | - | 120 | 12/2017 |
| Digital Arts | 50.0102 | STEM | UCF, UF | UF | 116 | 12/2017 |
| Graphic Design | 50.0409 | GAP ANALYSIS | FAMU, UF, USF_SP | - | 116 | 12/2017 |
| Concrete Industry Management (created with Industry funding) | TBA | STEM | - | - | 35 | 06/2018 |
| Public Health | 51.2201 | HEALTH | UF, USF | - | 250 | 06/2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Molecular and Biomedical Sciences | 26.0102 | STEM | FAU, FSU, UCF | - | 45 | 12/2017 |
| Supply Chain Management (Logistics and Materials) | 52.0203 | STEM | - | - | 45 | 12/2017 |
| DOCTORAL PROGRAMS | | | | | | |
| Athletic Training | 51.0913 | HEALTH | - | - | 40 | 06/2017 |

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Anthropology | 45.0201 | | FAU, FGCU, FSU, UF, UCF, USF_T, USF_SP, UNF, UWF | UF | 100 | 06/2019 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Marine Affairs | 26.1302 | STEM | -- | - | 30 | 12/2018 |
| Food Science | 01.1001 | STEM | UF | - | 40 | 12/2018 |
| DOCTORAL PROGRAMS | | | | | | |
| Linguistics | 16.0101 | GLOBAL | UF | - | 15 | 03/2018 |
| Pharmacy | 51.2001 | HEALTH | FAMU, UF, USF_T | - | 400 | 08/2019 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|---|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 227.7 | \$ 242.1 |
| Tuition | \$ 232.7 | \$ 236.0 |
| SUBTOTAL | \$ 460.4 | \$ 478.0 |
| EDUCATION & GENERAL TOTAL REVENUES | \$ 460.4 | \$ 478.0 |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 224.4 | \$ 230.6 |
| Contracts & Grants | \$ 121.1 | \$ 128.7 |
| Local Funds | \$ 208.8 | \$ 217.2 |
| Faculty Practice Plans | \$ 5.6 | \$ 7.7 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| University: Florida International University | | | | | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| <u>Undergraduate Students</u> | -----Actual----- | | | -----Projected----- | | | |
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2017-18 to 2020-21) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | \$52.29 | \$52.29 | \$52.29 | \$52.29 | \$52.29 | \$52.29 | \$52.29 |
| Total Base Tuition & Differential per Credit Hour | \$157.36 | \$157.36 | \$157.36 | \$157.36 | \$157.36 | \$157.36 | \$157.36 |
| % Change | | | | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$12.87 | \$14.85 | \$14.85 | \$14.85 | \$14.85 | \$14.85 | \$14.85 |
| Health | | | | | | | |
| Athletic | \$16.10 | \$16.10 | \$16.10 | \$16.10 | \$16.10 | \$16.10 | \$16.10 |
| Transportation Access | | | | | | | |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | | | | | | | |
| Student Life & Services Fee (UNF only) | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| Total Fees | \$46.23 | \$48.21 | \$48.21 | \$48.21 | \$48.21 | \$48.21 | \$48.21 |
| Total Tuition and Fees per Credit Hour | \$203.59 | \$205.57 | \$205.57 | \$205.57 | \$205.57 | \$205.57 | \$205.57 |
| % Change | | 1.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | \$93.69 | \$93.69 | \$93.69 | \$93.69 | \$93.69 | \$93.69 | \$93.69 |
| Athletic | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 |
| Transportation Access | \$89.00 | \$89.00 | \$89.00 | \$89.00 | \$89.00 | \$89.00 | \$89.00 |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$192.69 | \$192.69 | \$192.69 | \$192.69 | \$192.69 | \$192.69 | \$192.69 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,720.80 | \$4,720.80 | \$4,720.80 | \$4,720.80 | \$4,720.80 | \$4,720.80 | \$4,720.80 |
| Total Fees for 30 Credit Hours | \$1,772.28 | \$1,831.68 | \$1,831.68 | \$1,831.68 | \$1,831.68 | \$1,831.68 | \$1,831.68 |
| Total Tuition and Fees for 30 Credit Hours | \$6,493.08 | \$6,552.48 | \$6,552.48 | \$6,552.48 | \$6,552.48 | \$6,552.48 | \$6,552.48 |
| \$ Change | | \$59.40 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.9% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$393.62 | \$393.62 | \$393.62 | \$393.62 | \$393.62 | \$393.62 | \$393.62 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$19.68 | \$19.68 | \$19.68 | \$19.68 | \$19.68 | \$19.68 | \$19.68 |
| Total per credit hour | \$413.30 | \$413.30 | \$413.30 | \$413.30 | \$413.30 | \$413.30 | \$413.30 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$16,529.40 | \$16,529.40 | \$16,529.40 | \$16,529.40 | \$16,529.40 | \$16,529.40 | \$16,529.40 |
| Total Fees for 30 Credit Hours | \$2,362.71 | \$2,422.11 | \$2,422.11 | \$2,422.11 | \$2,422.11 | \$2,422.11 | \$2,422.11 |
| Total Tuition and Fees for 30 Credit Hours | \$18,892.11 | \$18,951.51 | \$18,951.51 | \$18,951.51 | \$18,951.51 | \$18,951.51 | \$18,951.51 |
| \$ Change | | \$59.40 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | \$10,706 | \$10,788 | \$10,852 | \$10,970 | \$11,189 | \$11,366 | \$11,595 |
| \$ Change ⁶ | | \$82.00 | \$64.00 | \$118.00 | \$219.00 | \$177.00 | \$229.00 |
| % Change ⁶ | | 0.8% | 0.6% | 1.1% | 2.0% | 1.6% | 2.0% |

¹ can be no more than 5% of tuition.² as approved by the Board of Governors.³ can be no more than 5% of tuition and the out-of-state fee.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.⁶ the increase for 2017-18 is associated with the increase in the dining plan, which has not increased in the previous three years.



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



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| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



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| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

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|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



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| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

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| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

Florida Agricultural and Mechanical University 2017 Work Plan



Florida Agricultural and Mechanical University

University Work Plan Presentation

for Board of Governors June 2017 Meeting

BOT APPROVED 06/08/17

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

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 learning 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 STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

FAMU has a singular focus on increasing student success. The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while strengthening its position as a leading producer of African American graduates through the use of more strategic and focused approaches for: a) attracting well-qualified students; b) increasing student success; and c) improving employment outcomes. This will necessitate a continued focus on retention, student progression and graduation, and quality of instruction. As the University works to develop and implement a new five-year strategic plan, additional attention will be directed towards enhancing the overall student experience; reducing student debt; attracting and retaining renowned faculty; evaluating faculty workload; increasing research productivity and the involvement of undergraduate students in on-campus research; enhancing alumni and community engagement; improving administrative services; and improving customer service. The University will also transition to a more data-driven culture and improve oversight and management of academic, fiscal and critical business operations, leading to improvement on key performance indicators and increased efficiency in University operations.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Core capabilities: FAMU is a doctoral research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. Key institutional strengths include its diversity in academic program offerings and array of accredited professional programs; recognition as one of the nation's top producers of African American graduates; status as an 1890 land-grant institution; the recent elevation of the University's Carnegie classification to R2 and recognition for total research and development (R&D) expenditures; and high degree production in STEM, agriculture and health-related disciplines, areas in which minorities are historically underrepresented.

Opportunities: FAMU's many opportunities include: a) an amplified focus on student success (including increasing retention/graduation rates and licensure pass rates); b) increased engagement in land-grant initiatives; c) increasing productivity in research; d) improving on key performance indicators; and e) growing upper-division enrollment through increased retention of current students and strategic initiatives such as specialized 2+2 articulation agreements. FAMU will also enhance its existing signature academic programs, such as pharmacy, business, architecture, nursing, music and STEM, while identifying new and emerging areas for growth, such as cybersecurity and data science, in which FAMU can be a national leader, particularly among HBCUs. FAMU will build upon its existing research strengths in agriculture, engineering, environmental science and the biomedical sciences, while identifying new areas of cutting-edge research in which the University can achieve distinction.

Challenges: FAMU is continuing in its efforts to ensure student success by increasing retention and graduation rates at all degree levels. There also continues to be a critical need for additional funding to upgrade and expand campus facilities, particularly with respect to student housing, student services and faculty research spaces. Additionally, due to the financial circumstances of many of our students, access to need-based aid continues to be a challenge.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Increase student success.

The University will continue and enhance ongoing efforts to increase student success, with an emphasis on: 1) increasing student retention, persistence and graduation rates; 2) increasing passage rates on licensure exams; 3) increasing the availability of courses for current students by offering additional sections via the online modality; 4) increasing enrollment of AA transfers by developing specialized 2+2 articulation agreements; and 5) increasing the number of graduates in programs of strategic emphasis. The University has conducted internal assessments to identify underlying factors related to student success and to develop strategies and action plans based on "best practices" in higher education aimed at promoting student learning and degree attainment. Strategies that are being implemented include: expanding the number of living-learning communities; using early alert software and other mechanisms to enhance the electronic monitoring of student progress; enhancing the effectiveness of the advisement structure through improved collaboration with colleges and schools; continuing the enhancement to the Access Summer Bridge program; implementing a more intense intrusive and just-in-time advisement process; developing curriculum maps; and targeting of faculty development opportunities designed to enhance teaching and student learning. The University will also enhance its enrollment strategies



through the use of predictive models for enrollment management to retain students at all levels, thus improving the overall academic success of students. The University is developing specialized 2+2 articulation agreements with the Florida College System (FCS), along with strengthening existing relationships. These efforts will help to attract increased numbers of AA students into majors that align well with their academic preparation and programs targeted by FAMU for strategic growth. This initiative will be facilitated by the establishment of a New Student Transfer Center to coordinate seamless transitions for transfer students. Establishment of the articulation agreements will enable FAMU to increase degree production in strategic areas and enhance its capacity to address Florida's workforce needs. The University will also focus on increasing the number of graduates in BOG defined programs of strategic emphasis by enhancing student advisement, academic support services and scholarships for students in existing programs, as well as offering new academic program offerings, as outlined in the University's strategic plan.

2. Enrichment of Academic Programs

The University will place an increased focus on strengthening academic programs, with a particular emphasis on programs with licensure pass rate requirements. Each of these programs has developed program improvement plans with detailed strategies and action steps to increase pass rates on licensure exams, along with pass rates goals for the next four (4) years. Strategies include: evaluating and modifying admissions policies, as needed, to ensure incoming students are adequately prepared for the program rigor; more effective monitoring of key performance indicators for current students (e.g. GPA in key gateway courses); revising the curricula to ensure proper alignment with the most recent standards and competencies of the discipline; implementing disciplinary matriculation processes beginning with the student's first year and continuing through graduation; increasing communication to students about the exams' rigor; providing critical thinking skills training; infusing of standardized test-taking practices into courses; establishment of focused taskforce committees to review, revise and develop policies and remediation plans; and conducting focused workshops on test-taking preparations. Additionally, emphasis will be placed on promoting the use of appropriate assessment strategies and increasing faculty use of pedagogical best practices. The University will also use descriptive dashboards and scorecards to monitor and evaluate key performance indicators for each college/school to ensure that adequate progress is sustained on a continual basis.

3. Increase the efficiency and effectiveness of University operations.

The University is dedicated to improving the efficiency and effectiveness of the core academic and administrative processes, and improving customer service. To help facilitate these efforts, the University recently established the Division of Strategic Planning, Analysis and Institutional Effectiveness, which will provide increased oversight and evaluation of critical academic and administrative operations. Specific areas of focus for the University will be: a) increased monitoring of academic programs; b) enhancing engagement, communication and reporting with the BOT, BOG, and other oversight organizations and stakeholder groups; c) improving progress on strategic plan goals and key performance indicators, including the Performance Based Funding Metrics; d) establishing and maintaining a campus-wide data-driven culture; e) creating better alignment of resource allocations with institutional strategic priorities; and f) enhancing campus-wide customer service, with a focus on student-service areas.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 59.2 | 61.8 | 64.6 | 66.5 | 68.5 | 70.5 | 72.5 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$28,800 | \$32,000 | \$32,700 | \$33,350 | \$34,000 | \$34,700 | \$35,400 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$14,350 | \$13,830 | \$12,640 | \$12,390 | \$12,140 | \$11,890 | \$11,640 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 39.5 | 40.8 | 39.3 | 38.6 | 40.7 | 45 | 48 | 51 | 55 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 63.3 | 69.0 | 70.1 | 75.4 | 74.6 | 77 | 80 | 83 | 85 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 48.5 | 50.3 | 51.1 | 49.7 | 48.0 | 49 | 51 | 53 | 55 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 68.5 | 65.8 | 61.6 | 64.8 | 65.4 | 65 | 65 | 65 | 65 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 48.8 | 43.5 | 43.3 | 51.5 | 58.2 | 58 | 59 | 60 | 60 |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | 31.4 | 34.0 | 29.0 | 28.3 | 35 | 40 | 50 | 60 |

10. BOT Choice: Percent of R&D Expenditures Funded from External Sources*

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 85.8 | 80.0 | 81.0 | 80.6 | 80.0 | 80 | 80 | 80 | 80 |

Note*: The value for the BOT Choice PBF metric, Percent of R&D Expenditures Funded from External Sources FY2015-16, is actually 84%, but this revision came after the PBF lock date. The revised data will be included in the 2016-17 Accountability Report and 2018 Work Plans.

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |

2. Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11 | 16 | 13 | 16 | 16 | 17 | 18 | 19 | 20 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 of 5 | 1 of 5 | 0 of 4 | 0 of 4 | 0 of 4 | 1 of 4 | 2 of 4 | 4 of 4 | 4 of 4 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5.6 | 5.5 | 5.3 | 5.2 | 5.2 | 5.1 | 4.9 | 4.7 | 4.5 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 12 | 11 | 12 | 14 | 18 | 20 | 25 | 30 | 35 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1,466 | 1,488 | 1,557 | 1,506 | 1,675 | 1,709 | 1,743 | 1,778 | 1,813 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 604 | 678 | 615 | 585 | 597 | 609 | 621 | 634 | 646 |

8. Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 97 | 97 | 97 | 97 | 97 | 96 | 96 | 95 | 94 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11 | 11 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 2 | 2 | 4 | 7 | 10 | 15 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 35 | 39 | 39 | 40 | 41 | 43 | 45 | 47 | 49 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 44 | 41 | 41 | 51 | 56 | 56 | 56 | 56 | 56 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2 | 1 | 2 | 1 | 1 | 2 | 2 | 3 | 3 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 52 | 51 | 46 | 47 | 45.4 | 45.8 | 46.3 | 46.7 | 47.5 |

4. Percentage of Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 86 | 80 | 81 | 81 | 84* | 84 | 84 | 84 | 84 |

Note*: see note on page 7.

5. Utility Patents Awarded Annually [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 1 | 6 | 4 | 7 | 3 | 4 | 5 | 5 | 5 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 | 2 | 2 | 3 | 4 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 |

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 ACTUAL | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|--|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| Bachelor's Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed) | 1,517 2013-14 | 1,462 2014-15 | 1,631 2015-16 | 1,660 2016-17 | 1,690 2017-18 | 1,730 2018-19 | 1,765 2019-20 |
| Number of graduate degrees awarded to African Americans | 475 2013-14 | 468 2014-15 | 445 2015-16 | 455 2016-17 | 465 2017-18 | 475 2018-19 | 485 2019-20 |
| Percent of Course Sections Offered via Distance and Blended Learning | 2.1 Fall 2014 | 2.5 Fall 2015 | 2.5 Fall 2016 | 2.7 Fall 2017 | 4.0 Fall 2018 | 7.0 Fall 2019 | 10.0 Fall 2020 |
| Number of students enrolled in graduate online programs | 43 Fall 2014 | 30 Fall 2015 | 29 Fall 2016 | 50 Fall 2017 | 65 Fall 2018 | 80 Fall 2019 | 90 Fall 2020 |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 2,932 | 2,929 | 2,998 | 3,356 | 3,636 | 3,854 | 4,085 | 4,297 | 4,518 |
| FTIC (Profile Admit) | 4,887 | 3,973 | 3,234 | 2,596 | 1,935 | 1,887 | 1,839 | 1,793 | 1,749 |
| FCS AA Transfers | 654 | 608 | 605 | 617 | 749 | 794 | 842 | 926 | 1,018 |
| Other AA Transfers | 182 | 192 | 159 | 123 | 138 | 146 | 155 | 164 | 174 |
| Post-Baccalaureates | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Undergraduates | 1,015 | 863 | 730 | 766 | 906 | 960 | 1,018 | 1,079 | 1,144 |
| Subtotal | 9,670 | 8,565 | 7,726 | 7,458 | 7,364 | 7,641 | 7,939 | 8,259 | 8,603 |
| GRADUATE | | | | | | | | | |
| Master's | 727 | 620 | 582 | 578 | 645 | 684 | 725 | 768 | 814 |
| Research Doctoral | 147 | 158 | 170 | 188 | 195 | 207 | 219 | 232 | 246 |
| Professional Doctoral | 1,360 | 1,255 | 1,223 | 1,235 | 964* | 1,022 | 1,083 | 1,148 | 1,217 |
| Subtotal | 2,234 | 2,033 | 1,975 | 2,001 | 1,804 | 1,912 | 2,027 | 2,149 | 2,278 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 15 | 7 | 390 | 300 | 298 | 319 | 341 | 365 | 391 |
| Other ¹ | 132 | 133 | 142 | 161 | 148 | 157 | 166 | 176 | 187 |
| Subtotal | 147 | 140 | 532 | 461 | 446 | 476 | 507 | 541 | 577 |
| TOTAL | 12,051 | 10,738 | 10,233 | 9,920 | 9,614 | 10,029 | 10,473 | 10,949 | 11,458 |

*The decline in PharmD is a methodological change (that no longer includes pre-PharmD undergraduate students in the graduate count) and not an actual drop in the program's enrollment. Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 20 | 50 | 73 | 131 | 172 | 292 | 300 | 550 | 800 |
| Hybrid (50-79%) | 0 | 0 | 0 | 27 | 79 | 71 | 300 | 500 | 645 |
| Classroom (0-50%) | 10,635 | 9,582 | 8,583 | 7,932 | 7,535 | 7,596 | 7,150 | 7,501 | 7,494 |
| Subtotal | 10,655 | 9,632 | 8,656 | 8,090 | 7,786 | 7,959 | 7,750 | 8,551 | 8,939 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 50 | 84 | 47 | 52 | 45 | 71 | 80 | 130 | 210 |
| Hybrid (50-79%) | 0 | 0 | 0 | 14 | 10 | 12 | 27 | 50 | 110 |
| Classroom (0-50%) | 2,069 | 1,989 | 1,814 | 1,729 | 1,777 | 1,719 | 1,814 | 1,832 | 1,783 |
| Subtotal | 2,119 | 2,073 | 1,861 | 1,795 | 1,832 | 1,802 | 1,921 | 2,012 | 2,103 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional** is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.

**ENROLLMENT PLANNING (continued)****Planned FTE Enrollment Plan by Student Level**

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 3,590 | 3,525 | 3,677 | 3,840 | 4,014 | 4,201 | 4,400 | 4,612 | 4.6% |
| UPPER | 3,056 | 3,167 | 3,304 | 3,451 | 3,607 | 3,775 | 3,953 | 4,144 | 4.6% |
| GRAD I | 438 | 416 | 434 | 453 | 473 | 495 | 519 | 544 | 4.6% |
| GRAD II | 1,139 | 1,082 | 1,129 | 1,179 | 1,232 | 1,289 | 1,350 | 1,416 | 4.6% |
| TOTAL | 8,222 | 8,189 | 8,543 | 8,922 | 9,327 | 9,760 | 10,222 | 10,716 | 4.6% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 372 | 347 | 362 | 378 | 395 | 413 | 433 | 453 | 4.6% |
| UPPER | 330 | 330 | 344 | 360 | 376 | 393 | 412 | 432 | 4.6% |
| GRAD I | 77 | 69 | 72 | 75 | 79 | 82 | 86 | 90 | 4.6% |
| GRAD II | 122 | 119 | 124 | 130 | 136 | 142 | 149 | 156 | 4.6% |
| TOTAL | 900 | 865 | 902 | 942 | 985 | 1,030 | 1,079 | 1,131 | 4.6% |
| TOTAL | | | | | | | | | |
| LOWER | 3,962 | 3,871 | 4,039 | 4,218 | 4,409 | 4,614 | 4,832 | 5,066 | 4.6% |
| UPPER | 3,385 | 3,497 | 3,648 | 3,810 | 3,983 | 4,168 | 4,365 | 4,576 | 4.6% |
| GRAD I | 515 | 484 | 505 | 528 | 552 | 577 | 605 | 634 | 4.6% |
| GRAD II | 1,260 | 1,201 | 1,253 | 1,309 | 1,368 | 1,431 | 1,499 | 1,572 | 4.6% |
| TOTAL | 9,122 | 9,054 | 9,445 | 9,864 | 10,312 | 10,790 | 11,301 | 11,847 | 4.6% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 269 | 334 | 348 | 364 | 380 | 398 | 417 | 437 | 4.6% |
| UPPER | 170 | 221 | 230 | 240 | 251 | 263 | 275 | 289 | 4.6% |
| GRAD I | 44 | 69 | 72 | 75 | 78 | 82 | 86 | 90 | 4.6% |
| GRAD II | 13 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 4.6% |
| TOTAL | 496 | 642 | 669 | 699 | 731 | 765 | 801 | 840 | 4.6% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: $(2022-23 \text{ value} \div 2017-18 \text{ value})^{1/5} - 1$.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Biomedical Engineering | 14.0501 | STEM | FGCU, FIU, UF | | 90 | 03-2018 |
| Public Health | 51.2201 | HEALTH | FGCU, FSU, USF, UF | | 50 | 03-2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Aerospace Engineering | 14.0201 | STEM | UCF, UF | | 10 | 03-2018 |
| Construction Engineering and Technology | 15.1001 | STEM | FIU, UF | | 30 | 01-2018 |
| Systems Engineering | 14.2701 | STEM | FIU, UF | | 40 | 03-2018 |
| DOCTORAL PROGRAMS | | | | | | |
| Aerospace Engineering | 14.0201 | STEM | UF | | 5 | 03-2018 |
| Doctor of Nursing Practice (DNP) | 51.3818 | HEALTH | FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF | | 60 | 09-2016 |

New Programs For Consideration by University in 2018-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Business Analytics | 52.1301 | STEM | UF | | 50 | 11-2018 |
| Cybersecurity | 11.1003 | STEM | None | | 60 | 11-2018 |
| Data Science | 11.0802 | STEM | FPU | | 30 | 11-2018 |
| Digital Media | 09.0702 | STEM | FAU, FGCU, FSU CIP 50.0102 UCF, UF | | 80 | 03-2019 |
| Global Security/International Affairs/ Homeland Security | 43.9999 | None | FAU | | 70 | 11-2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Cybersecurity | 11.1003 | STEM | FIU | | 30 | 11-2018 |
| Health Informatics | 51.0706 | HEALTH | UCF | UCF | 30 | 03-2019 |
| Computer Engineering | 14.0901 | STEM | FAU, FIU, UCF, UF, USF | | 25 | 06-2019 |
| DOCTORAL PROGRAMS | | | | | | |
| Public Health | 51.2201 | HEALTH | FIU, UF, USF | | 25 | 06-2019 |
| Biology | 26.0101 | STEM | FAU, FIU, FSU, USF | | 20 | 06-2019 |
| Computer Engineering | 14.0901 | STEM | FAU, UCF, UF, USF | | 20 | 06-2019 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|---|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 99.6 | \$ 108.2 |
| Tuition | \$ 56.8 | \$ 67.8 |
| SUBTOTAL | \$ 156.4 | \$ 176.0 |
| FAMU/FSU Joint College of Engineering | | |
| SUBTOTAL | \$ 13.0 | \$ 13.3 |
| <p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).</p> | | |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 25.1 | \$ 34.7 |
| Contracts & Grants | \$45.8 | \$53.6 |
| Local Funds | \$ 58.3 | \$ 58.9 |



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| Undergraduate Students | -----Actual----- | | | -----Projected----- | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2017-18 to 2020-21) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | 36.38 | 36.38 | 36.38 | 36.38 | 36.38 | 36.38 | 36.38 |
| Total Base Tuition & Differential per Credit Hour | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$10.50 | \$10.50 | \$10.50 | \$10.50 | \$10.50 | \$10.50 | \$10.50 |
| Health | \$6.91 | \$6.91 | \$6.91 | \$6.91 | \$6.91 | \$6.91 | \$6.91 |
| Athletic | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 |
| Transportation Access | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Technology ¹ | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 |
| Green Fee (USF, NCF, UWF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Life & Services Fee (UNF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Marshall Center Fee (USF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Affairs Facility Use Fee (FSU only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Fees | \$48.46 | \$48.46 | \$48.46 | \$48.46 | \$48.46 | \$48.46 | \$48.46 |
| Total Tuition and Fees per Credit Hour | \$189.91 | \$189.91 | \$189.91 | \$189.91 | \$189.91 | \$189.91 | \$189.91 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Health | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Athletic | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Transportation Access | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 |
| Marshall Center Fee (USF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Affairs Facility Use Fee (FSU only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,243.50 | \$4,243.50 | \$4,243.50 | \$4,243.50 | \$4,243.50 | \$4,243.50 | \$4,243.50 |
| Total Fees for 30 Credit Hours | \$1,583.80 | \$1,583.80 | \$1,583.80 | \$1,583.80 | \$1,583.80 | \$1,583.80 | \$1,583.80 |
| Total Tuition and Fees for 30 Credit Hours | \$5,827.30 | \$5,827.30 | \$5,827.30 | \$5,827.30 | \$5,827.30 | \$5,827.30 | \$5,827.30 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$379.07 | \$379.07 | \$379.07 | \$379.07 | \$379.07 | \$379.07 | \$379.07 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$18.95 | \$18.95 | \$18.95 | \$18.95 | \$18.95 | \$18.95 | \$18.95 |
| Total per credit hour | \$398.02 | \$398.02 | \$398.02 | \$398.02 | \$398.02 | \$398.02 | \$398.02 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$15,615.60 | \$15,615.60 | \$15,615.60 | \$15,615.60 | \$15,615.60 | \$15,615.60 | \$15,615.60 |
| Total Fees for 30 Credit Hours | \$2,152.30 | \$2,152.30 | \$2,152.30 | \$2,152.30 | \$2,152.30 | \$2,152.30 | \$2,152.30 |
| Total Tuition and Fees for 30 Credit Hours | \$17,767.90 | \$17,767.90 | \$17,767.90 | \$17,767.90 | \$17,767.90 | \$17,767.90 | \$17,767.90 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| | \$10,896.00 | \$11,470.00 | \$11,684.00 | \$12,062.00 | \$12,154.00 | \$12,546.00 | \$12,641.00 |
| \$ Change | | \$574.00 | \$214.00 | \$12,062.00 | \$92.00 | \$392.00 | \$95.00 |
| % Change | | 5.3% | 1.9% | 3.2% | 0.8% | 3.2% | 0.8% |



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION and RETENTION Methodology FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

UWF

2017 Work Plan



University of West Florida

*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

UWF BOT APPROVED 05-25-2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

VISION STATEMENT (What do you aspire to?)

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged community partner.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. UWF will manage growth strategically and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

2017 marks the University of West Florida's 50th anniversary. Over the last half century, UWF has evolved from a small upper division institution into a vibrant, distinctive, Doctoral Research University.

UWF's sixth president, Dr. Martha D. Saunders, was installed on April 21, 2017 by Board of Trustees Chairman, Mort O'Sullivan.

UWF will focus on strategic priorities associated with improving performance on key indicators and increasing the University's visibility and reputation.

In February 2017, Dr. Usha and Mahadeb Kundu gifted the university in excess of \$5 million to name the UWF College of Health. The college is named the *Usha Kundu, MD College of Health* in Dr. Kundu's honor. This is the second college in the institution's history to be named after a donor.

In March 2017, a donor (who asked to remain anonymous) provided a gift in excess of \$3 million for scholarships. This will enable the university to provide competitive funding for top student recruits and support many more students.

In April 2017, attorney and community advocate Fred Levin invested \$550,000 in the University of West Florida to establish the Reubin O'D. Askew Institute for Multidisciplinary Studies. The gift will also help the University purchase land to house the Institute. The Institute will substantially further UWF's leadership in STEAM initiatives - combined applications of science, technology, engineering, art and math. Activities within the Institute will include increased visibility of potential STEAM initiatives, partnerships with area schools and businesses, internships and research opportunities.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

Programs of Excellence - Identify, enhance, and develop programs of excellence for which the university can be known. Through strategic investment into programs aligning with workforce needs, UWF will lift its academic, research, and student achievement profile. These programs will be expected to recruit academically talented students who will be retained and graduate at a high rate. Exceptional faculty will be recruited who will bring distinction to the identified programs.

Student Success - Expansion and addition of programming designed to assist students to shortened time to degree. This will be done through enhanced pathways to success, predictive analytics, and improved advising. HIP such as undergraduate research, international programming, internships.

Access - Increase financial aid through corporate work-study programs and private resources. Increase distance learning offerings providing flexible and convenient alternatives for students. Strengthen 2 + 2 partnerships with state colleges for seamless access to baccalaureate and graduate degrees.



A. PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 57.7 | 61.0 | 67.6 | 70.5 | 70.5 | 71.0 | 71.5 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$32,900 | \$35,400 | \$36,700 | \$38,168 | \$38,931 | \$39,709 | \$40,504 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$15,120 | \$15,460 | \$16,340 | \$15,523 | \$15,058 | \$14,606 | \$14,168 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 43.6 | 41.9 | 50.5 | 46.7 | 48.3 | 43.4 | 45.6 | 47.3 | 50.0 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 62.4 | 61.0 | 64.6 | 64.8 | 70.1 | 73.6 | 76.0 | 80.0 | 81.5 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 40.8 | 45.0 | 50.1 | 51.1 | 49.5 | 51.6 | 53.9 | 56.1 | 58.3 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 38.3 | 39.9 | 40.5 | 41.6 | 41.3 | 41.0 | 41.0 | 41.5 | 42.0 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 42.1 | 43.4 | 46.6 | 38.8 | 44.0 | 45.5 | 46.9 | 48.5 | 50.2 |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | 65.2 | 72.8 | 75.8 | 80.5 | 80.0 | 80.2 | 80.2 | 80.5 |

10. BOT Choice: Percent of Adult (Aged 25+) Undergraduates Enrolled

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 31.4 | 30.7 | 32.0 | 30.9 | 31.7 | 32.6 | 32.0 | 33.0 | 33.0 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | X | X | X | X |

2. Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 9 | 12 | 17 | 14 | 12 | 13 | 14 | 15 | 16 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1 of 1 | 1 of 1 | 1 of 1 | 0 of 1 | 1 of 1 | 1 of 1 | 1 of 1 | 1 of 1 | 1 of 1 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.7 | 4.6 | 4.7 | 4.5 | 4.6 | 4.6 | 4.5 | 4.4 | 4.3 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 27 | 27 | 27 | 22 | 22 | 26 | 29 | 31 | 33 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2,053 | 1,969 | 1,924 | 1,926 | 2,144 | 2,305 | 2,409 | 2,493 | 2,593 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 580 | 625 | 674 | 793 | 814 | 892 | 941 | 1,012 | 1,062 |

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 16 | 15 | 17 | 18 | 18 | 20 | 21 | 22 | 23 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 31 | 32 | 31 | 32 | 32 | 32 | 32 | 33 | 33 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 25 | 29 | 30 | 29 | 30 | 33 | 34 | 35 | 36 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 27 | 31 | 36 | 38 | 40 | 40 | 41 | 42 | 43 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 17 | 19 | 20 | 21 | 19 | 23 | 24 | 24 | 25 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 16 | 19 | 20 | 31 | 41 | 39 | 40 | 42 | 45 |

4. Percentage of Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 85 | 76 | 69 | 43 | 30 | 38 | 40 | 41 | 42 |

5. Utility Patents Awarded [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |



Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

Goal 1. Improve student engagement and participation in "high-impact" learning experiences as measured on the National Survey of Student Engagement (NSSE).

PLEASE NOTE: the University's last survey submission was in 2014 when it was decided to administer it only every three years. It will now be administered every year. Benchmark should be established using the 2017 scores based on NSSE results released in November of 2017 and establish this as the baseline starting year.

| | 2013 ACTUAL | 2014 ACTUAL | 2017 GOALS | 2018 GOALS | 2019 GOALS | 2020 GOALS |
|--|----------------|----------------|---------------|---------------|---------------|---------------|
| Metric: NSSE Results (participation rates) in two or more "High-Impact Practices" subsections for seniors | 47.4% | 43.9% | 44.0% | 46.0% | 47.0% | 48.0% |

Improvement over prior reporting year in the percentage of seniors who are either currently involved or have completed 2 or more High Impact Practices at the University of West Florida for the reporting year. High Impact Practices as reported to the National Survey of Student Engagement (NSSE) by respondents must include at least 2 of the following subsections: 11c. Learning Community, 11e. Research with faculty, 11a. Internship or field experience, 11d. Study abroad, 11f. Culminating senior experience or 12. Service-Learning. National Survey of Student Engagement (NSSE) shall be conducted on an annual basis.

Goal 2. Increase Percent of Bachelor's Degrees in STEM & Health

| | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 GOALS | 2017-18 GOALS | 2018-19 GOALS | 2019-20 GOALS |
|--|-------------------|-------------------|------------------|------------------|------------------|------------------|
| Metric: Increase Percent of Bachelor's Degrees in STEM & Health | 37.9% | 39.7% | 40.0% | 41.0% | 42.0% | 43.0% |

Goal 3. Increase Percent of Undergraduate FTE in Online Courses

| | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 GOALS | 2017-18 GOALS | 2018-19 GOALS | 2019-20 GOALS |
|--|-------------------|-------------------|------------------|------------------|------------------|------------------|
| Metric: Increase Percent of Undergraduate FTE in Online Courses | 28.6% | 30.0% | 33.0% | 34.0% | 35.0% | 36.0% |

Goal 4. Increase Percentage of Adult (Aged 25+) Undergraduates Enrolled

| | Fall 2015 ACTUAL | Fall 2016 ACTUAL | Fall 2017 GOALS | Fall 2018 GOALS | Fall 2019 GOALS | Fall 2020 GOALS |
|--|---------------------|---------------------|--------------------|--------------------|--------------------|--------------------|
| Metric: Increase Percentage of Adult (Aged 25+) Undergraduates Enrolled | 31.7% | 32.6% | 32.0% | 32.0% | 33.0% | 33.0% |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 4,574 | 4,430 | 4,356 | 4,272 | 4,106 | 4,089 | 4,108 | 4,034 | 3,873 |
| FTIC (Profile Admit) | 527 | 501 | 526 | 594 | 583 | 595 | 608 | 585 | 584 |
| FCS AA Transfers | 2,404 | 2,274 | 2,046 | 1,951 | 1,879 | 1,842 | 1,834 | 1,845 | 2,089 |
| Other AA Transfers | 300 | 300 | 297 | 262 | 312 | 318 | 320 | 336 | 339 |
| Post-Baccalaureates | 0 | 0 | 234 | 379 | 411 | 459 | 467 | 483 | 485 |
| Other Undergraduates | 2,153 | 2,249 | 2,232 | 2,329 | 2,349 | 2,335 | 2,307 | 2,290 | 2,296 |
| Subtotal | 9,958 | 9,754 | 9,691 | 9,787 | 9,640 | 9,638 | 9,643 | 9,573 | 9,665 |
| GRADUATE | | | | | | | | | |
| Master's | 1,744 | 1,843 | 2,020 | 2,026 | 2,289 | 2,466 | 2,476 | 2,669 | 2,754 |
| Research Doctoral | 186 | 147 | 158 | 251 | 318 | 321 | 324 | 335 | 366 |
| Professional Doctoral | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Subtotal | 1,930 | 1,990 | 2,178 | 2,277 | 2,607 | 2,787 | 2,800 | 3,005 | 3,119 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 32 | 36 | 35 | 50 | 54 | 59 | 68 | 57 | 58 |
| Other ¹ | 760 | 827 | 723 | 694 | 678 | 617 | 784 | 850 | 834 |
| Subtotal | 792 | 863 | 758 | 744 | 732 | 677 | 852 | 908 | 893 |
| TOTAL | 12,680 | 12,607 | 12,627 | 12,808 | 12,979 | 13,102 | 13,295 | 13,486 | 13,677 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 2,174 | 2,582 | 2,545 | 2,434 | 2,559 | 2,793 | 2,929 | 3,087 | 3,225 |
| Hybrid (50-79%) | 1,827 | 1,095 | 1,308 | 250 | 276 | 236 | 257 | 265 | 262 |
| Classroom (0-50%) | 4,619 | 5,134 | 4,736 | 5,833 | 5,694 | 5,457 | 5,429 | 5,468 | 5,471 |
| Subtotal | 8,620 | 8,811 | 8,589 | 8,517 | 8,529 | 8,487 | 8,615 | 8,820 | 8,958 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 734 | 905 | 1,059 | 1,136 | 1,242 | 1,545 | 1,549 | 1,522 | 1,559 |
| Hybrid (50-79%) | 218 | 119 | 98 | 50 | 29 | 31 | 41 | 36 | 37 |
| Classroom (0-50%) | 401 | 407 | 393 | 447 | 377 | 294 | 320 | 394 | 382 |
| Subtotal | 1,353 | 1,431 | 1,550 | 1,633 | 1,648 | 1,870 | 1,910 | 1,952 | 1,978 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 2,919 | 2,736 | 2,754 | 2,782 | 2,887 | 2,831 | 2,862 | 2,894 | 1.0% |
| UPPER | 4,221 | 4,252 | 4,319 | 4,408 | 4,523 | 4,467 | 4,517 | 4,562 | 1.1% |
| GRAD I | 675 | 631 | 660 | 681 | 700 | 693 | 702 | 706 | 1.4% |
| GRAD II | 47 | 51 | 53 | 55 | 55 | 47 | 42 | 46 | -2.8% |
| TOTAL | 7,863 | 7,670 | 7,787 | 7,925 | 8,164 | 8,038 | 8,124 | 8,208 | 1.1% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 391 | 411 | 419 | 440 | 420 | 409 | 450 | 452 | 1.5% |
| UPPER | 499 | 473 | 510 | 538 | 509 | 504 | 549 | 551 | 1.5% |
| GRAD I | 264 | 247 | 244 | 249 | 249 | 252 | 257 | 259 | 1.2% |
| GRAD II | 18 | 23 | 20 | 18 | 14 | 12 | 13 | 13 | -8.4% |
| TOTAL | 1,172 | 1,154 | 1,193 | 1,245 | 1,191 | 1,176 | 1,268 | 1,275 | 1.3% |
| TOTAL | | | | | | | | | |
| LOWER | 3,310 | 3,147 | 3,173 | 3,221 | 3,306 | 3,240 | 3,312 | 3,346 | 1.1% |
| UPPER | 4,720 | 4,725 | 4,830 | 4,946 | 5,032 | 4,971 | 5,066 | 5,113 | 1.1% |
| GRAD I | 940 | 878 | 904 | 930 | 948 | 945 | 959 | 966 | 1.3% |
| GRAD II | 65 | 74 | 73 | 72 | 69 | 58 | 55 | 59 | -4.2% |
| TOTAL | 9,034 | 8,824 | 8,980 | 9,169 | 9,355 | 9,214 | 9,392 | 9,483 | 1.1% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 74 | 85 | 80 | 83 | 82 | 84 | 85 | 85 | 1.2% |
| UPPER | 424 | 530 | 532 | 570 | 538 | 574 | 586 | 589 | 2.1% |
| GRAD I | 561 | 794 | 804 | 814 | 819 | 844 | 852 | 856 | 1.3% |
| GRAD II | 82 | 124 | 129 | 136 | 142 | 141 | 143 | 146 | 2.5% |
| TOTAL | 1,141 | 1,533 | 1,545 | 1,603 | 1,581 | 1,643 | 1,666 | 1,677 | 1.6% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: $(2022-23 \text{ value} \div 2017-18 \text{ value})^{1/5} - 1$.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Exercise Science | 31.0505 | STEM | FGCU, FAU, FSU | No | 495 | 2017 |
| Sport Management | 31.0504 | | FSU, UF, UNF | No | 145 | 2017 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Family Nurse Practitioner | 51.3805 | Healthcare | FIU | No | 50 | 2017 |
| DOCTORAL PROGRAMS | | | | | | |
| None | | | | | | |



New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Computer Science | 11.0701 | STEM | | No | 100 | 2018 |
| Education General | 13.0101 | Education | FAU, FGCU | Yes | 90 | 2018 |
| Human Resources Mgt | 52.1001 | Gap | FIU | Yes | 30 | 2018 |
| Information Security Mgt | 52.1299 | STEM | UF, FSU | No | 30 | 2018 |
| Construction Engineering Tech | 15.0101 | STEM | FAMU, FIU, UF, UNF | No | 100 | 2018 |
| Public Health | 51.2201 | Healthcare | USF, UNF, FIU, FSU, UF | Yes | 144 | 2019 |
| Healthcare Admin | 51.0701 | Healthcare | FAU, FIU, UCF, UNF | Yes | 151 | 2019 |
| Civil Engineering | 14.0801 | STEM | FAMU, FAU, FSU, UF, FIU, USF, UCF | No | 150-200 | 2019 |
| Materials Science | 10.1001 | STEM | | No | 100 | 2019 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Physician Assistant | 51.0912 | Healthcare | UF, FAMU | Yes | 50 | 2018 |
| Engineering | 14.0100 | STEM | | Yes | 50 | 2018 |
| Human Resources Mgt | 52.1001 | Gap | FIU | Yes | 45 | 2018 |
| Public Administration | 44.0401 | | FAU, FGCU, FIU, FSU, UCF, UNF, USF | Yes | 45 | 2019 |
| Athletic Training | 51.0913 | Healthcare | FIU, USF-T | No | 50 | 2019 |
| Epidemiology | 26.1309 | STEM | UF | Yes | 50 | 2019 |
| Environmental Health | 51.2202 | Healthcare | UF | Yes | 100 | 2019 |
| DOCTORAL PROGRAMS | | | | | | |
| Instructional Technology | 13.0501 | STEM | FSU | Yes | 50 | 2018 |
| Nursing Practice | 51.3818 | Healthcare | FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF | Yes | 10-12 | 2019 |
| Intelligent Systems & Robotics | 11.0102 | STEM | | No | 25 | 2020 |
| Public Health | 51.2201 | Healthcare | FAMU, FIU, UF, USF-T | Yes | 30 | 2020 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimated |
|---|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 114.2 | \$ 110.2 |
| Tuition | \$ 43.7 | \$ 45.8 |
| SUBTOTAL | \$ 157.9 | \$ 156.0 |
| EDUCATION & GENERAL TOTAL REVENUES | | |
| | \$ 157.9 | \$ 156.0 |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 24.5 | \$ 25.5 |
| Contracts & Grants | \$ 20.5 | \$ 22.7 |
| Local Funds | \$ 94.6 | \$ 93.2 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| University: UWF | | | | | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| <u>Undergraduate Students</u> | | | | | | | |
| | -----Actual----- | | | -----Projected----- | | | |
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | 38.88 | 38.88 | 38.88 | 38.88 | 38.88 | 38.88 | 38.88 |
| Total Base Tuition & Differential per Credit Hour | \$143.95 | \$143.95 | \$143.95 | \$143.95 | \$143.95 | \$143.95 | \$143.95 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$13.57 | \$13.57 | \$13.57 | \$13.57 | \$13.57 | \$13.57 | \$13.57 |
| Health | \$7.52 | \$7.52 | \$7.52 | \$7.52 | \$7.52 | \$7.52 | \$7.52 |
| Athletic | \$20.93 | \$20.93 | \$20.93 | \$20.93 | \$20.93 | \$20.93 | \$20.93 |
| Transportation Access | \$8.00 | \$8.00 | \$8.00 | \$8.00 | \$8.00 | \$8.00 | \$8.00 |
| Technology ³ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | \$0.75 | \$0.75 | \$0.75 | \$0.75 | \$0.75 | \$0.75 | \$0.75 |
| Student Life & Services Fee (UNF only) | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| Total Fees | \$68.03 | \$68.03 | \$68.03 | \$68.03 | \$68.03 | \$68.03 | \$68.03 |
| Total Tuition and Fees per Credit Hour | \$211.98 | \$211.98 | \$211.98 | \$211.98 | \$211.98 | \$211.98 | \$211.98 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | | | | | | | |
| Transportation Access | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | - | - | - | - | - | - |
| Total Tuition for 30 Credit Hours | \$4,318.50 | \$4,318.50 | \$4,318.50 | \$4,318.50 | \$4,318.50 | \$4,318.50 | \$4,318.50 |
| Total Fees for 30 Credit Hours | \$2,040.90 | \$2,040.90 | \$2,040.90 | \$2,040.90 | \$2,040.90 | \$2,040.90 | \$2,040.90 |
| Total Tuition and Fees for 30 Credit Hours | \$6,359.40 | \$6,359.40 | \$6,359.40 | \$6,359.40 | \$6,359.40 | \$6,359.40 | \$6,359.40 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$408.94 | \$408.94 | \$408.94 | \$408.94 | \$408.94 | \$408.94 | \$408.94 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$20.45 | \$20.45 | \$20.45 | \$20.45 | \$20.45 | \$20.45 | \$20.45 |
| Total per credit hour | \$429.39 | \$429.39 | \$429.39 | \$429.39 | \$429.39 | \$429.39 | \$429.39 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$16,586.70 | \$16,586.70 | \$16,586.70 | \$16,586.70 | \$16,586.70 | \$16,586.70 | \$16,586.70 |
| Total Fees for 30 Credit Hours | \$2,654.40 | \$2,654.40 | \$2,654.40 | \$2,654.40 | \$2,654.40 | \$2,654.40 | \$2,654.40 |
| Total Tuition and Fees for 30 Credit Hours | \$19,241.10 | \$19,241.10 | \$19,241.10 | \$19,241.10 | \$19,241.10 | \$19,241.10 | \$19,241.10 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| | \$9,324.00 | \$9,488.00 | \$9,580.00 | \$9,676.00 | \$9,774.00 | \$10,050.00 | \$10,334.00 |
| \$ Change | | \$164.00 | \$92.00 | \$96.00 | \$98.00 | \$276.00 | \$284.00 |
| % Change | | 1.8% | 1.0% | 1.0% | 1.0% | 2.8% | 2.8% |

¹ can be no more than 5% of tuition.² as approved by the Board of Governors.³ can be no more than 5% of tuition and the out-of-state fee. Amount reported is amount in addition to in state fee.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



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| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
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| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

UCF

2017 Work Plan



University of Central Florida
*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOT APPROVED 5/18/17

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

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 experience-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 STATEMENT (What do you aspire to?)

From the UCF Collective Impact strategic plan:

We use the power of scale and the pursuit of excellence to solve tomorrow's greatest challenges and to make a better future for our students and society. Through learning, discovery, and partnerships, we transform lives and livelihoods.



STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

In the Collective Impact plan, UCF has defined five strategic areas of focus:

- 1. Harness the power of scale to transform lives and livelihoods.** Serving a fast-growing region and state, UCF has demonstrated that maximizing a research university's impact is a function of both size and excellence, and will continue to pursue both to fulfill its mission.
- 2. Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us.** Believing that talent is at the core of its pursuit of excellence, UCF will aggressively continue to be a magnet for diverse and excellent individuals throughout the university.
- 3. Deploy our distinctive assets to solve society's greatest challenges.** UCF and the region have unique capabilities and needs, and the university will focus on finding and developing solutions for Florida and our broader world.
- 4. Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation.** Continuing its commitment to being "America's leading partnership university," UCF will extend its impact through local, national, and international partnerships and continue to build its reputation of excellence.
- 5. Innovative academic, operational and financial models to transform higher education.** As a younger institution with fewer historical constraints, UCF has and will continue to develop new models for how to provide high quality education and research to meet today's needs that can become models for others.

STRENGTHS AND OPPORTUNITIES (within 3 years)

What are your core capabilities, opportunities and challenges for improvement?

Strengths: High student retention, progression, and graduation rates; M.D. program and supporting initiatives; graduate study and research in traditional and emerging disciplines; DirectConnect to UCF program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

Opportunities: Develop the recently approved UCF Downtown campus to create a hub for digital media, communications, and community, as well as public affairs and health; construction of a new teaching hospital for College of Medicine; increase quality and efficiencies of student success by means of the University Innovation Alliance and the Florida Consortium for Metropolitan Research Universities; add additional tenure-track and tenured faculty members to enhance educational quality and research impact.

Challenges: High student-to-faculty ratio, constrained academic and research space, and high transfer population resulting in a greater proportion of major-specific course offerings that are more costly than general education course work.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 – Faculty Size and Excellence: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields). Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand, decreasing class size, increasing student engagement, supporting undergraduate and graduate research, and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members while boosting UCF's growing research promise and economic impact. 2020 target is to grow tenured and tenure-track faculty members by 25 percent and increase the percentage of full-time faculty in academic units to 65 percent.

2 – Research and graduate activity: Increase graduate degree program breadth, interdisciplinarity, and quality while enhancing the volume and impact of UCF research. Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "Doctoral University: Highest Research Activity" institution. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members, the expansion of biomedical and clinical research, the development of additional graduate medical education programs, and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the past decade. 2020 target is \$250 million in research grants.

3 – Student Success: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates. Harnessing predictive analytics, updating current advising software, and focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours. 2020 target is to achieve a 92 percent retention rate (meeting the preeminence benchmark of GTE 90 percent) and a 75 percent six-year graduate rate.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 64.3 | 65.1 | 66.2 | 67.2 | 67.5 | 68.1 | 68.6 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| \$33,200 | \$33,700 | \$34,900 | \$37,000 | \$38,600 | \$39,100 | \$39,700 | \$40,200 | \$40,600 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$16,260 | \$15,330 | \$15,280 | \$15,120 | \$15,000 | \$14,970 | \$14,750 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 64.6 | 66.6 | 69.2 | 70.1 | 68.3 | 70.8 | 71.7 | 72.8 | 73.6 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 85.0 | 84.9 | 85.0 | 86.6 | 86.5 | 87.4 | 88.8 | 89.4 | 90.0 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 44.7 | 46.2 | 48.9 | 49.7 | 52.0 | 52.5 | 53.1 | 53.5 | 54.0 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 36.3 | 38.1 | 38.5 | 39.4 | 39.8 | 40.2 | 40.6 | 41.3 | 41.7 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 61.7 | 61.2 | 57.4 | 61.7 | 63.4 | 63.6 | 64.0 | 64.3 | 64.7 |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 65.0 | 67.0 | 66.9 | 69.2 | 66.3 | 68 | 69 | 70 | 71 |

10. BOT Choice: Bachelor's Degrees Awarded Annually [First Majors]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 11,515 | 12,321 | 12,372 | 12,629 | 12,832 | 13,190 | 13,550 | 13,930 | 14,320 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

1. Average GPA and SAT Score

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 3.9 | 3.9 | 3.9 | 4.0 | 4.0 | 4.0 | 4.1 | 4.1 | 4.1 |
| 1244 | 1248 | 1257 | 1261 | 1262 | 1265 | 1267 | 1270 | 1272 |

2. Public University National Ranking [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 4 |

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 88 | 87 | 88 | 89 | 89 | 90 | 91 | 92 | 92 |

4. 6-year Graduation Rate [Full-time students as reported to IPEDS]

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 65 | 67 | 70 | 70 | 69 | 72 | 73 | 74 | 74 |

5. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 1 | 1 | 1 | 6 | 7 | 7 | 8 | 8 |

6. Science & Engineering Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 97 | 109 | 143 | 170 | 188 | 194 | 199 | 210 | 218 |

7. Non-Medical Science & Engineering Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 95 | 105 | 132 | 168 | 180 | 186 | 191 | 196 | 201 |

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4 of 8 | 3 of 8 | 3 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 |

9. Utility Patents Awarded [over three calendar years]

| 2010-12 | 2011-13 | 2012-14 | 2013-15 | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 221 | 205 | 198 | 177 | 184 | 192 | 202 | 218 | 230 |

10. Doctoral Degrees Awarded Annually [First major]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 266 | 280 | 356 | 423 | 440 | 455 | 465 | 475 | 485 |

11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

| Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 ACTUAL | Fall 2015 ACTUAL | Fall 2016 GOAL | Fall 2017 GOAL |
|-----------|-----------|-----------|-----------|-----------|---------------------|---------------------|-------------------|-------------------|
| 74 | 58 | 65 | 55 | 52 | 64 | 68 | 72 | 95 |

12. Endowment Size [\$Dollars in Millions]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 122.6 | 138.6 | 154.6 | 150.7 | 146.4 | 153 | 161 | 169 | 175 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 4 |

2. Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 32 | 30 | 31 | 33 | 33 | 35 | 36 | 37 | 37 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3 of 3 | 4 of 5 | 4 of 5 | 5 of 5 | 5 of 5 | 5 of 5 | 5 of 5 | 5 of 5 | 5 of 5 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.5 | 4.5 | 4.6 | 4.4 | 4.4 | 4.2 | 4.2 | 4.1 | 4.0 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 40 | 40 | 40 | 40 | 44 | 45 | 46 | 48 | 50 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 11,515 | 12,321 | 12,372 | 12,629 | 12,832 | 13,190 | 13,550 | 13,930 | 14,320 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2,679 | 2,587 | 2,918 | 2,673 | 2,682 | 2,700 | 2,750 | 2,825 | 2,950 |

8. Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 26 | 28 | 30 | 31 | 33 | 33 | 34 | 35 | 36 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 21 | 21 | 21 | 21 | 20 | 21 | 22 | 23 | 23 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 25 | 27 | 28 | 30 | 31 | 32 | 33 | 35 | 37 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 27 | 29 | 30 | 33 | 34 | 35 | 36 | 36 | 37 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 43 | 42 | 41 | 44 | 47 | 47 | 48 | 48 | 49 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 1 | 1 | 1 | 6 | 7 | 7 | 8 | 8 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 4 | 4 | 7 | 6 | 7 | 8 | 10 | 12 | 14 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 122 | 127 | 186 | 216 | 242 | 271 | 304 | 334 | 367 |

4. Percent of Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 75 | 69 | 46 | 50 | 49 | 50 | 52 | 53 | 54 |

5. Utility Patents Awarded Annually [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 79 | 52 | 67 | 58 | 59 | 65 | 72 | 79 | 83 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 11 | 10 | 17 | 23 | 38 | 34 | 34 | 36 | 38 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2 | 5 | 3 | 8 | 14 | 15 | 16 | 18 | 20 |

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 ACTUAL | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|---|----------------|--------------------|-----------------|--|-------------------|-----------------------|-----------------|
| UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue) | 55% 2014-15 | 56% 2015-16 | 58% 2016-17 | 75% 2017-18 | 100% 2018-19 | 100% 2019-20 | 100% 2020-21 |
| UCF Lake Nona Medical Center | secure land | HCA partnership | BOG approval | architectural /engineering plans | secure permits | begin construction | construction |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 24,073 | 23,953 | 24,355 | 24,881 | 25,216 | 25,810 | 26,310 | 26,760 | 27,100 |
| FTIC (Profile Admit) | 291 | 286 | 335 | 328 | 302 | 310 | 320 | 320 | 330 |
| FCS AA Transfers | 20,676 | 21,069 | 21,434 | 21,897 | 22,012 | 22,110 | 22,240 | 22,620 | 22,880 |
| Other AA Transfers | 253 | 263 | 257 | 325 | 446 | 450 | 450 | 460 | 460 |
| Post-Baccalaureates | 0 | 0 | 527 | 1,085 | 1,073 | 1,070 | 1,080 | 1,100 | 1,110 |
| Other Undergraduates | 5,424 | 5,476 | 5,376 | 5,557 | 6,203 | 6,250 | 6,290 | 6,390 | 6,470 |
| Subtotal | 50,717 | 51,047 | 52,284 | 54,073 | 55,252 | 56,000 | 56,690 | 57,650 | 58,350 |
| GRADUATE | | | | | | | | | |
| Master's | 6,020 | 5,705 | 5,415 | 5,663 | 5,812 | 6,110 | 6,320 | 6,430 | 6,610 |
| Research Doctoral | 1,728 | 1,707 | 1,757 | 1,724 | 1,732 | 1,820 | 1,900 | 1,980 | 2,070 |
| Professional Doctoral | 495 | 591 | 634 | 625 | 626 | 660 | 690 | 720 | 750 |
| Subtotal | 8,243 | 8,003 | 7,806 | 8,012 | 8,170 | 8,590 | 8,910 | 9,130 | 9,430 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 13 | 25 | 10 | 42 | 34 | 30 | 30 | 30 | 30 |
| Other ¹ | 812 | 695 | 721 | 889 | 879 | 780 | 820 | 870 | 920 |
| Subtotal | 825 | 720 | 731 | 931 | 913 | 810 | 850 | 900 | 950 |
| TOTAL | 59,785 | 59,770 | 60,821 | 63,016 | 64,335 | 65,400 | 66,450 | 67,680 | 68,730 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 11,510 | 12,433 | 12,807 | 13,559 | 14,523 | 15,860 | 17,050 | 17,720 | 18,340 |
| Hybrid (50-79%) | 2,648 | 3,054 | 3,208 | 3,644 | 4,158 | 4,630 | 4,820 | 4,980 | 5,230 |
| Classroom (0-50%) | 31,287 | 30,078 | 29,124 | 28,593 | 28,599 | 28,120 | 27,600 | 27,540 | 27,500 |
| Subtotal | 45,445 | 45,565 | 45,139 | 45,796 | 47,280 | 48,610 | 49,470 | 50,240 | 51,070 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,721 | 1,707 | 1,594 | 1,539 | 1,590 | 1,770 | 1,900 | 2,030 | 2,120 |
| Hybrid (50-79%) | 639 | 645 | 683 | 666 | 641 | 640 | 690 | 760 | 790 |
| Classroom (0-50%) | 3,492 | 3,540 | 3,461 | 3,313 | 3,304 | 3,280 | 3,380 | 3,440 | 3,500 |
| Subtotal | 5,852 | 5,892 | 5,738 | 5,518 | 5,535 | 5,690 | 5,970 | 6,230 | 6,410 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 15,371 | 15,610 | 15,890 | 16,130 | 16,400 | 16,600 | 16,730 | 16,820 | 1.14% |
| UPPER | 29,129 | 29,630 | 30,160 | 30,620 | 31,130 | 31,510 | 31,760 | 31,930 | 1.15% |
| GRAD I | 3,139 | 3,220 | 3,380 | 3,490 | 3,570 | 3,660 | 3,780 | 3,850 | 2.64% |
| GRAD II | 701 | 660 | 690 | 740 | 780 | 820 | 860 | 890 | 5.22% |
| TOTAL | 48,339 | 49,120 | 50,120 | 50,980 | 51,880 | 52,590 | 53,130 | 53,490 | 1.31% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 979 | 1,170 | 1,190 | 1,200 | 1,220 | 1,240 | 1,250 | 1,260 | 1.15% |
| UPPER | 987 | 1,260 | 1,280 | 1,300 | 1,320 | 1,340 | 1,350 | 1,350 | 1.07% |
| GRAD I | 534 | 570 | 590 | 610 | 630 | 640 | 660 | 680 | 2.88% |
| GRAD II | 662 | 730 | 760 | 820 | 860 | 910 | 950 | 980 | 5.22% |
| TOTAL | 3,162 | 3,730 | 3,820 | 3,930 | 4,030 | 4,130 | 4,210 | 4,270 | 2.25% |
| TOTAL | | | | | | | | | |
| LOWER | 16,350 | 16,780 | 17,070 | 17,330 | 17,620 | 17,830 | 17,980 | 18,080 | 1.16% |
| UPPER | 30,116 | 30,880 | 31,440 | 31,920 | 32,450 | 32,840 | 33,110 | 33,290 | 1.15% |
| GRAD I | 3,673 | 3,780 | 3,970 | 4,110 | 4,190 | 4,310 | 4,450 | 4,530 | 2.67% |
| GRAD II | 1,363 | 1,380 | 1,450 | 1,550 | 1,630 | 1,730 | 1,810 | 1,860 | 5.11% |
| TOTAL | 51,501 | 52,820 | 53,930 | 54,910 | 55,890 | 56,710 | 57,350 | 57,760 | 1.38% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 448 | 530 | 540 | 540 | 550 | 560 | 560 | 570 | 1.09% |
| UPPER | 367 | 420 | 430 | 440 | 440 | 450 | 450 | 460 | 1.36% |
| GRAD I | 479 | 500 | 530 | 550 | 560 | 570 | 590 | 600 | 2.51% |
| GRAD II | 20 | 20 | 20 | 20 | 30 | 30 | 30 | 30 | 8.45% |
| TOTAL | 1,313 | 1,470 | 1,520 | 1,550 | 1,580 | 1,610 | 1,630 | 1,660 | 1.78% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Annual Growth |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| MEDICAL DOCTORATES | | | | | | | | | |
| RESIDENT | 347 | 360 | 362 | 362 | 362 | 362 | 362 | 362 | 0% |
| NON-RESIDENT | 113 | 117 | 118 | 118 | 118 | 118 | 118 | 118 | 0% |
| TOTAL | 460 | 477 | 480 | 480 | 480 | 480 | 480 | 480 | 0% |



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Emergency Management | 43.0302 | - | - | N | 120 | Nov-2017 |
| Life Care Management | 52.09xx | HLTH | | N | 340 | Mar-2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Emergency Management | 43.0302 | | FIU, UF | Y | 65 | Mar-2018 |
| Athletic Training | 51.0913 | HLTH | FIU, USF-T | N | 56 | Mar-2018 |
| Entrepreneurship | 52.0701 | | USF | N | 40 | Mar-2018 |
| DOCTORAL PROGRAMS | | | | | | |
| Strategic Communication and Risk | 09.0000 | GAP | - | N | 36 | Mar-2018 |
| Aerospace Engineering | 14.0201 | STEM | UF | N | 30 | Mar-2018 |
| Nanotechnology | 15.1601 | STEM | - | N | 30 | Mar-2018 |
| Social Work (DSW) | 51.1503 | HLTH | FAU | N | 45 | Mar-2018 |

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Cognitive Sciences | 35.2501 | STEM | - | N | 50 | Nov-2018 |
| DOCTORAL PROGRAMS | | | | | | |
| Biomedical Engineering | 14.05.01 | STEM | FAMU, FIU, FSU, UF, USF- T | N | 30 | July-2018 |
| Interdisciplinary Neuroscience | 26.1501 | STEM | FSU | N | 50 | Mar-2019 |
| Nonprofit Management | 44.0401 | - | FAU, FIU, FSU | N | 40 | Jul-2018 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimated |
|--|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 288.7 | \$ 326.4 |
| Tuition | \$ 266.6 | \$ 276.2 |
| SUBTOTAL | \$ 555.4 | \$ 602.6 |
| Health-Science Center / Medical Schools | | |
| State Funds | \$ 26.1 | \$ 26.1 |
| Tuition | \$ 14.9 | \$ 15.5 |
| SUBTOTAL | \$ 41.0 | \$ 41.6 |
| Center for Students with Unique Abilities | | |
| State Funds | \$ 0 | \$ 8.0 |
| Tuition | \$ 0 | \$ 0 |
| TOTAL IFAS | \$ 0 | \$ 8.0 |
| EDUCATION & GENERAL TOTAL REVENUES | \$ 596.4 | \$ 652.2 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). **Tuition also includes other revenue such as application fees, late registration fees, library fines, and miscellaneous revenues.**

OTHER BUDGET ENTITIES

| | | |
|------------------------|-----------------|-----------------|
| Auxiliary Enterprises | \$ 172.2 | \$ 177.5 |
| Contracts & Grants | \$ 114.0 | \$ 121.5 |
| Local Funds | \$ 508.6 | \$ 509.4 |
| Faculty Practice Plans | \$ 3.1 | \$ 3.9 |

Note: Revenues do not include transfers.



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| <i>Undergraduate Students</i> | -----Actual----- | | | -----Projected----- | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | \$44.20 | \$44.20 | \$44.20 | \$44.20 | \$44.20 | \$44.20 | \$44.20 |
| Total Base Tuition & Differential per Credit Hour | \$149.27 | \$149.27 | \$149.27 | \$149.27 | \$149.27 | \$149.27 | \$149.27 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$11.67 | \$11.67 | \$11.67 | \$11.67 | \$11.67 | \$11.67 | \$11.67 |
| Health | \$10.84 | \$10.84 | \$10.84 | \$10.84 | \$10.84 | \$10.84 | \$10.84 |
| Athletic | \$14.32 | \$14.32 | \$14.32 | \$14.32 | \$14.32 | \$14.32 | \$14.32 |
| Transportation Access | \$9.10 | \$9.10 | \$9.10 | \$9.10 | \$9.10 | \$9.10 | \$9.10 |
| Technology ¹ | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 | \$5.16 |
| Green Fee (USF, NCF, UWF only) | | | | | | | |
| Student Life & Services Fee (UNF only) | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| Total Fees | \$63.01 | \$63.01 | \$63.01 | \$63.01 | \$63.01 | \$63.01 | \$63.01 |
| Total Tuition and Fees per Credit Hour | \$212.28 | \$212.28 | \$212.28 | \$212.28 | \$212.28 | \$212.28 | \$212.28 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | | | | | | | |
| Transportation Access | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Total Tuition for 30 Credit Hours | \$4,478.10 | \$4,478.10 | \$4,478.10 | \$4,478.10 | \$4,478.10 | \$4,478.10 | \$4,478.10 |
| Total Fees for 30 Credit Hours | \$1,890.30 | \$1,890.30 | \$1,890.30 | \$1,890.30 | \$1,890.30 | \$1,890.30 | \$1,890.30 |
| Total Tuition and Fees for 30 Credit Hours | \$6,368.40 | \$6,368.40 | \$6,368.40 | \$6,368.40 | \$6,368.40 | \$6,368.40 | \$6,368.40 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$511.06 | \$511.06 | \$511.06 | \$511.06 | \$511.06 | \$511.06 | \$511.06 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$25.55 | \$25.55 | \$25.55 | \$25.55 | \$25.55 | \$25.55 | \$25.55 |
| Total per credit hour | \$536.61 | \$536.61 | \$536.61 | \$536.61 | \$536.61 | \$536.61 | \$536.61 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$19,809.90 | \$19,809.90 | \$19,809.90 | \$19,809.90 | \$19,809.90 | \$19,809.90 | \$19,809.90 |
| Total Fees for 30 Credit Hours | \$2,656.80 | \$2,656.80 | \$2,656.80 | \$2,656.80 | \$2,656.80 | \$2,656.80 | \$2,656.80 |
| Total Tuition and Fees for 30 Credit Hours | \$22,466.70 | \$22,466.70 | \$22,466.70 | \$22,466.70 | \$22,466.70 | \$22,466.70 | \$22,466.70 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | \$9,300.00 | \$9,554.00 | \$9,554.00 | \$9,554.00 | \$9,554.00 | \$9,554.00 | \$9,554.00 |
| \$ Change | | \$254.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 2.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



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| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
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| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
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BOG Choice Metrics

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| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
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| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
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| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
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BOT Choice Metrics

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| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
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| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |
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| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

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| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



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| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

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|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

UF

2017

Work Plan



University of Florida
University Work Plan Presentation
for Board of Governors June 2017 Meeting

STATE UNIVERSITY SYSTEM *of* FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.

Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

VISION STATEMENT (What do you aspire to?)

UF will be a premier university that the state, nation, and world look to for leadership through: (1) an exceptional academic environment, achieved by a diverse community of students, faculty, and staff; (2) an outstanding and accessible education that prepares students for work, citizenship, and life; (3) a preeminent faculty; (4) growth in research and scholarship that improves the lives of the world's citizens; (5) strengthened public engagement; (6) successful and appreciative alumni; and (7) a physical infrastructure and efficient administration and support structure that enable preeminence. The environment will foster new discoveries and inventions, enabling UF to build on its excellent national ranking in technology transfer and licensing. This will spur new businesses and state economic development to accompany UF's emphasis on service and outreach to State citizens.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

UF is building leadership positions in strategic endeavors through investment of new resources, including legislative appropriations and private donations, and through internal reallocations. This strategy will reposition UF among the nation's top public research universities and one of the nation's very best comprehensive public institutions. With the net addition of well over 100 new faculty members so far, UF is strengthening undergraduate and graduate student recruitment, doctoral education, externally-funded research programs, and online education. These initiatives are being supported by vigorous outreach and branding efforts, technology transfer and licensing programs, economic development initiatives, and a capital campaign.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

UF has nationally competitive expertise across a vast array of disciplines and can leverage this to tackle critical interdisciplinary challenges such as early childhood education, biodiversity, neuroscience, cancer, and security. Through the state's investment in the preeminence initiative, there is a unique opportunity for UF to become one of the nation's top publics. Fundamental challenges that are being addressed revolve around resources: the ability to compensate exceptional faculty at nationally competitive levels so UF can attract and retain them, the ability to provide nationally competitive graduate stipends to attract top-notch students, the money needed to refresh and rebuild an aging infrastructure, and the ability to provide need-based student financial aid to undergraduates to afford them access to higher education.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 UF's aspiration to become one of the nation's top publics through the preeminence initiative remains the central theme for university planning and operations. To achieve this goal, UF will continue to invest in attracting and retaining world-class faculty and in facilitating their research to drive the university reputation. This investment will further advance UF's external funding portfolio and its tech transfer and economic development enterprise, already one of the best in the nation. In the next year, UF will address the student-faculty ratio that plays into national rankings, the recruitment of outstanding graduate students, the promotion of honors and awards for exceptional faculty achievement and seek improvement in 4- and 6-year graduation rates. UF is also adopting strategies to increase national awareness of the university's achievements and to reinforce its brand.

2 In October, UF will announce the public phase of a \$3B capital campaign. This initiative will help provide resources for the margin of excellence we seek and also foster recognition of the university's world-class achievements in learning, discovery, engagement, and economic development. We will place special emphasis on growing the endowment from \$1.5B to \$3B and on securing named professorships and chairs to help attract and retain world-class faculty. The funds that accompany these endowed positions will provide them with resources to attract the best graduate students and underpin their research efforts. In addition, we will seek private funds to help underwrite the cost of new construction and renovation on the campus. With a return of \$8 for every \$1 invested in this enterprise, the capital campaign offers excellent ROI for UF and the state.

3 UF has partnered with donor Herbert Wertheim to transform the College of Engineering over the next decade. His \$50M gift enables investment in programs and facilities, while UF's new \$9M recurring investment will grow the faculty in size and strength. A vision of "The New Engineer" needed for the 21st century now drives the college's educational programs. Anticipated return on investments include: increased number of engineers who are even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity; a larger grants and contracts portfolio; more extensive tech-transfer and economic development; and increased outreach to Florida industry through centers like the UF Innovation Station recently established in Sarasota.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 66.2 | 67.6 | 69.4 | 70 | 70 | 70 | 70 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$34,800 | \$38,400 | \$40,700 | \$41,000 | \$41,000 | \$42,000 | \$42,000 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|----------|----------|----------|----------|----------|----------|
| . | . | \$9,950 | \$10,060 | \$10,660 | \$10,700 | \$10,700 | \$10,700 | \$10,700 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 84.9 | 86.3 | 87.5 | 86.5 | 87.2 | 88 | 89 | 89 | 90 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 94.0 | 95.7 | 95.2 | 94.6 | 95.5 | 96 | 97 | 97 | 97 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 52.9 | 52.2 | 54.7 | 56.1 | 56.9 | 56 | 57 | 58 | 59 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 33.2 | 32.8 | 32.4 | 31.6 | 29.7 | 30 | 30 | 30 | 30 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 67.0 | 69.0 | 69.8 | 69.2 | 70.3 | 71 | 72 | 72 | 72 |

9. BOG Choice: Number of Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 22 | 18 | 20 | 15 | 21 | 25 | 26 | 27 | 28 |

10. BOT Choice: Licenses/Options Executed Annually

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 131 | 129 | 140 | 147 | 261 | 293 | 235 | 245 | 260 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

1. Average GPA and SAT Score

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 | 4.4 | 4.4 |
| 1289 | 1287 | 1285 | 1273 | 1281 | 1280 | 1280 | 1290 | 1290 |

2. Number of Top 50 Rankings [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | . | 10 | 10 | 9 | 10 | 10 | 10 | 10 |

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 96 | 96 | 96 | 96 | 96 | 97 | 97 | 97 | 97 |

4. 6-year Graduation Rate [Full-time students as reported to IPEDS]

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 85 | 87 | 88 | 87 | 87 | 89 | 89 | 89 | 90 |

5. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 24 | 25 | 25 | 25 | 29 | 30 | 31 | 32 | 33 |

6. Science & Engineering Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$650 | \$643 | \$652 | \$700 | \$742 | \$690 | \$725 | \$760 | \$805 |

7. Non-Medical Science & Engineering Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$480 | \$482 | \$480 | \$518 | \$483 | \$450 | \$475 | \$495 | \$520 |

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 8 of 8 | 8 of 8 | 8 of 8 | 8 of 8 | 7 of 8 | 8 of 8 | 8 of 8 | 8 of 8 | 8 of 8 |

9. Utility Patents Awarded [over three calendar years]

| 2010-12 | 2011-13 | 2012-14 | 2013-15 | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 186 | 232 | 263 | 303 | 307 | 322 | 315 | 323 | 333 |

10. Doctoral Degrees Awarded Annually

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1,609 | 1,595 | 1,671 | 1,592 | 1,579 | 1,600 | 1,600 | 1,600 | 1,600 |

11. Number of Post-Doctoral Appointees [Florida Statute requires a source with time lag]

| Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 ACTUAL | Fall 2015 ACTUAL | Fall 2016 | Fall 2017 |
|-----------|-----------|-----------|-----------|-----------|---------------------|---------------------|-----------|-----------|
| 597 | 648 | 625 | 674 | 677 | 644 | 679 | 664 | 690 |

12. Endowment Size (\$Millions)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1,263 | 1,360 | 1,520 | 1,556 | 1,468 | 1,570 | 1,640 | 1,717 | 1,800 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Number of Top 50 Rankings [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | . | 10 | 10 | 9 | 10 | 10 | 10 | 10 |

2. Percent of Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 77 | 77 | 75 | 72 | 73 | 72 | 72 | 72 | 72 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------|----------|----------|----------|---------|----------|----------|----------|----------|
| 11 of 11 | 11 of 11 | 11 of 11 | 10 of 10 | 9 of 10 | 10 of 10 | 10 of 10 | 10 of 10 | 10 of 10 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.1 | 4.1 | 4.0 | 3.9 | 3.9 | 4.1 | 4.1 | 4.1 | 4.1 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 68 | 66 | 67 | 68 | 67 | 68 | 68 | 70 | 71 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 8,601 | 8,245 | 8,515 | 8,604 | 8,451 | 8,515 | 8,515 | 8,600 | 8,600 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5,975 | 5,981 | 6,241 | 5,613 | 5,809 | 5,650 | 5,700 | 5,800 | 5,800 |

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 27 | 27 | 27 | 28 | 27 | 26 | 26 | 26 | 26 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 6 | 6 | 6 | 7 | 7 | 6 | 6 | 6 | 6 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 15 | 20 | 26 | 27 | 31 | 32 | 33 | 34 | 35 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 40 | 40 | 42 | 43 | 43 | 44 | 45 | 46 | 47 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 56 | 58 | 58 | 58 | 59 | 59 | 59 | 59 | 59 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 24 | 25 | 25 | 25 | 29 | 30 | 30 | 30 | 30 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 22 | 18 | 20 | 15 | 21 | 25 | 26 | 27 | 28 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$697 | \$695 | \$708 | \$740 | \$791 | \$735 | \$770 | \$810 | \$850 |

4. Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 53 | 51 | 54 | 52 | 52 | 52 | 53 | 53 | 54 |

5. Utility Patents Awarded [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 75 | 97 | 91 | 115 | 101 | 105 | 108 | 110 | 115 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 131 | 129 | 140 | 147 | 261 | 293 | 235 | 245 | 260 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 12 | 15 | 16 | 16 | 15 | 16 | 10 | 16 | 17 |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 25,235 | 25,591 | 25,705 | 26,221 | 27,419 | 28,249 | 28,658 | 28,976 | 29,383 |
| FTIC (Profile Admit) | 641 | 632 | 631 | 618 | 448 | 607 | 616 | 623 | 632 |
| FCS AA Transfers | 4,942 | 4,890 | 5,142 | 5,480 | 5,807 | 5,845 | 5,929 | 5,995 | 6,079 |
| Other AA Transfers | 227 | 248 | 285 | 404 | 462 | 408 | 413 | 418 | 424 |
| Post-Baccalaureates | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Undergraduates | 993 | 1,014 | 1,018 | 1,279 | 1,382 | 1,306 | 1,325 | 1,339 | 1,358 |
| Subtotal | 32,038 | 32,375 | 32,781 | 34,002 | 35,518 | 36,415 | 36,941 | 37,351 | 37,876 |
| GRADUATE | | | | | | | | | |
| Master's | 7,461 | 7,204 | 7,114 | 7,618 | 8,059 | 8,108 | 8,225 | 8,316 | 8,433 |
| Research Doctoral | 4,476 | 4,348 | 4,229 | 4,296 | 4,314 | 4,574 | 4,640 | 4,692 | 4,757 |
| Professional Doctoral | 4,395 | 4,377 | 4,411 | 4,359 | 4,446 | 4,709 | 4,777 | 4,830 | 4,898 |
| Subtotal | 16,332 | 15,929 | 15,754 | 16,273 | 16,819 | 17,391 | 17,642 | 17,838 | 18,089 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 57 | 71 | 149 | 124 | 273 | 193 | 196 | 198 | 200 |
| Other ¹ | 1,659 | 1,720 | 1,852 | 2,120 | 2,244 | 2,209 | 2,241 | 2,266 | 2,298 |
| Subtotal | 1,716 | 1,791 | 2,001 | 2,244 | 2,517 | 2,402 | 2,437 | 2,464 | 2,498 |
| TOTAL | 50,086 | 50,095 | 50,536 | 52,519 | 54,854 | 56,208 | 57,020 | 57,653 | 58,463 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 4,893 | 6,402 | 8,386 | 8,918 | 10,284 | 11,256 | 12,559 | 13,472 | 14,298 |
| Hybrid (50-79%) | 639 | 491 | 305 | 319 | 423 | 425 | 399 | 369 | 337 |
| Classroom (0-50%) | 26,925 | 25,422 | 23,935 | 23,427 | 22,975 | 23,281 | 23,347 | 23,076 | 22,802 |
| Subtotal | 32,457 | 32,315 | 32,616 | 32,664 | 33,682 | 34,962 | 36,305 | 36,917 | 37,437 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,644 | 3,356 | 3,643 | 3,943 | 3,999 | 4,296 | 4,465 | 4,593 | 4,664 |
| Hybrid (50-79%) | 452 | 486 | 310 | 280 | 238 | 302 | 301 | 304 | 306 |
| Classroom (0-50%) | 12,513 | 10,676 | 10,177 | 9,814 | 10,194 | 10,164 | 10,269 | 10,311 | 10,321 |
| Subtotal | 14,609 | 14,518 | 14,130 | 14,037 | 14,431 | 14,761 | 15,035 | 15,208 | 15,291 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 12,922 | 13,242 | 13,354 | 13,305 | 13,360 | 13,491 | 13,698 | 13,969 | 0.9% |
| UPPER | 17,951 | 18,423 | 19,208 | 19,495 | 19,667 | 20,072 | 20,750 | 21,661 | 2.4% |
| GRAD I | 2,585 | 2,486 | 2,629 | 2,682 | 2,690 | 2,689 | 2,688 | 2,687 | 0.4% |
| GRAD II | 4,525 | 4,392 | 4,156 | 4,095 | 4,129 | 4,159 | 4,180 | 4,192 | 0.2% |
| TOTAL | 37,984 | 38,543 | 39,347 | 39,577 | 39,846 | 40,411 | 41,316 | 42,509 | 1.6% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 984 | 1,287 | 1,448 | 1,541 | 1,617 | 1,681 | 1,744 | 1,821 | 4.7% |
| UPPER | 877 | 1,099 | 1,382 | 1,643 | 1,854 | 2,003 | 2,126 | 2,263 | 10.4% |
| GRAD I | 1,912 | 2,132 | 2,132 | 2,137 | 2,143 | 2,145 | 2,147 | 2,147 | 0.1% |
| GRAD II | 2,527 | 2,627 | 2,867 | 3,028 | 3,065 | 3,082 | 3,094 | 3,102 | 1.6% |
| TOTAL | 6,300 | 7,145 | 7,829 | 8,349 | 8,679 | 8,911 | 9,111 | 9,333 | 3.6% |
| TOTAL | | | | | | | | | |
| LOWER | 13,907 | 14,529 | 14,802 | 14,846 | 14,977 | 15,172 | 15,442 | 15,790 | 1.3% |
| UPPER | 18,829 | 19,523 | 20,591 | 21,139 | 21,520 | 22,075 | 22,876 | 23,924 | 3.0% |
| GRAD I | 4,497 | 4,617 | 4,761 | 4,820 | 4,833 | 4,834 | 4,834 | 4,834 | 0.3% |
| GRAD II | 7,051 | 7,019 | 7,023 | 7,124 | 7,193 | 7,242 | 7,274 | 7,294 | 0.8% |
| TOTAL | 44,284 | 45,688 | 47,177 | 47,929 | 48,523 | 49,323 | 50,426 | 51,842 | 1.9% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 278 | 288 | 283 | 287 | 288 | 288 | 288 | 288 | 0.4% |
| UPPER | 668 | 622 | 630 | 646 | 652 | 652 | 652 | 652 | 0.7% |
| GRAD I | 2,369 | 2,530 | 2,679 | 2,704 | 2,710 | 2,711 | 2,712 | 2,712 | 0.2% |
| GRAD II | 513 | 594 | 571 | 560 | 554 | 551 | 549 | 548 | -0.8% |
| TOTAL | 3,829 | 4,034 | 4,163 | 4,197 | 4,204 | 4,202 | 4,201 | 4,200 | 0.2% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (if applicable)

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Annual Growth |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| MEDICAL DOCTORATES | | | | | | | | | |
| RESIDENT | 532 | 531 | 531 | 531 | 531 | 531 | 531 | 531 | 0% |
| NON-RESIDENT | 33 | 33 | 33 | 33 | 31 | 31 | 31 | 31 | 0% |
| TOTAL | 564 | 564 | 564 | 564 | 564 | 564 | 564 | 564 | 0% |
| DENISTRY | | | | | | | | | |
| RESIDENT | 343 | 346 | 346 | 346 | 346 | 346 | 346 | 346 | 0% |
| NON-RESIDENT | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 0% |
| TOTAL | 360 | 360 | 360 | 360 | 360 | 360 | 360 | 360 | 0% |
| VETERINARY | | | | | | | | | |
| RESIDENT | 353 | 353 | 353 | 353 | 353 | 353 | 353 | 353 | 0% |
| NON-RESIDENT | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 0% |
| TOTAL | 450 | 450 | 450 | 450 | 450 | 450 | 450 | 450 | 0% |



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Educational Sciences | 13.0101 | EDUCATION | FAU, FGCU | 100% | 30 | Fall 2017 |
| Marine Sciences | 26.1302 | STEM | FIU, UWF | TBD | 100 | Spring 2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Master of Design | 50.0401 | | None | No | 20 | Spring 2018 |
| DOCTORAL PROGRAMS | | | | | | |
| Doctor of Athletic Training | 51.0913 | HEALTH | None | No | 25 | Fall 2017 |
| Doctor of Musical Arts | 50.0901 | LOCAL | None | 16% | 15 | Fall 2017 |

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Mfg Eng Technology | 15.0613 | STEM | None | 100% | 300 | Fall 2018 |
| Ag Operations Mgmt | 01.0106 | | None | TBD | 40 | Fall 2019 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Case Management | 51.0001 | | None | Yes | 40 | Fall 2018 |
| Bioinformatics Comp Biology | 26.1103 | STEM | USF | No | 30 | Fall 2019 |
| Geomatics | 15.1102 | STEM | None | Yes | 40 | Fall 2019 |
| Advanced Legal Research | 22.0201 | | None | Yes | 25 | Spring 2018 |
| Anatomy | 26.0403 | | None | No | TBD | Fall 2019 |
| DOCTORAL PROGRAMS | | | | | | |
| Arch & Bldg Sciences/Tech | 04.0902 | | None | No | 30 | Spring 2018 |
| Geomatics | 15.1102 | STEM | None | No | 25 | Fall 2019 |
| Sustainability Studies | 30.3301 | STEM | None | No | 20 | Spring 2018 |
| Lang, Lit & Cultures | 16.0101 | GLOBAL | None | TBD | TBD | Fall 2019 |
| Anatomy | 26.0403 | | None | No | TBD | Fall 2019 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|---|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 396.0 | \$ 419.5 |
| Tuition | \$ 313.0 | \$ 321.6 |
| SUBTOTAL | \$ 709.1 | \$ 741.1 |
| Health-Science Center / Medical Schools | | |
| State Funds | \$ 111.3 | \$ 112.6 |
| Tuition | \$ 37.9 | \$ 38.3 |
| Other Trust Funds | \$ 30.1 | \$ 32.8 |
| SUBTOTAL | \$ 179.3 | \$ 183.7 |
| Institute of Food & Agricultural Sciences (IFAS) | | |
| State Funds | \$ 157.9 | \$ 170.9 |
| Tuition | \$ 0.0 | \$ 0.0 |
| Other Trust Funds | \$ 19.0 | \$ 27.7 |
| TOTAL IFAS | \$ 176.9 | \$ 198.6 |
| EDUCATION & GENERAL TOTAL REVENUES | \$ 1,065.3 | \$ 1,123.4 |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 385.8 | \$ 371.0 |
| Contracts & Grants | \$ 1,363.5 | \$ 1,209.4 |
| Local Funds | \$ 594.1 | \$ 555.9 |
| Faculty Practice Plans | \$ 861.4 | \$ 869.5 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| Undergraduate Students | Actual | | | Projected | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% Inc. for 2017-18 to 2020-21) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | \$44.17 | \$44.17 | \$44.17 | \$44.17 | \$44.17 | \$44.17 | \$44.17 |
| Total Base Tuition & Differential per Credit Hour | \$149.24 | \$149.24 | \$149.24 | \$149.24 | \$149.24 | \$149.24 | \$149.24 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$18.19 | \$19.06 | \$19.06 | \$19.06 | \$19.06 | \$19.06 | \$19.06 |
| Health | \$14.93 | \$15.81 | \$15.81 | \$15.81 | \$15.81 | \$15.81 | \$15.81 |
| Athletic | \$1.90 | \$1.90 | \$1.90 | \$1.90 | \$1.90 | \$1.90 | \$1.90 |
| Transportation Access | \$8.91 | \$9.44 | \$9.44 | \$9.44 | \$9.44 | \$9.44 | \$9.44 |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Life & Services Fee (UNF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Marshall Center Fee (USF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Affairs Facility Use Fee (FSU only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total Fees | \$61.19 | \$63.47 | \$63.47 | \$63.47 | \$63.47 | \$63.47 | \$63.47 |
| Total Tuition and Fees per Credit Hour | \$210.43 | \$212.71 | \$212.71 | \$212.71 | \$212.71 | \$212.71 | \$212.71 |
| % Change | | 1.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,477.20 | \$4,477.20 | \$4,477.20 | \$4,477.20 | \$4,477.20 | \$4,477.20 | \$4,477.20 |
| Total Fees for 30 Credit Hours | \$1,835.70 | \$1,904.10 | \$1,904.10 | \$1,904.10 | \$1,904.10 | \$1,904.10 | \$1,904.10 |
| Total Tuition and Fees for 30 Credit Hours | \$6,312.90 | \$6,381.30 | \$6,381.30 | \$6,381.30 | \$6,381.30 | \$6,381.30 | \$6,381.30 |
| \$ Change | | \$68.40 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 1.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$707.21 | \$707.21 | \$707.21 | \$707.21 | \$707.21 | \$707.21 | \$707.21 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$35.36 | \$35.36 | \$35.36 | \$35.36 | \$35.36 | \$35.36 | \$35.36 |
| Total per credit hour | \$742.57 | \$742.57 | \$742.57 | \$742.57 | \$742.57 | \$742.57 | \$742.57 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$25,693.50 | \$25,693.50 | \$25,693.50 | \$25,693.50 | \$25,693.50 | \$25,693.50 | \$25,693.50 |
| Total Fees for 30 Credit Hours | \$2,896.50 | \$2,964.90 | \$2,964.90 | \$2,964.90 | \$2,964.90 | \$2,964.90 | \$2,964.90 |
| Total Tuition and Fees for 30 Credit Hours | \$28,590.00 | \$28,658.40 | \$28,658.40 | \$28,658.40 | \$28,658.40 | \$28,658.40 | \$28,658.40 |
| \$ Change | | \$68.40 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| | \$9,630.00 | \$9,750.00 | \$9,750.00 | \$9,750.00 | \$9,750.00 | \$9,750.00 | \$9,750.00 |
| \$ Change | | \$120.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 1.2% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

¹ can be no more than 5% of tuition.

² as approved by the Board of Governors.

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

⁴ combine the most popular housing and dining plans provided to students

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCasper database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

USF SYSTEM 2017 Work Plan



University of South Florida - System

*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOARD OF TRUSTEES APPROVED - JUNE 8, 2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of South Florida System, which includes USF, USF St. Petersburg (USFSP), and USF Sarasota-Manatee (USFSM), catalyzes and coordinates initiatives that prepare students for successful 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities across the Tampa Bay region for mutual benefits.

VISION STATEMENT (What do you aspire to?)

The University of South Florida System will empower and connect its separately accredited institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff and students, and for transforming the communities it serves.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

While each of the three member institutions of the USF System develops and implements their distinctive strategic plans, the USF System strategy is guided by a unifying set of “BULLISH” principles: BOLD, UNITED, LEADERS, LOYAL, IMPACTFUL, STUDENT-CENTRIC, HIGH-QUALITY. These principles of collaboration and cooperation work to ensure alignment across each institution’s strategic plan as well as with the State University System of Florida Board of Governors’ (BOG) Strategic Plan.

Under the leadership of the USF Board of Trustees, the USF System embraces performance accountability and relies on detailed data to track key metrics such as graduation rates, retention rates, excess hours, and job placement; all key components of the Florida Board of Governors’ Strategic Plan. Maintaining and expanding our community initiatives and partnerships also remains a key priority of the USF System strategy. Both USF and USF St. Petersburg are designated as community-engaged by the Carnegie Foundation for the Advancement of Teaching. Likewise, USF Sarasota-Manatee aims to achieve this distinction as part of its current strategic plan.

USF System member institutions are separately regionally accredited, and each pursues its own set of strategies, goals, and successes.

USF is classified by the Carnegie Foundation for the Advancement of Teaching as a doctoral research university, highest research activity. This designation serves as a beacon to attract the best and brightest students and faculty from around the world. USF remains focused on enhancing student success, research and innovation, and community and global engagement.



USF St. Petersburg continues to work through the comprehensive implementation of the 2014-2019 strategic plan, one which aims to develop USFSP as a distinctive member of the USF System. Furthermore, this plan seeks to promote faculty excellence, student success, strategic partnerships, and sustainable funding and infrastructure. USF St. Petersburg also remains focused on maintaining forward momentum on key performance-based funding metrics.

Meanwhile, USF Sarasota-Manatee is working diligently towards the goals outlined in the USFSM strategic plan for 2015-2020. Like its counterparts, the USFSM strategic plan focuses on enhancing student success, high-quality teaching, community engagement, and building a base of sustainable resources.

While each institution is focused on their identified priorities and strategies, the collective successes of USF, USFSP, and USFSM enhance the overall USF System and raise our profile on the regional, national and global stages.

This year the USF System is in the process of updating its strategic plan, with a scheduled presentation date to the USF Board of Trustees in Summer 2017. The new USF System strategic plan will integrate elements from its member institutions' currently approved strategic plans. By highlighting the differentiated, yet complementary mission, vision, and goals of each institution, the USF System Strategic Plan will focus on fully activating our key constituents and ensure that there remains added value for each of the member institutions. While supporting the recognition of excellence for each of its member institutions, the USF System strategic plan will also align and support the implementation of shared and individual goals, and the continued development of cost-effective solutions, thus allowing for a greater realization of a competitive advantage for all of our students, faculty, and staff.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

The USF System is designed to enhance each of the institutions to provide greater value to students and the community than each institution could do on its own. The key strengths of the USF System are the combined core capabilities of its three complementary member institutions. These strengths include excellence in teaching and learning; community and partnership engagement, particularly that which has an economic impact, along with a focus on accountability and data-driven decision making.

A testament to our commitment to excellence in teaching and student success and our intentional alignment of USF System strategy with the BOG's strategic plan, we have made great strides towards advancing key metrics this past year. For example, we have realized a 9.5 percentage point improvement in graduating students without excess hours (PBF Metric #9), and continue to lead the SUS in the percentage of students working or continuing their education one-year post graduation (PBF Metric #1), as well in the percentages of both bachelors' degrees (PBF Metric #6) and graduate degrees (PBF Metric #8) awarded in areas of strategic emphasis.

The USF System continues to support faculty excellence as evidenced by our having the most Fulbright Scholars of any institution in the nation according to data released by the U.S. Department of State and Institute of International Education. With an outstanding 12 faculty members named Fulbright Scholars in 2016-2017, the USF System has doubled its number from previous years.

The USF System and its three member institutions are dedicated to student success and have implemented new initiatives over the past year to ensure that more of our students are graduating on time with minimal student debt, and the skills and experiences necessary to begin a successful career. As an example, we have a joint venture among all three USF System institutions, the USF STEM Collaborative, which aims to grow the field of STEM across the USF System, and meet critical workforce and research needs in the Tampa Bay Region and beyond. Representatives from each institution form the STEM Collaborative Steering Committee, which has successfully hosted three STEM Summits over the past year. Most notably, the STEM Business Summit held in April 2017 aimed to provide detailed information on STEM internships for USF students and workforce pipeline needs.

While the USF System continues on a positive trajectory, there are, however, opportunities in key strategic areas, such as assuring sufficient levels of student need-based financial aid, maintaining our commitment to meeting our community workforce needs, and assuring the adequacy of facilities across the USF System.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Continue to enhance student success to maintain momentum as a top performer in the Board of Governors performance-funding model:

The USF System is consistently working towards improving our 4-year and 6-year FTIC graduation and retention rates, ensuring that our students are graduating with fewer excess hours and minimal debt. This goal is fueled by the USF System's commitment to student success and a curriculum aligned with the needs of our communities. It is the goal of the USF System to create an accessible, digital ecosystem that will transform the student experience and support retention and graduation while containing costs.

2 Enhance academic program quality that prepares students for high-skilled, high need jobs:

The USF System is committed to preparing our students for the workforce through a rigorous and relevant curriculum, and career preparedness initiatives including internships and career fairs. Furthermore, academic quality plays a key role in preparing our students for their future career paths. The USF System will continue to reward, retain, and attract high-quality faculty members to enhance our students' education, participate in ground-breaking research, expose our students to the critical problems of today's world and inspire innovative solutions.

3 Increase Efficiencies and responsible financial practices:

With the goal of increasing efficiencies and further streamlining our business services, the USF System continues to evaluate and enhance our financial practices. As a continual top performer in the Board of Governors' performance funding model, the USF System is committed to putting our investments to work to further improve performance in key metrics, to better serve our students and the broader Tampa Bay community, and to practice transparent budgeting.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 65.3% | 67.2% | 69.6% | 70.5% | 73.0% | 75.0% | 76.0% |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| \$33,200 | \$34,600 | \$35,200 | \$36,700 | \$38,000 | \$38,600 | \$39,100 | \$39,600 | \$40,400 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$14,490 | \$13,540 | \$13,170 | \$13,000 | \$12,900 | \$12,800 | \$12,700 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 56.5% | 63.2% | 66.1% | 67.8% | 66.3% | 70.0% | 71.0% | 72.0% | 74.0% |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 83.8% | 84.5% | 85.3% | 85.1% | 86.1% | 87.5% | 89.0% | 89.5% | 90.0% |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 48.3% | 49.5% | 51.0% | 54.6% | 59.0% | 59.2% | 59.5% | 60.6% | 61.0% |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 42.1% | 42.0% | 42.1% | 43.0% | 41.2% | 41.0% | 41.0% | 41.0% | 41.0% |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 67.4% | 69.1% | 69.0% | 72.7% | 74.6% | 74.1% | 74.2% | 74.2% | 74.3% |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 53.3% | 58.2% | 63.9% | 65.8% | 75.6% | 77.5% | 78.1% | 79.1% | 80.1% |

10. BOT Choice: Postdoctoral Appointees

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 293 | 304 | 289 | 321 | 300 | 282 | 272 | 267 | 267 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

See USF Tampa Work Plan Only



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 1 | 3 | 4 | 4 | 5 | 5 | 5 | 5 |

2. Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 34% | 36.3% | 28.0% | 30.0% | 33.0% | 33.0% | 33.0% | 33.0% | 33.0% |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3 of 5 | 4 of 5 | 3 of 5 | 5 of 5 | 4 of 6 | 6 of 6 | 6 of 6 | 6 of 6 | 6 of 6 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5 | 5.1 | 4.7 | 4.5 | 4.3 | 4.3 | 4.3 | 4.2 | 4.2 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 38% | 42% | 43% | 48% | 51% | 53% | 57% | 59% | 63% |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 8,827 | 8,999 | 9,390 | 9,290 | 9,222 | 9,255 | 9,285 | 9,416 | 9,557 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3,159 | 3,209 | 3,401 | 3,773 | 3,918 | 3,973 | 4,056 | 4,113 | 4,172 |

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 27.1% | 27.6% | 28.7% | 30.4% | 31.3% | 31.3% | 31.6% | 31.8% | 31.8% |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 26% | 24% | 24% | 23% | 22% | 22% | 22% | 20% | 21% |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 22% | 23% | 23% | 26% | 28% | 28% | 29% | 30% | 30% |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 29% | 32% | 34% | 38% | 42% | 42% | 43% | 44% | 44% |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 46% | 50% | 52% | 57% | 60% | 61% | 62% | 63% | 63% |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 3 | 6 | 7 | 8 | 11 | 10 | 10 | 10 | 10 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 6 | 10 | 7 | 8 | 8 | 8 | 9 | 10 | 11 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$451 | \$467 | \$497 | \$494 | \$515 | \$510 | \$525 | \$541 | \$557 |

4. Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 62 | 59 | 60 | 55 | 55 | 57 | 58 | 59 | 60 |

5. Utility Patents Awarded [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 84 | 98 | 110 | 90 | 114 | 69 | 93 | 117 | 72 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 36 | 52 | 75 | 91 | 119 | 120 | 121 | 122 | 123 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 8 | 10 | 9 | 11 | 11 | 8 | 9 | 10 | 11 |



Institution Specific Goals *(optional)*

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION WORK PLANS



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 16,930 | 17,062 | 17,176 | 17,499 | 17,816 | 17,985 | 18,130 | 18,283 | 18,443 |
| FTIC (Profile Admit) | 173 | 155 | 202 | 205 | 207 | 216 | 218 | 220 | 221 |
| FCS AA Transfers | 9,498 | 9,416 | 9,172 | 9,108 | 9,245 | 9,578 | 9,714 | 9,914 | 10,125 |
| Other AA Transfers | 1,712 | 1,640 | 1,565 | 1,495 | 1,429 | 1,455 | 1,477 | 1,491 | 1,507 |
| Post-Baccalaureates | 0 | 0 | 1,110 | 1,025 | 998 | 1,005 | 1,021 | 1,039 | 1,059 |
| Other Undergraduates | 7,845 | 7,739 | 6,583 | 6,658 | 6,678 | 6,753 | 6,840 | 6,931 | 7,029 |
| Subtotal | 36,158 | 36,012 | 35,808 | 35,990 | 36,373 | 36,992 | 37,401 | 37,878 | 38,384 |
| GRADUATE | | | | | | | | | |
| Master's | 6,481 | 6,806 | 6,950 | 7,160 | 7,302 | 7,469 | 7,636 | 7,807 | 7,984 |
| Research Doctoral | 2,336 | 2,294 | 2,226 | 2,229 | 2,333 | 2,307 | 2,282 | 2,257 | 2,232 |
| Professional Doctoral | 905 | 1,235 | 1,379 | 1,309 | 1,348 | 1,317 | 1,416 | 1,416 | 1,416 |
| Subtotal | 9,722 | 10,335 | 10,555 | 10,698 | 10,983 | 11,094 | 11,334 | 11,480 | 11,632 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 0 | 42 | 14 | 24 | 31 | 26 | 21 | 18 | 15 |
| Other ¹ | 1,974 | 1,941 | 2,201 | 2,272 | 2,424 | 2,567 | 2,658 | 2,753 | 2,852 |
| Subtotal | 1,974 | 1,983 | 2,215 | 2,296 | 2,455 | 2,593 | 2,680 | 2,771 | 2,866 |
| TOTAL | 47,854 | 48,330 | 48,578 | 48,984 | 49,811 | 50,679 | 51,414 | 52,128 | 52,882 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 7,375 | 7,804 | 7,867 | 8,745 | 9,442 | 9,725 | 10,085 | 10,435 | 10,797 |
| Hybrid (50-79%) | 554 | 670 | 580 | 522 | 237 | 237 | 250 | 253 | 258 |
| Classroom (0-50%) | 26,163 | 25,807 | 25,396 | 24,413 | 24,540 | 24,511 | 24,221 | 24,198 | 24,277 |
| Subtotal | 34,092 | 34,281 | 33,843 | 33,680 | 34,219 | 34,473 | 34,556 | 34,887 | 35,332 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,593 | 1,747 | 1,825 | 2,050 | 2,109 | 2,172 | 2,243 | 2,314 | 2,384 |
| Hybrid (50-79%) | 211 | 215 | 234 | 204 | 69 | 69 | 72 | 74 | 75 |
| Classroom (0-50%) | 6,003 | 6,006 | 6,223 | 6,300 | 6,510 | 6,613 | 6,523 | 6,565 | 6,603 |
| Subtotal | 7,807 | 7,968 | 8,282 | 8,554 | 8,688 | 8,854 | 8,839 | 8,953 | 9,062 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.

**ENROLLMENT PLANNING (continued)****Planned FTE Enrollment Plan by Student Level**

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 11,744 | 11,873 | 11,982 | 12,094 | 12,178 | 12,301 | 12,431 | 12,571 | 0.96% |
| UPPER | 18,538 | 18,072 | 18,388 | 18,588 | 18,900 | 19,255 | 19,630 | 20,028 | 1.72% |
| GRAD I | 4,445 | 4,199 | 4,298 | 4,381 | 4,466 | 4,556 | 4,648 | 4,744 | 1.99% |
| GRAD II | 1,161 | 1,160 | 1,175 | 1,193 | 1,211 | 1,229 | 1,247 | 1,266 | 1.50% |
| TOTAL | 35,888 | 35,304 | 35,844 | 36,256 | 36,755 | 37,340 | 37,956 | 38,609 | 1.50% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 1,419 | 1,512 | 1,492 | 1,498 | 1,503 | 1,510 | 1,517 | 1,524 | 0.42% |
| UPPER | 1,455 | 1,709 | 1,692 | 1,699 | 1,723 | 1,748 | 1,774 | 1,800 | 1.25% |
| GRAD I | 1,477 | 1,607 | 1,612 | 1,619 | 1,625 | 1,631 | 1,639 | 1,646 | 0.41% |
| GRAD II | 925 | 998 | 1,001 | 1,006 | 1,011 | 1,016 | 1,021 | 1,026 | 0.50% |
| TOTAL | 5,276 | 5,826 | 5,797 | 5,822 | 5,863 | 5,905 | 5,950 | 5,996 | 0.68% |
| TOTAL | | | | | | | | | |
| LOWER | 13,163 | 13,385 | 13,475 | 13,592 | 13,682 | 13,810 | 13,948 | 14,095 | 0.90% |
| UPPER | 19,993 | 19,781 | 20,080 | 20,288 | 20,623 | 21,003 | 21,402 | 21,827 | 1.68% |
| GRAD I | 5,922 | 5,806 | 5,910 | 6,000 | 6,091 | 6,187 | 6,286 | 6,390 | 1.57% |
| GRAD II | 2,086 | 2,158 | 2,176 | 2,199 | 2,222 | 2,245 | 2,269 | 2,292 | 1.04% |
| TOTAL | 41,164 | 41,130 | 41,641 | 42,078 | 42,619 | 43,245 | 43,905 | 44,604 | 1.38% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 632 | 657 | 661 | 664 | 667 | 669 | 672 | 675 | 0.43% |
| UPPER | 430 | 352 | 350 | 353 | 360 | 367 | 374 | 382 | 1.73% |
| GRAD I | 630 | 657 | 668 | 669 | 672 | 674 | 676 | 678 | 0.32% |
| GRAD II | 49 | 75 | 76 | 76 | 76 | 77 | 77 | 77 | 0.43% |
| TOTAL | 1,741 | 1,741 | 1,755 | 1,763 | 1,775 | 1,786 | 1,799 | 1,813 | 0.65% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (E&G)

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Annual Growth |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| MEDICAL DOCTORATES | | | | | | | | | |
| RESIDENT | 430 | 404 | 393 | 390 | 388 | 386 | 386 | 386 | -0.36% |
| NON-RESIDENT | 74 | 91 | 107 | 106 | 105 | 104 | 104 | 104 | -0.57% |
| TOTAL | 504 | 495 | 500 | 496 | 493 | 490 | 490 | 490 | -0.40% |



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BS Biomedical Engineering (USF) | 14.0501 | STEM | FGCU, FIU, UF | 0% | 100 | Fall 2017 |
| BS Risk Management/Insurance (USFSM) | 52.1701 | GAP ANALYSIS | FSU | 0% | 25 | Spring 2018 |
| BA Sustainable Studies (USFSP) | 30.3301 | STEM | UF | 0% | 75 | Fall 2017 |
| BS Computational & Applied Mathematics (USFSP) | 27.0304 | STEM | None | 0% | 55 | Fall 2017 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| MS Learning Design and Technology (USF) | 13.0501 | STEM | FAU, FSU, UCF, UWF | 75% | 80 | Spring 2018 |
| DOCTORAL PROGRAMS | | | | | | |
| N/A | | | | | | |



New Programs For Consideration by University in 2018-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|---|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BS Public Relations, Advertising, And Applied Communications (USF) | 09.0900 | GAP ANALYSIS | FSU | 0% | 580 | Fall 2018 |
| Management Science (USFSP) | 52.1301 | STEM | UF | 0% | 100 | Fall 2018 |
| Management Science (USFSM) | 52.1301 | STEM | UF | 0% | 25 | Spring 2019 |
| General Studies (USFSP) | 24.0102 | None | UCF | 100% | 100 | Fall 2018 |
| Environmental Chemistry (USFSP) | 40.0509 | STEM | None | 0% | 40 | Fall 2018 |
| Logistics, Materials, & Supply Chain Management (USF) | 52.0203 | STEM | FPU, UNF, UWF | 0% | 300 | Fall 2018 |
| BS Cybersecurity (USF) | 43.0303 | STEM | None | 0% | 250 | Fall 2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| MS Public Relations, Advertising, And Applied Communications (USF) | 09.0900 | GAP ANALYSIS | FSU, UNF | 0% | 68 | Fall 2018 |
| Biology/Biological Sciences, General (USFSM) | 26.0101 | STEM | FAMU, FAU, FIU, FSU, UCF, UNF, UWF | 0% | 25 | Spring 2019 |
| Logistics, Materials, & Supply Chain Management (USF) | 52.0203 | STEM | FAMU | 0% | 100 | Fall 2018 |
| DOCTORAL PROGRAMS | | | | | | |
| OTD Occupational Therapy (USF) | 51.2306 | HEALTH | None | 0% | 80 | TBD |
| PhD Pharmacy (USF) | 51.2099 | HEALTH | FAMU, UF | 0% | 20 | TBD |
| Informatics (USF) | 11.0104 | STEM | UF | 0% | 30 | Fall 2018 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| Education & General | 2015-16 Actual | 2016-17 Estimates |
|---|-------------------|----------------------|
| Main Operations | | |
| State Funds | \$294.80 | \$310.95 |
| Tuition | \$203.00 | \$217.02 |
| SUBTOTAL | \$497.80 | \$527.97 |
| Health-Science Center / Medical Schools | | |
| State Funds | \$73.90 | \$74.49 |
| Tuition | \$55.30 | \$64.70 |
| SUBTOTAL | \$129.20 | \$139.19 |
| EDUCATION & GENERAL TOTAL REVENUES | \$627.10 | \$667.16 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

OTHER BUDGET ENTITIES

| | | |
|------------------------|----------|---------|
| Auxiliary Enterprises | \$212.20 | \$219.1 |
| Contracts & Grants | \$310.90 | \$304.8 |
| Local Funds | \$432.00 | \$433.3 |
| Faculty Practice Plans | \$237.20 | \$267.6 |



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

SEE INDIVIDUAL USF SYSTEM MEMBER INSTITUTION WORK PLANS



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymddd->yyyymddd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

USF TAMPA 2017 Work Plan



University of South Florida - Tampa

*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOARD OF TRUSTEES APPROVED - JUNE 8, 2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

VISION STATEMENT (What do you aspire to?)

The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF is dedicated to:

- Student access, learning, and success through a vibrant interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

As a Carnegie-classified Doctoral Research University, Highest Research Activity, USF attracts students and faculty of the highest caliber. Designated as an Emerging Preeminent university in 2016, USF continues its forward progress towards meeting criteria for Preeminence and developing a profile consistent with that of AAU institutions. We do this by maintaining a laser-like focus on our strategic goals of student success, research and innovation, and partnerships, at the regional, national and global levels.

USF's strategy is driven by its commitment to accountability and with guidance from both our own strategic plan and the State University System of Florida Board of Governors' (BOG) Strategic Plan. The resulting roadmap, which is informed through benchmarking ourselves against both current and aspirational peers, guides us as we balance our priorities, allowing us to realize improvements in both performance-based funding and preeminence criteria, which in turn, elevates our profile as we strive to be positioned for AAU eligibility. USF was recently ranked by *The Times Higher Education* 8th among American public and private "Golden Age Universities," the first ranking solely focused on higher education institutions founded between 1945 and 1966.



The USF Board of Trustees and university leadership use a detailed planning, performance, and accountability matrix, to continuously track performance and align resources with strategies that can most effectively expand educational access, student success, innovative and impactful research, and both local and global partnerships. Through a clear focus on planning and the tracking of performance, with an expectation of accountability, informed resource allocation assures that maximum impact is achieved.

USF is steadfastly committed to student success evident in our recent recognition by *The Education Trust* as the No. 1 University in Florida, and No. 6 in the nation for Black Student Success, as demonstrated through the elimination of the completion gap between black and white students. Equally important is our focus on ensuring that all of our students are well prepared to compete in today's competitive and fast-paced workplace environment, a commitment underscored by the fact that USF leads the SUS in the percentage of students employed or continuing their education one year after graduation and in the percentage of students (undergraduate and graduate) earning a degree in areas of strategic emphasis. USF continues to strengthen its career preparedness initiatives and our efforts toward meeting the Ready, Set, Work challenge put forth last year by our Governor including the expansion of required and optional experiential learning and internship opportunities and additional career fairs (employer participation up an average of 63 percent and student participation up an average of 27 percent).

USF is also working to meet the growing workforce needs in health care through the establishment of strategic partnerships with the health care community. Last fall, the Morsani College of Medicine brought in its strongest student cohort to date, with an average MCAT score of 34, placing it in the top quintile of all medical schools in the country. The education of our medical students, as well as students across healthcare, including those in pharmacy, public health and nursing, will be enhanced through the new Morsani College of Medicine and USF Heart Health Institute in downtown Tampa which is progressing as planned. As part of the re-envisioned Channelside District, the new facility will create opportunities for unprecedented research, education and healthcare synergies and collaborations with health professionals throughout Tampa's metropolitan core and at USF's main teaching hospital, Tampa General Hospital.

In addition to increased research opportunities afforded through these new partnerships, USF continues to perform groundbreaking research and innovation aligning with our designation by the National Science Foundation as an Innovation Corps (I-Corps) site, one of only 36 sites nationally, and only the second in Florida. In 2016 USF registered 105 new patents, 133 licenses and options, and nine new startup companies. Furthermore, the USF Tampa Bay Technology Incubator is now home to over 60 companies, with a combined \$73.2M in funding, \$37.1M in sales, and has created over 230 jobs.

These accomplishments are noteworthy and highlight our continuous improvements in both performance funding and preeminence criteria, attesting to the balanced dedication of USF's faculty, staff, and leadership to the teaching, research, and public service missions of the institution.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

One of USF's core strengths is its ability to remain agile and adapt quickly to the evolving needs of its students and other key stakeholders, including our community, state leaders, and the Board of Governors. USF continually seeks new opportunities to improve and to innovate. One example of this is USF's use of predictive analytics, to help identify students in need of additional support from our cross-functional Care Team. By reviewing real-time individual student data, USF can preemptively engage with students long before impacting their path to graduation.

Our world-class faculty and students are engaged in groundbreaking research on a daily basis that aims to address our most pervasive problems and to create a growing economy for Tampa Bay, the state, and the nation. This commitment allows USF to continue to be one of the most productive research universities in Florida, which helped lead to our being recognized by the Florida Legislature, the Governor, and the Board of Governors through the designation of USF as an Emerging Preeminent institution in 2016.

We appreciate the opportunity to present the strategies that will allow us to continue to make progress towards meeting the preeminence designation that reflects USF's research mission, along with the strategies that allow us to continue our focus on meeting PBF goals and continue our commitment to undergraduate student access and success.

Our challenge remains our ability to sustain momentum in student success and research productivity as we continue to optimize budget efficiencies.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Graduate well-educated global citizens through a continued commitment to student success. USF remains dedicated to the success of our students and is committed to providing unfettered access to high-quality, competitive, relevant and globally informed academic programs and experiential learning opportunities that prepare students to successfully compete in today's rapidly changing workplace. This commitment is supported by our efforts to continuously refine and advance student success through proactive advising, research opportunities at every level, and a career-readiness model that focuses on real-world experience and developing deliberate curriculum to career pathways. USF will continue to invest in predictive analytics to better monitor students' academic performance, and ensure that they are on a timely path to graduation. Enhancing the rigor, relevance, and coherence of general education together with a more fully integrating high impact practices (including internships, undergraduate research, and education abroad) remains a high priority. USF continues to advance its global focus through our Quality Enhancement Plan (QEP) engaging faculty, students, and staff throughout the university. The QEP works to enhance curriculum across USF with global, cross-cultural perspectives and to ensure that every student has an opportunity for a global experience - whether through a technology-enabled global classroom, a study abroad experience, or meaningful interactions with international students and cultures. Additionally, in alignment with the Florida Board of Governors' 2025 Strategic Plan for Online Education, USF is committed to expanding the portfolio of online offerings to increase access to higher education, helping to create a strong workforce and to attract businesses that provide the high-skill, high-wage jobs that drive today's economy. Designing ways in which technology and media-rich online delivery can increase student success (course completion, retention, and graduation) through engaged learning (e.g. gamification, etc.). And, finally, USF continues to create greater mobility (completing coursework on mobile devices, anytime, anywhere).



2 Produce high-impact research and innovation that will change lives for the better, improve health, and foster positive societal change. USF has intensified its efforts to recruit and retain world-class, research productive faculty talent with an emphasis on nationally and globally prominent faculty. This effort focuses on strategic areas of faculty hiring that will offer the greatest reputational, impactful, and scientific return on investment.

As a Carnegie-classified Doctoral Research University, USF launched a new vision for research through the development of the USF System Research Strategic Plan. This five-year plan is driven by our mission to create new knowledge and solutions for global problems while preparing students to become the next generation of researchers and leaders, able to serve the needs of society and focuses on brain and spinal cord, data science, heart health, security, water, and research translation.

As a critical part of the USF educational experience USF continues to place a high priority on undergraduate research; a proven benefit that provides students with a deeper understanding of their discipline, experience in working collaboratively across disciplines, applied knowledge and critical high-demand skills such as real-world problem solving and communication.

As part of its balanced commitment to student success, research, and innovation, USF has established the Department of Medical Engineering, with faculty from both the College of Engineering and the Morsani College of Medicine working jointly on innovative educational programs. In addition to fostering translational, impactful research, the department will house USF's graduate programs in medical engineering and an undergraduate biomedical engineering degree program. Biomedical engineering is a career field showing above average growth across the country. This environment will foster innovative solutions that save lives and improve the quality of health care.

3 Create new partnerships, seek new efficiencies, and cultivate opportunities that will maintain USF's position as a highly effective economic engine for Florida. USF's partnerships, research and innovation efforts continue to strengthen the Tampa Bay region and Florida economy. USF will continue to "raise our game" as we compete for external funding and explore innovative pathways to take our discoveries to the marketplace. USF also remains committed to a transparent and collaborative process for all stakeholders and maximum efficiency in the use of its resources.

USF is steadfast in its commitment to establish meaningful partnerships throughout the community. In fall 2017, USF will open The Village, the largest campus housing project in USF history and the largest public-private partnership in the history of the SUS. This new student living and learning district will accommodate 2,000 more USF students to live on campus, with direct access to wellness facilities, study halls, new dining options, and a Publix grocery store. The Village will enhance the student experience at USF, and create an environment where students can live and learn, most effectively.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 64.9% | 65.8% | 69.6% | 70.0% | 73.0% | 75.0% | 77.0% |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| \$33,200 | \$34,700 | \$35,300 | \$36,500 | \$38,000 | \$38,500 | \$39,000 | \$39,500 | \$40,700 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Reported at the USF System Level | | | | | | | | |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 56.0% | 62.5% | 66.6% | 68.1% | 67.3% | 71.0% | 73.0% | 75.0% | 77.0% |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 85.0% | 86.4% | 86.7% | 85.6% | 87.9% | 88.0% | 89.0% | 90.0% | 90.0% |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 50.2% | 51.7% | 53.5% | 56.6% | 62.0% | 62.0% | 62.0% | 63.0% | 63.0% |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 42.2% | 42.4% | 42.5% | 42.8% | 40.9% | 40.0% | 40.0% | 40.0% | 40.0% |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 69.5% | 71.5% | 71.5% | 76.3% | 78.0% | 78.0% | 78.0% | 78.0% | 78.0% |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 52.0% | 56.6% | 62.8% | 65.1% | 75.5% | 77.0% | 78.0% | 79.0% | 80.0% |

10. BOT Choice: Postdoctoral Appointees

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 293 | 304 | 289 | 321 | 300 | 277 | 267 | 260 | 260 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

1. Average GPA and SAT Score

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 3.9 | 4 | 4 | 4.1 | 4.1 | 4.1 | 4.1 | 4.1 | 4.1 |
| 1210 | 1200 | 1197 | 1223 | 1226 | 1280 | 1282 | 1285 | 1290 |

2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 1 | 3 | 4 | 4 | 5 | 5 | 5 | 5 |

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 87% | 89% | 89% | 88% | 90% | 91% | 92% | 93% | 93% |

4. 6-year Graduation Rate [Full-time students as reported to IPEDS]

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 56.0% | 62.5% | 66.6% | 68.1% | 67.3% | 71.0% | 73.0% | 75.0% | 77.0% |

5. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 3 | 6 | 9 | 8 | 11 | 10 | 10 | 10 | 10 |

6. Science & Engineering Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$395 | \$411 | \$438 | \$420 | \$448 | \$427 | \$434 | \$440 | \$447 |

7. Non-Medical Science & Engineering Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$142 | \$193 | \$239 | \$229 | \$229 | \$233 | \$237 | \$241 | \$245 |

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5 of 8 | 5 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 8 of 8 | 8 of 8 | 8 of 8 | 8 of 8 |

9. Utility Patents Awarded [over three calendar years]

| 2010-12 | 2011-13 | 2012-14 | 2013-15 | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 261 | 270 | 291 | 297 | 314 | 273 | 276 | 279 | 282 |

10. Doctoral Degrees Awarded Annually

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 417 | 448 | 546 | 601 | 704 | 650 | 655 | 660 | 665 |

11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

| Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 261 | 293 | 304 | 289 | 321 | 300 | 277 | 267 | 260 |

12. Endowment Size (\$Millions)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$334 | \$364 | \$417 | \$417 | \$395 | \$412 | \$432 | \$448 | \$472 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

1. Public University National Ranking [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 1 | 3 | 4 | 4 | 5 | 5 | 5 | 5 |

2. Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 38% | 39% | 34% | 36% | 35% | 35% | 36% | 36% | 36% |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3 of 5 | 4 of 5 | 3 of 5 | 5 of 5 | 4 of 6 | 6 of 6 | 6 of 6 | 6 of 6 | 6 of 6 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5 | 5 | 4.9 | 4.8 | 4.4 | 4.5 | 4.3 | 4.1 | 4.1 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 39% | 43% | 44% | 51% | 54% | 56% | 59% | 62% | 65% |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 7,607 | 7,617 | 8,079 | 7,991 | 7,876 | 7,900 | 7,900 | 8,000 | 8,100 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2,943 | 3,007 | 3,179 | 3,501 | 3,654 | 3,675 | 3,750 | 3,800 | 3,850 |

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 29% | 29% | 31% | 32% | 33% | 33% | 33% | 33% | 33% |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 23% | 21% | 21% | 20% | 19% | 19% | 18% | 17% | 18% |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 19% | 20% | 21% | 24% | 26% | 26% | 27% | 28% | 28% |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 33% | 36% | 37% | 42% | 46% | 46% | 46% | 47% | 47% |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 49% | 53% | 56% | 61% | 65% | 65% | 66% | 67% | 67% |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 3 | 6 | 7 | 8 | 11 | 10 | 10 | 10 | 10 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 6 | 10 | 7 | 8 | 8 | 8 | 9 | 10 | 11 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$443 | \$459 | \$489 | \$485 | \$506 | \$501 | \$516 | \$531 | \$547 |

4. Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 63% | 59% | 60% | 55% | 55% | 57% | 58% | 59% | 60% |

5. Utility Patents Awarded [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 84 | 98 | 110 | 90 | 114 | 69 | 93 | 117 | 72 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 36 | 52 | 75 | 91 | 119 | 120 | 121 | 122 | 123 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 8 | 10 | 9 | 11 | 11 | 8 | 9 | 10 | 11 |



Institution Specific Goals *(optional)*

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2015 ACTUAL | 2015 ACTUAL | 2016 ACTUAL | 2017 ACTUAL | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|---|----------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Graduate Degrees in Areas of Strategic Emphasis | 2,046 | 2,150 | 2,274 | 2,670 | 2,850 | 2,850 | 2,905 | 2,945 | 2,965 |
| | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
| Freshman in Top 10% of Graduating High School Class | 38% | 39% | 34% | 36% | 35% | 35% | 36% | 36% | 36% |
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Percent of Course Sections Offered via Distance and Blended Learning | 11% | 10% | 11% | 12% | 12% | 12% | 13% | 13% | 13% |
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Total Research Expenditures | \$443 | \$459 | \$489 | \$485 | \$506 | \$501 | \$516 | \$531 | \$547 |
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Federal Research Expenditures | \$236 | \$225 | \$223 | \$218 | \$228 | \$222 | \$226 | \$229 | \$232 |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 15,231 | 15,329 | 15,480 | 15,638 | 15,756 | 15,860 | 15,900 | 15,940 | 15,979 |
| FTIC (Profile Admit) | 157 | 143 | 184 | 186 | 187 | 195 | 196 | 196 | 197 |
| FCS AA Transfers | 7,386 | 7,397 | 7,195 | 7,095 | 7,295 | 7,222 | 7,240 | 7,313 | 7,386 |
| Other AA Transfers | 1,265 | 1,218 | 1,171 | 1,104 | 1,052 | 1,017 | 1,017 | 1,007 | 997 |
| Post-Baccalaureates | 0 | 0 | 805 | 764 | 735 | 716 | 718 | 720 | 721 |
| Other Undergraduates | 6,393 | 6,304 | 5,446 | 5,501 | 5,525 | 5,321 | 5,335 | 5,348 | 5,361 |
| Subtotal | 30,432 | 30,391 | 30,281 | 30,288 | 30,550 | 30,332 | 30,405 | 30,522 | 30,641 |
| GRADUATE | | | | | | | | | |
| Master's | 5,884 | 6,126 | 6,300 | 6,446 | 6,568 | 6,699 | 6,833 | 6,970 | 7,109 |
| Research Doctoral | 2,336 | 2,294 | 2,226 | 2,229 | 2,333 | 2,307 | 2,282 | 2,257 | 2,232 |
| Professional Doctoral | 905 | 1,235 | 1,379 | 1,309 | 1,347 | 1,317 | 1,416 | 1,416 | 1,416 |
| Subtotal | 9,125 | 9,655 | 9,905 | 9,984 | 10,248 | 10,324 | 10,531 | 10,643 | 10,757 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 0 | 42 | 14 | 24 | 31 | 26 | 21 | 18 | 15 |
| Other ¹ | 1,655 | 1,615 | 1,865 | 1,895 | 2,095 | 2,167 | 2,242 | 2,319 | 2,399 |
| Subtotal | 1,655 | 1,657 | 1,879 | 1,919 | 2,126 | 2,193 | 2,263 | 2,337 | 2,414 |
| TOTAL | 41,212 | 41,703 | 42,065 | 42,191 | 42,924 | 42,848 | 43,199 | 43,502 | 43,812 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 5,536 | 5,732 | 5,918 | 6,830 | 7,381 | 7,580 | 7,807 | 8,041 | 8,282 |
| Hybrid (50-79%) | 477 | 587 | 452 | 407 | 189 | 190 | 192 | 194 | 196 |
| Classroom (0-50%) | 22,765 | 22,409 | 22,195 | 21,284 | 21,304 | 21,108 | 20,730 | 20,546 | 20,490 |
| Subtotal | 28,778 | 28,728 | 28,565 | 28,521 | 28,874 | 28,878 | 28,729 | 28,781 | 28,968 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,446 | 1,563 | 1,611 | 1,803 | 1,855 | 1,907 | 1,964 | 2,023 | 2,084 |
| Hybrid (50-79%) | 202 | 210 | 224 | 179 | 64 | 64 | 64 | 65 | 66 |
| Classroom (0-50%) | 5,645 | 5,673 | 5,884 | 6,004 | 6,163 | 6,248 | 6,163 | 6,188 | 6,213 |
| Subtotal | 7,293 | 7,446 | 7,719 | 7,986 | 8,082 | 8,219 | 8,191 | 8,276 | 8,362 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 10,055 | 10,056 | 10,076 | 10,096 | 10,116 | 10,137 | 10,157 | 10,177 | 0.20% |
| UPPER | 15,217 | 14,793 | 14,823 | 14,852 | 15,001 | 15,151 | 15,302 | 15,455 | 0.84% |
| GRAD I | 3,881 | 3,649 | 3,704 | 3,759 | 3,816 | 3,873 | 3,931 | 3,990 | 1.50% |
| GRAD II | 1,159 | 1,158 | 1,175 | 1,193 | 1,211 | 1,229 | 1,247 | 1,266 | 1.50% |
| TOTAL | 30,312 | 29,656 | 29,778 | 29,901 | 30,144 | 30,389 | 30,638 | 30,889 | 0.74% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 1,326 | 1,389 | 1,389 | 1,390 | 1,390 | 1,391 | 1,391 | 1,392 | 0.03% |
| UPPER | 1,321 | 1,545 | 1,545 | 1,546 | 1,561 | 1,577 | 1,593 | 1,609 | 0.81% |
| GRAD I | 1,447 | 1,577 | 1,582 | 1,586 | 1,591 | 1,596 | 1,601 | 1,606 | 0.30% |
| GRAD II | 924 | 996 | 1,001 | 1,006 | 1,011 | 1,016 | 1,021 | 1,026 | 0.50% |
| TOTAL | 5,018 | 5,507 | 5,518 | 5,528 | 5,554 | 5,580 | 5,606 | 5,632 | 0.41% |
| TOTAL | | | | | | | | | |
| LOWER | 11,381 | 11,445 | 11,466 | 11,486 | 11,507 | 11,527 | 11,548 | 11,569 | 0.18% |
| UPPER | 16,538 | 16,338 | 16,368 | 16,398 | 16,562 | 16,728 | 16,895 | 17,064 | 0.84% |
| GRAD I | 5,328 | 5,226 | 5,285 | 5,346 | 5,407 | 5,469 | 5,532 | 5,596 | 1.15% |
| GRAD II | 2,083 | 2,154 | 2,176 | 2,199 | 2,222 | 2,245 | 2,269 | 2,292 | 1.04% |
| TOTAL | 35,330 | 35,163 | 35,295 | 35,429 | 35,698 | 35,969 | 36,244 | 36,521 | 0.68% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 595 | 611 | 611 | 611 | 611 | 611 | 612 | 612 | 0.02% |
| UPPER | 360 | 284 | 285 | 285 | 288 | 291 | 294 | 297 | 0.84% |
| GRAD I | 623 | 653 | 654 | 656 | 657 | 658 | 660 | 661 | 0.20% |
| GRAD II | 49 | 75 | 75 | 76 | 76 | 76 | 77 | 77 | 0.40% |
| TOTAL | 1,627 | 1,623 | 1,625 | 1,628 | 1,632 | 1,637 | 1,641 | 1,646 | 0.26% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (if applicable)

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Annual Growth |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| MEDICAL DOCTORATES | | | | | | | | | |
| RESIDENT | 430 | 404 | 393 | 390 | 388 | 386 | 386 | 386 | -0.36% |
| NON-RESIDENT | 74 | 91 | 107 | 106 | 105 | 104 | 104 | 104 | -0.57% |
| TOTAL | 504 | 495 | 500 | 496 | 493 | 490 | 490 | 490 | -0.40% |



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BS Biomedical Engineering (USF) | 14.0501 | STEM | FGCU, FIU, UF | 0% | 100 | Fall 2017 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| MS Learning Design and Technology (USF) | 13.0501 | STEM | FAU, FSU, UCF, UWF | 75% | 80 | Spring 2018 |
| DOCTORAL PROGRAMS | | | | | | |
| N/A | | | | | | |

New Programs For Consideration by University in 2018-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|---|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BS Public Relations, Advertising, And Applied Communications (USF) | 09.0900 | GAP ANALYSIS | FSU | 0% | 580 | Fall 2018 |
| Logistics, Materials, & Supply Chain Management (USF) | 52.0203 | STEM | FPU, UNF, UWF | 0% | 300 | Fall 2018 |
| BS Cybersecurity (USF) | 43.0303 | STEM | None | 0% | 250 | Fall 2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| MS Public Relations, Advertising, And Applied Communications (USF) | 09.0900 | GAP ANALYSIS | FSU, UNF | 0% | 68 | Fall 2018 |
| Logistics, Materials, & Supply Chain Management (USF) | 52.0203 | STEM | FAMU | 0% | 100 | Fall 2018 |
| DOCTORAL PROGRAMS | | | | | | |
| OTD Occupational Therapy (USF) | 51.2306 | HEALTH | None | 0% | 80 | TBD |
| PhD Pharmacy (USF) | 51.2099 | HEALTH | FAMU, UF | 0% | 20 | TBD |
| Informatics (USF) | 11.0104 | STEM | UF | 0% | 30 | Fall 2018 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| Education & General | 2015-16 Actual | 2016-17 Estimates |
|--|-------------------|----------------------|
| Main Operations | | |
| State Funds | \$251.60 | \$264.19 |
| Tuition | \$173.50 | \$185.72 |
| SUBTOTAL | \$425.10 | \$449.91 |
| Health-Science Center / Medical Schools | | |
| State Funds | \$73.90 | \$74.49 |
| Tuition | \$55.30 | \$64.70 |
| SUBTOTAL | \$129.20 | \$139.19 |
| EDUCATION & GENERAL TOTAL REVENUES | \$554.30 | \$589.10 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

OTHER BUDGET ENTITIES

| | | |
|------------------------|----------|---------|
| Auxiliary Enterprises | \$196.80 | \$199.8 |
| Contracts & Grants | \$307.50 | \$301.4 |
| Local Funds | \$426.70 | \$428 |
| Faculty Practice Plans | \$237.20 | \$267.6 |



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| University: University of South Florida - Tampa | | | | | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| <u>Undergraduate Students</u> | -----Actual----- | | | -----Projected----- | | | |
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | 46.88 | \$46.88 | \$46.88 | \$46.88 | \$46.88 | \$46.88 | \$46.88 |
| Total Base Tuition & Differential per Credit Hour | \$151.95 | \$151.95 | \$151.95 | \$151.95 | \$151.95 | \$151.95 | \$151.95 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$12.08 | \$12.08 | \$12.08 | \$12.08 | \$12.08 | \$12.08 | \$12.08 |
| Health | \$9.94 | \$9.94 | \$9.94 | \$9.94 | \$9.94 | \$9.94 | \$9.94 |
| Athletic | \$14.46 | \$14.46 | \$14.46 | \$14.46 | \$14.46 | \$14.46 | \$14.46 |
| Transportation Access | \$3.00 | \$3.00 | \$3.00 | \$3.00 | \$3.00 | \$3.00 | \$3.00 |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 |
| Marshall Center Fee (USF only) | \$1.50 | \$1.50 | \$1.50 | \$1.50 | \$1.50 | \$1.50 | \$1.50 |
| Total Fees | \$59.24 | \$59.24 | \$59.24 | \$59.24 | \$59.24 | \$59.24 | \$59.24 |
| Total Tuition and Fees per Credit Hour | \$211.19 | \$211.19 | \$211.19 | \$211.19 | \$211.19 | \$211.19 | \$211.19 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | \$7.00 | \$7.00 | \$7.00 | \$7.00 | \$7.00 | \$7.00 | \$7.00 |
| Health | - | - | - | - | - | - | - |
| Athletic | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 |
| Transportation Access | - | - | - | - | - | - | - |
| Marshall Center Fee (USF only) | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 |
| List any new fee proposed | - | - | - | - | - | - | - |
| Total Block Fees per term | \$37.00 | \$37.00 | \$37.00 | \$37.00 | \$37.00 | \$37.00 | \$37.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,558.50 | \$4,558.50 | \$4,558.50 | \$4,558.50 | \$4,558.50 | \$4,558.50 | \$4,558.50 |
| Total Fees for 30 Credit Hours | \$1,851.20 | \$1,851.20 | \$1,851.20 | \$1,851.20 | \$1,851.20 | \$1,851.20 | \$1,851.20 |
| Total Tuition and Fees for 30 Credit Hours | \$6,409.70 | \$6,409.70 | \$6,409.70 | \$6,409.70 | \$6,409.70 | \$6,409.70 | \$6,409.70 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 |
| Total per credit hour | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$14,953.50 | \$14,953.50 | \$14,953.50 | \$14,953.50 | \$14,953.50 | \$14,953.50 | \$14,953.50 |
| Total Fees for 30 Credit Hours | \$2,370.80 | \$2,370.80 | \$2,370.80 | \$2,370.80 | \$2,370.80 | \$2,370.80 | \$2,370.80 |
| Total Tuition and Fees for 30 Credit Hours | \$17,324.30 | \$17,324.30 | \$17,324.30 | \$17,324.30 | \$17,324.30 | \$17,324.30 | \$17,324.30 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | \$9,403.00 | \$9,403.00 | \$10,184.00 | \$10,818.00 | \$11,386.00 | \$11,386.00 | \$11,386.00 |
| \$ Change | | \$0.00 | \$781.00 | \$634.00 | \$568.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 8.3% | 6.2% | 5.3% | 0.0% | 0.0% |
| ¹ can be no more than 5% of tuition. ³ can be no more than 5% of tuition and the out-of-state fee. ² as approved by the Board of Governors. ⁴ combine the most popular housing and dining plans provided to students ⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%. | | | | | | | |



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymdd->yyyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

USF

St. Petersburg

2017

Work Plan



University of South Florida - St. Petersburg

*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOARD OF TRUSTEES APPROVED - JUNE 8, 2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The mission of USFSP is to inspire scholars to lead lives of impact. As an integral and complementary part of the multi-institutional USF System, The University of South Florida St. Petersburg (USFSP) reflects a distinctive identity and mission while contributing to and benefiting from the association, cooperation, and shared resources of a premier national research university.

VISION STATEMENT (What do you aspire to?)

USF St. Petersburg will shine. USFSP faculty and administrators will work shoulder-to-shoulder with students and community partners to build a better world. We will challenge ourselves to excel in research, teaching, and service. USFSP will be a premier urban institution recognized for its vibrant community of scholars who engage and improve the community.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Guided by the USF System's strategic goals and USFSP's mission and vision, our strategies are also informed by *Vision 20/20* and the ongoing USFSP strategic plan implementation process for 2014 – 2019. To achieve the goal of supporting a distinctive identity as a top teaching and research institution, USFSP will emphasize faculty scholarship and research, student performance and discovery, campus culture, and strategic partnerships. USFSP will pursue these goals by providing the organizational infrastructure and the sustainable funding to make this possible. Throughout the process, USFSP's top priority is student success, especially increased and new initiatives to enhance student retention and graduation rates. *Vision 20/20* articulates our six strategic goals for the future:

- Distinctive Identity
- Student Success and Culture
- Faculty Excellence in Teaching and Research
- Strategic Partnerships
- Infrastructure to Meet Current and Future Needs
- Sustainable Funding

Included in the strategic plan is the goal to increase annual enrollment with students served rising to 10,000 students by 2025. This increase represents growth in the annual students served as measured by the total number of students taking credit hours in a year at USFSP (Fall 2016 unduplicated headcount was 4,717 USFSP students, as shown on page 11's Enrollment Planning Tables). This initiative will help stakeholders appreciate how planned growth will stabilize and energize USFSP and the USF System.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

USFSP's core capabilities include excellence in teaching and learning using innovative modes of delivery, data-based decision making, high levels of faculty-student interaction, a vibrant research culture, an entrepreneurial spirit, strong and collaborative community support, and diverse partnerships. We provide our students with an intellectual environment that promotes active and experiential learning to prepare them to become critical thinkers and thought leaders.

USFSP's strengths and opportunities include its distinguished faculty and dedicated staff, all highly committed to student success. Another strength is its waterfront location in the heart of St. Petersburg's Innovation District. Just steps from downtown's culture and arts, and adjacent to premier health facilities, USFSP offers rich community experiences for students, as well as for employees of nearby companies who seek coursework and degrees on our campus. We are Pinellas County's only public research institution, and we benefit from being a valued member of the USF System.

Our strong, growing, and innovative community partnerships provide exceptional opportunities to gain feedback about our programs while enhancing civic engagement. By developing appropriate support structures, our faculty are able to advance student learning and further their research, to include securing external funds through grants and contracts.

As we grow our student population, we are balancing regional workforce needs, student interest and campus capacity to provide an always-evolving, future-oriented palette of programs, degrees, and services. This goal requires us to actively recruit students who reflect our regional diversity, as well as out-of-state and international students who bring global perspectives and connections to our campus. Also, it requires that we develop new retention initiatives to ensure that students who start at USFSP will graduate from USFSP in a timely fashion, prepared to earn advanced degrees or enter the workforce.

We are still a young institution. We continue to develop our identity and the infrastructure necessary to fully realize our potential. Although we see many advantages of being a cosmopolitan institution, there are limited opportunities for physical expansion. As our STEM and other new academic programming grows, we will need additional teaching and laboratory space as well as financial aid for our student population.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Develop and implement initiatives to improve student academic progress and graduation.

We have formed a strategic enrollment management team with responsibility for student success from recruitment through degree completion. Each performance-based metric has a ‘champion’ who leads work groups to develop and implement best practices that align with student persistence. The following are a few of the initiatives identified for implementation over the next three years:

1. Embedding an electronic early alert system within a student case management platform under the guidance of a persistence team;
2. Aligning first-year experiences, programming, and services with predictive analytics;
3. Creating a Master Academic Plan to identify majors that align with both student interest and workforce needs;
4. Providing more affordable housing for residential students through a P3 facilities project planned for fall 2019;
5. Adding more internships and experiential opportunities for students; and
6. Continuing to deepen the campus experience for students through the addition of more clubs and organizations, Greek life, and athletics.

2 Develop and implement focused initiatives to improve faculty excellence.

The USFSP Master Academic Plan engaged faculty across the university in reviewing and revising current academic programs and in the proposal of new programs that fit within the BOG’s Areas of Strategic Emphasis, meet STEM principles, and engage faculty in innovative pedagogical models. The need for exceptional faculty members who understand those pedagogical models is demanded by goals within the MAP and ongoing professional development will be required throughout plan implementation. The plan will include a Deans’ Council paper defining expectations for research and scholarly work and when approved, will provide greater clarity on scholarly expectations of faculty. Strategic Plan implementation efforts resulted in proposals to increase faculty diversity as well as excellence in research and teaching. Focused recruitment and incentives have led to significantly increased faculty hires among Hispanic and African American faculty. In addition, a Minority Post-doc Program begun in Spring 2016 is aimed at recruiting and mentoring minority faculty over the next few years. A new internal grant proposal program is designed to provide support for junior faculty to be mentored by senior, more experienced faculty members from outside the university to assist with publication and grant-writing. Additionally, USF St. Petersburg plans to add a post-grant position in the Research office and to provide additional assistance to faculty who are pursuing external grants/awards.

Launched in 2016, USFSP’s Center for Innovative Teaching and Learning (CITL) will expand its services over the next three years to include ongoing support for faculty excellence. Among other functions, the CITL sponsors new faculty orientations and events, a mentoring program for faculty, and ongoing professional development opportunities.



3 Provide the requisite physical, human and technological infrastructure for USFSP to sustain its current areas of excellence and to grow by design.

USF St. Petersburg entered into negotiations for its first P3 agreement to add a new student residential facility that will double the number of beds available to full-time students. Our plan calls for a residence hall with 550 beds to be constructed adjacent to the recreation field at Third Street South and Fifth Avenue South. It will feature single- and double-occupancy units, providing financially accessible options for many students who currently must live off campus. The proposed building also calls for a dining facility and a 25,000 square-foot conference center that will allow us to expand campus events, and host business and community meetings.

We plan to significantly remodel our major classroom facility, Davis Hall, and to expand the Coquina Club, a student gathering area adjacent to the university pool and marina. We will open a technical support area in the Poynter Library where students can receive walk-in support for using technology in teaching and learning; create materials for presentations, proposals, and publication; and learn how to use the electronic tools already available to them at USFSP.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 61.1% | 67.1% | 69.0% | 71.0% | 73.0% | 75.0% | 77.0% |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| \$33,000 | \$34,900 | \$34,800 | \$35,400 | \$36,000 | \$36,600 | \$37,200 | \$37,800 | \$38,400 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Reported at the USF System Level | | | | | | | | |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 31.6% | 41.4% | 31.6% | 38.3% | 36.8% | 36.0% | 39.0% | 45.0% | 54.0% |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 58.9% | 57.3% | 61.6% | 66.9% | 65.5% | 73.0% | 78.0% | 83.0% | 88.0% |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 38.0% | 35.9% | 36.5% | 42.3% | 43.3% | 44.0% | 45.0% | 47.0% | 50.0% |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 37.5% | 39.2% | 40.0% | 43.3% | 42.3% | 42.0% | 42.0% | 42.0% | 42.0% |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 34.9% | 35.7% | 33.5% | 29.7% | 28.4% | 30.2% | 30.2% | 30.2% | 30.2% |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 55.0% | 64.2% | 67.9% | 69.4% | 76.5% | 77.0% | 78.0% | 79.0% | 80.0% |

10. BOT Choice: Postdoctoral Appointees

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | . | . | . | . | . | . | . | . |

2. Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 11% | 17% | 18% | 14% | 19% | 20% | 23% | 26% | 29% |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | . | . | . | . |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.4 | 5.2 | 4.5 | 4.1 | 4.3 | 4.3 | 4.3 | 4.3 | 4.3 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 17% | 23% | 22% | 21% | 19% | 30% | 40% | 45% | 50% |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 706 | 826 | 821 | 825 | 882 | 913 | 928 | 943 | 960 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 146 | 143 | 167 | 222 | 211 | 225 | 230 | 235 | 240 |

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 14% | 17% | 17% | 18% | 22% | 22% | 24% | 26% | 26% |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 32% | 31% | 33% | 32% | 29% | 30% | 30% | 30% | 30% |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 31% | 33% | 32% | 32% | 32% | 32% | 33% | 33% | 33% |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5% | 8% | 9% | 15% | 21% | 21% | 24% | 26% | 28% |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4% | 6% | 2% | 1% | 3% | 3% | 3% | 5% | 5% |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Institution Specific Goals *(optional)*

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2015 ACTUAL | 2015 ACTUAL | 2016 ACTUAL | 2017 ACTUAL | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|--|----------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Bachelor's Degrees in Areas of Strategic Emphasis | 178 | 304 | 309 | 349 | 367 | 370 | 390 | 400 | 424 |
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Percent of Course Sections Offered via Distance and Blended Learning | 16% | 18% | 18% | 22% | 24% | 26% | 26% | 26% | 26% |
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Maintain Carnegie Community Engagement Classification | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 1,669 | 1,624 | 1,501 | 1,593 | 1,745 | 1,789 | 1,878 | 1,972 | 2,070 |
| FTIC (Profile Admit) | 16 | 12 | 17 | 16 | 14 | 18 | 19 | 20 | 21 |
| FCS AA Transfers | 1,194 | 1,193 | 1,188 | 1,232 | 1,213 | 1,586 | 1,665 | 1,748 | 1,835 |
| Other AA Transfers | 266 | 253 | 239 | 232 | 218 | 272 | 286 | 300 | 315 |
| Post-Baccalaureates | - | - | 153 | 134 | 126 | 146 | 153 | 161 | 169 |
| Other Undergraduates | 869 | 868 | 737 | 738 | 712 | 972 | 1,023 | 1,074 | 1,128 |
| Subtotal | 4,014 | 3,950 | 3,835 | 3,945 | 4,028 | 4,783 | 5,024 | 5,275 | 5,538 |
| GRADUATE | | | | | | | | | |
| Master's | 457 | 552 | 530 | 540 | 556 | 584 | 607 | 631 | 656 |
| Research Doctoral | . | . | . | . | . | . | . | . | . |
| Professional Doctoral | . | . | . | . | . | . | . | . | . |
| Subtotal | 457 | 552 | 530 | 540 | 556 | 584 | 607 | 631 | 656 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | . | . | . | . | . | . | . | . | . |
| Other ¹ | 219 | 238 | 231 | 264 | 221 | 286 | 297 | 308 | 319 |
| Subtotal | 219 | 238 | 231 | 264 | 221 | 286 | 297 | 308 | 319 |
| TOTAL | 4,690 | 4,740 | 4,596 | 4,749 | 4,805 | 5,653 | 5,928 | 6,214 | 6,513 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,170 | 1,346 | 1,228 | 1,171 | 1,183 | 1,226 | 1,275 | 1,326 | 1,372 |
| Hybrid (50-79%) | 31 | 36 | 67 | 82 | 39 | 39 | 40 | 40 | 41 |
| Classroom (0-50%) | 2,634 | 2,688 | 2,537 | 2,386 | 2,449 | 2,585 | 2,688 | 2,798 | 2,873 |
| Subtotal | 3,835 | 4,070 | 3,832 | 3,639 | 3,671 | 3,850 | 4,003 | 4,164 | 4,286 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 119 | 154 | 183 | 203 | 204 | 211 | 220 | 228 | 233 |
| Hybrid (50-79%) | 3 | 0 | 4 | 19 | 3 | 3 | 3 | 3 | 3 |
| Classroom (0-50%) | 240 | 234 | 242 | 219 | 235 | 252 | 262 | 273 | 278 |
| Subtotal | 362 | 388 | 429 | 441 | 442 | 466 | 485 | 504 | 514 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.

**ENROLLMENT PLANNING (continued)****Planned FTE Enrollment Plan by Student Level**

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 1,294 | 1,361 | 1,424 | 1,484 | 1,512 | 1,573 | 1,636 | 1,701 | 3.6% |
| UPPER | 2,156 | 2,134 | 2,355 | 2,447 | 2,520 | 2,621 | 2,726 | 2,835 | 3.7% |
| GRAD I | 415 | 408 | 450 | 468 | 486 | 506 | 526 | 547 | 3.9% |
| GRAD II | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| TOTAL | 3,866 | 3,905 | 4,229 | 4,399 | 4,518 | 4,700 | 4,888 | 5,084 | 3.7% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 61 | 89 | 67 | 70 | 72 | 75 | 78 | 81 | 3.8% |
| UPPER | 79 | 107 | 86 | 89 | 93 | 97 | 101 | 105 | 4.0% |
| GRAD I | 16 | 17 | 17 | 18 | 19 | 19 | 20 | 21 | 4.2% |
| GRAD II | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| TOTAL | 156 | 214 | 170 | 177 | 184 | 191 | 199 | 207 | 3.9% |
| TOTAL | | | | | | | | | |
| LOWER | 1,355 | 1,450 | 1,491 | 1,554 | 1,585 | 1,648 | 1,714 | 1,783 | 3.6% |
| UPPER | 2,235 | 2,241 | 2,441 | 2,536 | 2,613 | 2,718 | 2,826 | 2,939 | 3.7% |
| GRAD I | 431 | 425 | 467 | 486 | 505 | 525 | 546 | 568 | 3.9% |
| GRAD II | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| TOTAL | 4,022 | 4,119 | 4,399 | 4,576 | 4,703 | 4,891 | 5,086 | 5,289 | 3.7% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 33 | 36 | 39 | 41 | 43 | 44 | 46 | 48 | 4.2% |
| UPPER | 47 | 50 | 42 | 43 | 45 | 47 | 49 | 51 | 3.9% |
| GRAD I | 10 | 4 | 8 | 8 | 9 | 9 | 9 | 10 | 4.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | % |
| TOTAL | 90 | 90 | 89 | 92 | 97 | 100 | 104 | 109 | 4.1% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BA Sustainability Studies (USFSP) | 30.3301 | STEM | UF | 0% | 75 | Fall 2017 |
| BS Computational & Applied Mathematics (USFSP) | 27.0304 | STEM | None | 0% | 55 | Fall 2017 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| N/A | | | | | | |
| DOCTORAL PROGRAMS | | | | | | |
| N/A | | | | | | |

New Programs For Consideration by University in 2018-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Management Science (USFSP) | 52.1301 | STEM | UF | 0% | 100 | Fall 2018 |
| General Studies (USFSP) | 24.0102 | None | UCF | 100% | 100 | Fall 2018 |
| Environmental Chemistry (USFSP) | 40.0509 | STEM | None | 0% | 40 | Fall 2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| N/A | | | | | | |
| DOCTORAL PROGRAMS | | | | | | |
| N/A | | | | | | |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| Education & General | 2015-16 Actual | 2016-17 Estimates |
|---|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$27.40 | \$29.52 |
| Tuition | \$20.40 | \$21.71 |
| SUBTOTAL | \$47.80 | \$51.23 |
| Health-Science Center / Medical Schools | | |
| State Funds | | |
| Tuition | | |
| SUBTOTAL | \$0.00 | \$0.00 |
| EDUCATION & GENERAL TOTAL REVENUES | \$47.80 | \$51.23 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

OTHER BUDGET ENTITIES

| | | |
|------------------------|---------|---------|
| Auxiliary Enterprises | \$12.80 | \$17.59 |
| Contracts & Grants | \$3.10 | \$3.17 |
| Local Funds | \$3.90 | \$4.06 |
| Faculty Practice Plans | \$0.00 | \$0 |



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| University of South Florida St. Petersburg | | | | | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | -----Actual----- | | | -----Projected----- | | | |
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Undergraduate Students | | | | | | | |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | 35.14 | \$35.14 | \$35.14 | \$35.14 | \$35.14 | \$35.14 | \$35.14 |
| Total Base Tuition & Differential per Credit Hour | \$140.21 | \$140.21 | \$140.21 | \$140.21 | \$140.21 | \$140.21 | \$140.21 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$25.63 | \$25.63 | \$25.63 | \$25.63 | \$25.63 | \$25.63 | \$25.63 |
| Health | \$4.90 | \$4.90 | \$4.90 | \$4.90 | \$4.90 | \$4.90 | \$4.90 |
| Athletic | \$2.45 | \$2.45 | \$2.45 | \$2.45 | \$2.45 | \$2.45 | \$2.45 |
| Transportation Access | \$2.25 | \$2.25 | \$2.25 | \$2.25 | \$2.25 | \$2.25 | \$2.25 |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 | \$1.00 |
| Student Life & Services Fee (UNF only) | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| Total Fees | \$53.49 | \$53.49 | \$53.49 | \$53.49 | \$53.49 | \$53.49 | \$53.49 |
| Total Tuition and Fees per Credit Hour | \$193.70 | \$193.70 | \$193.70 | \$193.70 | \$193.70 | \$193.70 | \$193.70 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 |
| Transportation Access | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,206.30 | \$4,206.30 | \$4,206.30 | \$4,206.30 | \$4,206.30 | \$4,206.30 | \$4,206.30 |
| Total Fees for 30 Credit Hours | \$1,614.70 | \$1,614.70 | \$1,614.70 | \$1,614.70 | \$1,614.70 | \$1,614.70 | \$1,614.70 |
| Total Tuition and Fees for 30 Credit Hours | \$5,821.00 | \$5,821.00 | \$5,821.00 | \$5,821.00 | \$5,821.00 | \$5,821.00 | \$5,821.00 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 |
| Total per credit hour | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$14,601.30 | \$14,601.30 | \$14,601.30 | \$14,601.30 | \$14,601.30 | \$14,601.30 | \$14,601.30 |
| Total Fees for 30 Credit Hours | \$2,134.30 | \$2,134.30 | \$2,134.30 | \$2,134.30 | \$2,134.30 | \$2,134.30 | \$2,134.30 |
| Total Tuition and Fees for 30 Credit Hours | \$16,735.60 | \$16,735.60 | \$16,735.60 | \$16,735.60 | \$16,735.60 | \$16,735.60 | \$16,735.60 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| | \$11,451.60 | \$11,451.60 | \$11,559.82 | \$12,221.30 | \$12,924.12 | \$13,402.38 | \$13,804.20 |
| \$ Change | | \$0.00 | \$108.22 | \$661.48 | \$702.82 | \$478.26 | \$401.82 |
| % Change | | 0.0% | 0.9% | 5.7% | 5.8% | 3.7% | 3.0% |

¹ can be no more than 5% of tuition.

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

² as approved by the Board of Governors.

⁴ combine the most popular housing and dining plans provided to students

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymdd->yyyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

USF

Sarasota-Manatee

2017

Work Plan



University of South Florida - Sarasota-Manatee

*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOARD OF TRUSTEES APPROVED - JUNE 8, 2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of South Florida Sarasota-Manatee provides high quality bachelor's and graduate-level education and scholarly activity in a personalized learning community that prepares successful leaders and responsible citizens.

VISION STATEMENT (What do you aspire to?)

As a valued member of the USF System, the University of South Florida Sarasota-Manatee will be nationally recognized as a student-centered, research-focused, community-engaged university with significant economic and cultural impact.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

USF Sarasota-Manatee's primary focus is to provide quality, affordable, bachelor's and master's degrees that address the specific higher education needs. USF Sarasota-Manatee serves its market by offering a mix of classroom and online instruction at times that are convenient to a commuter student population. USF Sarasota-Manatee partners with local businesses, non-profits, and educational institutions to meet the need for quality internship opportunities for students and producing talented graduates for today's global workforce.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

USF Sarasota-Manatee provides access to a personalized, learning experience that permits students to “learn where they earn.” The institution capitalizes on its low student-to-faculty ratio by offering individualized attention from high quality and committed faculty to ensure that students are supported, retained, and successful. As a member of the USF System, USF Sarasota-Manatee benefits from the efficiency of shared resources, a unified brand that yields identity and impact, and the opportunity for collaboration with other USF System institutions – including via tailored 2+2 programs to meet the needs of the Tampa Bay region without unnecessary duplication of programs.

One such example of this is a burgeoning new partnership between USF and USF Sarasota-Manatee in engineering. USF Sarasota-Manatee students complete two years of pre-engineering course work, earning an associate in arts certificate, and then transfer to the USF campus in Tampa to obtain a baccalaureate in engineering. This allows the USF System to serve the growing workforce need for engineers without building another costly engineering program across the Bay. USF Sarasota-Manatee continues to seek similar partnerships across the USF System and with other community partners to increase its profile and serve its mission as a regional institution dedicated to supporting the knowledge economy.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 Reach the goals of the USF Sarasota-Manatee 2015-20 Strategic Plan, Focus on Quality 2020:

USF Sarasota-Manatee faculty, staff, students, alumni, governance boards, and community representatives selected seven major goals for the Strategic Plan, which aligns with the USF System’s guiding principles and SUS goals: (1) Support Student Success, (2) Enhance Campus Life, (3) Engage in Intentional Enrollment Management, (4) Strengthen Teaching & Learning, (5) Promote Scholarly Activity, (6) Maximize Community Engagement, and (7) Cultivate Resources. A broad array of strategies are being implemented to meet the goals of the Strategic Plan and Performance-Based Funding. Of the seven PBF metrics reported in USFSM’s 2015-16 Annual Accountability Report, USFSM met or significantly improved on five and has developed further strategies to improve the other two.

2 Expand STEM and Areas of Strategic Emphasis offerings:

USF Sarasota-Manatee’s College of Science and Mathematics opened in Fall 2016 with a founding dean, who is deepening the commitment to applied science and mathematics offerings. USF Sarasota-Manatee is pursuing the following key initiatives: (1) expansion of laboratory and research space, (2) enrollment growth in STEM and Areas of Strategic Emphasis, (3) initiation of an Accounting scholarship to attract highly qualified students, and (4) a partnership with the College of Nursing at USF in Tampa to offer seamless admission of biology graduates into a second bachelor’s degree in Nursing.



3 Preserve, grow, and diversify USF Sarasota-Manatee resources:

USF Sarasota-Manatee will strategically increase efforts in grant-writing, private fundraising, and public-private partnership development to maximize its resources in order to invest in those areas that will help it advance its Strategic Plan goals, performance-based funding metrics, and other USF System initiatives.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 65.5% | 62.8% | 69.6% | 72.8% | 73.8% | 74.8% | 75.8% |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| \$33,600 | \$33,200 | \$36,000 | \$36,200 | \$39,000 | \$40,700 | \$41,200 | \$41,700 | \$42,200 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Reported at the USF System Level | | | | | | | | |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | . | . | 55.0% | 60.0% |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 69.9% | 78.7% | 74.7% | 82.0% | 84.0% | 86.0% | 90.0% |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 34.4% | 39.8% | 33.9% | 41.1% | 37.0% | 42.0% | 45.0% | 48.0% | 50.0% |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 49.9% | 41.7% | 40.7% | 45.2% | 44.4% | 44.4% | 44.4% | 45.0% | 45.0% |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 43.1% | 30.0% | 27.3% | 12.0% | 24.5% | 12.0% | 20.0% | 25.0% | 30.0% |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 60.0% | 71.3% | 75.4% | 71.7% | 75.7% | 78.0% | 80.0% | 81.0% | 82.0% |

10. BOT Choice: Postdoctoral Appointees

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 0 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 5 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | . | . | . | . | . | . | . | . |

2. Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| . | 12% | 30% | 26% | 29% | 30% | 31% | 32% | 33% |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | . | . | . | . |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 4.2 | 4.2 | 4.2 | 4.2 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 35% | 36% | 38% | 40% |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 514 | 556 | 490 | 474 | 464 | 442 | 457 | 473 | 497 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 72 | 60 | 55 | 50 | 53 | 73 | 76 | 78 | 82 |

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 17% | 18% | 15% | 24% | 21% | 21% | 22% | 23% | 24% |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 59% | 55% | 51% | 48% | 44% | 43% | 43% | 42% | 42% |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 45% | 49% | 50% | 49% | 52% | 53% | 55% | 55% | 55% |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 5% | 17% | 14% | 19% | 15% | 19% | 22% | 25% | 28% |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Institution Specific Goals *(optional)*

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| % of Non-White Faculty & Staff | 14% | 14% | 18% | 19% | 20% | 20% | 20% | 21% | 21% |
| % of Hispanic & African American Students | 19% | 19% | 20% | 20% | 19% | 22% | 23% | 24% | 25% |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 30 | 109 | 195 | 268 | 315 | 335 | 352 | 372 | 394 |
| FTIC (Profile Admit) | 0 | 0 | 1 | 3 | 6 | 3 | 3 | 3 | 4 |
| FCS AA Transfers | 918 | 826 | 789 | 781 | 737 | 770 | 809 | 853 | 904 |
| Other AA Transfers | 181 | 169 | 155 | 159 | 159 | 166 | 174 | 184 | 195 |
| Post-Baccalaureates | 0 | 0 | 152 | 127 | 137 | 143 | 150 | 159 | 168 |
| Other Undergraduates | 583 | 567 | 400 | 419 | 440 | 460 | 483 | 509 | 540 |
| Subtotal | 1,712 | 1,671 | 1,692 | 1,757 | 1,794 | 1,878 | 1,972 | 2,080 | 2,205 |
| GRADUATE | | | | | | | | | |
| Master's | 140 | 128 | 120 | 174 | 178 | 186 | 195 | 206 | 218 |
| Research Doctoral | . | . | . | . | . | . | . | . | . |
| Professional Doctoral | . | . | . | . | . | . | . | . | . |
| Subtotal | 140 | 128 | 120 | 174 | 178 | 186 | 195 | 206 | 218 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | . | . | . | . | . | . | . | . | . |
| Other ¹ | 100 | 88 | 105 | 113 | 108 | 114 | 120 | 126 | 134 |
| Subtotal | 100 | 88 | 105 | 113 | 108 | 114 | 120 | 126 | 134 |
| TOTAL | 1,952 | 1,887 | 1,917 | 2,044 | 2,080 | 2,178 | 2,287 | 2,412 | 2,557 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 669 | 726 | 721 | 743 | 878 | 919 | 1,003 | 1,068 | 1,143 |
| Hybrid (50-79%) | 46 | 46 | 62 | 33 | 8 | 8 | 18 | 19 | 21 |
| Classroom (0-50%) | 764 | 709 | 663 | 743 | 787 | 818 | 803 | 854 | 914 |
| Subtotal | 1,479 | 1,481 | 1,446 | 1,519 | 1,673 | 1,745 | 1,824 | 1,942 | 2,078 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 29 | 30 | 31 | 45 | 51 | 54 | 59 | 63 | 68 |
| Hybrid (50-79%) | 5 | 5 | 6 | 6 | 2 | 2 | 5 | 6 | 6 |
| Classroom (0-50%) | 118 | 98 | 97 | 78 | 110 | 113 | 98 | 104 | 112 |
| Subtotal | 152 | 133 | 134 | 129 | 163 | 169 | 163 | 173 | 186 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.

**ENROLLMENT PLANNING (continued)****Planned FTE Enrollment Plan by Student Level**

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 393 | 455 | 482 | 514 | 550 | 591 | 638 | 692 | 7.5% |
| UPPER | 1,161 | 1,146 | 1,211 | 1,289 | 1,379 | 1,483 | 1,602 | 1,738 | 7.5% |
| GRAD I | 145 | 141 | 144 | 154 | 164 | 177 | 191 | 207 | 7.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| TOTAL | 1,699 | 1,742 | 1,837 | 1,956 | 2,093 | 2,250 | 2,430 | 2,637 | 7.5% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 31 | 34 | 36 | 38 | 41 | 44 | 47 | 51 | 7.5% |
| UPPER | 54 | 57 | 60 | 64 | 69 | 74 | 80 | 87 | 7.5% |
| GRAD I | 15 | 13 | 13 | 14 | 15 | 16 | 18 | 19 | 7.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| TOTAL | 100 | 104 | 110 | 117 | 125 | 134 | 145 | 157 | 7.5% |
| TOTAL | | | | | | | | | |
| LOWER | 424 | 489 | 518 | 552 | 590 | 635 | 686 | 744 | 7.5% |
| UPPER | 1,215 | 1,203 | 1,271 | 1,353 | 1,448 | 1,557 | 1,681 | 1,824 | 7.5% |
| GRAD I | 160 | 154 | 158 | 168 | 180 | 193 | 208 | 226 | 7.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| TOTAL | 1,799 | 1,846 | 1,946 | 2,073 | 2,218 | 2,384 | 2,575 | 2,794 | 7.5% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 6 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 7.5% |
| UPPER | 27 | 19 | 24 | 25 | 27 | 29 | 31 | 34 | 7.5% |
| GRAD I | 2 | 0 | 5 | 6 | 6 | 6 | 7 | 8 | 7.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7.5% |
| TOTAL | 35 | 29 | 40 | 43 | 46 | 49 | 53 | 58 | 7.5% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--------------------------------------|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| BS Risk Management/Insurance (USFSM) | 52.1701 | GAP ANALYSIS | FSU | 0% | 25 | Spring 2018 |

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

N/A

DOCTORAL PROGRAMS

N/A

New Programs For Consideration by University in 2018-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|----------------------------|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Management Science (USFSM) | 52.1301 | STEM | UF | 0% | 25 | Spring 2019 |

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

| | | | | | | |
|--|---------|------|------------------------------------|----|----|-------------|
| Biology/Biological Sciences, General (USFSM) | 26.0101 | STEM | FAMU, FAU, FIU, FSU, UCF, UNF, UWF | 0% | 25 | Spring 2019 |
|--|---------|------|------------------------------------|----|----|-------------|

DOCTORAL PROGRAMS

N/A



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|---|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 15.80 | \$ 17.24 |
| Tuition | \$ 9.10 | \$ 9.59 |
| SUBTOTAL | \$ 24.90 | \$ 26.83 |
| EDUCATION & GENERAL TOTAL REVENUES | \$ 24.90 | \$ 26.83 |
| <p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).</p> | | |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$2.60 | \$1.77 |
| Contracts & Grants | \$0.20 | \$0.27 |
| Local Funds | \$1.30 | \$1.28 |
| Faculty Practice Plans | \$0 | \$0 |
| OTHER BUDGET ENTITIES TOTAL REVENUES | \$ 4.1 | \$ 3.32 |



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: USF Sarasota-Manatee

| <u>Undergraduate Students</u> | -----Actual----- | | | -----Projected----- | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | \$35.14 | \$35.14 | \$35.14 | \$35.14 | \$35.14 | \$35.14 | \$35.14 |
| Total Base Tuition & Differential per Credit Hour | \$140.21 | \$140.21 | \$140.21 | \$140.21 | \$140.21 | \$140.21 | \$140.21 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Student Financial Aid ¹ | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Capital Improvement ² | \$20.19 | \$20.19 | \$20.19 | \$20.19 | \$20.19 | \$20.19 | \$20.19 |
| Activity & Service | \$4.03 | \$4.03 | \$4.03 | \$4.03 | \$4.03 | \$4.03 | \$4.03 |
| Health | \$4.23 | \$4.23 | \$4.23 | \$4.23 | \$4.23 | \$4.23 | \$4.23 |
| Athletic | | | | | | | |
| Transportation Access | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Technology ¹ | | | | | | | |
| Green Fee (USF, NCF, UWF only) | | | | | | | |
| Student Life & Services Fee (UNF only) | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| Total Fees | \$45.71 | \$45.71 | \$45.71 | \$45.71 | \$45.71 | \$45.71 | \$45.71 |
| Total Tuition and Fees per Credit Hour | \$185.92 | \$185.92 | \$185.92 | \$185.92 | \$185.92 | \$185.92 | \$185.92 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 |
| Transportation Access | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 | \$5.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,206.30 | \$4,206.30 | \$4,206.30 | \$4,206.30 | \$4,206.30 | \$4,206.30 | \$4,206.30 |
| Total Fees for 30 Credit Hours | \$1,381.30 | \$1,381.30 | \$1,381.30 | \$1,381.30 | \$1,381.30 | \$1,381.30 | \$1,381.30 |
| Total Tuition and Fees for 30 Credit Hours | \$5,587.60 | \$5,587.60 | \$5,587.60 | \$5,587.60 | \$5,587.60 | \$5,587.60 | \$5,587.60 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 | \$346.50 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 | \$17.32 |
| Total per credit hour | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 | \$363.82 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$14,601.30 | \$14,601.30 | \$14,601.30 | \$14,601.30 | \$14,601.30 | \$14,601.30 | \$14,601.30 |
| Total Fees for 30 Credit Hours | \$1,900.90 | \$1,900.90 | \$1,900.90 | \$1,900.90 | \$1,900.90 | \$1,900.90 | \$1,900.90 |
| Total Tuition and Fees for 30 Credit Hours | \$16,502.20 | \$16,502.20 | \$16,502.20 | \$16,502.20 | \$16,502.20 | \$16,502.20 | \$16,502.20 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| \$ Change | | N/A | N/A | N/A | N/A | N/A | N/A |
| % Change | | N/A | N/A | N/A | N/A | N/A | N/A |

¹ can be no more than 5% of tuition.³ can be no more than 5% of tuition and the out-of-state fee.² as approved by the Board of Governors.⁴ combine the most popular housing and dining plans provided to students⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymdd->yyyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

FSU

2017 Work Plan



Florida State University

*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOARD OF TRUSTEES APPROVED 06-07-2017

STATE UNIVERSITY SYSTEM *of* FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' 2025 System Strategic Plan is driven by prospective goals and associated metrics that set future benchmarks for the System.*
- 2) The Board's Annual Accountability Report provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals.*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida State University 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.

VISION STATEMENT (What do you aspire to?)

Florida State University will be among the nation's most entrepreneurial and innovative universities, transforming the lives of our students and shaping the future of our state and society through exceptional teaching, research, creative activity, and service. We will amplify these efforts through our distinctive climate – one that places a premium on interdisciplinary inquiry and draws from the rich intellectual and personal diversity of our students, faculty, staff, and alumni. These three forces – entrepreneurship, interdisciplinarity, and diversity – deepen FSU's impact and result in a powerful return to our students and the people of Florida for their continued support and trust.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Florida State University competes in national and international markets for faculty, and our student centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and we seek continual improvement in our position in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the physical sciences and fine arts with emerging opportunities for innovation and problem-solving in the sciences and the professions.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Through our reputation for excellence, continual investments in multidisciplinary research, and our heritage in the arts, we are able to attract top faculty and students. FSU is a national leader in the retention and on-time graduation as demonstrated by our freshman retention rate of 93% (one of the highest in the US) and a graduation rate 20 percentage points higher than the national average. Our focus on retaining every student we enroll has proven effective in the success of traditionally underrepresented students, and FSU was recently recognized as one of the top schools in the country for the graduation of African-American students. Our ongoing challenges remain to modernize facilities and infrastructure, improve student-faculty ratio, and elevate student engagement in experiential learning.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Top 25

After advancing to #38, FSU continues on its path to become a top 25 public university. Through the support provided as a preeminent institution and resources from private partners, we are beginning the first phase of a transformative strategic campaign focused on increasing faculty, graduate education, and the research enterprise. This campaign is focused on adding faculty, fostering interdisciplinary collaboration, increasing research to address national and state needs, improving our graduate and research profile, promoting diversity, and elevating performance in key metrics.

2. Student Success

Recognized for advancing the persistence of all students, FSU's 4-year graduation rates are now among the top 15 in the country. FSU will continue to be a national leader in student success. FSU seeks to continue to elevate the quality of our undergraduate education by increasing student participation in high impact practices and experiential learning. We will also address critical advising shortfalls across campus with additional advisors to support student transitions between majors and programs. Finally, through our strategic faculty hiring efforts, we plan to increase course availability and decrease the class size for traditionally high-demand courses.

3. Entrepreneurship and Innovation Education

Advancing FSU's commitment to innovation and entrepreneurship, FSU will open the Jim Moran School of Entrepreneurship in Fall 2017. Offering an interdisciplinary major in entrepreneurship, the Jim Moran School will become a focal point for collegiate entrepreneurial education. In addition, the Jim Moran Institute for Global Entrepreneurship will continue to expand, serving as a lifeline for training and assistance to entrepreneurs, small businesses, and nonprofits throughout Florida. Finally, FSU will open a student-orientated innovation hub, advancing student career preparation through the development of design-thinking, problem-solving, and technological-innovation skills.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 60.3 | 60.8 | 63.7 | 65 | 67 | 68 | 70 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$31,600 | \$34,200 | \$35,700 | \$36,300 | \$37,000 | \$38,500 | \$40,000 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$14,140 | \$14,980 | \$14,930 | \$14,900 | \$14,500 | \$14,200 | \$13,900 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 74.9 | 76.7 | 79.0 | 79.4 | 80.0 | 80 | 81 | 82 | 82 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 88.8 | 89.4 | 90.5 | 91.0 | 90.4 | 92 | 92 | 93 | 93 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 36.7 | 38.3 | 37.5 | 39.1 | 42.8 | 43 | 44 | 45 | 46 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 30.0 | 30.6 | 30.0 | 28.4 | 27.7 | 28 | 28 | 29 | 30 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 38.0 | 38.1 | 38.5 | 42.0 | 46.0 | 47 | 47 | 48 | 50 |

9. BOG Choice: Number of Faculty Awards

| 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|------|------|------|------|------|
| 9 | 11 | 7 | 2 | 7 | 8 | 9 | 10 | 11 |

10. BOT Choice: National Rank Higher than Financial Resources Ranking

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 |
|------|------|------|------|------|------|------|------|------|
| . | 115 | 119 | 114 | 120 | 121 | 120 | 121 | 119 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

1. Average GPA and SAT Score

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 4.0 | 4.0 | 4.0 | 4.1 | 4.1 | 4.1 | 4.1 | 4.1 | 4.2 |
| 1228 | 1222 | 1239 | 1241 | 1232 | 1247 | 1250 | 1253 | 1260 |

2. Number of Top 50 Rankings [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 3 | 5 | 7 | 8 | 8 | 8 | 8 | 9 |

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 91 | 92 | 92 | 93 | 93 | 93 | 93 | 94 | 94 |

4. 6-year Graduation Rate [Full-time students as reported to IPEDS]

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 75 | 77 | 79 | 79 | 80 | 80 | 81 | 82 | 83 |

5. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 6 | 6 | 6 | 6 | 7 | 7 | 7 | 7 | 8 |

6. Science & Engineering Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 208 | 224 | 231 | 237 | 243 | 247 | 249 | 251 | 253 |

7. Non-Medical Science & Engineering Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 200 | 217 | 226 | 228 | 231 | 235 | 237 | 239 | 241 |

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 | 7 of 8 |

9. Utility Patents Awarded [over three calendar years]

| 2010-12 | 2011-13 | 2012-14 | 2013-15 | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 92 | 103 | 109 | 101 | 101 | 100 | 100 | 100 | 100 |

10. Doctoral Degrees Awarded Annually

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 562 | 497 | 551 | 558 | 526 | 534 | 540 | 544 | 560 |

11. Number of Post-Doctoral Appointees [note: statute requires a source with time lag]

| Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 ACTUAL | Fall 2015 ACTUAL | Fall 2016 | Fall 2017 |
|-----------|-----------|-----------|-----------|-----------|---------------------|---------------------|-----------|-----------|
| 258 | 241 | 218 | 235 | 212 | 211 | 202 | 217 | 220 |

12. Endowment Size (\$Millions)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 498 | 548 | 625 | 605 | 585 | 625 | 650 | 675 | 700 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Number of Top 50 Rankings [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | 3 | 5 | 7 | 8 | 8 | 8 | 8 | 9 |

2. Percent of Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 41 | 42 | 40 | 38 | 41 | 42 | 42 | 43 | 44 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4 of 4 | 5 of 5 | 3 of 5 | 2 of 5 | 4 of 5 | 5 of 5 | 5 of 5 | 5 of 5 | 5 of 5 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.3 | 4.2 | 4.1 | 4.0 | 4.0 | 3.9 | 3.9 | 3.8 | 3.8 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 61 | 62 | 61 | 62 | 65 | 66 | 66 | 67 | 68 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 7,860 | 7,938 | 8,105 | 8,421 | 8,626 | 8,750 | 8,900 | 9,050 | 9,100 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3,051 | 3,104 | 2,927 | 3,019 | 2,833 | 2,980 | 3,050 | 3,100 | 3,200 |

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 24 | 24 | 25 | 25 | 26 | 27 | 28 | 29 | 30 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 7 | 7 | 6 | 6 | 5 | 6 | 6 | 6 | 6 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4 | 6 | 9 | 11 | 13 | 13 | 14 | 16 | 18 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 18 | 20 | 19 | 22 | 24 | 26 | 28 | 29 | 31 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 23 | 24 | 25 | 26 | 29 | 30 | 31 | 32 | 33 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 6 | 6 | 6 | 6 | 7 | 7 | 7 | 7 | 7 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 9 | 11 | 7 | 2 | 7 | 8 | 9 | 10 | 11 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 225 | 251 | 253 | 256 | 268 | 273 | 275 | 277 | 279 |

4. Research Expenditures Funded from External Sources (%)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 66 | 64 | 66 | 60 | 55 | 55 | 55 | 56 | 56 |

5. Utility Patents Awarded Annually [from the USPTO]

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 24 | 32 | 47 | 30 | 48 | 34 | 34 | 34 | 34 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 10 | 13 | 15 | 25 | 16 | 9 | 14 | 17 | 17 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4 | 0 | 3 | 1 | 8 | 3 | 4 | 4 | 5 |

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 GOALS | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|------------------|----------------|----------------|---------------|---------------|---------------|---------------|---------------|
| Metric #1 | | | | | | | |
| Metric #2 | | | | | | | |
| Metric #3 | | | | | | | |
| Metric #4 | | | | | | | |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 22,795 | 23,070 | 23,396 | 23,361 | 23,507 | 23,590 | 23,660 | 23,710 | 23,750 |
| FTIC (Profile Admit) | 64 | 71 | 75 | 77 | 104 | 80 | 70 | 60 | 60 |
| FCS AA Transfers | 5,792 | 5,725 | 5,713 | 5,476 | 5,424 | 5,370 | 5,320 | 5,270 | 5,220 |
| Other AA Transfers | 388 | 421 | 395 | 391 | 432 | 450 | 460 | 470 | 480 |
| Post-Baccalaureates | 0 | 0 | 50 | 243 | 335 | 340 | 340 | 340 | 340 |
| Other Undergraduates | 2,857 | 2,850 | 2,954 | 2,860 | 2,826 | 2,850 | 2,880 | 2,930 | 2,980 |
| Subtotal | 31,896 | 32,137 | 32,583 | 32,408 | 32,628 | 32,680 | 32,730 | 32,780 | 32,830 |
| GRADUATE | | | | | | | | | |
| Master's | 4,310 | 4,155 | 4,117 | 4,012 | 4,132 | 4,210 | 4,290 | 4,380 | 4,470 |
| Research Doctoral | 2,594 | 2,626 | 2,660 | 2,648 | 2,668 | 2,720 | 2,770 | 2,830 | 2,890 |
| Professional Doctoral | 1,235 | 1,254 | 1,190 | 1,154 | 1,126 | 1,140 | 1,150 | 1,160 | 1,170 |
| Subtotal | 8,139 | 8,035 | 7,967 | 7,814 | 7,926 | 8,070 | 8,210 | 8,370 | 8,530 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 39 | 23 | 53 | 36 | 40 | 40 | 40 | 40 | 40 |
| Other ¹ | 1,152 | 1,116 | 1,134 | 1,169 | 1,230 | 1,250 | 1,260 | 1,270 | 1,280 |
| Subtotal | 1,191 | 1,139 | 1,187 | 1,205 | 1,270 | 1,290 | 1,300 | 1,310 | 1,320 |
| TOTAL | 41,226 | 41,311 | 41,737 | 41,427 | 41,824 | 42,040 | 42,240 | 42,460 | 42,680 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,233 | 1,982 | 2,854 | 3,476 | 4,064 | 4,060 | 4,500 | 5,100 | 5,800 |
| Hybrid (50-79%) | 247 | 472 | 300 | 74 | 40 | 50 | 60 | 70 | 70 |
| Classroom (0-50%) | 30,333 | 29,170 | 28,290 | 28,007 | 27,508 | 28,120 | 27,780 | 27,320 | 26,770 |
| Subtotal | 31,813 | 31,624 | 31,444 | 31,557 | 31,612 | 32,230 | 32,340 | 32,490 | 32,640 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 555 | 656 | 821 | 901 | 1,057 | 1,100 | 1,180 | 1,250 | 1,350 |
| Hybrid (50-79%) | 197 | 299 | 218 | 94 | 5 | 10 | 10 | 20 | 20 |
| Classroom (0-50%) | 7,020 | 6,598 | 6,415 | 6,343 | 6,254 | 6,280 | 6,350 | 6,460 | 6,550 |
| Subtotal | 7,772 | 7,553 | 7,454 | 7,338 | 7,316 | 7,390 | 7,540 | 7,730 | 7,920 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE* | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 12,618 | 12,699 | 12,720 | 12,750 | 12,780 | 12,810 | 12,840 | 12,870 | 0.2% |
| UPPER | 14,960 | 15,004 | 15,100 | 15,200 | 15,300 | 15,400 | 15,500 | 15,600 | 0.7% |
| GRAD I | 2,610 | 2,639 | 2,690 | 2,740 | 2,790 | 2,850 | 2,910 | 2,970 | 2.0% |
| GRAD II | 2,577 | 2,544 | 2,590 | 2,640 | 2,690 | 2,740 | 2,790 | 2,850 | 1.9% |
| TOTAL | 32,764 | 32,885 | 33,100 | 33,330 | 33,560 | 33,800 | 34,040 | 34,290 | 0.7% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 1,164 | 1,278 | 1,290 | 1,300 | 1,310 | 1,320 | 1,330 | 1,340 | 0.8% |
| UPPER | 922 | 1,123 | 1,130 | 1,140 | 1,150 | 1,160 | 1,170 | 1,180 | 0.9% |
| GRAD I | 745 | 780 | 800 | 820 | 840 | 860 | 880 | 900 | 2.4% |
| GRAD II | 997 | 1,020 | 1,040 | 1,060 | 1,080 | 1,100 | 1,120 | 1,140 | 1.9% |
| TOTAL | 3,829 | 4,201 | 4,260 | 4,320 | 4,380 | 4,440 | 4,500 | 4,560 | 1.4% |
| TOTAL | | | | | | | | | |
| LOWER | 13,782 | 13,977 | 14,010 | 14,050 | 14,090 | 14,130 | 14,170 | 14,210 | 0.3% |
| UPPER | 15,881 | 16,127 | 16,230 | 16,340 | 16,450 | 16,560 | 16,670 | 16,780 | 0.7% |
| GRAD I | 3,355 | 3,419 | 3,490 | 3,560 | 3,630 | 3,710 | 3,790 | 3,870 | 2.1% |
| GRAD II | 3,575 | 3,563 | 3,630 | 3,700 | 3,770 | 3,840 | 3,910 | 3,990 | 1.9% |
| TOTAL | 36,593 | 37,086 | 37,360 | 37,650 | 37,940 | 38,240 | 38,540 | 38,850 | 0.8% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 993 | 988 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 0.0% |
| UPPER | 957 | 1,136 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 0.0% |
| GRAD I | 374 | 397 | 400 | 450 | 500 | 550 | 600 | 650 | 10.2% |
| GRAD II | 13 | 15 | 20 | 20 | 20 | 20 | 20 | 20 | 0.0% |
| TOTAL | 2,338 | 2,536 | 2,520 | 2,570 | 2,620 | 2,670 | 2,720 | 2,770 | 1.9% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (if applicable)

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Annual Growth |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| MEDICAL DOCTORATES | | | | | | | | | |
| RESIDENT | 474 | 465 | 465 | 465 | 465 | 465 | 465 | 465 | 0% |
| NON-RESIDENT | 9 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 0% |
| TOTAL | 483 | 475 | 475 | 475 | 475 | 475 | 475 | 475 | 0% |



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Neuroscience | 26.1501 | STEM | ___ | No | 360 | Nov. 2017 |
| Biomedical Engineering | 14.0501 | STEM | FIU, FGCU, UF | No | 90 | Jan. 2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| East Asian Languages and Cultures | 16.0399 | GLOBAL | ___ | No | 12 | Nov. 2017 |
| Law Enforcement Intelligence | 43.0118 | ___ | ___ | No | 100 | Nov. 2017 |
| Systems Engineering | 14.2701 | STEM | UF | No | 40 | Jan. 2018 |
| Project Management | 52.0211 | ___ | ___ | No | 300 | Jan. 2018 |
| DOCTORAL PROGRAMS | | | | | | |
| none | | | | | | |

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Linguistics | 16.0102 | GLOBAL | FAU, UF | No | 20 | Fall 2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Linguistics | 16.0102 | GLOBAL | FIU, USF, UF | No | 15 | Fall 2018 |
| Aerospace Engineering | 14.0201 | STEM | UCF, UF | No | 30 | Spring 2019 |
| DOCTORAL PROGRAMS | | | | | | |
| Linguistics | 16.0102 | GLOBAL | UF, USF | No | 10 | Spring 2020 |
| Aerospace Engineering | 14.0201 | STEM | UF | No | 30 | Spring 2019 |
| Nursing | 51.3808 | HEALTH | FAU, FIU, UCF, UF, USF | No | 9 | Fall 2018 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|--|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 347.3 | \$ 375.6 |
| Tuition | \$ 198.4 | \$ 197.7 |
| SUBTOTAL | \$ 545.6 | \$ 573.3 |
| Health-Science Center / Medical Schools | | |
| State Funds | \$ 35.0 | \$ 36.3 |
| Tuition | \$ 10.5 | \$ 10.6 |
| SUBTOTAL | \$ 45.5 | \$ 46.9 |
| EDUCATION & GENERAL TOTAL REVENUES | \$ 591.1 | \$ 620.2 |
| FAMU/FSU Joint College of Engineering | | |
| SUBTOTAL | \$ 13.0 | \$ 13.3 |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 243.4 | \$ 252.5 |
| Contracts & Grants | \$ 195.1 | \$ 208.9 |
| Local Funds | \$ 253.5 | \$ 261.3 |
| Faculty Practice Plans | \$ 7.2 | \$ 2.3 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| Undergraduate Students | -----Actual----- | | | -----Projected----- | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | \$49.59 | \$49.59 | \$49.59 | \$49.59 | \$49.59 | \$49.59 | \$49.59 |
| Total Base Tuition & Differential per Credit Hour | \$154.66 | \$154.66 | \$154.66 | \$154.66 | \$154.66 | \$154.66 | \$154.66 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$4.76 | \$4.76 | \$4.76 | \$4.76 | \$4.76 | \$4.76 | \$4.76 |
| Activity & Service | \$12.86 | \$12.86 | \$12.86 | \$12.86 | \$12.86 | \$12.86 | \$12.86 |
| Health | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 |
| Athletic | \$7.90 | \$7.90 | \$7.90 | \$7.90 | \$7.90 | \$7.90 | \$7.90 |
| Transportation Access | \$8.90 | \$8.90 | \$8.90 | \$8.90 | \$8.90 | \$8.90 | \$8.90 |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Life & Services Fee (UNF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Marshall Center Fee (USF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Affairs Facility Use Fee (FSU only) | \$2.00 | \$2.00 | \$2.00 | \$2.00 | \$2.00 | \$2.00 | \$2.00 |
| Total Fees | \$60.89 | \$60.89 | \$60.89 | \$60.89 | \$60.89 | \$60.89 | \$60.89 |
| Total Tuition and Fees per Credit Hour | \$215.55 | \$215.55 | \$215.55 | \$215.55 | \$215.55 | \$215.55 | \$215.55 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Health | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Athletic | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Transportation Access | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Marshall Center Fee (USF only) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Affairs Facility Use Fee (FSU only) | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 | \$20.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,639.80 | \$4,639.80 | \$4,639.80 | \$4,639.80 | \$4,639.80 | \$4,639.80 | \$4,639.80 |
| Total Fees for 30 Credit Hours | \$1,866.70 | \$1,866.70 | \$1,866.70 | \$1,866.70 | \$1,866.70 | \$1,866.70 | \$1,866.70 |
| Total Tuition and Fees for 30 Credit Hours | \$6,506.50 | \$6,506.50 | \$6,506.50 | \$6,506.50 | \$6,506.50 | \$6,506.50 | \$6,506.50 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$481.48 | \$481.48 | \$481.48 | \$481.48 | \$481.48 | \$481.48 | \$481.48 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$24.07 | \$24.07 | \$24.07 | \$24.07 | \$24.07 | \$24.07 | \$24.07 |
| Total per credit hour | \$505.55 | \$505.55 | \$505.55 | \$505.55 | \$505.55 | \$505.55 | \$505.55 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$19,084.20 | \$19,084.20 | \$19,084.20 | \$19,084.20 | \$19,084.20 | \$19,084.20 | \$19,084.20 |
| Total Fees for 30 Credit Hours | \$2,588.80 | \$2,588.80 | \$2,588.80 | \$2,588.80 | \$2,588.80 | \$2,588.80 | \$2,588.80 |
| Total Tuition and Fees for 30 Credit Hours | \$21,673.00 | \$21,673.00 | \$21,673.00 | \$21,673.00 | \$21,673.00 | \$21,673.00 | \$21,673.00 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | \$10,180.00 | \$10,478.00 | \$10,548.00 | \$10,618.00 | \$10,808.00 | \$11,001.00 | \$11,199.00 |
| \$ Change | | \$298.00 | \$70.00 | \$70.00 | \$190.00 | \$193.00 | \$198.00 |
| % Change | | 2.9% | 0.7% | 0.7% | 1.8% | 1.8% | 1.8% |



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Select Committee on Florida Polytechnic University

Ballroom

Marshall Student Union

University of South Florida

4202 East Fowler Avenue

Tampa, Florida 33620

June 21, 2017, 2:00 p.m. - 2:15 p.m.

Or Upon Adjournment of Previous Meetings

Chair: Ms. Wendy Link

Members: Darlene Jordan, Edward Morton, Fernando Valverde

1. Call to Order and Opening Remarks Governor Wendy Link
2. Minutes of March 30, 2017 Select Committee Meeting Governor Link
3. Florida Polytechnic University Implementation Update Dr. Randy K. Avent
President
Florida Polytechnic University
4. Concluding Remarks and Adjournment Governor Link

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Select Committee on Florida Polytechnic University
June 21, 2017**

SUBJECT: Minutes of Select Committee on Florida Polytechnic University meeting held on March 30, 2017

PROPOSED SELECT COMMITTEE ACTION

Consider for approval the meeting minutes of the Select Committee on Florida Polytechnic University held on March 30, 2017

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Select Committee on Florida Polytechnic University will consider for approval the summary minutes of its March 30, 2017 meeting at Florida Agricultural and Mechanical University.

Supporting Documentation Included: Minutes: March 30, 2017

Facilitators/Presenters: Governor Wendy Link

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
TALLAHASSEE, FLORIDA
March 30, 2017

*Video or audio archives of the meetings of the Board of Governors
and its committees are accessible at <http://www.flbog.edu>*

1. Call to Order

Governor Wendy Link called the meeting to order at 10:15 a.m. March 30, 2017 with Committee members Jordan, Morton, and Valverde (by telephone) present. A quorum was established. Other Board members in attendance were Governors Beard, Frost (by telephone), Hebert, Kitson, Kuntz, Levine, Stewart (by telephone), Tripp, and Tyson.

2. Approval of Select Committee Minutes, January 26, 2017

Governor Link called for a motion to approve the minutes of the Select Committee's January 26, 2017 meeting. A motion to approve was made, seconded, and carried unanimously.

3. Florida Polytechnic University Implementation Status Report

Governor Link said that the Committee's next item was to receive Florida Polytechnic University's latest implementation status report from President Randy Avent.

President Avent indicated that the University has completed five of the six legislative implementation mandates and that the only remaining mandate is regional accreditation from the Southern Association of College and Schools (SACS). He said that the SACS Accreditation Committee visited Poly in February 2017 for three days. President Avent added that the Accreditation Committee was comprised of twelve members and that it was a very thorough and excellent Committee. He said that he was extremely pleased with Poly's preparation and performance and that students, faculty, and staff did an excellent job of representing the University. The Accreditation Committee submitted its report to SACS in late February or early March and that the report cited no recommendations. As a result, President Avent said that Poly waived the five month response period so that the SACS decision as to Poly's accreditation

could be placed onto the SACS June 2017 agenda. He noted that the SACS meeting is scheduled for June 13th through 15th and that the University should be immediately advised of the SACS decision thereafter.

Governor Kuntz commended President Avent and the entire University for the job it had done with respect to accreditation. Governor Link expressed her thanks to President Avent, to the University's staff, and to the Florida Polytechnic University Board of Trustees. She said that the site visit report with no recommendations was remarkable. Governor Link also expressed her gratitude to the Florida Legislature for setting the dates that allowed Poly to do the great deal of work that needed to be accomplished in order to be successful.

Governor Link then queried President Avent with regard to a few issues that had been raised at the Select Committee's last meeting. She reminded the Committee that President Avent was asked to report on the extent to which Poly had established a process whereby the reasons that students were leaving Poly could be ascertained. President Avent indicated that such a process was now in place. Next, Chair Link asked whether President Avent could provide any further information with regard to Poly's admissions applications as compared to last year. President Avent indicated that admission applications have slightly decreased from last year but that the quality of applicants has increased.

4. Closing Remarks and Adjournment

There being no further business to come before the Committee, Chair Link adjourned the Committee at 10:21 a.m.

Wendy Link, Chair

R.E. LeMon, Ph.D.
Associate Vice Chancellor,
Academic and Student Affairs

FLORIDA POLYTECHNIC UNIVERSITY 2017 Work Plan



Florida Polytechnic University

*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

DRAFT - PENDING BOT APPROVAL

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' **2025 System Strategic Plan** is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's **Annual Accountability Report** provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of science, technology, engineering, and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research, and collaborative local, regional and global partnerships.

VISION STATEMENT (What do you aspire to?)

Florida Polytechnic University will be a world-renowned “University of Innovation” for producing a dynamic pool of info-tech talent with real-world solutions and the capacity to lead global high-tech industries through customized undergraduate and graduate STEM-enriched academic curriculum, operating space and facilities, entrepreneurial research and interactive business industry partnerships.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

To achieve its Mission and Vision, Florida Polytechnic University must be an institution that conducts applied research and educates its students so that they can seamlessly enter the high-tech workforce. Building this university requires that we hire distinguished STEM faculty, enroll students who are among the best and brightest and form close relationships with high-tech industry partners. The University will do this by focusing on the following key objectives:

- Deliver a project based, core STEM education in fast-growing high-technology areas
- Prepare students to work in and start new high tech firms that create high paying jobs for Florida’s economy
- Build research capacity that establishes the university as a leader in cutting edge, problem-driven applied research
- Establish institutes and centers that conduct research on complex problems facing our state and nation
- Form industry and community partnerships for mutual benefit
- Continuously improve the University’s Academic Support Services by providing success coaching to students in courses that are troublesome. This support also includes seeking new approaches to develop student’s skills and experiences in cultural competency, leadership development and career services.
- Operate in an efficient and cost-effective manner by streamlining all processes and services that empower units to make decisions within a centralized organizational structure, whereby avoiding duplication of services. In addition, the University is being careful to develop its software systems using a common integrated and cloud-based approach.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Florida Polytechnic University's greatest strengths are:

- Its dedicated focus on the core STEM subjects of Technology and Engineering.
- Its strategic location in Lakeland which provides close proximity (within 40 miles) of more than 11,000 high-tech firms with our commitment to build jobs for Florida.
- Its agility, which allows for a culture of innovation and responsiveness to the needs of industry.
- Strong academic experience in both industry and higher education with a start-up culture nimble enough to test and evaluate new strategies.

Opportunities for Improvement include:

- Deepening relationships with industry partners and helping students connect with companies for both internships and post-degree career placement.
- Enhancing our research infrastructure and developing focused research areas.
- Refinement of existing degrees and development of new STEM degrees that strengthen our mission and support the SUS strategic plan.
- Achieving SACSCOC accreditation and ABET program accreditation.
- Continue to adjust our academic quality while maintaining efficient use of resources.
- Increase fundraising and endowments.
- Effectively use current space while increase much needed research and office space.
- Continue to produce a "full service" residential campus in a new university.
- Continue to build a faculty aligned with our degrees that are committed to excellence in teaching and research.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

ABET Accreditation:

Florida Poly is continuously focused on providing the best academic experience for students within a core STEM curriculum. Significant effort is underway to enhance our degrees to be of the highest utility to students and employers through program specific ABET accreditation. These enhancements easily align curricula and other program features with ABET criteria and engage industry in the quality and continuous improvement standards of the computing and engineering profession.



STEM Degrees and Research:

Once Florida Poly achieves institutional regional accreditation, new degree programs will be developed that tie closely with our mission while expanding industry ties and economic development. This includes investing in faculty to support these programs and improve our research footprint to industry sponsored projects. Florida Poly's curricula emphasize cross-disciplinary, hands-on research projects, which foster and cement our ties to Florida business and industry. The flat academic structure and close proximity of all our faculty also help to reduce institutional barriers and induce cross collaboration. In addition, state-of-art equipment and the soon to be adjacent facilities at SunTrax will create new research opportunities.

Student Life and Academic Support:

Florida Poly will promote student growth and development through exposure to and promotion of skills and experiences in: leadership development, cultural competency, health and wellness and post-graduation planning.

Strong connections between curricular and co-curricular programs will directly support student success in the classroom and in campus life. Co-curricular activities include career development, leadership training and communication-focused experiences.

Students will experience a range of culturally-focused activities ranging from guest speakers to university-sponsored events that will expand students' world view and enrich their lives. Students will have access to all daily happening on and around campus through the university events calendar.

Annual rituals bookended by Orientation and Commencement provide tradition to the university experience. Student-directed events, including Poly Con and the FL Poly Hack-a-Thon, provide leadership opportunities for students to shape their living and learning environment.

Easy-to-navigate student support services, including wellness, mental health, and disability services will help students make healthy choices in support of their academic, personal and professional goals. Access to information is critical at Florida Polytechnic University and students are able to leverage library information resources to enhance their academic and life experience at the university.

We strive to provide students with the tools and coaching necessary to find meaningful life work. Career fairs, employer events, career advising, and the required FL Poly Internship Experience all support student career development. Florida Poly will also invest in the career development of our alumni, and will work to invest in industry relationships to directly connect our students with employment opportunities throughout Florida.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

Florida Polytechnic University is not yet under Performance Metrics; therefore, goals are pending or preliminary.

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | . | 72.8% | 72.8% | 72.8% |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| . | . | . | . | . | . | \$40,700 | \$40,700 | \$40,700 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| . | . | . | . | . | . | \$12,000 | \$12,000 | \$12,000 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | . | . | . | 62% |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | 73.0 | 76.8 | 75 | 75 | 76 | 77 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 100 | 100 | 100 | 100 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| . | . | . | . | . | . | 15 | 18 | 21 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 100 | 100 | 100 | 100 |

Note: Dots ('.') are used when data is not available for a given metric for a specific year. PBF metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Number of Top 50 Rankings [based on BOG's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| . | . | . | . | . | 0 | 0 | 0 | 0 |

2. Percent of Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| . | . | 21% | 17% | 14% | 17% | 17% | 18% | 20% |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | . | . | . | . |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | . | . | 5.5 | 5.5 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | . | 37 | 37 | 40 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 13 | 160 | 324 | 416 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 16 | 7 | 5 | 9 |

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 23 | 24 | 25 | 25 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| . | . | 7 | 7 | 3 | 5 | 6 | 6 | 6 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | 0 | 0 | 0 | 0 | 0 | 1 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 100 | 100 | 100 | 100 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | . | . | . | 100 | 100 | 100 | 100 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 GOALS | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|--|----------------|----------------|---------------|---------------|---------------|---------------|---------------|
| % of Students Beginning a Startup Company or Working in a Small Company | | | 10% 2014 | 15% 2015 | 18% 2016 | 20% 2017 | 20% 2018 |
| # of Industry Partnerships Providing Employment & Research Opportunities for Students and/or Faculty | | | 23 2016 | 25 2017 | 30 2018 | 35 2019 | 35 2020 |
| % of Graduates Who Completed an Internship Programs | | | 60% 2014 | 65% 2015 | 73% 2016 | 80% 2017 | 80% 2018 |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type (for all students at all campuses)

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | . | . | 396 | 699 | 1,044 | 1,121 | 1,127 | 1,105 | 1,108 |
| FTIC (Profile Admit) | . | . | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FCS AA Transfers | . | . | 35 | 61 | 69 | 90 | 91 | 119 | 119 |
| Other AA Transfers | . | . | 3 | 4 | 11 | 9 | 9 | 9 | 9 |
| Post-Baccalaureates | . | . | 13 | 21 | 27 | 33 | 33 | 33 | 33 |
| Other Undergraduates | . | . | 75 | 102 | 131 | 171 | 172 | 168 | 169 |
| Subtotal | . | . | 522 | 887 | 1,282 | 1,424 | 1,433 | 1,434 | 1,437 |
| GRADUATE | | | | | | | | | |
| Master's | . | . | 24 | 37 | 31 | 27 | 38 | 47 | 47 |
| Research Doctoral | . | . | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professional Doctoral | . | . | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Subtotal | . | . | 24 | 37 | 31 | 27 | 38 | 47 | 47 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | . | . | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| Other ¹ | . | . | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| Subtotal | . | . | 1 | 0 | 2 | 2 | 2 | 2 | 2 |
| TOTAL | . | . | 547 | 924 | 1,315 | 1,453 | 1,473 | 1,483 | 1,486 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | . | . | . | 0 | 0 | 0 | 0 | 0 | 13 |
| Hybrid (50-79%) | . | . | . | 0 | 0 | 0 | 0 | 0 | 0 |
| Classroom (0-50%) | . | . | . | 500 | 864 | 1,242 | 1,361 | 1,356 | 1,334 |
| Subtotal | . | . | . | 500 | 864 | 1,242 | 1,361 | 1,356 | 1,347 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | . | . | . | 0 | 0 | 0 | 0 | 0 | 0 |
| Hybrid (50-79%) | . | . | . | 0 | 0 | 0 | 0 | 0 | 0 |
| Classroom (0-50%) | . | . | . | 20 | 24 | 14 | 31 | 42 | 42 |
| Subtotal | . | . | . | 20 | 24 | 14 | 31 | 42 | 42 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 654 | 859 | 1,036 | 722 | 718 | 711 | 647 | 677 | -8% |
| -UPPER | 179 | 333 | 214 | 520 | 518 | 512 | 600 | 628 | 24% |
| GRAD I | 19 | 8 | 26 | 36 | 36 | 36 | 36 | 38 | 8% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| TOTAL | 852 | 1,200 | 1,276 | 1,278 | 1,272 | 1,259 | 1,283 | 1,343 | 1% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 24 | 36 | 77 | 54 | 53 | 53 | 48 | 50 | -8% |
| UPPER | 5 | 5 | 16 | 39 | 38 | 38 | 45 | 47 | 24% |
| GRAD I | 4 | 5 | 2 | 3 | 3 | 3 | 3 | 3 | 8% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| TOTAL | 33 | 46 | 95 | 96 | 94 | 94 | 96 | 100 | 1% |
| TOTAL | | | | | | | | | |
| LOWER | 678 | 895 | 1,113 | 776 | 771 | 764 | 695 | 727 | -8% |
| UPPER | 185 | 338 | 230 | 559 | 556 | 550 | 645 | 675 | 24% |
| GRAD I | 23 | 13 | 28 | 39 | 39 | 39 | 39 | 41 | 8% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| TOTAL | 886 | 1,246 | 1,371 | 1,374 | 1,366 | 1,353 | 1,379 | 1,443 | 1% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 1 | 8 | 14 | 14 | 14 | 14 | 14 | 14 | 1% |
| UPPER | 0 | 1 | 4 | 7 | 7 | 7 | 7 | 7 | 12% |
| GRAD I | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| TOTAL | 2 | 10 | 21 | 24 | 24 | 24 | 24 | 24 | 4% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION (Reflect what is under consideration)

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|----------------|---------------------|----------------------------------|---|--|---|---|
|----------------|---------------------|----------------------------------|---|--|---|---|

BACHELOR'S PROGRAMS
Align current degree programs as appropriate with ABET criteria. This will include renaming the Mechanical and Industrial Engineering Degree to Mechanical Engineering, renaming Computer Science and Information Technology to Computer Science, and renaming Advance Technology to Applied Data Science. In all cases, the CIP codes will not change, the names will not become effective until SACS COC accreditation is received and the change in names requires Florida Polytechnic University Board of Trustees approval.

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

DOCTORAL PROGRAMS

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|----------------|---------------------|----------------------------------|---|--|---|--|
|----------------|---------------------|----------------------------------|---|--|---|--|

BACHELOR'S PROGRAMS
Florida Polytechnic University will develop (post regional accreditation) a new set of degrees within the SUS Strategic Plan that provide students with a larger set of options. As a university, the challenge is to identify a "sufficient set" of degrees to sustain the institution in a manner focused on the STEM fields. Sample degrees that may be considered are Environment Engineering, Civil Engineering, Biomedical Engineering, Chemical Engineering, Physics, and Applied Mathematics and Statistics. These degrees will be fully considered in terms of market need and the resources required delivering the degrees.

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Florida Polytechnic University will consider its current two Master's Degrees and how to expand these degrees to appropriately meet the needs of our students and the state of Florida.

DOCTORAL PROGRAMS

None



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|---|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 34.1 | \$ 38.1 |
| Tuition | \$ 1.1 | \$ 3.2 |
| SUBTOTAL | \$ 35.3 | \$ 41.3 |
| EDUCATION & GENERAL TOTAL REVENUES | | |
| | \$ 35.3 | \$ 41.3 |
| OTHER BUDGET ENTITIES | | |
| Auxiliary Enterprises | \$ 2.2 | \$ 3.1 |
| Contracts & Grants | \$ 0.6 | \$ 0.4 |
| Local Funds | \$ 2.5 | \$ 1.4 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| University: Florida Polytechnic University | | | | | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| <u>Undergraduate Students</u> | -----Actual----- | | | -----Projected----- | | | |
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | | | | | | | |
| Total Base Tuition & Differential per Credit Hour | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$4.76 | \$4.76 | \$4.76 | \$4.76 | \$4.76 | \$4.76 | \$4.76 |
| Activity & Service | \$17.62 | \$17.62 | \$17.62 | \$17.62 | \$17.62 | \$17.62 | \$17.62 |
| Health | \$9.58 | \$9.58 | \$9.58 | \$9.58 | \$9.58 | \$9.58 | \$9.58 |
| Athletic | \$14.12 | \$14.12 | \$14.12 | \$14.12 | \$14.12 | \$14.12 | \$14.12 |
| Transportation Access | \$3.00 | \$3.00 | \$3.00 | \$3.00 | \$3.00 | \$3.00 | \$3.00 |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Total Fees | \$59.58 | \$59.58 | \$59.58 | \$59.58 | \$59.58 | \$59.58 | \$59.58 |
| Total Tuition and Fees per Credit Hour | \$164.65 | \$164.65 | \$164.65 | \$164.65 | \$164.65 | \$164.65 | \$164.65 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | | | | | | | |
| Transportation Access | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$3,152.10 | \$3,152.10 | \$3,152.10 | \$3,152.10 | \$3,152.10 | \$3,152.10 | \$3,152.10 |
| Total Fees for 30 Credit Hours | \$1,787.40 | \$1,787.40 | \$1,787.40 | \$1,787.40 | \$1,787.40 | \$1,787.40 | \$1,787.40 |
| Total Tuition and Fees for 30 Credit Hours | \$4,939.50 | \$4,939.50 | \$4,939.50 | \$4,939.50 | \$4,939.50 | \$4,939.50 | \$4,939.50 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$510.00 | \$510.00 | \$510.00 | \$510.00 | \$510.00 | \$510.00 | \$510.00 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$25.50 | \$25.50 | \$25.50 | \$25.50 | \$25.50 | \$25.50 | \$25.50 |
| Total per credit hour | \$535.50 | \$535.50 | \$535.50 | \$535.50 | \$535.50 | \$535.50 | \$535.50 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$18,452.10 | \$18,452.10 | \$18,452.10 | \$18,452.10 | \$18,452.10 | \$18,452.10 | \$18,452.10 |
| Total Fees for 30 Credit Hours | \$2,552.40 | \$2,552.40 | \$2,552.40 | \$2,552.40 | \$2,552.40 | \$2,552.40 | \$2,552.40 |
| Total Tuition and Fees for 30 Credit Hours | \$21,004.50 | \$21,004.50 | \$21,004.50 | \$21,004.50 | \$21,004.50 | \$21,004.50 | \$21,004.50 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| \$ Change | | \$11,800.00 | \$11,800.00 | \$11,800.00 | \$11,800.00 | \$11,800.00 | \$11,800.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

¹ can be no more than 5% of tuition.

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

² as approved by the Board of Governors.

⁴ combine the most popular housing and dining plans provided to students

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|--|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
|--|--|

| | |
|---|--|
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
|---|--|

BOG Choice Metrics

| | |
|--|--|
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
|--|--|

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|------------------------------|---|
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
|------------------------------|---|

| | |
|-------------------------------------|--|
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
|-------------------------------------|--|

BOT Choice Metrics

| | |
|---|---|
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
|---|---|

| | |
|---|--|
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |
|---|--|



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION and RETENTION Methodology FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymdd->yyyymdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |

FGCU

2017 Work Plan



Florida Gulf Coast University
*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

APPROVED BY THE FGCU BOARD OF TRUSTEES MAY 9, 2017

STATE UNIVERSITY SYSTEM of FLORIDA | **Board of Governors**



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) The Board of Governors' 2025 System Strategic Plan is driven by prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's Annual Accountability Report provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of the one-year metric goals. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

Florida Gulf Coast University, a comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of distinction in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes and practices environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

VISION STATEMENT (What do you aspire to?)

Florida Gulf Coast University will achieve national prominence in offering exceptional value in high-quality educational programs that address regional and statewide needs. Our programs, firmly grounded in the liberal arts and sciences, will employ emerging instructional technologies. Possessing an entrepreneurial spirit, graduates will be well prepared for productive lives as civically engaged and environmentally conscious citizens with successful careers, ready to pursue further education.



STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

FGCU is the only public comprehensive state university in South Florida. FGCU is a catalyst for regional economic growth and diversification, providing affordable higher education that leads to an educated workforce largely focused on the needs of the region and the state. The majority of FGCU's graduates leave the university with no student loan debt and those FGCU graduates with debt have a loan default rate below the SUS average.

FGCU serves students that are increasingly diverse, seeking postsecondary instruction in a supportive environment characterized by relatively small classes, rigorous instruction, experiential learning, challenging scholarship, accessible information resources, entrepreneurship, and career focus. This combination not only ensures our students a competitive place in the job market, but also provides the skillset and attitude necessary to pursue advanced education and lifelong learning. FGCU students are second among the SUS in the percentage of graduates employed and/or continuing their education in Florida following graduation: a very important consideration in calculating the state's return on investment.

Student success is at the core of FGCU's mission and is the primary focus of everyone: trustees, administration, faculty, students, staff, alumni, and community. To further advance the core of our mission, FGCU is becoming more selective, restricting enrollment growth, increasing scholarship funds, incentivizing student performance, fostering scholarship, and encouraging and rewarding educational efficiency.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

FGCU's core capabilities are dedicated to student growth and development. What are these capabilities and how are they manifest? FGCU students are much more likely than their peers nationally to engage in an internship, work, or have a research experience with a full-time faculty member while enrolled at FGCU. Moreover, the relationship the university enjoys with its community is outstanding as seen in its service learning statistics, community fundraising, and contributions to the regional economy including workforce development, cultural and social programming, and economic research.

Among the challenges FGCU must confront now:

- low four-year and six-year graduation rates;
- high student attrition and student transfer-out rates;
- over utilized teaching labs;
- the need for improved data systems and analytics;
- more flexible course scheduling and delivery; and,
- limited fiscal resources that include institutionally supported student grants and scholarships.

Opportunities include:

- welcoming FGCU's 4th president;
- a highly engaged board of trustees;
- implementation of an honors college;
- a focus on entrepreneurship;
- completion of a highly successful capital campaign;
- the prospect of PECO funds to address the growing science teaching lab shortage; and,
- a prosperous regional community that continues to increase and flourish.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

FGCU will create an enrollment management function to increase graduation rates, especially within four years or less. FGCU currently does not have integration of critical offices that support student success. Services provided by these offices (e.g., admissions, financial aid, student advising, registrar, academic support, career services) while largely in place, are spread among several divisions of the University.

To leverage the strengths of each of these offices to achieve significantly enhanced student success requires their integration into a cohesive unit that has direct input to the President. This unit will provide research on FGCU student success. Utilizing the results of this research, FGCU will address the following:

- admissions practices will be adjusted;
- financial support will be targeted to those students with the greatest potential for success;
- flexible scheduling will accommodate student needs;
- additional policies, programs, and services that keep students on track to graduation will be implemented;
- enhanced student success will be encouraged and incentivized;
- students transferring out will be reduced; and,
- graduates will secure well-paying jobs with opportunities for further education.

Advisors will intervene to ensure that students are engaged and making satisfactory progress.

University data systems and analytics will be significantly enhanced to accomplish the following:

- 1) identify and enroll students with the greatest potential for academic success
- 2) retain and graduate them in four years or less.

Student tracking, student engagement, and student success data (in completing degree requirements) are to be scrutinized routinely to inform policy decisions and goal attainment especially with regard to performance funding metrics.

An Honors College that attracts and graduates high-achieving students is being established. The plan is to grow student enrollment in the Honors College by 500 (roughly 80%) in the next five years. Honors students have much higher graduation rates than the student body as a whole. The Honors College offers generous student financial support, fosters student engagement, creates a challenging intellectual environment and enhances student-life programming. It is a vehicle for attracting and retaining the best and the brightest in an ever-more competitive environment and yields increased scholarship, student retention, and timely graduation.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| . | . | 65.6 | 64.3 | 65.8 | 67 | 68 | 69 | 70 |

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$35,300 | \$35,200 | \$36,300 | \$37,500 | \$38,200 | \$39,000 | \$39,900 |

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|----------|----------|----------|----------|----------|----------|----------|
| . | . | \$18,300 | \$18,690 | \$18,790 | \$18,690 | \$18,440 | \$18,190 | \$17,940 |

4. FTIC Six-Year Graduation Rate

| 2006-12 | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 43.9 | 43.2 | 48.8 | 43.0 | 45.5 | 47 | 50 | 53 | 55 |

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 68.3 | 69.6 | 71.7 | 73.5 | 72.9 | 75 | 76 | 77 | 80 |

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 42.4 | 43.8 | 45.2 | 44.7 | 47.9 | 49 | 50 | 51 | 52 |

7. University Access Rate [Percent of Undergraduates with a Pell grant]

| FALL 2011 | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 34.0 | 35.4 | 35.0 | 34.2 | 31.9 | 33 | 33 | 34 | 34 |

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 52.9 | 66.2 | 63.6 | 60.2 | 65.3 | 66 | 67 | 68 | 69 |

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 69.5 | 71.9 | 72.3 | 75.9 | 75.6 | 77 | 78 | 79 | 80 |

10. BOT Choice: Bachelor's Degrees Awarded to Minorities

| 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------|------|------|------|------|------|------|------|------|
| 307 | 427 | 452 | 504 | 549 | 569 | 589 | 609 | 629 |

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [Top50 ranking based on BOC's official list of publications]

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2. Percent of Freshmen in Top 10% of High School Class

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 9 | 11 | 15 | 13 | 14 | 15 | 16 | 17 | 20 |

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2 of 3 | 2 of 3 | 2 of 2 | 2 of 2 | 1 of 2 | 2 of 2 | 2 of 2 | 2 of 2 | 2 of 2 |

4. Time to Degree for FTICs in 120hr programs

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 4.5 | 4.6 | 4.5 | 4.5 | 4.5 | 4.4 | 4.3 | 4.2 | 4.0 |

5. Four-Year FTIC Graduation Rates [full-time students only]

| 2008-12 | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 24 | 21 | 20 | 21 | 22 | 22 | 23 | 30 | 32 |

6. Bachelor's Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1,744 | 1,875 | 1,864 | 2,062 | 2,331 | 2,400 | 2,450 | 2,500 | 2,550 |

7. Graduate Degrees Awarded [First Majors Only]

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 397 | 385 | 368 | 339 | 300 | 325 | 350 | 375 | 400 |

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 18 | 23 | 25 | 25 | 24 | 25 | 25 | 26 | 26 |

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

| Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 14 | 13 | 13 | 12 | 12 | 12 | 12 | 13 | 13 |

10. Percent of Undergraduate FTE in Online Courses

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 15 | 15 | 16 | 18 | 21 | 23 | 25 | 27 | 30 |

11. Percent of Bachelor's Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 26 | 28 | 30 | 31 | 33 | 34 | 35 | 36 | 37 |

12. Percent of Graduate Degrees in STEM & Health

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 29 | 32 | 35 | 37 | 36 | 39 | 40 | 41 | 42 |



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2. Faculty Awards

| Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |

3. Total Research Expenditures (\$M)

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| \$14 | \$15 | \$10 | \$9 | \$7 | \$8 | \$9 | \$10 | \$11 |

4. Percentage of Research Expenditures Funded from External Sources

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 89 | 87 | 72 | 74 | 77 | 76 | 77 | 78 | 79 |

5. Utility Patents Awarded [from the USPTO]

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|------|------|------|------|------|
| 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 2 |

6. Licenses/Options Executed

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |

7. Number of Start-up Companies Created

| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 |

Institution Specific Goals (optional)

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 GOALS | 2018 GOALS | 2019 GOALS | 2020 GOALS | 2021 GOALS |
|--|----------------|----------------|---------------|---------------|---------------|---------------|---------------|
| Metric #1 Undergraduate student publications and performances | Not collected | 11 | 15 | 20 | 25 | 30 | 35 |
| Metric #2 Increase in Number of Students in Honors Program/College | Not Collected | 674 | 770 | 875 | 975 | 1035 | 1200 |



ENROLLMENT PLANNING (ACTUAL | PLAN)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

| | FALL 2012 ACTUAL | FALL 2013 ACTUAL | FALL 2014 ACTUAL | FALL 2015 ACTUAL | FALL 2016 ACTUAL | FALL 2017 PLAN | FALL 2018 PLAN | FALL 2019 PLAN | FALL 2020 PLAN |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------|-------------------|-------------------|-------------------|
| UNDERGRADUATE | | | | | | | | | |
| FTIC (Regular Admit) | 7,868 | 8,348 | 8,998 | 9,351 | 9,258 | 9351 | 9445 | 9539 | 9634 |
| FTIC (Profile Admit) | 330 | 377 | 353 | 301 | 282 | 285 | 288 | 291 | 294 |
| FCS AA Transfers | 1,659 | 1,710 | 1,656 | 1,640 | 1,606 | 1622 | 1638 | 1654 | 1671 |
| Other AA Transfers | 236 | 238 | 208 | 210 | 206 | 208 | 210 | 212 | 214 |
| Post-Baccalaureates | 0 | 0 | 170 | 178 | 157 | 159 | 161 | 163 | 165 |
| Other Undergraduates | 1,941 | 2,081 | 1,816 | 1,896 | 2,035 | 2055 | 2076 | 2097 | 2118 |
| Subtotal | 12,034 | 12,754 | 13,201 | 13,576 | 13,544 | 13680 | 13818 | 13956 | 14096 |
| GRADUATE | | | | | | | | | |
| Master's | 920 | 863 | 838 | 834 | 798 | 880 | 960 | 1050 | 1150 |
| Research Doctoral | 48 | 48 | 64 | 52 | 72 | 73 | 74 | 75 | 76 |
| Professional Doctoral | 80 | 76 | 95 | 94 | 116 | 117 | 118 | 119 | 120 |
| Subtotal | 1,048 | 987 | 997 | 980 | 986 | 1070 | 1152 | 1244 | 1346 |
| UNCLASSIFIED | | | | | | | | | |
| H.S. Dual Enrolled | 30 | 21 | 25 | 28 | 97 | 98 | 99 | 100 | 101 |
| Other ¹ | 330 | 312 | 240 | 240 | 194 | 196 | 198 | 200 | 202 |
| Subtotal | 360 | 333 | 265 | 268 | 291 | 294 | 297 | 300 | 303 |
| TOTAL | 13,442 | 14,074 | 14,463 | 14,824 | 14,821 | 15,044 | 15,267 | 15,500 | 15,745 |

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

| | 2011-12 ACTUAL | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 ACTUAL | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | | | |
| Distance (80-100%) | 1,485 | 1,597 | 1,774 | 2,055 | 2,428 | 2450 | 2946 | 3600 | 3636 |
| Hybrid (50-79%) | 263 | 215 | 138 | 87 | 120 | 56 | 57 | 58 | 59 |
| Classroom (0-50%) | 8,151 | 8,572 | 9,031 | 9,289 | 9,180 | 9378 | 9000 | 8464 | 8549 |
| Subtotal | 9,899 | 10,384 | 10,943 | 11,431 | 11,728 | 11884 | 12003 | 12122 | 12244 |
| GRADUATE | | | | | | | | | |
| Distance (80-100%) | 257 | 230 | 217 | 225 | 291 | 245 | 247 | 249 | 251 |
| Hybrid (50-79%) | 126 | 103 | 63 | 19 | 4 | 10 | 10 | 10 | 10 |
| Classroom (0-50%) | 598 | 573 | 580 | 593 | 526 | 571 | 578 | 584 | 590 |
| Subtotal | 981 | 906 | 860 | 837 | 821 | 826 | 835 | 843 | 851 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

| | 2015-16 ACTUAL | 2016-17 ESTIMATE | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 5,554 | 5,411 | 5,465 | 5,520 | 5,575 | 5,631 | 5,687 | 5,744 | 1% |
| UPPER | 5,323 | 5,460 | 5,515 | 5,570 | 5,625 | 5,682 | 5,739 | 5,796 | 1% |
| GRAD I | 629 | 582 | 588 | 594 | 600 | 606 | 612 | 618 | 1% |
| GRAD II | 141 | 171 | 173 | 174 | 176 | 178 | 180 | 182 | 1% |
| TOTAL | 11,646 | 11,624 | 11,740 | 11,858 | 11,976 | 12,096 | 12,217 | 12,339 | 1% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 525 | 593 | 599 | 605 | 611 | 617 | 623 | 629 | 1% |
| UPPER | 215 | 259 | 262 | 264 | 267 | 270 | 272 | 275 | 1% |
| GRAD I | 28 | 35 | 35 | 36 | 36 | 36 | 37 | 37 | 1% |
| GRAD II | 15 | 19 | 19 | 19 | 20 | 20 | 20 | 20 | 1% |
| TOTAL | 782 | 906 | 915 | 924 | 933 | 943 | 952 | 962 | 1% |
| TOTAL | | | | | | | | | |
| LOWER | 6,079 | 6,004 | 6,064 | 6,125 | 6,186 | 6,248 | 6,310 | 6,373 | 1% |
| UPPER | 5,537 | 5,719 | 5,776 | 5,834 | 5,892 | 5,951 | 6,011 | 6,071 | 1% |
| GRAD I | 657 | 617 | 623 | 629 | 636 | 642 | 648 | 655 | 1% |
| GRAD II | 156 | 190 | 192 | 194 | 196 | 198 | 200 | 202 | 1% |
| TOTAL | 12,429 | 12,530 | 12,655 | 12,782 | 12,910 | 13,039 | 13,169 | 13,301 | 1% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 68 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 1% |
| UPPER | 45 | 65 | 66 | 66 | 67 | 68 | 68 | 69 | 1% |
| GRAD I | 4 | 17 | 17 | 17 | 18 | 18 | 18 | 18 | 1% |
| GRAD II | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 1% |
| TOTAL | 122 | 180 | 182 | 184 | 185 | 187 | 189 | 191 | 1% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Supply Chain Management | 52.0203 | STEM | FPU,UNF,UWF | No | 30 | 4/2018 |
| Business Analytics & Informatics | 11.0104 | STEM | None | No | 30 | 4/2018 |
| Construction Management | 15.1001 | STEM | FAMU, FIU, UF, UNF | No | 30 | 4/2018 |
| Digital Media Design | 50.0102 | STEM | UF, UCF | No | 75 | 4/2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Health Administration | 51.0701 | HEALTH | FAMU,FAU,FIU, UF,UNF,USFT, UWF | Yes | 75 | 4/2018 |
| Athletic Training | 51.0913 | HEALTH | FIU,USFT | Yes | 18 | 4/2018 |
| DOCTORAL PROGRAMS | | | | | | |

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

| PROGRAM TITLES | CIP CODE 6-digit | AREA OF STRATEGIC EMPHASIS | OTHER UNIVERSITIES WITH SAME PROGRAM | OFFERED VIA DISTANCE LEARNING IN SYSTEM | PROJECTED ENROLLMENT <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|--|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Real Estate | 52.1501 | None | FAU,FIU,FSU, UCF,UF | No | 75 | 4/2019 |
| Professional Sales | 52.1804 | None | None | No | 75 | 4/2019 |
| Physics | 40.0801 | STEM | FAMU, FAU, FIU, FSU, UCF, UF, UNF, USFT, UWF | No` | 25 | 4/2019 |
| Environmental Geology | 40.0699 | STEM | None | No | 50 | 4/2019 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Educational Technology | 13.0501 | STEM | FAU,FSU,UCF, UWF | Yes | 50 | 4/2019 |



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2015-16 Actual | 2016-17 Estimates |
|---|---------------------------|------------------------------|
| Main Operations | | |
| State Funds | \$ 72.5 | \$ 76.0 |
| Tuition | \$ 59.7 | \$ 59.1 |
| SUBTOTAL | \$ 132.2 | \$ 135.1 |
| EDUCATION & GENERAL TOTAL REVENUES | \$ 132.2 | \$ 135.1 |

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

OTHER BUDGET ENTITIES

| | | |
|-----------------------|----------------|----------------|
| Auxiliary Enterprises | \$ 47.8 | \$ 48.3 |
| Contracts & Grants | \$ 12.5 | \$ 13.9 |
| Local Funds | \$ 40.5 | \$ 43.4 |
| Total | \$100.8 | \$105.6 |



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

| <u>Undergraduate Students</u> | -----Actual----- | | | -----Projected----- | | | |
|---|--------------------|--------------------|--------------------|---------------------|--------------------|--------------------|--------------------|
| | 2014-15 | 2015-16 | 2016-17 | 2018-19 | 2019-20 | 2020-21 | 2020-21 |
| Tuition: | | | | | | | |
| Base Tuition - (0% inc. for 2016-17 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | 36.38 | \$36.38 | \$36.38 | \$36.38 | \$36.38 | \$36.38 | \$36.38 |
| Total Base Tuition & Differential per Credit Hour | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (per credit hour): | | | | | | | |
| Student Financial Aid ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Capital Improvement ² | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 | \$6.76 |
| Activity & Service | \$11.50 | \$11.50 | \$11.50 | \$11.50 | \$11.50 | \$11.50 | \$11.50 |
| Health | \$9.24 | \$9.24 | \$9.24 | \$9.24 | \$9.24 | \$9.24 | \$9.24 |
| Athletic | \$17.54 | \$17.54 | \$17.54 | \$17.54 | \$17.54 | \$17.54 | \$17.54 |
| Transportation Access | \$8.70 | \$8.70 | \$8.70 | \$8.70 | \$8.70 | \$8.70 | \$8.70 |
| Technology ¹ | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 | \$5.25 |
| Green Fee (USF, NCF, UWF only) | | | | | | | |
| Student Life & Services Fee (UNF only) | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| Total Fees | \$64.24 | \$64.24 | \$64.24 | \$64.24 | \$64.24 | \$64.24 | \$64.24 |
| Total Tuition and Fees per Credit Hour | \$205.69 | \$205.69 | \$205.69 | \$205.69 | \$205.69 | \$205.69 | \$205.69 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | | | | | | | |
| Health | | | | | | | |
| Athletic | | | | | | | |
| Transportation Access | | | | | | | |
| Marshall Center Fee (USF only) | | | | | | | |
| Student Affairs Facility Use Fee (FSU only) | | | | | | | |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |
| Total Tuition for 30 Credit Hours | \$4,191.00 | \$4,191.00 | \$4,191.00 | \$4,191.00 | \$4,191.00 | \$4,191.00 | \$4,191.00 |
| Total Fees for 30 Credit Hours | \$1,927.20 | \$1,927.20 | \$1,927.20 | \$1,927.20 | \$1,927.20 | \$1,927.20 | \$1,927.20 |
| Total Tuition and Fees for 30 Credit Hours | \$6,118.20 | \$6,118.20 | \$6,118.20 | \$6,118.20 | \$6,118.20 | \$6,118.20 | \$6,118.20 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$604.58 | \$604.58 | \$604.58 | \$604.58 | \$604.58 | \$604.58 | \$604.58 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$30.21 | \$30.21 | \$30.21 | \$30.21 | \$30.21 | \$30.21 | \$30.21 |
| Total per credit hour | \$634.79 | \$634.79 | \$634.79 | \$634.79 | \$634.79 | \$634.79 | \$634.79 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$22,328.40 | \$22,328.40 | \$22,328.40 | \$22,328.40 | \$22,328.40 | \$22,328.40 | \$22,328.40 |
| Total Fees for 30 Credit Hours | \$2,833.50 | \$2,833.50 | \$2,833.50 | \$2,833.50 | \$2,833.50 | \$2,833.50 | \$2,833.50 |
| Total Tuition and Fees for 30 Credit Hours | \$25,161.90 | \$25,161.90 | \$25,161.90 | \$25,161.90 | \$25,161.90 | \$25,161.90 | \$25,161.90 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | | | | | | | |
| \$ Change | \$9,869.00 | \$9,869.00 | \$10,160.00 | \$10,160.00 | \$10,160.00 | \$10,160.00 | \$10,160.00 |
| % Change | | 0.0% | 2.9% | 0.0% | 0.0% | 0.0% | 0.0% |



DEFINITIONS

Performance Based Funding

| | |
|---|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). |
| 3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. |
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). |
| 6. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). |
| 7. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H). |



| | |
|---|--|
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C). |
| 8b. Freshmen in Top 10% of High School Class Applies to: NCF | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10). |
| BOG Choice Metrics | |
| 9a. Percent of Bachelor's Degrees Without Excess Hours | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS). |
| 9b. Number of Faculty Awards | This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU). |
| 9c. National Ranking for University | This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review. |
| BOT Choice Metrics | |
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS). |



| | |
|--|--|
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings. |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida. |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS). |
| 10f. Number of Licenses/Options Executed Annually UF | This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida. |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS). |
| Number of Postdoctoral Appointees USF | This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Percentage of Adult Undergraduates Enrolled UWF | This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS). |

Preeminent Research University Funding Metrics

| | |
|------------------------------------|--|
| Average GPA and SAT Score | An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). |
| Public University National Ranking | A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. |



| | |
|---|--|
| Freshman Retention Rate (Full-time, FTIC) | Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number. |
| 6-year Graduation Rate (Full-time, FTIC) | Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf . |
| National Academy Memberships | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy. |
| Science & Engineering Research Expenditures (\$M) | Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount. |
| National Ranking in S.T.E.M. Research Expenditures | The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database. |
| Patents Awarded (3 calendar years) | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". |
| Doctoral Degrees Awarded Annually | Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. |
| Number of Post-Doctoral Appointees | The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). |
| Endowment Size (\$M) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |



| Key Performance Indicators | |
|--|--|
| Teaching & Learning Metrics | |
| Freshmen in Top 10% of HS Graduating Class | Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10). |
| Professional/Licensure Exam First-time Pass Rates | The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. |
| FTIC Graduation Rates In 4 years (or less) | As reported in the annual Accountability report (table 4D), 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 from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. |
| Bachelor's Degrees Awarded | This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G). |
| Graduate Degrees Awarded | This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B). |
| Bachelor's Degrees Awarded To African-American and Hispanic Students | Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. |
| Adult (Aged 25+) Undergraduates Enrolled Fall term | This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives. |
| Percent of Undergraduate FTE Enrolled in Online Courses | Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). |
| Percent of Bachelor's Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H). |
| Percent of Graduate Degrees in STEM & Health | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C). |



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

| | |
|--|---|
| Faculty Awards | Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html . |
| Total Research Expenditures (\$M) | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Percent of R&D Expenditures funded from External Sources | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| Licenses/Options Executed | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| Number of Start-up Companies | The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A). |



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Audit and Compliance Committee

Ballroom
Marshall Student Center
University of South Florida
4103 USF Cedar Circle
Tampa, Florida 33620
June 21, 2017
3:30 p.m. – 4:00 p.m.

or
Upon Adjournment of Previous Meeting

Chair: Ms. Wendy Link; Vice Chair: Mr. Alan Levine
Members: Frost, Huizenga, Jordan, Lautenbach, Morton, Valverde

- | | | |
|-----------|---|---|
| 1. | Call to Order and Opening Remarks | Governor Wendy Link |
| 2. | Minutes of Committee Meeting Minutes, March 30, 2017 | Governor Link |
| 3. | FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025 | Mr. Joseph Maleszewski, <i>Inspector General and</i> <i>Director of Compliance</i> |
| 4. | OIGC 2017-2018 Work Plan | Mr. Maleszewski |
| 5. | Update, Florida A&M University Athletic Cash Deficit | Mr. Maleszewski |
| 6. | Update, Six-month Follow-up Report, Auditor General Operational Audit of the Board of Governors Office | Mr. Maleszewski |
| 7. | Concluding Remarks and Adjournment | Governor Link |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 21, 2017**

SUBJECT: Minutes of Committee Meeting held March 30, 2017

PROPOSED COMMITTEE ACTION

Approval of the March 30, 2017, Committee meeting minutes.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will consider approval of the minutes of the March 30, 2017, Committee meeting.

Supporting Documentation Included: Minutes: March 30, 2017

Facilitators/Presenters: Governor Wendy Link

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
AUDIT AND COMPLIANCE COMMITTEE MEETING
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 30, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Chair Wendy Link convened the meeting of the Audit and Compliance Committee on March 30, 2017, at 10:48 a.m., at the H. Manning Efferson Student Union Building on the campus of Florida A&M University in Tallahassee, Florida. The following Audit and Compliance Committee members were present: Patricia Frost (by phone), Darlene Jordan, Alan Levine, Ed Morton, and Fernando Valverde (by phone). The following members of the Board were also present: Richard Beard, Jacob Hebert, Sydney Kitson, Tom Kuntz, Pamela Stewart (by phone) Norman Tripp, and Gary Tyson.

1. Call to Order

Ms. Link called the meeting to order.

2. Approval of Minutes

Mr. Valverde motioned that the Committee approve the minutes of the Audit and Compliance Committee meeting held January 26, 2017, as presented. Ms. Frost seconded the motion. The minutes were approved.

3. Performance-based Funding Data Integrity Audit Results and Certifications Summary

The Audit and Compliance Committee meeting was briefly paused upon the arrival of Senator Joe Negron. He made a short presentation to the Board of Governors and thanked members for their service. The Committee meeting resumed after the Senator's presentation.

Mr. Joe Maleszewski, the Board of Governors Inspector General and Director of Compliance, provided Committee members with a summary of the results of each state

university's internal audit and certification of their Performance-based Funding Data Integrity processes. Eleven universities currently participate in this audit and certification process (Florida Polytechnic University is not yet eligible to participate). He emphasized that data integrity is key to ensuring that we have the best possible information on which to base important performance-based funding decisions. The three elements of data integrity assurance are: audits, certifications, and corrective action plans.

Mr. Maleszewski stated that, overall, the audits concluded that the controls and processes at the universities are adequate for the purposes of decision-making. These controls and processes are important in ensuring the completeness, accuracy, and timeliness of data submissions to the Board of Governors. The audits provided a reasonable basis of support for university presidents and boards of trustees chairs' data integrity certifications.

Six of the audit reports contained audit findings. These findings are similar to findings from past years and are related to: timeliness of data submissions, system access controls, the need for enhanced policies and procedures, and internal control enhancements. None of these audit findings were judged to be material enough to alter the overall conclusion that the university controls and processes were adequate to ensure the completeness of the data for Board of Governors decision-making purposes. The six universities who had audit findings implemented corrective action plans and two of the six have already completed those corrective actions.

Mr. Maleszewski reported that his office received data integrity certifications from all 11 university presidents and board chairs. Four certifications were slightly altered to recognize that all data submissions were not timely submitted. All the certifications and representations that were necessary were included.

4. SUS Compliance Program Status Summary

Mr. Maleszewski provided a brief summary to the Committee regarding the activities of the SUS Compliance and Ethics Consortium. The Consortium held its annual in-person meeting in December 2016 to discuss issues such as how to implement Board of Governors Regulation 4.003, which requires each university to implement an effective Compliance and Ethics Program by November 2018.

One of the outcomes of that meeting was the development of a Compliance and Ethics Program Status Checklist that each university can use to monitor the status of the implementation of their program. The Consortium focused on 19 elements contained within Regulation 4.003.

Mr. Maleszewski stated that the University of Central Florida (UCF) has one of the more mature compliance and ethics programs in the system with 16 of the 19 elements completed. Florida International University (FIU) and the University of South Florida (USF) fall right behind UCF with 11 out of the 19 elements completed. The remainder of the universities have some progress to make, and all are committed to meeting the targeted deadlines.

In the January 2018 meeting, Mr. Maleszewski will provide another status report to the Committee.

5. Report of Investigation related to FGCU

Mr. Maleszewski presented the Committee with a description of a Whistle-blower investigation recently completed by his office. The allegations were levied against some of Florida Gulf Coast University's (FGCU) Board of Trustees members. There were eight allegations related to retaliation; harassment; and violations of laws, university policies, and Board of Governors regulations. The Inspector General also addressed five ancillary issues that arose during the investigation.

As reflected in the final report, one of the allegations was referred, two allegations were sustained, and five allegations were not sustained. Mr. Maleszewski noted that there was nothing to indicate that the FGCU presidential search process was not valid. He suggested that Chair Kuntz request that FGCU provide a written plan of corrective action to address the 12 recommendations contained in the report.

On behalf of the committee, Chair Link asked for a motion to direct FGCU's Board of Trustees to immediately correct the improper election of the Faculty Board member as the Vice Chair and for the Board of Trustees Chair to relinquish his position as Chair of the Board of Trustees Audit Committee. Governor Levine made the motion, it was seconded by Governor Frost, and approved by the Committee.

It was also recommended that university staff work with members of the Board of Governors to address continuing concerns with its strategic plan.

Finally, Chair Link asked that the Committee meet prior to the June meeting to establish clear expectations of trustees and education that extends beyond our existing orientation for new trustees; as well as establishing a Board of Governors process to address significant issues that may arise with Trustees (or Board of Governors members) related to compliance with laws, regulations, policies, and established expectations.

6. Concluding Remarks and Adjournment

Ms. Link asked Board members if anyone had any questions or comments. Hearing none, the Audit Committee was adjourned at 11:44 a.m.

Wendy Link, Chair

Lori Clark, Compliance and Audit Specialist

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 21, 2017**

SUBJECT: Florida Gulf Coast University Corrective Action Plan Regarding Report of Investigation, OIGC No. 2017-025

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will update the Committee on the status of Florida Gulf Coast University's corrective action plan. The Committee approved the following motion at the March 30, 2017, Committee meeting:

Motion to direct the Florida Gulf Coast University Board of Trustees to immediately correct the improper election of the Faculty Board Member as the Vice Chair and for the Chair of the Board to relinquish his position as Chair of the University's Audit Committee

On April 18, 2017, Chair Link requested FGCU board of trustees submit a written corrective action plan in response to OIGC Report No. 2017-025 Report of Investigation. On May, 9, 2017, the FGCU Board of Trustees met and approved a corrective action plan prepared in response to OIGC Report No. 2017-025. This plan was submitted to the Board of Governors by FGCU Board of Trustees Chair Dudley Goodlette on the same day.

Supporting Documentation Included: 1. Chair Link's Letter to Chair Goodlette FGCU
2. Corrective Action Plan Report of Investigation OIGC No. 2017-025

Facilitators/Presenters: Mr. Joseph Maleszewski



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Office of the Chancellor
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399
Phone 850.245.0466
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April 18, 2017

Mr. J. Dudley Goodlette, Chair
Florida Gulf Coast University Board of Trustees
4751 Gulfshore Boulevard, North, PH-5
Naples, Florida 34103
godud@comcast.net

Subject: OIGC Report No. 2017-025 Report of Investigation, Florida Gulf Coast University, Corrective Action Plan

Dear Chair Goodlette:

On March 28, 2017, I received OIGC Report No. 2017-025 Report of Investigation, Florida Gulf Coast University from the Board of Governors Inspector General and Director of Compliance. This Whistle-blower investigative report addressed eight allegations levied against FGCU Board of Trustees members related to retaliation, harassment, and violations of laws, regulations, and university policies. Additionally, the report included five ancillary issues.

As you will recall, we received a briefing on this report from the Inspector General at the March 30, 2017, Audit and Compliance Committee meeting. Following that briefing, the Board of Governors passed the following motion:

... to direct the Florida Gulf Coast University Board of Trustees to immediately correct the improper election of the Faculty Board Member as the Vice Chair and for the Chair of the Board to relinquish his position as Chair of the University's Audit Committee.

In accordance with best practices, audit and compliance committees should be designated as autonomous committees to enhance independence and mitigate potential conflicts that may exist within joint committees.

I appreciate your efforts at the April 4, 2017, FGCU Board of Trustees Emergency Conference Call meeting to address this motion by:

Goodlette
April 18, 2017
Page 2

- Accepting the resignation letter from Trustee Shawn Felton from the Vice Chair position of the Board of Trustees;
- Electing Trustee Ken Smith to serve as Vice Chair of the University's Board of Trustees;
- Resigning your position as Chair of the Audit and Compliance Committee; and
- Appointing Trustee Joseph Fogg III to serve as your successor as Chair of the Audit and Compliance Committee.

To ensure the independence of the Audit and Compliance Committee, I understand that you expect to replace Trustee Joseph Fogg III in his capacity as Director on the Board of Directors of the FGCU Financing Corporation. This action, paired with the appointment of a stand-alone Audit and Compliance Committee (rather than a committee of the whole) will ensure an autonomous Audit and Compliance Committee. These actions are consistent with the best practices and recommendations made by Governor Levine in his July 20, 2016, letter to university presidents, Board of Trustees Chairs, and Board of Trustees Audit Committee Chairs and that I emphasized at the March 30, 2017, Board of Governors meeting.

I understand that during the April 11, 2017, FGCU Board of Trustees meeting, you appointed the following members to the stand-alone Audit and Compliance Committee:

- Mr. Kevin Price,
- Mr. J. Leo Montgomery, and
- Ms. Darleen Cors.

I also understand that the Audit and Compliance Committee will take up OIGC Report No. 2017-025 at the May 9, 2017, FGCU Board of Trustees meeting.

I request you submit a written plan of corrective action addressing the recommendations contained in Report No. 2017-025 as well as those expressed by the Board of Governors at their March 30, 2017, meeting. This written plan should be submitted to the Board of Governors, via the Office of Inspector General and Director of Compliance, no later than May 26, 2017. Attached is a template to facilitate your response.

It is important to note that Florida's Whistle-blower's Act provides protections for reporting individuals, including protection of their identity from disclosure.

Goodlette
April 18, 2017
Page 3

If you have questions regarding these requirements, please do not hesitate to contact the Board of Governors Inspector General at BOGInspectorGeneral@flbog.edu or 850-245-0466.

Sincerely,



Wendy S. Link, Chair
Board of Governors Audit and Compliance Committee

WSL/jkm

Attachment: FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

- c: Thomas G. Kuntz, Chair, Board of Governors
Marshall Criser III, Chancellor, State University System of Florida Board of Governors
Vikki Shirley, State University System of Florida Board of Governors General Counsel
Joseph Fogg III, Chair, Florida Gulf Coast University Board of Trustees Audit and Compliance Committee
Bill Foster, Interim Chief Audit Executive, Florida Gulf Coast University



Florida Gulf Coast University Board of Trustees

May 9, 2017

Mr. Joseph Maleszewski
Inspector General
Florida Board of Governors, State University System
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Dear Mr. Maleszewski,

The Florida Gulf Coast University (FGCU) Board of Trustees met today and approved an FGCU Corrective Action Plan Report of Investigation OIGC 2017-25. The Corrective Action Plan Report is attached to this letter.

We appreciate your providing the template on which to build the Report, and completing those items already addressed by our Board before today's meeting. If I can provide any additional information, please feel free to contact me. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Dudley Goodlette'.

J. Dudley Goodlette
Chair
Florida Gulf Coast University Board of Trustees

Attachment

- c: Mr. Thomas Kuntz, Chair, Board of Governors
Ms. Wendy Link, Chair, Board of Governors Audit and Compliance Committee
Chancellor Marshall Criser III, State University System of Florida
President Wilson Bradshaw, Florida Gulf Coast University
President-elect Michael Martin, Florida Gulf Coast University
Florida Gulf Coast University Board of Trustees

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STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

INSTRUCTIONS: The following table contains the recommendations listed in the Report of Investigation OIGC No. 2017-025 as well as recommendations expressed by Board of Governors members during the March 30, 2017, Board of Governors meeting. Please complete the table below for each allegation containing a recommendation, indicating what corrective action(s) have been or will be taken and the anticipated completion date. The Board of Governors Office of Inspector General and Director of Compliance will follow-up on each item and provide the Board of Governors with a status report. Please also provide supporting documentation for the completion of corrective actions as they are taken.

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|--|---------------|---|
| Allegation 1: Retaliation | N/A | No Recommendations. Allegation referred to the Florida Commission on Human Relations. |
| Allegation 2: Harassment (Discrimination) | Not Sustained | No Recommendations. |
| Allegation 3: Vice Chair Election | Sustained | When the current term for the Board of Trustees Vice Chair expires on July 31, 2017, the Board of Trustees will need to conduct an election for the officer position. We recommend that the Board elect an officer from among their appointed members in accordance with Board of Governors Regulation 1.001; section 1001.71, Florida Statutes; and the <i>Sixth Amendment and Restatement of the Florida Gulf Coast University Board of Trustees Bylaws</i> . |
| | | Corrective Actions Planned/Taken: Shawn Felton resigned the Vice Chair position March 28, 2017. In the Board of Trustees special meeting held April 4, 2017, Trustee Ken Smith was selected as the Board of Trustees Vice Chair. |
| | | Anticipated Completion Date: Completed April 4, 2017 |
| Allegation 3: Vice Chair Election (Con't.) | Sustained | We recommend that the Board of Trustees update Section B of University Regulation FGCU-PR1.001 to make the language regarding Board composition consistent with the |



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|---------------------------------------|-------------------------------|---|
| | | <p>language in the <i>Sixth Amendment and Restatement of the Florida Gulf Coast University Board of Trustees Bylaws</i>, as well as with applicable provisions of the Florida Constitution, Board of Governors regulation, and Florida Statutes.</p> <p>Corrective Actions Planned/Taken: Vice President and General Counsel Vee Leonard has updated Regulation FGCU-PR1.001, and will bring it for FGCU BOT approval at the June 13, 2017 meeting. The proposed update also includes language stating that the Chair and Vice Chair are elected from Trustees appointed by the Governor and the Board of Governors. (See attached draft of FGCU-PR1.001)</p> <p>Anticipated Completion Date: June 13, 2017</p> |
| Allegation 4: Employment Decisions | Not Sustained – Policy Matter | <p>We recommend that the Board of Trustees clarify the language in Section V of the <i>Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees</i> in order to resolve the potentially conflicting responsibilities communicated to Board of Trustees members as identified in the “Observations” section of the report. The Board of Trustees should ensure that amendments to the policy comply with applicable provisions of Board of Governors Regulation and guidance, SACSCOC accreditation standards, and AGB best practices, with regard to Trustees’ fiduciary responsibilities.</p> <p>Corrective Actions Planned/Taken: From Vice President and General Counsel Vee Leonard: I certainly respect the reasoning of the Inspector General related to the excerpt from Section V of the Ethics Policy referenced in the Report, however I disagree that the excerpt at issue communicated “conflicting responsibilities for the Board of Trustees members.” First, when a Trustee has been informed/made aware of “grievances or complaints . . . about employees, students or University matters,” it is possible that the information presented to the Trustee(s) would have been the University’s initial notice of the problem and would need to be communicated to the</p> |



STATE UNIVERSITY SYSTEM of FLORIDA Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|-------------------------------------|---------------|--|
| Allegation 5: Day-to-day Operations | Not Sustained | <p>President. The Trustee has an obligation to make sure the University Administration receives information to enable it to respond promptly to the allegations. (The BOT Bylaws established a communication mechanism between the Board and the President.)</p> <p>Additionally, while the passing on of a grievance or complaint is through a Trustee, it is not necessarily from the Trustee. Moreover, while the President's decision-making may have been informed, to some extent, by the information received from a Trustee, the University has a formal process in place for addressing a grievance or a complaint, which involves a fact-finding aspect of the allegations presented. Notwithstanding, the Ethics Policy will be revised to more clearly indicate an anticipated level of involvement by the Trustees. (Note: The BOT's Ethics Policy has not been revised since its inception in 2003. The University Chief Compliance Officer may, at some point in the future, address the Ethics Policy more holistically).</p> <p>Anticipated Completion Date: May 9, 2017</p> |
| | | <p>We recommend that the Board of Trustees continue to work with the Board of Governors to address questions related to the Board of Trustees' approved strategic plan and seek approval by the Board of Governors in accordance with Board of Governors Regulation 1.001(3)(c).</p> <p>Corrective Actions Planned/Taken: The FGCU Board of Trustees will commence review and discussion with President-elect Dr. Michael Martin after his FGCU start date of July 1, 2017.</p> <p>Anticipated Completion Date: After July 1, 2017</p> |



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|--|---------------|---|
| Allegation 5: Day-to-day Operations (Con't.) | Not Sustained | <p>We recommend that the Board of Trustees consult with SACSCOC staff regarding changes to the University's mission, vision, and strategic plan and whether those changes modify or expand the scope of the institution or its programs and services. The purpose of this consultation should be to determine whether the University's changes constitute a substantive change under SACSCOC Comprehensive Standards 3.12, and therefore, would trigger a SACSCOC substantive change review.</p> <p>Corrective Actions Planned/Taken: On April 10, 2017, President Wilson Bradshaw and Senior Associate Provost Paul Snyder had a conference call meeting with SACSCOC Vice President Nuria Cuevas to discuss the BOG Inspector General investigation report. A copy of the BOG report was sent to Dr. Cuevas for SACSCOC review and comment. On April 17, 2017, SACSCOC President Belle Wheelan responded in a letter to President Bradshaw, noting the following: "During the course of the discussion, Dr. Cuevas agreed to review the report to determine whether any of the allegations or ancillary issues were related to the <i>Principles of Accreditation</i>. After reviewing the report in light of information shared during the conference call, we have determined that, at this time, there is no evidence of significant non-compliance with the <i>Principles of Accreditation</i> or with SACSCOC policies. For this reason, there will be no additional follow-up regarding the report." (See attached letter)</p> <p>Anticipated Completion Date: April 17, 2017</p> |
| Allegation 6: Sunshine Laws | Sustained | <p>We recommend that the Board of Trustees work with University administration to enhance new trustee orientation and to require periodic trustee training on laws affecting the University and its operations. We further recommend that the Board of Trustees retain documentation evidencing that such orientation and training occurred.</p> |



STATE UNIVERSITY SYSTEM of FLORIDA Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|--|---------------|--|
| Allegation 7: Degree Program Conflicts of Interest | Not Sustained | <p>Corrective Actions Planned/Taken: (1) The University will enhance its new trustee orientation through longer orientation sessions, and thus providing more time devoted to the topics. Please see below for “Ancillary Issue 4” for additional information. (2) In addition to the new trustee orientations, the University will hold a BOT-wide training session on the Sunshine Laws as related to public meetings and public records. It will be held annually at the June BOT meeting, and an outside presenter will be brought in to provide the training. (3) The University has documentation that each new Trustee received an orientation session and on what date. However, the University will enact a form for each new Trustee to sign indicating he/she participated in the FGCU BOT orientation and training, and the signed forms will be retained by the University.</p> <p>Anticipated Completion Date: (1) The enhanced new trustee orientation and training will take effect with the next appointment of a new Trustee to the FGCU BOT. (2) The annual BOT-wide training session on the Sunshine Laws will be implemented with the June 13, 2017 FGCU BOT meeting. (3) The form to be signed by each new trustee indicating he/she participated in the FGCU BOT orientation and training will take effect with the next appointment of a new Trustee.</p> <p>Should Trustee-recommended degree programs complete the required due diligence review for degree program feasibility, the Trustee should consider if having recommended the degree program would trigger disclosure requirements under section 112.3143, Florida Statutes, and Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees. Trustees making such a disclosure should also consult with the Vice President and General Counsel regarding restraint on participation</p> |



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|--|---------------|--|
| | | under Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees. |
| | | Corrective Actions Planned/Taken: The FGCU BOT will be reminded of the disclosure requirement and the need to consult with the Vice President and General Counsel. This will take place at the June 13, 2017 meeting of the FGCU BOT. It also will be emphasized further in the new trustee orientation and training sessions. Anticipated Completion Date: June 13, 2017 and Ongoing |
| Allegation 8: Unilateral Decision-making | Not Sustained | No Recommendations. |
| Ancillary Issue 2: Presidential Search Advisory Committee Meetings Minutes | N/A | We recommend that the Board of Trustees work with the Vice President and General Counsel to determine the applicability of section 1001.71, Florida Statutes, and Board of Governors Regulation 1.001(2)(j) to advisory committee meetings. |
| | | Corrective Actions Planned/Taken: Vice President and General Counsel's legal opinion is attached. Anticipated Completion Date: May 9, 2017. |
| Ancillary Issue 4: Trustee Orientation/Training | N/A | We recommend that FGCU Board of Trustees develop a more rigorous Trustee orientation and training program. We recommend that the Board consider including in such orientation and training program, the following relevant topics: <ul style="list-style-type: none"> • Board of Trustees Powers and Duties (Board of Governors Regulation 1.001); • Florida Higher Education Governance; • Board of Governors-Board of Trustees Communications; • Association of Governing Boards of Universities and Colleges (AGB) – Fiduciary Duties and Principles; |



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|-----------------------------|------------|--|
| | | <ul style="list-style-type: none"> • Board of Governors – Governance Agreement; • Florida’s Government-in-the-Sunshine Law (Chapter 286, Florida Statutes); • Public Records Law (Chapter 119, Florida Statutes); • Code of Ethics for Public Officers and Employees (Chapter 112, Part III, Florida Statutes and Section 8, Florida Constitution); • FGCU Board of Trustees Bylaws; • FGCU BOT Ethics Policy; and • University Regulations. <p>Corrective Actions Planned/Taken: As indicated above for “Allegation 6: Sunshine Laws,” the University will enhance the orientation and training session for new trustees. Historically, the new trustee orientation sessions at FGCU have included many of the items listed above as recommendations; specifically, these topics already included in new trustee orientations are “Florida Higher Education Governance;” “Florida’s Government-in-the-Sunshine Law (chapter 286, Florida Statutes);” “Public Records Law (Chapter 119, Florida Statutes);” “Code of Ethics for Public Officers (Chapter 112, Part III, Florida Statutes and Section 8, Florida Constitution);” “FGCU Board of Trustees Bylaws;” and “FGCU BOT Ethics Policy.” The new trustee orientation sessions will be lengthened so that additional time can be spent on the topics. Additionally, there will be annual BOT-wide training on the Sunshine Laws, and ethics laws for public officers held at the FGCU BOT’s June meeting each year. To ensure complete compliance, the University would appreciate receiving written information from the BOG as to specifically what it recommends the university boards of trustees receive in terms of training for the above indicated items of “Board of</p> |



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|---|------------|---|
| Ancillary Issue 5: Reporting Allegations of Discrimination, Harassment, or Sexual Misconduct | N/A | <p>Governors-Board of Trustees Communications” and “Board of Governors-Governance Agreement.”</p> <p>Anticipated Completion Date: The enhanced new trustee orientation and training will take effect with the next appointment of a new Trustee to the FGCU BOT. It will be further enhanced by the annual BOT-wide training session on the Sunshine Laws and public officer ethics law that will be implemented with the June 13, 2017 FGCU BOT meeting. Also, each new Trustee will be given a form to sign indicating he/she participated in the FGCU BOT orientation and training.</p> <p>We recommend supervisory training on the reporting requirements contained in FGCU Regulation FGCU-PR1.003 <i>Non-Discrimination, Anti-Harassment, and Sexual Misconduct Regulation</i>.</p> <p>Corrective Actions Planned/Taken: On June 5th and 6th, 2017 the University will be providing mandatory training to those employees classified as supervisors. This training will, among other things, address an employees’ duty to report allegations of discrimination, harassment, or sexual misconduct.</p> <p>The University, through the Office of Institutional Equity and Compliance (OIEC), currently provides Responsible Employee training to all colleges (faculty) bi-annually, and to the University community twice per semester, which directly informs employees of their obligation to report allegations they become aware of related to the subject matter. In the off years, the OIEC circulates an OIEC newsletter which includes a link to the Responsible Employee Guide posted on the OIEC website. Additionally,</p> |



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|---|------------|--|
| | | the OIEC provides weekly and bi-weekly training related to recognizing and addressing allegations of sexual harassment. Anticipated Completion Date: June 5 & 6, 2017 |
| Ancillary Issue 5: Reporting Allegations of Discrimination, Harassment, or Sexual Misconduct (Con't.) | N/A | We recommend that Vice President and General Counsel Leonard work closely with the new Director of the Office of Institutional Equity and Compliance and Title IX Coordinator regarding policy and protocol for handling similarly reported matters. |
| | | Corrective Actions Planned/Taken: The Vice President and General Counsel, Vee Leonard, has had several conversations with the new Director of OIEC and Title IX Coordinator regarding the policy and protocol for handling similarly reported matters. Conversations will continue on an on-going basis. Anticipated Completion Date: April 26, 2017 |
| Additional BOG Recommendation: Audit and Compliance Committee Chair | N/A | The chair of a university board of trustees should not also serve as the audit committee chair. Corrective Actions Planned/Taken: At the Board of Trustees special meeting held April 4, 2017, Chair Goodlette resigned from the position of Audit and Compliance Committee Chair, and he selected Joseph Fogg III as the new Audit and Compliance Committee Chair. Anticipated Completion Date: Completed April 4, 2017 |



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

FGCU Corrective Action Plan Report of Investigation OIGC No. 2017-025

| Allegation /Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion |
|--|------------|--|
| Additional BOG Recommendation: Autonomous Audit and Compliance Committee | N/A | Audit and compliance committees should be designated as autonomous committees to enhance independence and mitigate potential conflicts that may exist within joint committees. |
| | | <p>Corrective Actions Planned/Taken: At its special meeting held April 4, 2017, the Board of Trustees selected Joseph Fogg III as its new Audit and Compliance Committee Chair. Additionally, the Board approved the separation of its Audit and Compliance committee as a stand-alone committee from the full Board of Trustees. Chair Goodlette appointed the following Trustees as members of the Audit and Compliance Committee: Kevin Price, J. Leo Montgomery, and Darleen Cors.</p> <p>Anticipated Completion Date: Completed April 4, 2017</p> |



REGULATION: FGCU-PR1.001

Effective Date
of Regulation:

Statement of Agency Organization and Operation

02/23/2016

A. GENERAL INFORMATION

Florida Gulf Coast University is a comprehensive public university located in Fort Myers, Florida, awarding associate degrees, bachelor degrees, master degrees, and doctoral degrees. The University's functions are to educate students, to perform scholarship and research, and to render service to society. The principal office of the University is located at 10501 FGCU Blvd. South, Fort Myers, Florida, 33965-6565, (239) 590-1000. If you are hearing- or speech-impaired, call the appropriate FGCU office via the Florida Relay at 711 (TTY, VCO, HCO, ASCII, or Speech-to-Speech). The University's website is located on the Internet at <http://www.fgcu.edu>. The University's administrative offices are open from 8:00 AM to 5:00 PM, Monday through Friday, except during University holidays.

B. THE FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES

The Florida Gulf Coast University Board of Trustees ("Board of Trustees") is the governing body of the University and is vested with the authority to administer the University in accordance with Art. IX, § 7, Fla. Const., the Florida Education Code, Sections 1001-1013, Fla. Stat., and delegation of the Florida Board of Governors. The Board of Trustees is a public body corporate with all of the powers of a corporation, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and beimpleaded in all courts of law or equity, and to give and receive donations. Pursuant to Section 768.28(2), Florida Statutes, and for purposes of sovereign immunity, the Board of Trustees acts primarily as an instrumentality of the State of Florida.

The Board of Trustees consists of thirteen members ~~appointed as follows:~~ s Six members are appointed by the Governor subject to confirmation by the Florida Senate; five members are appointed by the Board of Governors subject to confirmation by the Florida Senate; ~~the~~ The two remaining members are the president of the Florida Gulf Coast University Faculty Senate; and the president of the Florida Gulf Coast University Student Government. The corporate officers are the Chair and; the Vice-Chair, elected only from Trustees appointed by the Governor or the Board of Governors, and as well as the University President ("President") who serves as the Chief Executive Officer of the University and Corporate Secretary of the Board. The Board of Trustees conducts its business in accordance with the Florida Gulf Coast University Board of Trustees Bylaws and Florida Law.

The Board of Trustees has oversight responsibilities for the University's direct support organizations ("DSO"), which are the Florida Gulf Coast University Foundation, Inc. and the Florida Gulf Coast University Financing Corporation. Florida Law requires that the Board of Directors for each DSO operate the entity in a manner consistent with the goals of the

University and in the best interests of the State of Florida, as determined by the Board of Trustees and the President. The DSOs are formed as not-for-profit corporations under the Florida Not For Profit Corporation Act, Chapter 617, Florida Statutes. The Internal Revenue Service has recognized the DSOs as tax-exempt charitable organizations under Section 501(c)(3) of the Internal Revenue Code.

C. THE UNIVERSITY PRESIDENT

The President, as the Chief Executive Officer of the University and Corporate Secretary of the Board, is responsible for the operation and administration of the University and for setting Board meeting agendas, in consultation with the Board Chair. The President is appointed by the Board of Trustees and serves at its pleasure.

In the absence of the President, the order of succession to the administrative authority and responsibility of the President shall be as follows, pending action by the Board of Trustees:

1. Provost and Vice President for Academic Affairs;
2. Vice President for Administrative Services and Finance;
3. Vice President for Student Affairs;
4. Vice President for University Advancement;
5. Vice President and Chief of Staff; and
6. Vice President and General Counsel.

In an exigent, University emergency, the inability to contact an officer within three hours is adequate justification for the exercise of authority by the next designated officer to assume the authority and responsibility of the President until the Board of Trustees takes further action.

The President exercises his ability to delegate executive authority via delegation memoranda and the approval of official University policies.

D. ADMINISTRATIVE ORGANIZATION OF THE UNIVERSITY

1. President's Cabinet

Chaired by the President, the President's Cabinet consists of the following senior administrators who are, individually and collectively, responsible to guide a shared vision and lead institutional operations for the advancement of the University: Provost and Vice President for Academic Affairs; Vice President for Administrative Services and Finance; Vice President for Student Affairs; Vice President for University Advancement; Vice

President and Chief of Staff; and Vice President and General Counsel.

2. President's Direct Reports

a) Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs (VPAA) is the chief academic officer of the University and advises the President on academic matters. The Provost assists the President and exercises the functions of the President in the President's absence. The Provost also serves as the President's liaison to the Faculty Senate. The Associate Provosts/Associate Vice Presidents all share the duties and responsibilities of the Provost, and may be delegated authority to act as the Provost's designee in his or her absence. The VPAA is assisted in his/her work by two associate provosts: one responsible for faculty affairs and one responsible for planning and institutional performance. In addition, the Director of Budgets and Management Services provides budgeting and accounting experience as well as administrative support concerning operations of the Division of Academic Affairs. The Director of Strategic Initiatives acts as an external liaison for the Provost. Additionally, there is an Associate Vice President for Academic and Curriculum Support. A number of key academic support functions report directly to the Provost and VPAA as well. These include the Deans of the five colleges and their associated offices, the Dean of Library Services, the Associate Vice President for Research and Dean of Graduate Studies, the University Registrar, and the Dean of Undergraduate Studies. The General Manager of the University's public television and radio stations also reports directly to the Provost. All of these positions and their associated offices (as they appear in the University's Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President's area of responsibility.

b) Vice President for Administrative Services and Finance

The Vice President for Administrative Services and Finance is the chief fiscal and business officer of the University and is advisor to the President on all fiscal and business matters pertaining to the University. The Vice President is also responsible for the University's enrollment management program. To assist the Vice President for Administrative Services and Finance in his/her responsibilities are an Associate Vice President for Administrative Services and Finance, an Assistant Vice President for Business Technology Services, a University Controller, a Director of Financial Aid, a Director of Public Safety, a Director of University Budgets, a Director of Physical Plant, a Director of Facilities Planning, a Director of Undergraduate Admissions, and a Director of Operations. These positions and their associated offices (as they appear in the University's Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President's area of responsibility.

c) Vice President for Student Affairs

The Vice President for Student Affairs is responsible for, and directs the operations and services associated with students, their physical and mental health, student conduct, campus residences, recreation, career development, student governance, and student clubs and organizations. To assist the Vice President for Student Affairs in his/her responsibilities are a Dean of Students, a Director of Counseling and Health Services, a Director of Housing and Residence Life, a Director of New Student Programs, a Director of Campus Recreation, and a Director of Career Development Services. These positions and their associated offices (as they appear in the University's Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President's area of responsibility.

d) Vice President for University Advancement and Executive Director of the FGCU Foundation

The Vice President for University Advancement also serves as Executive Director of the FGCU Foundation. He/She is responsible for, as well as directs and coordinates, the operations associated with the raising, receipt, management, investment and administration of gifts and other resources generated for the benefit of the University by the Florida Gulf Coast University Foundation, Inc. The Vice President and Executive Director of the FGCU Foundation is also responsible for increasing the involvement and support of alumni, donors and other interested individuals, corporations and foundations in Florida Gulf Coast University and its programs. In support of the work of University Advancement and the FGCU Foundation, the Vice President for University Advancement's direct reports include two Senior Directors of Advancement (Development and Stewardship), a Director of Alumni Relations, an Associate Vice President for University Marketing and Communications, a Director of Athletic Advancement, a Director of Special Events, and an Assistant Vice President and Chief Financial Officer for the Foundation. These positions and their associated offices (as they appear in the University's Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President's area of responsibility.

e) Vice President and Chief of Staff

The Vice President and Chief of Staff serves as the University's Spokesperson, communicating to the media and others the University's official position on matters of importance. The person in this position is also the University's designated responder for public records requests made by the public and media. In addition, the Vice President and Chief of Staff has been delegated the responsibilities of the University Corporate Secretary in matters related to the FGCU Board of Trustees, and provides in the Chief of Staff capacity support to the University President, as directed, in a wide range of duties, including coordination of the President's Cabinet for meetings, materials, and communications. Reporting to the Vice President and Chief of Staff is a Director of Media Relations and a Director of Board Operations, and Special Projects. This position and his/her associated office (as they appear in

the University's Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President's area of responsibility.

f) Vice President and General Counsel

The Vice President and General Counsel serves as the University's chief legal officer and provides legal advice, counsel, and representation necessary to the University. As such, s/he reports directly to the President, and also maintains a dotted line to the Board of Trustees. The Vice President and General Counsel manages the promulgation of University policies and regulations and provides advice on governance matters. The Vice President and General Counsel is also responsible for hiring outside legal counsel for all units of the University. The University's Vice President and General Counsel also serves as General Counsel to the University's direct support organizations. To assist the Vice President and General Counsel in his/her work is one Assistant General Counsel and one Associate General Counsel within the Office of the General Counsel. Also reporting to the Vice President and General Counsel is a Director for Institutional Equity and Compliance, and the Assistant Vice President and Director of Human Resources. This position and his/her associated offices (as it appears in the University's Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President's area of responsibility.

g) Director of Intercollegiate Athletics

The Director of Intercollegiate Athletics is responsible for maintaining a quality athletic program that fits within the mission of the University. The Director of Intercollegiate Athletics oversees fifteen (15) NCAA Division I sports and is responsible for a number of areas including, but not limited to: budgeting and business operations, fund raising, academic and athletic compliance, sports medicine, strength and conditioning, personnel, facilities and operations, and sports information/public relations. Florida Gulf Coast University's intercollegiate athletic programs include: Men's Baseball, Women's Softball, Women's Volleyball, Women's Swimming & Diving, Women's Beach Volleyball, Women's and Men's Cross Country, Women's and Men's Basketball, Women's and Men's Golf, Women's and Men's Tennis, and Women's and Men's Soccer. The Director also oversees the University's Cheerleading Program.

h) Director of Internal Audit

The Director of Internal Audit serves as the University's chief audit executive. As such, s/he reports directly to the President, and also maintains a dotted line to the Board of Trustees. The Director of Internal Audit evaluates the adequacy and effectiveness of the University's system of internal controls over University funds and assets with the purpose of improving operations and accountability.

i) ~~Director of Compliance and Risk Management~~ [Chief Compliance & Ethics Officer](#)

The ~~Director of Compliance and Risk Management~~ [Chief Compliance & Ethics Officer](#) serves as the University's chief compliance officer. As such, s/he reports directly to the President, and also maintains a dotted line to the Board of Trustees. The ~~Director of Compliance and Risk Management~~ [Chief Compliance & Ethics Officer](#) oversees the University's compliance and ethics program and works with all departments across the University to address compliance with federal and state regulations, as well as industry standards.

j) Director of Government Relations

The Director of Government Relations is responsible for advocating the University's government relations agenda at the local, state, and federal governmental levels, and successfully securing financial and substantive support for the University.

k) Assistant to the President and University Ombuds

The Assistant to the President and University Ombuds provides an avenue for informal, impartial and non-adversarial alternatives for the resolution of problems and conflicts when the parties so request. The Assistant to the President and University Ombuds also handles informal resolution and formal grievances regarding student access to courses and credit toward degree.

l) Executive Director of the FGCU Financing Corporation

[The Vice President for Administrative Services and Finance](#) serves as ~~the~~ the Executive Director of the FGCU Financing Corporation is responsible to the President for the operational management of the Financing Corporation. This includes, but is not limited to, oversight of student housing planning, financing, construction, and managing the University's general debt service and other payments as they relate to bonds held in the name of the Financing Corporation.

3. University Divisions

The University is divided into the following components:

- a) The division of the Office of the President – comprised of the Office of the Vice President and Chief of Staff, Intercollegiate Athletics, Internal Audit, Compliance and ~~Risk Management~~ [Ethics](#), Government Relations, Ombuds, and the Financing Corporation.
- b) The division of Academic Affairs – comprised of Planning and Institutional Performance, Academic and Curricular Support, Research and Graduate Studies, Undergraduate Studies, Continuing Education and Off-Campus Programs, International Services, WGPU Public Media, University Registrar, Library Services,

as well as the five colleges, their constituent departments, schools and various interdisciplinary centers and institutes.

- c) The division of Administrative Services and Finance – comprised of Business Operations, Campus Reservations and Records Management, Environmental Health and Safety, Business Technology Services, Network Services and Help Desk, Telecommunications, Finance and Accounting, Procurement Services, Bursar, Financial Aid, University Budget, Physical Plant, Public Safety, Facilities Planning, and Undergraduate Admissions.
- d) The division of Student Affairs – comprised of the Office of the Dean of Students, Counseling and Health Services, New Student Programs, Office of Housing and Residence Life, Campus Recreation, and Career Development Services.
- e) The division of University Advancement – comprised of University Marketing and Communications, Development, Stewardship and Donor Relations, Alumni Relations, Advancement Services, Athletic Gifts, and Special Events.
- f) The division of Legal Affairs – comprised of the Office of the General Counsel, the Office of Human Resources, and the Office of Institutional Equity and Compliance.

E. COLLEGIAL GOVERNANCE

The University endorses a collegial system of governance, based on a concept of authority and responsibility shared among colleagues. The University’s representative governance bodies are as follows:

1. The Faculty Senate

Faculty governance at Florida Gulf Coast University provides a structure and process for the faculty to promote a supportive and quality-oriented learning environment for students, staff, community, faculty, and administration, in furtherance of the mission and guiding principles of the University. The faculty governance structure facilitates faculty input to the complementary administrative units of the organizational structure. The Faculty Senate is an autonomous body representing the collective opinion of the faculty of the University to the administration and to the community. Pursuant to Florida Statute, the president of the Faculty Senate is a member of the Board of Trustees. The Provost and Vice President for Academic Affairs serves as the administrative liaison to the Faculty Senate.

2. The Student Government

The Student Government fosters an intellectual, social, and cultural environment that maximizes student potential and enhances student success. The purpose of the Student Government is to provide equal representation for all students at Florida Gulf Coast University by maintaining high levels of communication between the student body,

faculty, staff, and the community. Pursuant to Florida Statute, the president of the Student Government serves as a member of the Board of Trustees. The Dean of Student Affairs serves as the administrative liaison to Student Government.

3. The Staff Advisory Council

The Staff Advisory Council (“SAC”) facilitates effective communication between the staff and University administration. SAC also provides a forum to address the issues and concerns of the staff at Florida Gulf Coast University and to ensure a campus climate that reflects a strong, enthusiastic, and positive quality work life. The SAC consists of twenty-four elected members, twelve SP employees, and twelve A&P employees. The Vice President for Student Affairs serves as the administrative liaison to SAC.

4. Colleges

A College is a unit of the University organized to conduct curricula of study, scholarship/research, and service both public and internal to the university. The faculty and college administration establishes requirements of the college for entrance, graduation, and degrees to be conferred. The faculty determines the arrangement and content of the curricula and recommends to the President, by at least a two-thirds vote, the granting of degrees to those students who have complied with the college’s requirements for degrees.

The dean is the chief administrative officer of a college. A school is a unit subordinate to a college organized for a special program of studies. The administrative officer of a school is the director. The colleges and schools of Florida Gulf Coast University are the following: College of Arts and Sciences and its Bower School of Music and the Arts, Lutgert College of Business and its School of Resort and Hospitality Management, College of Education, U.A. Whitaker College of Engineering, College of Health Professions and Social Work and its School of Nursing. Assistant and/or associate deans share administrative responsibilities for such matters as assessment, faculty affairs, and budgetary management at the direction of their respective dean.

A department is the fundamental unit of collegiate academic and administrative organization. Academic departments may be found in colleges and schools or they may exist independently and report to the VPAA through an associate vice president or administrative dean. The administrative officers of academic departments in a college are chairs. Directors are the administrative officers for units other than academic departments.

Chairs and directors have the authority and responsibility for the administration and supervision of activities of the department or unit. Chairs and directors are responsible to their deans.

5. Planning and Budget Council

The Planning and Budget Council (PBC) is a university-wide group chaired by the Provost and Vice President for Academic Affairs charged with updating of the University Strategic Plan. The PBC serves "as the University's coordinating body for organized efforts, including Continuous Improvement teams, to implement the Florida Gulf Coast University's Strategic Plan." The Continuous Improvement teams are the six standing committees of the PBC, which includes enrollment and retention management (ERMC); budget; information resources; safety and facilities (SFC); environmental sustainability; and strategic planning and institutional effectiveness (SPIEC). The PBC and its six standing committees are comprised of representatives of all University constituencies including senior administration, faculty, staff, and students.

Action by Florida Gulf Coast University Board of Trustees

Approved: 02/23/2016

Specific Authority:

Article IX of the Florida Constitution, Section 1001.706, Fla. Stat., Board of Governors Regulation 1.001

History of Regulation

New 09/17/13; Amended 04/15/14, 02/23/16

Effective Date of Regulation

02/23/2016



April 17, 2017

Dr. Wilson G. Bradshaw
President
Florida Gulf Coast University
10501 FGCU Boulevard, South
Fort Myers, FL 33965-6565

Dear Dr. Bradshaw:

The Southern Association of Colleges and Schools Commission on Colleges' policy, "Unsolicited Information" (available at www.sacscoc.org), stipulates that the Commission give appropriate consideration to significant accreditation-related unsolicited information revealed about an institution between periods of scheduled review. This policy provides that an institution be afforded the opportunity to respond to concerns raised by the review of the unsolicited information.

I am writing you today to follow-up on a telephone conference on April 10, 2017, between you, Dr. Paul Snyder, Senior Associate Provost, and Dr. Nuria M. Cuevas, the SACSCOC Vice President assigned to your institution. The purpose of the conference call was to discuss the institution's receipt of a Report of Investigation OIGC NO. 2017-025 by the Office of Inspector General and Director of Compliance of the State University System of Florida Board of Governors dated March 28, 2017. The telephone conference was requested by you and Dr. Snyder. During the course of the discussion, Dr. Cuevas agreed to review the report to determine whether any of the allegations or ancillary issues were related to the *Principles of Accreditation*. Dr. Snyder forwarded a copy of the report to Dr. Cuevas immediately following the conference call.

After reviewing the report in light of information shared during the conference call, we have determined that, at this time, there is no evidence of significant non-compliance with the *Principles of Accreditation* or with SACSCOC policies. For this reason, there will be no additional follow-up regarding the report.

We have not copied your Board chair. Please feel free to send a copy of this letter to your Board chair as you deem appropriate.

Thank you for bringing the investigation to our attention and for your cooperation in this matter.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW/NMC:rb

cc: Dr. Nuria M. Cuevas ✓

MEMORANDUM

To: Florida Gulf Coast University Board of Trustees
From: Vee Leonard, Vice President and General Counsel
Date: April 26, 2017
Re: Minutes for the Presidential Search Advisory Committee Meetings

Issue: What is the applicability of Section 1001.71, Florida Statutes, and Board of Regulation 1.001(2)(j) to advisory committee meetings?

Rule: Advisory committees exercising a decision-making function in addition to fact-finding are subject to the Sunshine Law. *Wood v. Marston*, 442 So. 2d 934, 938 (Fla. 1983)

Analysis: The citations presented above state the following: “Each university board of trustees shall keep and, within 2 weeks after a board meeting, post prominently on the university’s website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee.” §1001.71, F.S. and BOG Regulation 1.001(2)(j). My opinion is that this citation is applicable also to the advisory committee created by the Board Chair. As such, a committee cannot operate, be delegated decision-making authority, and not have it be subject to the same laws to which the Board, itself, is susceptible, unless, of course, the laws do not apply.

The Florida Supreme Court case from which the rule of law is taken, *Wood v. Marston*, involved a search at the University of Florida. In that case, the President of the University was to receive from the search and screen committee a list of qualified applicants for the final selection of the law school dean. The issue in that case was whether the search and screen committee meetings were subject to sunshine requirements. In *Marston* the search and screen committee’s function included, among other things, rejecting applicants for further consideration, while advancing others. The Florida Supreme Court ultimately determined that because of the committee’s decision-making authority, the committee was subject to sunshine laws.

The primary issue to be addressed here are analogous to the issue in the *Marston* case. The subject advisory committee was the Presidential Search Advisory Committee for Florida Gulf Coast University. Its members were appointed by the Chair of the Florida Gulf Coast University Board of Trustees and charged with, among other things, screening applicants and with, ultimately recommending at least three (3) candidates for consideration as the next President of Florida Gulf Coast University.

While convened, the Presidential Search Advisory Committee’s meeting were noticed on the University’s website, its meetings were open to the public, and minutes of its meetings were created and retained. All of these actions are consistent with those of an entity subject to the sunshine laws.

Conclusion: I recognize that the statute and BOG Regulation at issue are not sunshine laws. Notwithstanding, it is my opinion that in order for the university board of trustees to comply with the statutory requirement and the Board of Governors Regulation, the minutes of the Presidential Search Advisory Committee would not only need to have been created and retained, but they would have had to have been posted to the University's website within two (2) weeks of the Committee meeting. It is my opinion that, as a committee created by the Board Chair, who was so authorized, the committee would be subject to the same laws as the university board of trustees.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 21, 2017**

SUBJECT: Office of Inspector General and Director of Compliance 2017-2018 Work Plan

PROPOSED COMMITTEE ACTION

Approval of Office of Inspector General and Director of Compliance 2017-2018 Work Plan.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Section 20.055, Florida Statutes, requires Inspectors General to create annual and long-term work plans. The Office of Inspector General and Director of Compliance work plan is presented today for review and consideration for Committee approval.

Supporting Documentation Included: Office of Inspector General and Director of Compliance 2017-2018 Work Plan

Facilitators/Presenters: Mr. Joseph Maleszewski

DRAFT



Office of the Inspector General and Director of Compliance 2017-2018 Work Plan

**Joseph K. Maleszewski, MBA, CIG, CIA, CISA, CIGI, CIGA, CGAP, CCEP
Inspector General and Director of Compliance**



INTRODUCTION

The Office of Inspector General and Director of Compliance (OIGC) was established within the Board Office to provide a central point of coordination and responsibility for activities that promote accountability, integrity and efficiency. The duties, functions, and activities of the OIGC are prescribed pursuant to Sections 20.155, and 20.055, Florida Statutes.

Our work plan for fiscal year 2017-2018 is based on our 2017 risk assessment as well as prior audit and investigative coverage. Important to this work plan development process was consideration of audit topics included in the Auditor General's operational audit of the Board Office.

OIGC WORK PLAN - FISCAL YEAR 2017-2018

Section 20.055, Florida Statutes, specifies that the Inspector General develop long-term and annual audit plans based on the findings of periodic risk assessments and that the plan show the individual audits to be conducted during each year and related resources to be devoted to the respective audits. This year's assessment included consideration of management controls; communications; staffing and resources; data systems and information; reporting; degree of change; performance measures; fraud, waste, and abuse; and risks.

Using assumptions regarding leave usage, professional development, indirect time, and likely vacancies, we computed the OIGC staff hours available for projects. In total the OIGC will have 5,070 hours available for projects including audit, investigative, compliance, and follow-up activities. We estimated that it would take 260 of these hours to complete three OIGC projects currently in progress. We also set aside approximately 10% (500 hours) for special projects to meet management's and the board's needs as priorities are identified.

The long-term and annual audit plan is statutorily required to be submitted to the Audit and Compliance Committee, the Board of Governors, and the Chancellor for approval. A copy of the approved plan is also submitted to the Auditor General.

The following areas were identified as priorities for fiscal year 2017-2018.



| Annual Work Plan - FY 2017-2018 | |
|---|------------------------|
| Project Title | Estimated Hours |
| AUDIT ACTIVITIES - ASSURANCE AND CONSULTING | |
| Legislative Program Appropriations | 350 |
| Information Resource Management, Information Technology Governance | 350 |
| State University System of Florida Board of Governors Foundation | 350 |
| Performance Based Funding Model, University Data Integrity Coordination | 150 |
| INVESTIGATIVE ACTIVITIES | |
| Complaint Intake and Triage | 500 |
| Preliminary Inquiries | 100 |
| Investigations | 300 |
| Investigative Monitoring | 100 |
| COMPLIANCE ACTIVITIES | |
| Board Office Compliance Program Plan Development | 200 |
| Board of Governors Regulations, Compliance | 200 |
| Implementation of Regulations 4.001 through 4.004 | 200 |
| OIGC OPERATIONAL ACTIVITIES | |
| Risk Assessment and Audit Plan, 2018-2019 | 150 |
| OIGC Annual Report, 2016-2017 | 100 |
| Data Request System for Collection of SUS External Audit Reports | 200 |
| Update OIGC Complaints Index (Access Database) | 120 |
| Committee and Board Meeting Preparations | 400 |
| FOLLOW-UP ACTIVITIES | |
| Board Office Operational Audit | 100 |
| FAMU Athletics Cash Deficit | 80 |
| Board Office Performance-based Funding Process and Controls | 100 |
| Board Office Telecommuting | 40 |
| Rule 74-1 Compliance Assessment, IT Project Management | 40 |
| FGCU Investigation, Case No. 2017-025 | 180 |
| <i>Special Request Hours (Approximately 10%)</i> | <i>500</i> |
| <i>Carry Forward Hours</i> | <i>260</i> |
| Total | 5,070 |

Additionally, the following audit topics have been scheduled as part of the OIGC's long-term work plan.



Long-Term Work Plan - FY 2017-2018

| | |
|--|-----|
| OIGC-related Regulations Development | 400 |
| Board Office Data Security | 300 |
| Board Office Contracts | 300 |
| Board Office Travel | 250 |
| Board of Governors Regulations, Compliance | 200 |

The OIGC work plans are subject to change based on the results of the periodic risk assessments and requests made by the Board of Governors or the Chancellor to evaluate particular activities or programs.

Respectfully Submitted: _____ **Date:** _____
Inspector General

Approved by: _____ **Date:** _____
Chancellor

Approved by: _____ **Date:** _____
Chair, Audit and Compliance Committee

Reviewed by: _____ **Date:** _____
Chair, State University System of Florida Board of Governors

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 21, 2017**

SUBJECT: Update, Florida A&M University Athletics Cash Deficit

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will update the Committee on the status of Florida A&M University's athletic cash deficit reduction plans.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
June 21, 2017**

SUBJECT: Update, Six-month Follow-up Report, Auditor General Operational Audit of the Board of Governors Office

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will update the Committee on the status of the Auditor General's Operational Audit of the Board of Governors Office. The audit report (Report No. 2017-048) was issued November 17, 2016, and the six-month follow-up report by the Office of Inspector General and Director of Compliance was issued May 17, 2017.

Supporting Documentation Included: Six-month Follow-up Report

Facilitators/Presenters: Mr. Joseph Maleszewski



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Office of the Chancellor
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399
Phone 850.245.0466
Fax 850.245.9685
www.flbog.edu

To: Dan Raulerson, Alternating Chair, Joint Legislative Auditing Committee
Debbie Mayfield, Alternating Chair, Joint Legislative Auditing Committee

From: Joseph Maleszewski, Inspector General and Director of Compliance
State University System of Florida Board of Governors

Date: May 17, 2017

Re: Six-month Follow-up: 2016 Board of Governors Operational Audit (2017-048)

The following information constitutes our six-month follow-up report required by section 20.055(6)(h), Florida Statutes. I have organized the information by finding and included the original management response and an update regarding corrective actions taken and planned.

GUIDANCE AND OVERSIGHT FUNCTION

Finding 1: The Board of Governors (Board) needs to enhance regulations to help state universities establish uniform standards that conform to statutory requirements. A similar finding was noted in the Auditor General's Report No. 2013-024.

The Auditor General's review disclosed certain regulations related to the remuneration of university presidents and administrative employees, sponsored research, anti-hazing policies, student codes of conduct, and purchasing practices that the Board could clarify to help state universities establish uniform standards and, as applicable, conform to statutory requirements.

REMUNERATION OF PRESIDENTS AND ADMINISTRATIVE EMPLOYEES

Recommendation: The Board should review, and revise as appropriate, its current regulations to ensure definitions of teaching faculty do not conflict with State law.

May 17, 2017

Page 2 of 9

Board of Governors Response: We concur with the recommendation to avoid conflict between our regulation and State law regarding the definition of teaching faculty. The Board will work to ensure alignment between the regulation and section 1012.976, Florida Statutes, with respect to remuneration of university teaching faculty.

The Auditor General's report correctly notes that pursuant to the State Constitution, the Board of Governors has the duty to operate, regulate, control, and be fully responsible for the management of the State University System. The Constitution provides the regulatory authority to the Board to implement system-wide policies that affect the universities, including university personnel. The authority over the personnel programs is recognized in law in section 1001.705(2), Florida Statutes, and in the Governance Agreement between the Board of Governors, the Legislature, and the Executive Office of the Governor. Consequently, the Board of Governors has the authority to promulgate a regulation that affects university personnel. Notably, the reference to "university teaching faculty" in section 1012.976, Florida Statutes, is not defined.

Board of Governors Six-month Follow-up Status:

Board of Governors staff will be seeking an amendment to section 1012.976, Florida Statutes, to define "university teaching faculty" consistent with Board of Governors Regulation 9.006 *Remuneration of University Presidents and Administrative Employees*. Board of Governors Regulation 9.006(2)(d), states:

University teaching faculty or medical school faculty or staff are excluded from the \$200,000 limit. University teaching faculty is defined as an employee that provides direct instructional services to students or provides direct or indirect support in the instruction of students by establishing curriculum and other requirements involved in teaching students. Instructional services would also include classroom activities, research laboratories, co-curricular activities or service activities in which students participate. These employees may be on a tenured/tenured-track line or under contract by the university in a faculty or other academic personnel or personnel support position. This would include a university's provosts, deans, professors, lecturers, librarians, distinguished

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professors, eminent scholars, curators, scholars, scientists,
engineers and clinicians.

SPONSORED RESEARCH

Recommendation: The Board should review, and revise as appropriate, its current regulations for sponsored research activities to provide guidance including, for example, restrictions on the use of research funds; procedures for negotiating, entering into, and executing research contracts; procedures for soliciting and accepting research grants and donations; and procedures over the collection of fees and donations.

Board of Governors Response: We concur with the recommendation to review, and revise as appropriate, our regulations for sponsored research activities. The Board of Governors will develop appropriate guidelines for divisions of sponsored research in alignment with applicable state and federal law related to sponsored research contracts and grants.

Board of Governors Six-month Follow-up Status:

Subsequent to the 2016 Board of Governors Operational Audit (2017-048), a work group comprised of members of the State University System Council of General Counsels, the State University System Council of Vice Presidents for Research, and staff from the Board of Governors Office of Academic and Student Affairs met on February 13, 2017 (meeting agenda attached: "Agenda 2_13_2017 Meeting") to review any regulations pertaining to sponsored research activities and to draft new regulations as appropriate. As a result, the workgroup drafted Board of Governors Regulation 10.002 Sponsored Research (attached: "03c 10 002 Sponsored Research Regulation 2017_02_22_JMI").

Notice of Intent to Establish the Regulation was placed on the March 29, 2017 agenda of the Board of Governors Task Force on University Research (attached: "00 Research Task Force March Agenda_JMI," and "03a Sponsored Research Regulation Amendment ai JMI_rev"). The Notice of Intent to Establish the Regulation was approved and forwarded to the full Board of Governors for consideration at its March 30, 2017 meeting (attached: "02a Sponsored Research Certification_ai_JMI_rev"). The full Board of Governors approved Notice of Intent to Establish Regulation 10.002 Sponsored Research on that date. The Regulation will be considered for final approval at the June 2017 Board of Governors meeting.

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Under the terms of Regulation 10.002, University boards of trustees are authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research. They are to annually certify to the Board of Governors by October 1st of each year that policies are in place to negotiate, enter into, and execute research contracts including, but not limited to, policies for solicitation and acceptance of research grants and research donations, policies for the collection of fees and research donations in the context of university sponsored research, and policies relating to the appropriate use of research funds. Further, each certification will provide assurance that reasonable control and monitoring systems are in place for research activities to comply with applicable laws. Finally, the certification form will be signed, to the best of the certifying official's knowledge, by the most senior officer responsible for research as designated by the university president, and the annual certification will be reported to the university's board of trustees.

In addition to the Regulation, the workgroup produced an accompanying Sponsored Research Certification Form (attached: "03b Sponsored Research Certification Form REV_JMI") that will ensure standardized and adequate responses across all State University System institutions.

ANTI-HAZING POLICIES

Recommendation: The Board should review, and revise as appropriate, its current regulations to provide guidance for establishing anti-hazing policies as well as the penalties and enforcement actions and require universities to periodically report to BOG the number of hazing incidents that occurred.

Board of Governors Response: We concur with the recommendation to review, and revise as appropriate, our regulations for anti-hazing policies. Board staff will conduct a review of existing university anti-hazing policies and recommend changes as appropriate to the universities' policies and/or Board of Governors' regulations.

With regard to providing specific penalties and enforcement actions for hazing incidents within Board of Governors regulations, we recognize each incident is fact-specific and student affairs professionals must address these incidents consistently with the principles described below.

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Student affairs professionals and student conduct programs have a well-established practice of “administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved” and of viewing discipline as “a special phase of counseling in the development of self-responsibility for behavior rather than in the spirit of punishment of misbehavior” while simultaneously complying with federal, state, and local laws (The Student Personnel Point of View, 1937 & 1949, published by the American Council on Education).

The current *Ethical Principles and Standards of Conduct for the Association of Student Conduct Administration* states:

Members support the principle of adherence to community standards and when those standards are violated, the necessity of disciplinary interventions that contribute to the educational and personal growth of the student.

In addition, the Council for the Advancement of Standards in Higher Education (CAS) develops standards for all areas of student affairs that reflect best practices agreed upon by the student affairs profession-at-large. The CAS standards for student conduct programs state that the program goals:

. . . must address the institution’s need to provide learning experiences for students whose conduct may not be consistent with institutional expectations as well as for those students who participate in the operations of the student conduct system.

These principles and standards are also supported by national student affairs leaders as indicated by the following:

The student conduct process, unlike the criminal and civil legal systems, is designed to address the student’s relationship to the institution and its behavioral standards and policies. While the process may involve situations that overlap with criminal laws (e.g. theft, drugs, or sexual assault) and civil statutes (e.g. fraud, social host laws, and other neighborhood issues) campus policies and processes are intentionally and appropriately different. Instead, the student conduct process focuses on assessing the impacts of an individual’s behavior on the learning

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environment of others and facilitating student growth, learning, and development. (An Attorney's Role in the Conduct Process, By Tamara King, JD and Benjamin White, JD, published by the Association for Student Conduct Administration)

Board staff will work with university personnel to develop a process for collecting the number of hazing incidents that occur and will work with university student affairs professionals to assess consistency with the principles articulated above.

Board of Governors Six-month Follow-up Status:

During the last six months, the Council for Student Affairs (CSA) has planned a hazing prevention summit, which will take place at the University of Central Florida on May 19, 2017. All members of the Council signed a one-year extension of the System contract with AliveTek for the continued use of *Hazing Prevention: It's Everyone's Responsibility™*, which will go into effect July 1, 2017. The CSA is also preparing a report on the utilization and effectiveness of *Hazing Prevention: It's Everyone's Responsibility™* that will be available in June 2017.

In addition, Board staff plans to initiate a review of university anti-hazing policies and is developing a Board of Governors regulation that is based upon section 1006.63, Florida Statutes.

STUDENT CODES OF CONDUCT

Recommendation: The BOG should review, and revise as appropriate, its current regulations to provide guidance identifying student misconduct to be addressed in university student codes of conduct and describing the appropriate disciplinary action for unacceptable conduct.

Board of Governors Response: We concur with the recommendation to review, and revise as appropriate, our regulations for university student codes of conduct. Board staff will work with the universities whose codes do not address gambling, unauthorized commercial solicitation, and arson/fires to revise their student codes of conduct to include these types of misconduct.

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With regard to describing the appropriate disciplinary action for unacceptable conduct within Board of Governors regulations, we recognize each incident is fact-specific and student affairs professionals must address these incidents consistently with the principles described below.

Student affairs professionals and student conduct programs have an established practice of “administering student discipline to the end that the individual will be strengthened, and the welfare of the group preserved” and of viewing discipline as “a special phase of counseling in the development of self-responsibility for behavior rather than in the spirit of punishment of misbehavior” while simultaneously complying with federal, state, and local laws (The Student Personnel Point of View, 1937 & 1949, published by the American Council on Education).

The current *Ethical Principles and Standards of Conduct for the Association of Student Conduct Administration* states:

Members support the principle of adherence to community standards and when those standards are violated, the necessity of disciplinary interventions that contribute to the educational and personal growth of the student.

In addition, the Council for the Advancement of Standards in Higher Education (CAS) develops standards that reflect best practices agreed upon by the student affairs profession-at-large. The CAS standards for student conduct programs state that the program goals:

. . . must address the institution’s need to provide learning experiences for students whose conduct may not be consistent with institutional expectations as well as for those students who participate in the operations of the student conduct system.

These principles and standards are also supported by national student affairs leaders as indicated by the following statements:

The student conduct process, unlike the criminal and civil legal systems, is designed to address the student’s relationship to the institution and its behavioral standards and policies. While the process may involve situations that overlap with criminal laws (e.g.

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theft, drugs, or sexual assault) and civil statutes (e.g. fraud, social host laws, and other neighborhood issues) campus policies and processes are intentionally and appropriately different. Instead, the student conduct process focuses on assessing the impacts of an individual's behavior on the learning environment of others and facilitating student growth, learning, and development. (An Attorney's Role in the Conduct Process, By Tamara King, JD and Benjamin White, JD, published by the Association for Student Conduct Administration)

Board staff will work with university student affairs professionals to assess consistency of student conduct disciplinary action with the principles articulated above.

Board of Governors Six-month Follow-up Status:

Board staff plans to initiate a review of university student codes of conduct.

PURCHASING PRACTICES

Recommendation: We also recommend that the BOG continue efforts to document consideration of the appropriateness of waivers from the competitive solicitation process for certain goods and services, such as accounting and advertising services, and purchases for resale.

Board of Governors Response: We concur with the recommendation that the Board of Governors continue efforts to document consideration of the appropriateness of waivers from the competitive solicitation process for certain goods and services, such as accounting and advertising services, and purchases for resale.

Effective November 3, 2016, the Board of Governors amended Regulation 18.001, Procurement Regulation. The amended regulation places limits on extensions and renewals, and specifies that the advertisement exemption does not include media placement services. The intent of the exemption, except for media placement, is to allow for advertisements such as required legal notices or other items that require public notice to be placed in local markets that may have limited advertisement opportunities.

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Regarding the other two exemptions specified in the audit, accounting services and goods for resale, we have gathered documentation for their continued exemption.

1. University procurement officers advised that the exemption for accounting services is applied in cases where the university's business needs include factors such as: specialization in a particular industry; focus on specific target audiences; a unique business model; or a particular geographic focus. According to the universities, the use of this exemption is infrequent.
2. Regarding purchases of goods for resale, the use of this exemption is extensive and long-standing. Purchase of goods for resale by a university by its nature is not conducive to a strict bidding process. These types of purchases, or sales decisions, are driven by customer preferences.

The Board of Governors will continue to monitor the use of these exemptions, as well as other aspects of the Procurement regulation, and consider further amendments as may be needed in the future.

Board of Governors Six-month Follow-up Status:

The Board of Governors' adopted the proposed amendment to Board of Governors Regulation 18.001, *Procurement Regulation* on November 3, 2016. As of April 30, 2017, five of the universities have incorporated the revisions into their university procurement regulations; four are in the process of incorporating the revisions into their university procurement regulations; two universities' procurement regulations were already compliant with the amended regulation; and one university has the regulation under review to determine if changes are needed.

Board Office staff will continue to monitor university implementation of the amended regulation and will monitor any changes adopted by the Legislature as well as any evolving best practices.

JKM/lc

C: Wendy Link, Chair, Audit and Compliance Committee, Board of Governors
Sherrill Norman, Florida Auditor General

Agenda 2_13_2017 Meeting



STATE
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of FLORIDA
Board of Governors

Meeting of the SUS Work Group on Sponsored Research

February 13, 2017, 10:00 a.m. – 1:00 p.m.
Patel Center for Global Solutions, Room Patel 361
University of South Florida, Tampa

Purpose: This Work Group's first meeting will review the State Auditor General's findings on Sponsored Research to the Board of Governors Office and begin discussion of a possible processes to address the findings

Participants: Scott Cole, UCF General Counsel; Dan Flynn, FAU VP for Research; Jan Ignash, BOG Vice Chancellor; Jamie Keith, UF General Counsel; David Norton, VP for Research, UF; Gary Ostrander, FSU VP for Research; Vikki Shirley, BOG General Counsel; Gerard Solis, USF General Counsel

Agenda

10:00 a.m. Introductions and the Purpose of the Group

- Review of Auditor General's Findings (*Jan Ignash & Vikki Shirley*) (<http://www.myflorida.com/audgen/pages/subjects/university.htm>)
- Sponsored Research Laws and Regulations (*Vikki Shirley*)

10:30 – 12:00 Discussion of possible response

- Example of the form used to certify control and monitoring of performance-based funding data (*2016-2017 PBF_Certification Form Final*) (*Jan Ignash*)
- Identification of Components within Sponsored Research to be addressed (*Whole Group*)
- Procedure to document institutional monitoring and control (*Whole Group*)

12:00 – 12:30 p.m. Lunch (provided)

12:30 – 1:00 p.m. Next Steps (*Whole Group*)

1:00 p.m. Adjourn

10.002 Sponsored Research

- (1) University boards of trustees are authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research.
- (2) Each university shall annually certify to the Board of Governors that it has policies in place to negotiate, enter into, and execute research contracts including, but not limited to, policies for solicitation and acceptance of research grants and research donations, policies for the collection of fees and research donations in the context of university sponsored research, and policies relating to the appropriate use of research funds.
- (3) Each certification will further provide that reasonable control and monitoring systems are in place for research activities to comply with applicable laws and the mission and long term plans of the university. The certification will be submitted to the Board of Governors by October 1 of each calendar year.
- (4) The certification form will be signed, to the best of the certifying official's knowledge, by the most senior officer responsible for research as designated by the President and the annual certification will be reported to the board of trustees.

Authority: Section 7(d), Art. IX, Fla. Const.; History - New _____.

00 Research Task Force March Agenda_JMI



STATE
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SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Task Force on University Research
Grand Ballroom
H. Manning Efferson Student Union Building
Florida A&M University
1780 S. Martin Luther King, Jr. Boulevard
Tallahassee, Florida 32307
March 29, 2017
3:15 p.m. - 3:45 p.m.
or
Upon Adjournment of Previous Meeting**

**Chair: Daniel Doyle, Jr.
Darlene Jordan, Fernando Valverde**

- 1. Call to Order and Opening Remarks** **Governor Daniel Doyle, Jr.**

- 2. Approval of September 22, 2016 Minutes** **Governor Doyle**

- 3. State University System Research and Innovation Metrics Dashboard** **Dr. Jan Ignash**
*Vice Chancellor
Academic and Student Affairs*

- 4. Public Notice of Intent to Establish Board of Governors Regulation 10.002 Sponsored Research; Review of Sponsored Research Certification Form** **Dr. Ignash**

- 5. State University System Research Return on Investment** **Dr. Ignash**

- 6. Concluding Remarks and Adjournment** **Governor Doyle**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Task Force on University Research
March 29, 2017**

SUBJECT: Public Notice of Intent to Establish Board of Governors Regulation 10.002
Sponsored Research

PROPOSED TASK FORCE ACTION

Consider for approval Public Notice of Intent to Establish Board of Governors
Regulation 10.002 Sponsored Research

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Under the “Guidance and Oversight Function” of the *State University System of Florida Board of Governors Operational Audit, Report No. 2017-048 (November 2016)* a finding was that the Board of Governors needed to enhance regulations to help the State University System (SUS) conform to statutory requirements regarding sponsored research. As a result, a workgroup comprised of Board Staff, SUS Vice Presidents for Research, and SUS General Councils met and drafted Board of Governors Regulation 10.002 Sponsored Research. The Chair of the SUS Task Force on University Research will provide a recommendation to the full Board.

The new Regulation is accompanied by a Research Certification Form that will assist in operationalizing the provisions of the Regulation.

Supporting Documentation Included: 1. Amended Regulation 10.002
2. Research Certification Form

Facilitators/Presenters: Dr. Jan Ignash

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

March 30, 2017

SUBJECT: Notice to Establish Board of Governors Regulation 10.002 Sponsored Research; Review of Sponsored Research Certification Form

PROPOSED BOARD ACTION

Consider for approval Notice to Establish Board of Governors Regulation 10.002 Sponsored Research; Review Sponsored Research Certification Form

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Under the “Guidance and Oversight Function” of the *State University System of Florida Board of Governors Operational Audit, Report No. 2017-048 (November 2016)* a recommendation was for the Board of Governors to provide additional guidance regarding research in the State University System (SUS). As a result, a workgroup comprised of Board Staff, SUS Vice Presidents for Research, and SUS General Councils met and drafted Board of Governors Regulation 10.002 Sponsored Research. A member of the Task Force on University Research will make a recommendation to the full Board to approve the new regulation.

In addition, the Task Force reviewed a Sponsored Research Certification Form created by the workgroup. The Certification Form will assist in operationalizing the new Regulation.

Supporting Documentation Included: Information located in the Task Force on University Research materials



STATE
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of FLORIDA
Board of Governors

Sponsored Research Certification

Name of University: _____

INSTRUCTIONS: Please respond “Yes” or “No” for each representation below. Explain any “No” responses to ensure clarity of the representation you are making to the Board of Governors.

| Sponsored Research Certification Representations | | | |
|---|--------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, reasonable effective internal controls and monitoring over my university's division of sponsored research. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. The internal controls and monitoring activities include policies for negotiating, entering into, and executing research contracts; policies for soliciting and accepting research grants and research donations; policies over the collection of fees and research donations; and policies related to the appropriate use of research funds. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. The research activities of the university comply materially with applicable laws and the mission and long term plans of the university, and reasonable controls are in place to identify any material noncompliance so that it may be remedied. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. The internal controls and monitoring activities are consistent with the requirements of applicable funding entities. | <input type="checkbox"/> | <input type="checkbox"/> | |

I certify the foregoing information is true and correct to the best of my knowledge. My signature below acknowledges I have read and understand these statements. I certify this information will be reported to the board of trustees.

Certification: _____ Date _____

Title: _____



STATE
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of FLORIDA
Board of Governors

AGENDA
Academic and Student Affairs Committee
Ballroom
Marshall Student Center
University of South Florida
4103 USF Cedar Circle
Tampa, Florida 33620
June 21, 2017
4:00 p.m. – 5:30 p.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Members: Beard, Frost, Jordan, Kitson, Morton, Patel, Stewart, Tyson, Valverde

- 1. Call to Order and Opening Remarks** **Governor Norman Tripp**

- 2. Minutes of Committee Meeting** **Governor Tripp**
Minutes, March 30, 2017

- 3. Vice Chancellor and Chief Academic Officer's Report** **Dr. Jan Ignash**
*Vice Chancellor for
Academic and Student Affairs*

- 4. Board of Governors Regulations** **Governor Tripp**
 - A. Public Notice to Amend Regulation 6.002
Admission of Undergraduate First-Time-in-College,
Degree-Seeking Freshmen

 - B. Public Notice to Amend Regulation 6.006
Acceleration Mechanisms

- C. Public Notice to Amend Regulation 6.008
Postsecondary College-Level Preparatory Testing,
Placement, and Instruction for State Universities
- D. Public Notice to Amend Regulation 8.002
Self Supporting and Market Tuition Rate Program
and Course Offerings

5. Academic Program Items

- A. Ph.D. Applied Mathematical Sciences,
CIP 27.0301, Florida International University **University Representative**
- B. Ph.D. Big Data Analytics, CIP 27.0501,
University of Central Florida **University Representative**
- C. Doctor of Occupational Therapy,
CIP 51.2306, University of Florida **University Representative**
- D. Limited Access Status for the Bachelor of Science
in Public Relations, Advertising and Applied Communication,
CIP 09.0900, Florida International University **Governor Tripp**
- E. Limited Access Status for the Bachelor of Science
in Digital Communication and Media, CIP 09.0702,
Florida International University **Governor Tripp**
- F. Limited Access Status for the Bachelor of
Arts/Bachelor of Science in Entrepreneurship,
CIP 52.0701, Florida State University **Governor Tripp**

6. Academic and Student Affairs Updates

- A. SUS Council of Academic Vice Presidents (CAVP) **Dr. Gary Perry**
Chair, CAVP
- B. SUS Council for Student Affairs (CSA) **Dr. Corey King**
Chair, CSA
- C. Florida Student Association **Governor Kishane Patel**
Chair, Student Government Association

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

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: Minutes of Committee Meeting held March 30, 2017

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the meeting held on March 30, 2017 at Florida A&M University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review for approval the minutes of the meeting held on March 30, 2017 at Florida A&M University.

Supporting Documentation Included: Minutes, March 30, 2017

Facilitators/Presenters: Governor Norman Tripp

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Florida A&M University
Grand Ballroom
1780 S. Martin Luther King, Jr. Blvd.
Tallahassee, Florida 32307
March 30, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu>.*

1. Call to Order and Opening Remarks

Chair Tripp convened the meeting on March 30, 2017, at 2:32 p.m. with the following members present and answering roll call: Governors Link, Beard, Frost, Hebert, Kitson, Jordan, Morton, Tyson, and Valverde. A quorum was established.

2. Minutes of Committee Meeting

Governor Tripp asked for a motion to approve the minutes from the January 25, 2017, committee meeting. Governor Tyson moved to approve the minutes and Governor Link seconded the motion. The motion was approved.

3. Governor Tripp Provides Mental Health Update

Governor Tripp provided a brief update on his February 6-9, 2017, Tallahassee meetings with legislators from the House and Senate to discuss the mental health LBR. He met with 14 legislators including representatives from the House and Senate Appropriations Sub Committees on Higher Education, including Senator Simmons.

Governor Tripp reported that there is tremendous support for and understanding regarding the need for increased mental health services on our campuses. Governor Tripp stressed that it is important that our system remain diligent in efforts to keep the conversation for increased funding for mental health services and campus security at the forefront. Governor Tripp recognized that it will be a tight budget year and several system issues along with mental health and campus security will be looking for additional funding.

Governor Tripp emphasized that it is vital that the governors continue to have conversations about how valuable mental health services are not only to our system but also to our students.

4. Vice Chancellor and Chief Academic Officer's Report

Richard Stevens reported on activities of the Academic and Student Affairs (ASA) unit:

- ASA staff met with various agencies to coordinate data requests, research and legislative analysis, including the Department of Employment Opportunity, the Florida Council of 100, legislative staff, and university representatives.
- The ASA IR unit met with University data administrators and budget direct controllers to discuss the redesign of waiver reporting in SUDS.
- Emily Sikes participated in the Governors Job Summit and Dr. Lynn Hunt Long participated in the annual American Association of Colleges for Teacher Education meeting. Dr. Christy England met with Counseling Center Directors to discuss system wide mental health LBR's.
- Vice Chancellor Ignash has accepted an invitation to be a part of the U. S. Department of Education's Technical Working Group to study articulation agreements covering the early care and education workforce.
- The entire ASA unit has have been reviewing legislative bills, submitting bill analyses, and responding to questions and data requests.

4. The Impact of Counseling Services on the Academic Success of Students

Chair Tripp noted that since March 2015, the Committee has repeatedly heard about the increasing demand for well-trained, professional counseling services to address students' mental and behavioral health needs. He stated that students who are able to use counseling center services are more likely to remain enrolled in and graduate from college. Chair Tripp also pointed out that for the second consecutive year, the Board is requesting funds from the Legislature to increase campus counseling services and expand student mental and behavioral health coverage across the system. Chair Tripp then called on Dr. Christy England to provide an update on student mental health.

Dr. England stated that the Committee has been provided with data and information that make a strong case for increasing the number of counselors at the state universities. Increasing numbers of students are demanding services, more students are in crisis, and the issues students face are more serve and complex than in previous years. She also reported that there are too few counselors, the workload of current counselors can be excessive, and no long-term funding options are available.

Dr. England stated that updated data provided by the counseling center directors since the Committee's January meeting show that these trends are continuing. She reported that more than 24,700 students (6% of all students) were served during the 2015-2016 academic year, a 20% increase over those served during the 2014-2015 academic year, and an increase of 55% over the number served during 2008-2009. In addition, more than 14,900 students were on medication across the SUS, institutions provided more than 185,900 sessions during 2015-2016 - a 14% increase over the number provided

during the 2014-2015 academic year and a 60% increase over 2008-2009. Dr. England pointed out that more students demanding services mean that there are fewer sessions available per student and that more sessions leave less time for prevention and outreach activities, which leads to staff burnout.

Dr. England noted that the International Association of Counseling Services (IACS) recommends 1 counselor for every 1,000 to 1,500 students enrolled and that nine state universities have staffing levels below the minimum. She stated that, of the four institutions that meet minimum staffing levels, the University of North Florida and Florida Gulf Coast University barely meet the minimum. Also, when Florida Polytechnic University is enrolled at full capacity, its current levels will not be sufficient. New College, which also serves students at the University of South Florida Sarasota-Manatee (USF-SM), meets recommended levels but they serve a higher proportion of their combined student bodies. Counselors and advisors serve over one-third of the New College population alone. With only 2.5 FTE staff, the New College counseling center is unable to increase the number of sessions or expand other services.

Dr. England then reported that during the 2015-2016 academic year, there were more than 440 Baker Act hospitalizations, up from 300 during the previous academic year. That number does not include students who were involuntarily hospitalized by family members or those students who were voluntarily hospitalized. She also noted that there were more than 9,100 crisis visits, more than double the number reported the preceding year. More than 1,700 students reported having made previous suicide attempts. There are fewer than 10 suicides taking place on campus each year, but the number taking place off-campus is unknown. According to results from the most recent survey of counseling center directors released earlier in March this year, the top issues students face include anxiety, depression, relationship issues, and suicide.

Data presented in January show that counseling services make a significant difference, Dr. England observed. Students see improved mental health and, after a few counseling sessions, most are no longer a risk to themselves or others. Students also report academic success and would recommend the counseling center to their friends.

Dr. England went on to state that the solution for meeting the needs and ensuring student safety is to provide more mental health professionals for the state universities. She noted that the Board's Legislative Budget Request asks for \$14.4 million over two years to provide salaries for approximately 137 full-time equivalent staff; costs associated with recruiting and hiring new staff; and funds for training, technology, space, and equipment. Expected results from additional support include better student retention and graduation rates, better quality of student life, and increased alumni satisfaction. Staff retention is also likely to improve with more reasonable workloads.

Governor Frost asked how soon students can meet with counselors after applying to the university. Dr. Corey King, Vice President of Student Affairs at FAU and Chair of the

Council for Student Affairs, reported that students can meet with counselors while they attend new student orientation. Governor Kitson asked what would happen if the legislature does not provide funds for more counselors. President Thrasher from FSU responded that this is a critical need and that the legislature ought to respond, but if it doesn't, then the universities need to make this a high priority. Governor Kuntz emphasized that the Board and universities should articulate the need to the legislature and asked if the universities should be required to meet the minimum IACS standards. President Rosenberg from FIU reported that there are three student suicide deaths each day in the U.S. A lag between the initial appointment and the follow-up appointment often occur because of a lack of resources.

Governor Tyson asked whether the national standards were established during a time when there was less student demand, if the standards might change in the near future as a result of the increase in demand and complexity of the issues, and if the trends will stabilize at some future point. Dr. King stated that he expects the demand to continue increasing because students today arrive with identified issues and universities are doing a good job of making students aware of services.

Governor Morton challenged the university presidents to consider where this issue is on their list of priorities. Governor Jordan stated that we should hurry to meet the minimum staffing levels and keep on ramping up as the numbers of students facing mental health issues is expected to increase. Governor Kuntz suggested that the Chancellor charge the presidents with providing a detailed plan and timeline for reaching the recommended IACS staffing levels, regardless of whether the legislature provides additional funds, and then report on progress.

Governor Hebert asked if additional health fees had become available with the practice of health centers billing private health insurance companies. Dr. King reported that the CSA was planning to do a study on the use of private insurance among the state universities and across the country.

5. Academic and Student Affairs Updates

A. SUS Council for Student Affairs (CSA)

Dr. Corey King, FAU Vice President of Student Affairs and CSA Chair, provided the CSA report:

- The CSA met on March 29, 2017, to discuss the mental health LBR. Dr. King stressed the importance of continuing support for the mental health LBR.
- The software contract for the anti-hazing program will be extended for another year. Dr. King stated that individual institutions will provide some funding to help the CSA continue to provide this service. Dr. King had a conversation with Chancellor Criser about a future plan that includes identifying funding to keep providing the software to students.

- Information from the Hazing Prevention Software will be presented during the Anti-Hazing Summit on May 19, 2017, at UCF and then used to develop strategies to proactively address hazing on campuses.
- The CSA Summit will take place June 18-19, 2017 at USF.
- The CSA will also take part in the Safety Summit on June 19-20, 2017, at USF.
- Dr. King reported on the March 11-15, 2017 meeting of the National Association of Student Affairs Professionals (NASPA). Dr. Maribeth Ehasz, of UCF, attended a national discussion on the status of fraternities and sororities on college campuses, a topic to be discussed at the Safety Summit Meeting on June 18-19.
- Dr. Kevin Bailey, UWF, is now a member of the NASPA board and also chair of the 100th NASPA conference, held March 3-7, 2018 in Philadelphia,
- Dr. Mary Coburn, FSU, is retiring and was recognized for her contributions to the CSA.

B. SUS Council of Academic Vice Presidents (CAVP)

Dr. Gary Perry, Provost and Vice President for Academic Affairs, FAU, Chair of the CAVP, reported on the following activities:

- The Innovation and Online Committee approved the implementation plan for the *Strategic Plan for Online Education, 2025*, on March 29, 2017.
- Dr. Perry reported on the civics work group that was formed in response to Governor Levine's queries at the January Board Meeting. The civics workgroup held a teleconference in March to address whether SUS students graduate without knowledge in civics and, if so, what should be done. The group has currently tabled the discussion because of the different options that were being discussed among members of the Legislature. Dr. Perry reported that Vice Chancellor Ignash was working with legislative staff to clarify the language regarding general education curricula and faculty participation.
- Dr. Perry reported that performance-based funding (PBF) metrics were also discussed at the CAVP dinner on March 29, 2017, with the following observations:
 - CAVP members agreed that the SUS system and individual universities have benefited from PBF and shown improvement.
 - CAVP members are concerned about the changes to Metric 10.
 - The following unanimous resolution was adopted by the CAVP on March 29, 2017, "Following introduction of a new performance metric or the changing of an existing performance metric including benchmarks there shall be a minimum period of one year before implementation."
 - CAVP members were concerned that the current model puts all prior performance funding at risk, which could be a considerable amount of funding to individual institutions.
 - CAVP members would welcome the opportunity to discuss their concerns and examine the PBF model with governors and SUS presidents during a workshop.

Governor Tripp noted that discussions of the performance metrics and the CAVP resolution would be referred to the Budget and Finance Committee. Chair Kuntz stated that he liked the idea of a workshop with CAVP members and added that the Board has really tried to reach out to provosts, presidents, and anyone who wanted to provide input regarding the performance metrics. He did not agree with a one-year waiting period before implementing changes and would speak with Chancellor Criser, Governor Lautenbach, and the Budget and Finance Committee about meeting with CAVP members before the June BOG meeting to receive feedback regarding PBF.

C. Florida Student Association (FSA)

Governor Hebert reported that the new FSA Board member would be elected in May. Governor Hebert will be attending Thursday of the June BOG Meeting and introduce the new FSA board member. Governor Tripp thanked Governor Hebert for his service.

Governor Jacob Hebert, FSA Chair, reported on the following activities:

- The annual Rally in Tally was held on March 22, 2017. Nine of the twelve Universities attended and brought student representatives to discuss Bright Futures policy and funding, including summer and increased funding; mental health and campus safety LBRs; and excess credit hour surcharges.
- Governor Hebert reported that the FSA asked for excess credit hour exemptions for students who are graduating in four years and for students who are in STEM degrees who need to repeat a 3000 or 4000 level course.
- The FSA is following legislation regarding excess credit hour surcharges (HB 153 and SB 1462). The FSA is closely tied to the House bill.
- Governor Hebert thanked the Board and Chancellor Criser for their guidance during his term.

6. Concluding Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 3:48 p.m.

Norman D. Tripp, Chairman

Richard P. Stevens,
Assistant Vice Chancellor for Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will provide an update regarding the activities of the Office of Academic and Student Affairs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: Public Notice of Intent to Amend Regulation 6.002, Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 6.002, Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 6.002 has been amended to provide clarity and align minimum admissions test score requirements with those required for college-level coursework, as described in Board of Governors Regulation 6.008. A summary of the proposed changes to this regulation is included below:

- Eliminates Table One of the current regulation and replaces it with a statement indicating that a student may be considered for standard admission if the student has a 2.50 or higher grade point average (current requirement), presents an official SAT and/or ACT, qualifies for college-level placement per Board Regulation 6.008, and meets the high school credits listed in the new Table One.
- Clarifies the 2016 Redesigned SAT and minimum ACT composite score required for students who are graduates of a high school educational program that is not measured in Carnegie Units.
- Clarifies that a student must be eligible for college-level work per Board of Governors Regulation 6.008 in order to be eligible for the Talented Twenty designation.
- Eliminates vague concordance test outdated essay language.

Draft amendments have been reviewed by the university General Counsels, the Council of Academic Vice Presidents, university admission directors, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Draft Amended Regulation 6.002

Facilitators/Presenters: Governor Norman Tripp

6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

(1) **FTIC Undergraduate Admission - General.** This regulation outlines minimum eligibility requirements for first-time-in-college (FTIC) students seeking admission to an undergraduate degree program in the State University System (SUS). Individual institutions may choose to establish more stringent admission requirements within the parameters outlined in Board of Governors regulations.

- (a) For the purposes of this regulation, FTIC freshmen are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, and who have earned fewer than twelve (12) semester hours of transferable college credit since receiving a standard high school diploma or its equivalent.
- (b) Eligibility for admission to the SUS does not guarantee admission to the specific institution or degree program to which admission is sought.
- (c) Each university board of trustees shall develop regulations governing the admission of FTIC students that comport with the requirements outlined in Board regulations. Such regulations may allow for exceptions to be made on an individual basis, as outlined in subparagraph 2(b) of this regulation, when a student, in the judgment of an appropriate university committee, can reasonably be expected to perform satisfactory academic work in the institution to which admission is sought.
- (d) In all but the following specified cases, an FTIC student must have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, to be considered for admission to a state university. Students completing a home education program according to section 1002.41, Florida Statutes, meet this minimum admission requirement; however, each university may require additional documentation to verify eligibility for these students. Students admitted under early admission in accordance with university policy are exempted from this requirement during the time they are still classified as early admission students. Early admission is a form of dual enrollment through which eligible secondary students are admitted to a postsecondary institution on a full-time basis in courses that are creditable toward both the high school diploma and the students' university degree program.
- (e) FTIC students applying for admission must submit SAT Reasoning Test or redesigned SAT (rSAT) scores from the College Board or ACT ~~with Writing~~ scores from ACT, Inc. Universities may reserve the right to require a student to take an updated version of a test. ~~Students applying for Spring 2017 or later are not required to submit an essay score. Universities may reserve the right to require a student to take an updated version of a test.~~ Universities may reserve the right to require a student to take an updated version of a test.
- (f) Each university shall require FTIC applicants to submit or authorize transmission of a complete official academic transcript of all secondary work

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and from each postsecondary institution, as appropriate. Each transcript shall list all courses for which the student was enrolled each term, the status in each course at the end of the term, all grades and credits awarded, and a statement explaining the grading policy of the institution.

- (g) Each transcript should also specify any college credits the student earned through accelerated mechanisms. University weighting of approved accelerated mechanisms in the recalculation of the student’s grade point average for admission purposes must be conducted per Board Regulation 6.006(5) Acceleration Mechanisms.
- (h) Each FTIC student admitted to the SUS is expected to demonstrate competency of foreign language or American Sign Language equivalent to the second high school level or higher (Spanish 2, Haitian Creole 2, etc.). A limited number of students not meeting the high school foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree. These students may meet this foreign language admission requirement by demonstrating competency at the elementary 2 level in one foreign language or American Sign Language at an undergraduate institution; demonstrating equivalent foreign language competence on the basis of scores determined by the *Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies*, as adopted by the BOG Board of Governors ; or demonstrating equivalent foreign language or American Sign Language competence through other means approved by the university.
- (i) Any FTIC student with a disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to BOG Board Regulation 6.018.

(2) FTIC Undergraduate Admission. Students shall be considered as meeting minimum SUS eligibility requirements in one of the following ways:

(a) Standard Admission: FTIC students applying to the SUS may be considered for admission based on the following criteria:

1. An FTIC student may be admitted if meeting the following a 2.50 or higher grade point average (GPA) on a 4.00 scale as calculated by the university, presents an official SAT and/or ACT score, and meets the requirements for college level placement per Board of Governors Regulation 6.008 and high school credits per Table One or admissions test scores as indicated in Table One.

Table One

| | |
|---|--|
| Students Admitted Prior to Spring 2017 | Students Admitted Spring 2017 and Later |
|---|--|

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| | |
|---|---|
| <p>An FTIC student may be admitted if he/she has a high school grade point average (GPA) of 3.00 or higher on a 4.00 scale as calculated by the university, and presents an official SAT and/or ACT Plus Writing scores. Beginning fall 2014, the student must include the Plus Writing section of the ACT if utilizing the ACT to meet this standard,</p> <p style="text-align: center;">OR</p> | <p>An FTIC student may be admitted if he/she has a high school GPA of 3.00 or higher on a 4.00 scale as calculated by the university and presents an official SAT and/or ACT.</p> <p style="text-align: center;">OR</p> |
| <p>An FTIC student may be admitted if he/she has a high school GPA of 2.5–2.99 on a 4.00 scale as calculated by the university. Course work from which a student has withdrawn with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each section of the SAT (or its corresponding score on the redesigned SAT, based on official concordance tables which will be available from the College Board after the administration of the first redesigned SAT) or ACT Plus Writing section as outlined below:</p> <ul style="list-style-type: none"> • SAT Critical Reading \geq 460 or ACT Reading \geq 19, • SAT Mathematics \geq 460 or ACT Mathematics \geq 19, and • SAT Writing \geq 440 or ACT Combined English/Writing \geq 18. | <p>An FTIC student may be admitted if he/she has a high school GPA of 2.5–2.99 on a 4.00 scale as calculated by the university. Course work from which a student has withdrawn with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each section of the SAT (or its corresponding score on the redesigned SAT, based on an official Evidenced Based Reading/Writing Section and Math Section concordance from the College Board after the administration of the first redesigned SAT) or ACT section as outlined below:</p> <ul style="list-style-type: none"> • SAT Critical Reading or concorded score from rSAT Evidence Based Reading & Writing score \geq 460 Or ACT Reading \geq 19 • SAT Mathematics \geq 460 or ACT Mathematics \geq 19 |

2. An FTIC applicant must have completed the secondary academic unit requirements as indicated in Table Two.

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Table Two-~~One~~

| Students Entering High School Prior to July 1, 2007 | Students Entering High School July 1, 2007 or Later |
|--|--|
| 4 credits - English/Language Arts (three of which must have included substantial writing requirements). | 4 credits - English/Language Arts (three of which must have included substantial writing requirements). |
| 3 credits - Mathematics (at or above the <u>A</u> lgebra I level). | 4 credits - Mathematics (at or above the <u>A</u> lgebra I level). |
| 3 credits - Natural Science (two of which must have included substantial laboratory requirements). | 3 credits - Natural Science (two of which must have included substantial laboratory requirements). |
| 3 credits - Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography). | 3 credits - Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography). |
| 2 credits - Foreign Language See subsection (1)(h). | 2 credits - Foreign Language See subsection (1)(h). |
| <p>3 credits - Additional academic electives (in any combination of courses listed in the Department of Education Course Code Directory, as follows:</p> <p>1. Up to three credits in Level II courses in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, or Fine Arts; Level III courses in any discipline; or Dual Enrollment courses for which both high school and postsecondary credits are granted; OR</p> <p>2. At least one credit from 1. above and up to two credits in courses grade nine or above in ROTC/Military Training, or at least one credit from 1. above and up to two credits of equivalent courses in any discipline as determined by the Articulation Coordinating Committee.</p> | <p>2 credits - Additional academic credits (in any combination of courses listed in the Department of Education Course Code Directory.)</p> <p>1. Two credits from among Level II courses listed in the Department of Education Course Code Directory in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the Directory in any academic or career and technical education_credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted; OR</p> <p>2. One credit from 1. above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee.</p> |

32. Home Education or Other Non-Traditional High School Program participants: A student applying for admission who has participated in a non-traditional high school program must present credentials determined to be

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equivalent to those described in this regulation by the individual SUS institution to which the student is applying. A student whose high school educational program is not measured in Carnegie Units must present a combined test score of at least ~~1010 on the SAT~~, ~~a combined test score of at least 1010 on the SAT Reasoning Test (or concordant redesigned SAT section)~~, ~~a minimum composite score of 21 on the ACT Plus Writing (or ACT for students entering Spring 2017)~~, or an 1450 on the SAT Reasoning Test (all three portions), an overall combined test score of 1060 on the 2016 Redesigned SAT, or a minimum composite score of 21 on the ACT.

3. Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT ~~Plus Writing~~ and/or SAT results. Each university shall determine equivalencies to university minimum standards. ~~Students admitted spring 2017 or later may submit ACT scores without an essay.~~
 - (b) Alternative Admission (Profile Assessment): Applicants who are not eligible for standard admissions may be considered for alternative admission. In addition to reviewing a student's GPA and test scores, a university may consider other factors in the review of the student's application for admission. These factors may include, but are not limited to, the following: a combination of test scores and GPA that indicate potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low-performing high school, graduation from an International Baccalaureate program, geographic location, military service, special talents and/or abilities, or other special circumstances. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin, or sex. The student may be admitted if, in the judgment of an appropriate institutional committee, there is sufficient evidence that the student can be expected to succeed at the institution.
 1. The number of first-time-in-college students admitted through profile assessment at each university shall be determined by the university board of trustees.
 2. Each university shall implement specific measures and programs to enhance academic success and retention for students who are accepted into the institution using the alternative admissions option. The board of trustees shall review the success of students admitted under the profile assessment process to ensure that their rates of retention and graduation remain near or above the institution's average.
 - (c) Talented Twenty: Within space and fiscal limitations, admission to a university in the SUS shall be granted to an FTIC applicant who is a graduate of a public Florida high school, who has completed the eighteen (18) required high school units as listed in this regulation, who ranks in the top 20% of his/her high

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school graduating class, and who has submitted SAT Reasoning Test or redesigned SAT scores from the College Board or ACT ~~Plus Writing~~ scores from ACT, Inc., prior to enrollment. A student must be eligible for college-level work per Board of Governors Regulation 6.008 in order to be eligible for Talented Twenty consideration. A Talented Twenty student is not guaranteed admission to the university of first choice and should work closely with a high school counselor to identify options. The SUS will use class rank as determined by the Florida Department of Education. ~~Students admitted Spring 2017 or later may submit a redesigned SAT or ACT without an essay.~~

(3) Any increase, change, or revision in standards of admission must be included in the undergraduate catalog and posted on the university Web site.

Authority: Section 7(d), Art. IX, Fla. Const., History - Formerly 6C-2.42, and 6C-6.02, 11-18-70, 5-27-74, 12-17-74, 6-25-80, 3-21-82, 4-16-84, 4-14-86, 4-20-87, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 8-4-92, 5-17-95, 11-27-95, 9-19-00, 11-28-00, Amended and Renumbered as 6.002 9-27-07, 01-28-10, 11-08-12, 11-21-2013. Amended 01-21-16. Amended: _____.

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

Academic and Student Affairs Committee

June 21, 2017

SUBJECT: Public Notice of Intent to Amend Regulation 6.006, Acceleration
Mechanisms

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 6.006, Acceleration
Mechanisms

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 6.006 has been amended to recognize one additional accelerated mechanism (i.e., Defense Language Proficiency Test). This new mechanism was recognized by the Articulation Coordinating Committee (ACC) through its approval of the most recent version of the *Articulation Coordinating Committee Credit-By-Exam Equivalencies* document at its May 17, 2017 meeting. The addition of this mechanism provides for consistent treatment of examinations throughout public postsecondary education in Florida.

Per the Statewide Articulation Agreement and Board of Governors Regulation 6.006, Acceleration Mechanisms, universities recognize satisfactory performance on examinations as identified by the ACC guidelines as approved by the Board of Governors.

The draft amendment has been reviewed by the Council of Academic Vice Presidents and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Draft Amended Regulation 6.006
ACC Credit-By-Exam Equivalencies

Facilitators/Presenters: Governor Norman Tripp

6.006 Acceleration Mechanisms

- (1) Definition – Within the context of these regulations, an early college dual enrollment course is defined as a postsecondary course creditable toward high school completion and a college degree (as opposed to a career or technical certificate).
- (2) Each baccalaureate degree program offered by a university shall be designed so that students may complete a minimum of twenty-five percent (25%) of degree requirements through the acceleration mechanisms listed below:
 - (a) Achievement of specified performance levels on standardized institutional or departmental examinations;
 - (b) Recognition of satisfactory performance on examinations identified in the *Articulation Coordinating Committee Credit-By-Exam* Guidelines as approved by the Board of Governors. These examinations include those associated with the Advanced Placement Programs of the College Board, the International Baccalaureate Program, the Advanced International Certificate of Education Program, DANTES/DSST, Excelsior College, Defense Language Proficiency Test, and the College-Level Examination Program;
 - (c) Satisfactory performance in community college or university early college dual enrollment courses taken prior to graduation from high school; or
 - (d) Any combination of the above acceleration mechanisms.
- (3) In order to facilitate acceleration, each university must award credit for specific courses for which competency has been demonstrated by successful passage of an approved dual enrollment course or examination as outlined in this regulation.
- (4) Each university shall establish a program of early admission (full-time early college dual enrollment) for eligible secondary school students qualifying for such a program under provisions of subsection 1007.271(2), Florida Statutes.
- (5) Effective beginning with students admitted Summer Semester 2009, early college dual enrollment courses that meet core state university admission requirements in English/Language Arts, Mathematics, Natural Sciences, Social Sciences, or Foreign Languages (as specified in Board of Governors Regulation 6.002(6)(a)(1)) shall receive the same weighting as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses in the calculation of the high school grade point average used for admission decisions.

(6) Each university shall describe clearly the various options available for acceleration and the criteria governing such options in its catalog, university Web site, and other appropriate publications or advisement materials.

Authority: Section 7(d), Art. IX, Fla. Const.; History-- Formerly 6C-2.69, and 6C-6.06 1-7-73, 12-17-74, Amended 1-10-78, 8-11-85, 10-19-88, 3-29-89, 3-27-08.

ARTICULATION COORDINATING COMMITTEE

CREDIT-BY-EXAM EQUIVALENCIES

Adopted by ACC May 17, 2017

Section 1007.27(2), Florida Statutes, requires the Articulation Coordinating Committee (ACC) to establish passing scores and course and credit equivalents for Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), DSST (DANTES), Defense Language Proficiency Test (DLPT), and College-Level Examination Program (CLEP) exams. The UEXCEL and Excelsior College exam equivalents on the list are not part of that requirement, but are authorized by State Board of Education Rule 6A-10.024. Public community colleges and universities in Florida are required to award the minimum recommended credit for AP, AICE, IB, DSST, DLPT and CLEP exams as designated.

The following are guidelines to use in applying the list of credit-by-exam equivalents:

AWARDING CREDIT FOR EXAMS

If a student achieves the score listed on an AP, AICE, IB, DSST, DLPT or CLEP exam, state universities and community colleges must award the minimum recommended credit for the course or course numbers listed, **even if they do not offer the course**. Up to 45 total credit-by-exam credits may be awarded.

- Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites or other requirements.
- Institutions must award the same number of credits that are ordinarily awarded for the course or the minimum listed, whichever is greater.
- Institutions may award more credit than the minimum listed, but may not use additional course numbers that will automatically transfer. Institutions should carefully consider what is required for students' degree plans before awarding additional credit.

- Credit by examination may not duplicate credit previously earned through examination or through postsecondary courses in which a grade of “C” or higher has been earned.
- If no specific course number is listed, but a number of credits is given, institutions must award credit. They may use any appropriate course number in the subject area, or no number.
- If no minimum credit is recommended for a particular exam, award of credit is at the discretion of the institution. Institutions may not use course numbers that will automatically transfer.
- Institutions may not award credit for scores below those listed.
- If students have old scores (taken prior to November, 2001), institutions may either use the new minimum scores and course equivalents, or the institution’s policy in effect when the student took the exam.

GENERAL EDUCATION, COMMON PREREQUISITES, AND GORDON RULE

For purposes of completing the requirements for general education, Gordon Rule, or major prerequisites, credit for specific course numbers awarded by exam should be treated no differently from credit earned in the same courses at the receiving institution.

Courses designed as ^{core} in this document are also designated as a general education core course pursuant to State Board of Education Rule 6A-14.0303, F.A.C., *General Education Core Course Options* and Board of Governors Regulation 8.005 *General Education Core Course Options*.

DSST (DANTES), EXCELSIOR, AND OTHER EXAM PROGRAMS

Institutions are **not** required to initially award credit for UEXCEL or Excelsior (formerly Regents or PEP) exams listed.

However, pursuant to State Board of Education Rule 6A-10.024 (adopted via resolution by the Board of Governors in November 2005) institutions **are** required to accept the credit in transfer if another institution has awarded credit based on the list of equivalents.

Institutions may award credit at their discretion for any exam not listed. All DSST (DANTES) and Excelsior exams were reviewed, but course equivalents were only recommended when there was a reasonable equivalent in the Statewide Course Numbering System. Credit awarded for exams not listed may transfer at the discretion of the receiving institution.

ADVANCED PLACEMENT (AP)

Advanced Placement exams are taken after students complete the corresponding Advanced Placement course in high school. Advanced Placement courses are challenging, college-level courses that are designed to parallel typical lower-level undergraduate courses. Exams are developed by committees of college and secondary faculty, and are given to test groups of students in actual college courses to determine appropriate passing scores. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. More information about Advanced Placement, including descriptions of courses and sample examination questions, is available at <http://apcentral.collegeboard.com/apc/Controller.jpf>. Page 16 of the AP Calculus Course Description, at <http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf> describes how to award credit for the AP Calculus BC *subscore*. The subscore description for the Music Theory exam is available in the Course Description booklet online at AP Central, http://apcentral.collegeboard.com/apc/public/repository/ap08_music_coursedescrip.pdf.

| Exam | AP Exam Score of 3 | AP Exam Score of 4 | AP Exam Score of 5 | Comments |
|-------------------|--|---|---|--|
| Art History | ARH X000 ^{core} (min. 3 credits) | ARH X050 and X051 (min. 6 credits) | Same as 4 | |
| Biology | BSC X005C ^{core} or BSC X005/X005L ^{core} (min. 4 credits) | BSC X010C ^{core} or BSC X010/X010L ^{core} (min. 4 credits) | BSC X010C ^{core} or BSC X010/X010L ^{core} and BSC X011C or BSC X011/X011L (min. 8 credits) | |
| Calculus AB | MAC X311 ^{core} (min. 4 credits) | Same as 3 | Same as 3 | |
| Calculus BC | MAC X311 ^{core} (min. 4 credits) | MAC X311 ^{core} and X312 (min. 8 credits) | Same as 4 | The BC exam includes a <i>subscore</i> for the AB portion of the exam for Calculus AB credit. Colleges should regard the subscore on the BC exam the same as an AP Calculus AB Exam score. |
| Capstone Research | IDS XXXX (min 3 credits) | Same as 3 | Same as 3 | Institutional discretion when applying equivalencies |
| Capstone Seminar | IDS 1350 (min of 3 credits) | Same as 3 | Same as 3 | |
| Chemistry | CHM X020C ^{core} or CHM X020 /X020L ^{core} (min. 4 credits) | CHM X045C ^{core} or CHM X045/X045L ^{core} or CHM X040/X045L (min. 4 credits) | CHM X045C ^{core} or CHM X045/X045L ^{core} and CHM X046 or X046/X046L (min. 8 credits) | |

| Exam | AP Exam Score of 3 | AP Exam Score of 4 | AP Exam Score of 5 | Comments |
|--------------------------------------|---|---|---------------------------|--|
| Chinese Language and Culture | One semester of intermediate-level language (min. 3 credits) | Two semesters of intermediate-level language (min. 6 credits) | Same as 4 | No literature credit |
| Computer Science A | CGS X075 (min. 3 credits) | Same as 3 | Same as 3 | CGS X075 is unique to this exam. Exam content changes frequently. |
| Computer Science AB | CGS X076 (min. 3 credits) | Same as 3 | Same as 3 | CGS X076 is unique to this exam. Exam content changes frequently. Exam discontinued in 2009 |
| Economics: Macro | ECO X013 ^{core} (min. 3 credits) | Same as 3 | Same as 3 | |
| Economics: Micro | ECO X023 (min. 3 credits) | Same as 3 | Same as 3 | |
| English Language and Composition | ENC X101 ^{core} (min. 3 credits) | ENC X101 ^{core} and X102 (min. 6 credits) | Same as 4 | Award min. 3 credits if ENC X101 already satisfied. |
| English Literature and Composition | ENC X101 ^{core} or course in AML, ENL, or LIT (min. 3 credits) | ENC X101 ^{core} and either ENC X102 or LIT X005 (min. 6 credits) | Same as 4 | LIT X005 is unique to this exam. Literature content varies widely. Award min. 3 credits if ENC X101 already satisfied. |
| Environmental Science | ISC X051 (min. 3 credits) | Same as 3 | Same as 3 | ISC X051 is unique to this exam. Interdisciplinary environmental studies course |
| European History | EUH X009 (min. 3 credits) | EUH X000 and X001 (min. 6 credits) | Same as 4 | EUH X009 is unique to this exam. |
| French Language and Culture | One semester of intermediate-level language (min. 3 credits) | Two semesters of intermediate-level language (min. 6 credits) | Same as 4 | No literature credit French Language exam discontinued, combined exams in 2011 |
| French Literature | One semester introductory literature (min. 3 credits) | Two semesters of introductory literature (min. 6 credits) | Same as 4 | Exam discontinued in 2011 |
| German Language and Culture | One semester of intermediate-level language (min. 3 credits) | Two semesters of intermediate-level language (min. 6 credits) | Same as 4 | No literature credit German Language exam discontinued, combined exams in 2011 |
| Government and Politics: Comparative | CPO X001 or X002 (min. 3 credits) | Same as 3 | Same as 3 | |

| Exam | AP Exam Score of 3 | AP Exam Score of 4 | AP Exam Score of 5 | Comments |
|--|---|---|--------------------|---|
| Government and Politics: United States | POS X041 ^{core} (min. 3 credits) | Same as 3 | Same as 3 | |
| Human Geography | GEO X400 or GEO X420 (min. 3 credits) | Same as 3 | Same as 3 | |
| Italian Language and Culture | One semester of intermediate-level language (min. 3 credits) | Two semesters of intermediate-level language (min. 6 credits) | Same as 4 | No literature credit |
| Japanese Language and Culture | One semester of intermediate-level language (min. 3 credits) | Two semesters of intermediate-level language (min. 6 credits) | Same as 4 | No literature credit |
| Latin: Latin Literature | LNW X700 | Same as 3 | Same as 3 | LNW X700 is a unique number for this exam. Exam includes Catullus and either Horace, Ovid, or Cicero Exam discontinued, combined with Latin in 2012 |
| Latin: Vergil | LNW X321 | Same as 3 | Same as 3 | Exam discontinued, combined with Latin in 2012 |
| Latin | LNW X700 or LNW X321 | Same as 3 | Same as 3 | |
| Music Theory | MUT X001 if composite score is 3 or higher. MUT X111 and MUT X241 if both aural and non-aural subscores are 3 or higher. (min. 3 credits) | Same as 3 | Same as 3 | Subscore descriptions are available online at AP Central, http://apcentral.collegeboard.com/apc/public/repository/ap08_music_coursedescrip.pdf |
| Physics 1 | PHY X053C ^{core} or PHY X053/X053L ^{core} (min 4 credits) | same as 3 | Same as 3 | |
| Physics 2 | PHY X054C or PHY X054/X054L (min 4 credits) | Same as 3 | Same as 3 | |
| Physics B | PHY X053C ^{core} or PHY X053/X053L ^{core} (min. 4 credits) | PHY X053C ^{core} or X053/X053L ^{core} and PHY X054C or X054/X054L (min. 8 credits) | Same as 4 | Exam discontinued in 2014 |

| Exam | AP Exam Score of 3 | AP Exam Score of 4 | AP Exam Score of 5 | Comments |
|------------------------------------|--|--|--------------------|----------------------|
| Physics C: Electricity / Magnetism | PHY X054C or PHY X054/X054L (min. 4 credits) | PHY X049C or PHY X049/X049L (min. 4 credits) | Same as 4 | |
| Physics C: Mechanics | PHY X053C ^{core} or PHY X053/X053L ^{core} (min. 4 credits) | PHY X048C ^{core} or PHY X048/X048L ^{core} (min. 4 credits) | Same as 4 | |
| Psychology | PSY X012 ^{core} (min. 3 credits) | Same as 3 | Same as 3 | |
| Spanish Language and Culture | One semester of intermediate-level language (min. 3 credits) | Two semesters of intermediate-level language (min. 6 credits) | Same as 4 | No literature credit |
| Spanish Literature | One semester introductory literature (min. 3 credits) | Two semesters of introductory literature (min. 6 credits) | Same as 4 | |
| Statistics | STA X014 or STA X023 ^{core} (min. 3 credits) | Same as 3 | Same as 3 | |
| Studio Art: Drawing Portfolio | ART X300C (min. 3 credits) | Same as 3 | Same as 3 | |
| Studio Art: 2-D Design Portfolio | ART X201C (min. 3 credits) | Same as 3 | Same as 3 | |
| Studio Art: 3-D Design Portfolio | ART X203C (min. 3 credits) | Same as 3 | Same as 3 | |
| United States History | AMH X000 (min. 3 credits) | AMH X010 and X020 ^{core} (min. 6 credits) | Same as 4 | |
| World History | WOH X022 (min. 3 credits) | Same as 3 | Same as 3 | |

CAMBRIDGE AICE (British AS-Level and A-Level)

The AICE program is an international, advanced secondary curriculum and assessment program equivalent to the British system of “A-Levels.” AS-Level courses are comprised of curriculum lasting one academic year. A-Level courses encompass all AS-Level curriculum as well as additional topics. A-Level coursework is completed over two academic years. The following list represents the recommendations of the Articulation Coordinating Committee. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. Information about the program, including course syllabi, can be found on-line at <http://www.cie.org.uk/countries/usa>.

| Exam | Passing Score of “A”, ”B”, ”C”, ”D”, ”E” (grades are not based on the American “A” – “F” grading scale) | Comments |
|--|---|----------|
| Accounting (AS-Level) | ACG X001 (min. 3 credits) | |
| Accounting (A-Level) | ACG X001 and ACG XXXX (min. 6 credits) | |
| Art and Design (AS-Level) | No number recommendation (min. 3 credits) | |
| Applied ICT – Information, Communication Technology (AS-Level) | CGS X060 or CGS X100 (min. 3 credits) | |
| Applied ICT- Information, Communication Technology (A-Level) | Institutional discretion/ elective credit (min 6 credits) | |
| Art and Design (A-Level) | No number recommendation (min. 6 credits) | |
| Biology (AS-Level) | BSC X005C ^{core} or BSC X005/X005L ^{core} (min. 4 credits) | |
| Biology (A-Level) | BSC X010C ^{core} or BSC X010/X010L ^{core} and additional credit at institution’s discretion, based on optional topics studied (min 7 credits) | |
| Business Studies (AS-Level) | GEB X011 (min. 3 credits) | |
| Business Studies (A-Level) | GEB X011 and GEB XXXX (min. 6 credits) | |
| Chemistry (AS-Level) | CHM X020C ^{core} or CHM X020/020L ^{core} or CHM X025C or CHM X025/025L (min. 4 credits) | |
| Chemistry (A-Level) | CHM X020C ^{core} or CHM X020/020L ^{core} or CHM X025C or CHM X025/025L and CHM X045C ^{core} or CHM X045/045L ^{core} (min 8 credits) | |

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| Exam | Passing Score of “A”, ”B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale) | Comments |
|---|--|--|
| Classical Studies (AS-Level) | CLA X010 (min. 3 credits) | |
| Computing (AS-Level) | CGS X073 (min. 3 credits) | CGS X073 is a unique number for to this exam. |
| Computing (A-Level) | CGS X073 and CGS X074 (min. 6 credits) | CGS X073 and CGS X074 are unique numbers for this exam |
| Design and Technology (AS-Level) | ETI X482C (min. 3 credits) | |
| Design and Technology (A-Level) | ETI X482C or ETI X482/482L and ETI XXXX (min. 6 credits) | |
| Economics (AS-Level) | ECO X000 (min. 3 credits) | |
| Economics (A-Level) | ECO X013 ^{core} and ECO X023 (min. 6 credits) | |
| English (AS-Level) – English Language or Language & Literature in English | ENC X101 ^{core} (min. 3 credits) | |
| English (A Level) | ENC X101 ^{core} and either ENC X102 or LIT X000 ^{core} (min 6 credits) | If credit already awarded for ENC X101 or ENC X102, may award ENC X121 and ENC X122 |
| English (AS-Level) – Literature in English | ENC X101 ^{core} or ENC X102 (min. 3 credits) | Award credit for ENC X102 if student has credit for X101. |
| English (A-Level) – Literature in English | ENC X101 ^{core} and X102 or ENC X102 and LIT X100 (min. 6 credits) | Award credit for ENC X102/LITX006 if student has credit for ENC X101. |
| Environmental Management (AS- Level) | EVR X001C ^{core} or EVR X001/X001L ^{core} or ISC XXXX (min. 3 credits) | Only offered at AS-level |
| French Language (AS-Level) | One semester of language credit at Intermediate I level (min. 3 credits) | |
| French Literature (AS-Level) | One semester of literature survey credit (min. 3 credits) | |
| French (A-Level) | Two semesters of language credit at Intermediate II level (min. 6 credits) | |
| Further Mathematics (A-Level) | MAC X311 ^{core} and MAC X312 or STA x023 (min of 6 credits) | |
| General Paper | IDS X110 (min. 3 credits) | |
| Geography (AS-Level) | GEA X000 (min. 3 credits) | |

| Exam | Passing Score of “A”, ”B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale) | Comments |
|--|--|---|
| Geography (A-Level) | GEO X200 and GEO X400 (min. 6 credits) | |
| German Language (AS-Level) | One semester of language credit at Intermediate I level (min. 3 credits) | |
| German (A-Level) | Two semesters of language credit at Intermediate II level (min. 6 credits) | |
| Global Perspectives 1 (AS-Level) | ISS X011 or ISS X013 (3 credits) | |
| Global Perspectives Pre-U Independent Research II (A-Level) | ISS X011 and ISS X012 (6 credits) | Pre-U Level results are reported on a 9-point scale of grades: Distinction (D)1, D2, D3, Merit (M) 1, M2, M3, Pass (P) 1, P2, P3 with grade D1 being the highest and grade P3 the lowest. Pre U grade D2 = A Level exam grade A* and a P3 is > A level grade E. |
| History – The History of the USA, c. 1840-1968 | AMH X042 (3 credits) | Exam discontinued in 2014, revised for 2015 |
| History – Modern European History, 1789-1939 | EUH X031 or EUH X002 (3 credits) | Exams discontinued in 2014, revised for 2015 |
| History – International History, 1945-1991 | HIS X206 or WOH X040 (3 credits) | Exams discontinued in 2014, revised for 2015 |
| History, US History, c.1840-1941 (AS-Level) | AMH X029 (3 credits) | AMH 029 is unique to this exam. |
| History, US History, c.1840-1990 (A-Level) | AMH X029 and AMH X020 ^{core} (6 credits) | AMH X029 is unique to this exam. |
| History, European History, c.1789- 1917 (AS-Level) | EUH X031 (3 credits) | |
| History, European History, c.1789- 1941 (A-Level) | EUH X031 and EUH XXXX (6 credits) | Institutional discretion when applying equivalencies. |
| History, International Relations/History, c.1871-1945 (AS-Level) | WOH X040 (3 credits) | |

| Exam | Passing Score of “A”, ”B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale) | Comments |
|---|--|---|
| History, International Relations/History, c.1871-1991 (A-Level) | WOH X040 and WOH X043 (6 credits) | |
| Latin (AS-Level) | At least one semester of language credit up to elementary II level (min. 3 credits) | |
| Marine Science (AS-Level) | OCE X001 (min. 3 credits) | |
| Marine Science (A-Level) | OCE X001 and OCB X000 (min. 6 credits) | |
| Mathematics (AS-Level) | MAC X147 or MAC X140/X114 (min. 4 credits) | MAC X147 is composed of topics in both MAC X114 and MAC X140. |
| Mathematics (A-Level) | MAC X311 ^{core} and other Mathematics course (min. 6 credits) | |
| Media Studies (AS- Level) | DIG X000 (min 3 credits) | |
| Media Studies (A-Level) | DIG X000 and DIG X001 or DIG X030 (min 6 credits) | |
| Music (AS-Level) | MUH X001 (min. 3 credits) | |
| Music (A-Level) | MUH X001 and MUH X011 or MUH X012 (min. 6 credits) | Choice of MUH X011 or MUH X012 dependent on musical selections in Components 3, 4, and 5. |
| Physics (AS-Level) | PHY X020C ^{core} or PHY X020/X020L ^{core} (min. 3 credits) | |
| Physics (A-Level) | PHY X053C or PHY X053/X053L and PHY X054C or PHY X054/X054L (min 8 credits) | |
| Psychology (AS-Level) | PSY X012 ^{core} (min. 3 credits) | |
| Psychology (A-Level) | PSY X012 ^{core} and other Psychology course (min. 6 credits) | |
| Sociology (AS-Level) | SYG X000 ^{core} (3 credits) | |
| Sociology (A-Level) | SYG X000 ^{core} (min. 3 credits) | |

| Exam | Passing Score of “A”, ”B”, “C”, “D”, “E” (grades are not based on the American “A” – “F” grading scale) | Comments |
|-------------------------------|--|-----------------|
| Spanish Language (AS-Level) | One semester of language credit at Intermediate I level (min 3 credits) | |
| Spanish Literature (AS-Level) | One semester of literature survey credit (min. 3 credits) | |
| Spanish (A-Level) | Two semesters of language credit at Intermediate II level (min of 6 credits) | |
| Thinking Skills (AS-Level) | PHI X103 or PHI X401 (min. 3 credits) | |
| Thinking Skills (A-Level) | PHI X103 or PHI X401 and other Philosophy course (min. 6 credits) | |
| Travel and Tourism (AS-Level) | HFT X000 or HFT X700 (min. 3 credits) | |
| Travel and Tourism (A-Level) | HFT X000 or HFT X700 and other Hospitality Management related credit (min. 6 credits) | |

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College-Level Examination Program, unlike Advanced Placement, is not built around a curriculum, but rather is designed to test students' knowledge on a variety of college-level subjects, regardless of where they may have learned the material. CLEP exams are developed by committees of college faculty who design questions based on what is typically covered in lower-level college courses and who set passing standards for the exams (scores are no longer based on studies of student performance in college courses). With the new computer-based tests, new questions are constantly being added, especially in rapidly-changing fields such as Computer Science. The typical passing score on computer-based CLEP exams for general education purposes is 50, although paper and pencil versions will be different. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. More information about CLEP, including recent test information guides, can be found online at <http://www.collegeboard.com/student/testing/clep/about.html>.

| Exam | Scale Score of 50 for Passing | Comments |
|---|---|--|
| Accounting, Principles of | ACG X001 (min. 3 credits) | Effective July 1, 2007 this test is no longer administered—replaced by “Financial Accounting” exam |
| Algebra, College | MAC X105 ^{core} (min. 3 credits) | |
| Algebra-Trigonometry, College | MAC X147 (min. 4 credits) | MAC X147 can substitute for MAC X140 and MAC X114. Effective July 1, 2006 this test is no longer administered—replaced by “Precalculus” exam |
| American Government | POS X041 ^{core} (min. 3 credits) | |
| American Literature | AML X000 (min. 3 credits) | |
| Analyzing and Interpreting Literature | No direct equivalent. Recommend American or English Literature exams instead. | |
| Biology, General | BSC X005 ^{core} (min. 3 credits) | No lab credit |
| Business Law, Introduction to | BUL X241 (min. 3 credits) | |
| Calculus | MAC X233 (min. 3 credits) | |
| Chemistry, General | CHM X020 ^{core} or X025 (min. 3 credits) | No lab credit |
| College Composition | ENC X101 ^{core} and ENC X102 (min. 6 credits) | |
| College Composition Modular | ENC X101 ^{core} and ENC X102 (min. 6 credits) | No guaranteed credit for College Composition Modular without essay portion |
| Educational Psychology, Introduction to | EDP X002 (min. 3 credits) | |
| English Composition with Essay | ENC X101 ^{core} (min. 3 credits) | Replaced by College Composition |
| English Literature | ENL X000 (min. 3 credits) | |
| Financial Accounting | ACG X001 (min. 3 credits) | |

| Exam | Scale Score of 50 for Passing | Comments |
|--|--|--|
| French Language | On Level I French Language exam—one semester of Elementary Language I (min. 3 credits) | On Level 2 French Language exam—score of 59 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit. College Board recommended score change from 62 to 59 December 2007. |
| Freshman Composition | No direct equivalent. Recommend English Composition with Essay instead. | Replaced by College Composition Modular |
| German Language | On Level I German Language exam—one semester of Elementary Language I (min. 3 credits) | On Level 2 German Language exam—score of 60 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit. College Board recommended score change from 63 to 60 by August, 2008. |
| History of the United States I: Early Colonization to 1877 | AMH X010 (min. 3 credits) | |
| History of the United States II: 1865 to Present | AMH X020 ^{core} (min. 3 credits) | |
| Human Growth and Development | DEP X004 (min. 3 credits) | |
| Humanities | HUM X235 or HUM X250 (min. 3 credits) | Interdisciplinary exam: 50% literature and 50% fine arts |
| Information Systems and Computer Applications | CGS X077 (min. 3 credits) | CGS X077 is unique to this exam. Exam content updated frequently |
| Macroeconomics, Principles of | ECO X013 ^{core} (min. 3 credits) | |
| Management, Principles of | MAN X021 (min. 3 credits) | |
| Marketing, Principles of | MAR X011 (min. 3 credits) | |
| Mathematics, College | MGF X106 ^{core} or MGF X107 ^{core} (min. 3 credits) | Exam covers sets (10%), Logic (10%), Real Numbers (20%), Functions and Graphs (20%), Probability and Statistics (25%), and additional Algebra topics (15%) |
| Microeconomics, Principles of | ECO X023 (min. 3 credits) | |
| Natural Science | No direct equivalent. Recommend specific subject exams instead. | Interdisciplinary exam: 50% Biological Science and 50% Physical Science (incl. Physics, Chemistry, Astronomy, and Geology) |
| Precalculus | MAC X140 (min. 3 credits) | |
| Psychology, Introductory | PSY X012 ^{core} (min. 3 credits) | |
| Social Science and History | No direct equivalent. Recommend specific subject exams instead. | Interdisciplinary exam: 40% History (U.S., Western, and World) and 60% Social Sciences (Government, Sociology, Economics, Psychology, Geography, and Anthropology) |
| Sociology, Introductory | SYG X000 ^{core} (min. 3 credits) | |

| Exam | Scale Score of 50 for Passing | Comments |
|---|---|--|
| Spanish Language | On Level I Spanish Language exam—one semester of Elementary Language I (min. 3 credits) | On Level 2 Spanish Language exam—score of 63 earns a minimum of two semesters of Elementary Language I and II (min. 6 credits). No literature credit College Board recommended score change from 66 to 63 in spring, 2007. |
| Trigonometry | MAC X114 (min. 2 credits) | Effective July 1, 2006 this test is no longer administered—replaced by “Precalculus” exam |
| Western Civilization I: Ancient Near East to 1648 | EUH X000 (min. 3 credits) | |
| Western Civilization II: 1648 to Present | EUH X001 (min. 3 credits) | |

INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate program is a challenging curriculum offered in high schools around the world that is designed to prepare students for advanced work in many countries' postsecondary systems. Because it is international, the curriculum is not always as closely aligned with courses in American colleges and universities as Advanced Placement courses, and students and teachers often choose topics within a fairly wide range. Students frequently conduct independent projects as part of the curriculum. Many subjects have both Standard Level and Higher Level versions, which typically require additional specialized research or independent work. International Baccalaureate assessments are conducted worldwide, so that an American student's work may be evaluated by a teacher in Singapore or vice-versa, and they often include substantial long-answer components or assessment of student research projects or portfolios. It may be helpful for institutions to talk with the student or to review the student's projects in order to assign appropriate credit.

In 2006, the Florida State Board of Education Rule 6A-10.024 and the Board of Governors established that the credit granting recommendations below award equal course credit for diploma and non-diploma holders for passing exam scores. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. More information about the IB program is available at <http://www.ibo.org/>.

| Exam | IB Score of 4 Minimum 3 credits per exam. | IB Score of 5-7 Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers | Comments |
|-------------------------|---|--|---|
| Biology | BSC X005C ^{core} or BSC X005/X005L ^{core} | BSC X005C ^{core} and BSC X010C ^{core} or BSC X005/X005L ^{core} and BSC X010/X010L ^{core} | |
| Business and Management | GEB X011 or MAN X604 or MAN X652 | GEB X011 or MAN X604 or MAN X652 and General Business or Management course determined by institution | |
| Chemistry | CHM X020C ^{core} or CHM X020/X020L ^{core} | CHM X020C ^{core} or CHM X20/X020L ^{core} and CHM X045C ^{core} or CHM X045/045L ^{core} | |
| Computer Science | CGS X100 (3 credits) | COP X000 and CGS X100 (6 credits) | Exam content updated or changed frequently. |
| Design Technology | ETI X410 (3 credits) | ETI X410 and other Engineering Technologies course determined by institution | ETI X410 is unique to this exam. Interdisciplinary engineering technology course. |

| Exam | IB Score of 4 | IB Score of 5-7 | Comments |
|---|--|--|---|
| Economics | ECO X000 | Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers ECO X013 ^{core} and ECO X023 | |
| Ecosystems and Societies | EVR X017 or EVR X018 | EVR X017 or EVR X018 and other Interdisciplinary Science or Environmental Studies course determined by institution | |
| English A1 | ENC X101 ^{core} | ENC X101 ^{core} and ENC X102 or LIT X100 or LIT X110 | English A1 is no longer offered, replaced by English Language A: Language and Literature & English Language A: Literature. |
| English Language A: Language and Literature | ENC X101 ^{core} (min 3 credits) | ENC X101 ^{core} and ENC X102 (min 6 credits) | |
| English Language A: Literature | ENC X141 or LIT X000 (3 credits) | ENC X141 and LIT X000 (6 credits) | |
| Environmental Systems | ISC X050 (3 credits) | ISC X050 and other Interdisciplinary Science or Environmental Science course determined by institution | ISC X050 is unique to this exam. Interdisciplinary environmental studies course. |
| Film Studies | FIL X000 or FIL X001 | FIL X000 or FIL X001 and FIL X002 or FIL X420 | |
| French: Language B | One semester of language credit at Elementary Language II level (min. 3 credits) | Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits) | No literature credit |
| Further Mathematics (Advanced Mathematics) | MHF X202 | MHF X202 and MHF X209 | MHF X209 is unique number for this exam. |
| Geography | GEA X000 | GEO X200 and GEO X400 | |
| German: Language B | One semester of language credit at Elementary Language II level (min. 3 credits) | Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits) | No literature credit |
| History | WOH X030 | WOH X030 and one semester (min. 3 credits) of lower-level History elective depending on student's choice of specialized subject. | All students study 20 th -Century World History. Higher Level students also study a 100-year period between 1750 and the present in one of several regions. Standard Level students do a project in any History subject. |

| Exam | IB Score of 4 | IB Score of 5-7 | Comments |
|---|--|--|--|
| Information and Technology for a Global Society | Minimum 3 credits per exam. | Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers | |
| Islamic History | No direct equivalent (min. 3 credits) | No direct equivalent (min. 6 credits) | |
| Italian: Language B | No direct equivalent (min. 3 credits) One semester of language credit at Elementary Language II level (min 3 credits) | No direct equivalent (min. 6 credits) Two semesters of Elementary Language II and Intermediate Language I level (min 6 credits) | |
| Latin | LAT X130 or LAT XXXX | LAT X130 and LAT XXXX or LNW XXXX | |
| Marine Science | BSC X311C (BSC X311/X311L) or OCB X000C (OCB X000/X000L) or OCB X010C (OCB X010/X010L) (min of 3 credits) | Course selection same as score of 4 (min of 6 credits) | |
| Math Methods | MAC X105 ^{core} | MAC X105 ^{core} and MAC X140 or MAC X140 and MAC X233 | |
| Math Studies | MAT X033 | MAT X033 and MGF X106 ^{core} | |
| Mathematics | MAC X147 | MAC X147 and MAC X233 or MAC X233 and MAC X311 ^{core} | MAC X147 can substitute for MAC X140 and MAC X114 |
| Music | MUL X010 (3 credits) | MUL X010 and additional course determined by institution (6 credits) | Exam has music theory, history, and literature aspects. Emphasis is on post-Renaissance European music with significant additional coverage of alternating world music topics. |
| Philosophy | PHI X010 ^{core} (min. 3 credits) | PHI X010 ^{core} and additional Philosophy course (min. 6 credits) | |
| Physics | PHY X020C ^{core} or PHY X020/X020L ^{core} | PHY X020C ^{core} or PHY X020/X020 ^{core} and PHY X009 or PHY X053C or PHY X053/X053L and PHY X054C or PHY X054/X054L | PHY X009 is a unique number for this exam. |

| Exam | IB Score of 4 Minimum 3 credits per exam. | IB Score of 5-7 Minimum 6 credits per exam. If courses listed do not equal 6 credits, institutions must give elective credit or assign own numbers | Comments |
|----------------------------------|--|--|---|
| Psychology | PSY X012 ^{core} | PSY X012 ^{core} and additional course determined by institution. | |
| Social and Cultural Anthropology | ANT X410 | ANT X410 and additional ANT course determined by institution. | |
| Spanish: Language B | One semester of language credit at Elementary Language II level (min. 3 credits) | Two semesters of Elementary Language II and Intermediate Language I level (min. 6 credits) | No literature credit |
| Theatre Arts | THE X000 ^{core} or THE X020 | THE X000 ^{core} or THE X020 and one semester (min. 3 credits) credit in theater history, performance, stagecraft, theory or literature depending on student's strengths | All students study core topics in dramatic literature, performance and stagecraft. Higher Level students do an independent project in a Theater Arts subject of their choice. |
| Visual Arts | ART X012 or ART X014 (3 credits) | ART X012 or ART X014 and additional Art course determined by institution. | Content will vary widely for each student. All students do both studio work and research notebooks. Standard Level students choose to emphasize one or the other. Higher Level students emphasize studio work. Courses in ART and/or ARH prefix may be appropriate. |

DSST EXAMINATION PROGRAM

Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. The DSST exams, unlike Advanced Placement, are not built around curriculum, but rather are designed to test students' knowledge on a variety of college-level subjects, regardless of where they may have learned the material. Exams are developed by committees of college faculty. More information about DSSTs, including descriptions of test content and sample examination questions, is available at <http://www.getcollegedcredit.com/>.

| Exam | Suggested Course Number (3 credits per exam) | Passing Score | Passing Score 2008 Revised Exams | Comments |
|--|---|--------------------------|---|-------------------------------------|
| A History of the Vietnam War | AMH X059 | 44 | 400 | |
| Art of the Western World | ARH X000 ^{core} or ARH X010 | 48 | 400 | |
| Astronomy | AST X002 | 48 | 400 | |
| Business Ethics and Society | GEB X441 | 400 | 400 | |
| Business Law II | BUL X242 | 44 | | Discontinued 12/31/2014 |
| Business Math | QMB X001 | 48 | 400 | |
| Computing and Information Technology | CGS X000 or CGS X060 | 45 | 400 | |
| Criminal Justice | CCJ X000 or CCJ X020 | 49 | 400 | |
| Drug and Alcohol Abuse | No course or credit recommendation | 49 | | 2008: See <i>Substance Abuse</i> |
| Environment and Humanity | EVR X017 or ISC X003 or ISC X143 or ISC X147 | 46 | 400 | |
| Ethics in America | PHI X630 | 46 | 400 | |
| Foundations of Education | EDF X002 | 46 | | |
| Fundamentals of College Algebra | MAT X033 | 47 | 400 | |
| Fundamentals of Counseling | PCO X202 | 45 | | |
| Fundamentals of Cyber Security | CIS X350 or CIS X354 | | 400 | |
| General Anthropology | ANT X000 | 47 | | |
| Here's to Your Health | HSC X100 or HSC X101 | 48 | 400 | |
| History of the Soviet Union | EUH X066 | 45 | | |
| Human Resources Management | MAN X300 | 46 | 400 | |
| Human/Cultural Geography | GEO X400 | 48 | | |
| Introduction to Business | GEB X001 or GEB X011 | 46 | 400 | |
| Introduction to Law Enforcement | CCJ X100 or CJE X000 | 45 | 400 | |
| Introduction to the Modern Middle East | ASH X044 | 47 | | Discontinued 12/31/2014 |
| Introduction to World Religions | REL X300 | 48 | 400 | |
| Lifespan Developmental Psychology | DEP X004 | 46 | 400 | |

| Exam | Suggested Course Number (3 credits per exam) | Passing Score | Passing Score 2008 Revised Exams | Comments |
|------------------------------------|---|--------------------------|---|----------------------------|
| Management Information Systems | ISM X000 or ISM X004 | 46 | 400 | |
| Money and Banking | BAN X501 | 48 | | |
| Organizational Behavior | INP X002 | 48 | 400 | |
| Personal Finance | FIN X100 | 46 | 400 | |
| Physical Geology | GLY X000 | 46 | | Discontinued 12/31/2014 |
| Principles of Finance | FIN X000 | 46 | 400 | |
| Principles of Financial Accounting | ACG X001 | 47 | | Discontinued 12/31/2014 |
| Principles of Physical Science I | PSC X121 or PSC X341 | 47 | 400 | |
| Principles of Public Speaking | SPC X600 | 47 | 400 | |
| Principles of Statistics | STA X014 | 48 | 400 | |
| Principles of Supervision | MAN X124 or MNA X345 | 46 | 400 | |
| Substance Abuse | HSC X140 or HSC X150 | 49 | 400 | |
| Technical Writing | ENC X210 | 46 | 400 | |
| The Civil War and Reconstruction | AMH X056 | 47 | 400 | |
| Western Europe Since 1945 | No course or credit recommendation | 45 | | Discontinued 12/31/2014 |

EXCELSIOR COLLEGE EXAMINATIONS

Florida Statute does not require the ACC to establish minimum course and credit equivalents for the Excelsior College Examination. However, pursuant to Florida State Board Rule 6A-10.024, transfer of credit must be accepted based on the following recommendations. Institutions must use the course number listed, unless it would be advantageous for the student to award a specific course number with equal credit that satisfies program prerequisites. Excelsior College Examinations (formerly known as Regents College Exams or the Proficiency Examination Program), are developed by Excelsior College using national committees of faculty consultants and national studies to assess how well the tests measure the performance of students in actual college courses. Excelsior College Examinations are approved by the American Council on Education and Excelsior College itself is accredited by the Middle States Association of Colleges and Schools (MSACS). More detailed information about Excelsior College Examinations can be found on-line at https://www.excelsior.edu/Excelsior_College/Excelsior_College_Examinations.

| Exam | Suggested Course Number (3 credits per exam) | Passing Score | Comments |
|--|---|---------------|----------|
| Abnormal Psychology | CLP X140 | C | |
| Earth Science | ESC X000 ^{core} or GLY X000 | C | |
| English Composition | ENC X101 ^{core} or ENC X102 | C | |
| Ethics: Theory and Practice | PHI X630 | C | |
| Foundations of Gerontology | GEY X000 | C | |
| Human Resources Management | MAN X300 | C | |
| Introduction to Music | MUH X011 | C | |
| Labor Relations | MAN X400 | C | |
| Life Span Developmental Psychology | DEP X004 | C | |
| Managerial Accounting | ACG X071 | C | |
| Microbiology | MCB X000 (lecture only) | C | |
| Principles of Marketing | MAR X011 | C | |
| Psychology of Adulthood and Aging | DEP X401 or DEP X402 | C | |
| Workplace Communication with Computers | OST X335 | C | |
| World Conflicts since 1900 | WOH X040 | C | |

UEXCEL EXAMINATIONS

UEXCEL Credit-by-Examination program is developed jointly by Excelsior College and Pearson. Exams can be found online at:
<http://www.uexceltest.com/about-uexcel>

| Exam | Suggested Course Number (3 credits per exam unless otherwise noted) | Passing Score | Comments |
|------------------|---|---------------|----------|
| Calculus | MAC X311 ^{core} (4 credits) | C | |
| College Writing | ENC X101 ^{core} | C | |
| Spanish Language | One semester of language credit at Elementary Language I level (min of 4 credits) | C | |

Defense Language Proficiency Test (DLPT)

As part of the Army Training and Doctrine Command, the Defense Language Institute Foreign Language Center provides resident instruction at the Presidio of Monterey in two dozen languages, five days a week, seven hours per day, with two to three hours of homework each night. Courses last from 26 to 64 weeks, depending on the difficulty of the language. DLIFLC is a multi-service school for active and reserve components, foreign military students, and civilian personnel working in the federal government and various law enforcement agencies. To attend DLIFLC one must be a member of the Armed Forces or be sponsored by a government agency. DLIFLC students are taught by approximately 1,800 highly educated instructors, 98 percent of whom are native speakers of the languages they teach. Aside from classroom instruction, faculty also write course materials, design tests called the Defense Language Proficiency Test, and conduct research and analysis.

| Exam | Passing Score 3-3+ | Passing Score 4-5 | Comments |
|------------------|---|--|-----------------|
| Arabic (MSA) | Two semesters of elementary language (min. 6 credits) | Two semesters of elementary language and one semester intermediate language (min. 9 credits) | |
| Chinese Mandarin | Two semesters of elementary language (min. 6 credits) | Two semesters of elementary language and one semester intermediate language (min. 9 credits) | |
| Japanese | Two semesters of elementary language (min. 6 credits) | Two semesters of elementary language and one semester intermediate language (min. 9 credits) | |
| Portuguese | Two semesters of elementary language (min. 6 credits) | Two semesters of elementary language and one semester intermediate language (min. 9 credits) | |
| Russian | One semester elementary and one semester intermediate language (min. 6 credits) | One semester intermediate and one semester advanced language (min. 6 credits) | |

FOR MORE INFORMATION

You can find more information about the different exam programs, including detailed descriptions of exams, current and historical grading scales and score information, at the following web sites:

Advanced Placement Program: <http://apcentral.collegeboard.com/apc/Controller.jspf>

Cambridge AICE: <http://www.cie.org.uk/countries/usa>

College-Level Examination Program: <http://www.collegeboard.com/student/testing/clep/about.html>

DANTES/DSST Examinations: <http://www.getcollegedcredit.com/>

International Baccalaureate Program: <http://www.ibo.org/>

Excelsior Examination Program: https://www.excelsior.edu/Excelsior_College/Excelsior_College_Examinations

UEXCEL: <http://www.uexceltest.com/exams-and-preparation/exams/>

Defense Language Institute Foreign Language Center: <http://www.dlflc.edu/>

For further information about implementation of the credit-by-exam equivalencies, please contact:

Mr. Todd Clark
Office of Articulation
850-245-0764
Todd.Clark@fldoe.org

Ms. Lynda Page
Board of Governors
850-245-9693
Lynda.Page@fbog.org

Mr. Alexander C. Jordan
Division of Florida Colleges
850-245-0407
Alexander.Jordan@fldoe.org

Please address any general questions or comments to:

Articulation Coordinating Committee
Florida Department of Education
325 West Gaines Street, Suite 1401
Tallahassee, Florida 32399

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

Academic and Student Affairs Committee

June 21, 2017

SUBJECT: Public Notice of Intent to Amend Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 6.008 has been amended to align college placement assessment with the scores approved for the Florida College System by the State Board of Education, through Rule 6A-0315. The strike-all amendment reorganizes the format of Regulation 6.008 while maintaining much of the currently approved policy. Outside of the reformatting, a summary of the proposed changes to this regulation is included below:

- Specifies the minimum test scores required for college-level placement by the SAT offered March 1, 2016, and thereafter (i.e. 2016 Redesigned SAT), thereby aligning with the requirements for college-level preparatory assessment for Florida College System institutions.
- Clarifies that state university students may take developmental coursework as transient students at Florida College System institutions while also taking university coursework for which they are otherwise qualified.
- Expands the confidentiality of educational records and retains their exemption from public disclosure legal citations.
- Affirms that developmental education coursework does not count within the official program length nor does it apply to excess hours towards the degree.

Draft amendments have been reviewed by the university General Counsels, the Council of Academic Vice Presidents, university admission directors, and other state university staff. The Board of Governors office did receive suggestions back and slight

modifications were made as deemed appropriate. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Draft Amended Regulation 6.008

Facilitators/Presenters: Governor Norman Tripp

6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities.

(1) First-time-in-college degree-seeking students meeting or exceeding standard scores on any of the following tests, using the highest score in the case of multiple scores, may be enrolled in college-level courses. Universities shall accept scores on the public high school transcript as an official record of scores.

| | <u>Standard Score</u> |
|--|-----------------------|
| <u>Florida Postsecondary Education Readiness Test (PERT)</u> | |
| <u>Reading</u> | <u>106</u> |
| <u>Writing</u> | <u>103</u> |
| <u>Mathematics (Intermediate Algebra)</u> | <u>114</u> |
| <u>Mathematics (College Algebra or equivalent)</u> | <u>123</u> |
| <u>ACCUPLACER, The College Board</u> | |
| <u>Reading Comprehension</u> | <u>83</u> |
| <u>Sentence Skills</u> | <u>83</u> |
| <u>Elementary Algebra</u> | <u>72</u> |
| <u>SAT, The College Board (Prior to March 1, 2016)</u> | |
| <u>Critical Reading</u> | <u>440</u> |
| <u>Mathematics</u> | <u>440</u> |
| <u>SAT, The College Board (March 1, 2016, and thereafter)</u> | |
| <u>Reading Test</u> | <u>24</u> |
| <u>Writing and Language Test</u> | <u>25</u> |
| <u>Math Test</u> | <u>24</u> |
| <u>ACT, Inc.</u> | |
| <u>Reading</u> | <u>19</u> |
| <u>English</u> | <u>17</u> |
| <u>Mathematics</u> | <u>19</u> |

(2) Universities affected by this regulation shall accept the highest test scores on any of the tests or combination of tests identified in subsection (1) of this regulation.

(3) Nothing provided in subsection (1) of this regulation shall be construed to prevent the enrollment of a student in developmental education instruction.

(4) Students whose first language is not English may be placed in college preparatory instruction prior to the testing herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.

(5) For admissions, first-time-in-college students who do not meet the college level

competencies specified in paragraph (1) must complete appropriate developmental education requirements at Florida Agricultural and Mechanical University or at Florida College System institutions. "Developmental education" prepares students for college-level reading, writing, and mathematics courses. Students may take developmental coursework as transient students at Florida College System institutions. They may also be enrolled as a transient student taking developmental education coursework while taking university coursework for which otherwise qualified.

(6) Educational records including, but not limited to admission records and test scores, are confidential education records under section 1002.225, Florida Statutes. and exempt from public disclosure under section 1006.52, Florida Statutes. Universities are required to comply with sections 1002.225 and 1006.52, Florida Statutes, in maintaining the confidentiality and exemption of these records.

(7) Students must be continuously enrolled in assigned developmental education courses until they satisfy the requirements for passing them.

(8) A university board of trustees may contract with a Florida College System board of trustees to provide developmental education instruction on the state university campus. Any state university in which the percentage of incoming students requiring developmental education equals or exceeds the average percentage of such students for the Florida College System may offer developmental education without contracting with a Florida College System institution. Any state university offering such instruction as of January 1, 1996, may continue to provide such services.

(9) During their first term, full-time students who are registered for at least twelve (12) credit hours, shall begin developmental education course or optional instruction based on the placement test results. Part-time students shall enroll prior to completing twelve (12) credits.

(10) Students shall not enroll for more than three (3) attempts in each course to complete developmental education instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the board of trustees of the institution offering the coursework. Boards of trustees may establish regulations concerning requirements of students prior to being approved to enroll in any third attempt of a developmental education option or course.

(11) Developmental education coursework does not count within the official degree program length. It does not apply to excess hours towards the degree.

~~(1) For admissions, first time in college degree seeking students who do not meet~~

college level competency either through the completion of developmental education requirements at Florida Agricultural and Mechanical University or other Florida College System institutions or state university, or college level coursework in the area of deficiency, shall be tested for reading, writing, and mathematics proficiency prior to the completion of initial registration, using the Florida Postsecondary Education Readiness Test (P.E.R.T.) or other tests listed in subsection (2) of this regulation. “Developmental education requirements” are the courses or other developmental education options required when a student does not meet the college ready cut score. Students earning scores less than those listed below shall participate in college preparatory communication and computation instruction in the area of the deficiency:

| | Standard Score |
|-----------------|---|
| (a) Reading | 106 |
| (b) Writing | 103 |
| (c) Mathematics | 114 (Intermediate Algebra) 123 (College Algebra or equivalent) |

(2)(a) Students who achieve scores on the College Board’s Accuplacer, SAT or ACT® with the writing component that meet or exceed the scores shown below, and enroll in a State University System institution within two (2) years from the test date of said score are exempted from taking the Florida Postsecondary Education Readiness Test

| | Standard Score |
|-------------------------------|----------------|
| Accuplacer, The College Board | |
| Reading Comprehension | 83 |
| Writing Skills | 83 |
| Elementary Algebra | 72 |

SAT, The College Board (or corresponding score on the redesigned SAT, based on official concordance tables which will be available from the College Board after the administration of the first redesigned SAT)

| | |
|-------------|-----|
| Mathematics | 440 |
| Reading | 440 |

ACT with Writing, ACT, Inc.

| | |
|-------------|----|
| Reading | 19 |
| English | 17 |
| Mathematics | 19 |

(b) For students seeking dual enrollment with a university, a score of 262 on Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading demonstrates readiness for college level reading and writing and college level coursework consistent with course placement policies established by the university. Students who achieve such a score and enroll in a university within two (2) years from the date of achieving such a score are exempted from taking the reading and writing subtests of the Florida Postsecondary Readiness Test pursuant to subsection (1) above. FCAT 2.0 scores are only applicable for dual enrollment students. Dual enrollment students may qualify by meeting subsections (1), (2)(a) or (2)(b).

(3) Nothing provided in subsection (1) of this Regulation shall be construed to prevent

~~the enrollment of a student in developmental education instruction.~~

~~(4) Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.~~

~~(5) Student P.E.R.T. records and test scores are confidential education records under Section 1002.221, Florida Statutes. Universities are required to comply with Section 1002.221, Florida Statutes, in maintaining confidentiality of these records.~~

~~(6) Universities affected by this regulation shall accept the highest test scores on any of the tests or combination of tests identified in subsections (1) and (2) of this regulation. Individual student scores shall be valid for two (2) years from the testing date unless there is further evidence of college success. Institutions shall accept P.E.R.T. scores on the public high school transcript as official record of the score.~~

~~(7) Students must be continuously enrolled in assigned developmental education courses until they satisfy the requirements for passing them.~~

~~(8) A university board of trustees may contract with a Florida College System board of trustees to provide developmental education instruction on the state university campus. Any state university in which the percentage of incoming students requiring developmental education equals or exceeds the average percentage of such students for the Florida College System may offer developmental education without contracting with a Florida College System institution. Any state university offering such instruction as of January 1, 1996, may continue to provide such service.~~

~~(10) During the first term, full time students who are registered for at least twelve (12) credits shall begin developmental education course or option instruction based on the placement test results. Part time students shall enroll prior to completing twelve (12) credits.~~

~~(12) Students shall not enroll for more than three (3) attempts in each course to complete developmental education instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the board of trustees of the institution offering the coursework. Boards of trustees may establish regulations concerning requirements of students prior to being approved to enroll in any third attempt of a developmental education option or course.~~

Authority: Section 7(d), Art. IX, Fla. Const.; New 11-08-12. Amended 11-21-13.
Amended 01-21-16. New:

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

Academic and Student Affairs Committee

June 21, 2017

SUBJECT: Public Notice of Intent to Amend Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

During the 2016 Florida legislative session, Section 1009.24, Florida Statutes was amended to remove the ability of the Board of Governors to authorize the university boards to set tuition and fees for graduate and professional programs, and out-of-state fees for all programs. Because this particular section of Florida Statutes applies to all college credit programs, it was determined that the universities no longer had authority to set tuition and fees for cost-recovery college-credit course and programs offered through continuing education units. During the same period of time, the Board of Governors completed its review of the Market Tuition Rate pilot program and instructed staff to work with the universities to amend Regulation 8.002, Continuing Education, in a manner that would align better with market tuition rate and provide more flexibility to the universities with regard to determining what constituted cost recovery.

In order to update Board of Governors Regulation 8.002, Continuing Education, a strike-all of existing language is necessary and the creation of a substantially new regulation needs to occur that addresses continuing education (college credit and non-credit), sponsored credit courses and programs, and market tuition rate courses and programs. The title of Regulation 8.002 is also changed to “Self-Supporting and Market Tuition Rate Program and Course Offerings” to reflect the broader scope. In addition, Regulation subsections 7.001 (13) and 7.008 (3) will be amended to align with and reference the revised regulation 8.002. The new language has been developed in consultation with members of the Council of Academic Vice Presidents.

The substantially new regulation:

1. Defines continuing education as an Auxiliary Enterprise of the university; differentiates between non-credit and college credit offerings and provides a process for setting tuition and fees for each; and establishes certain criteria and limitations on the offering of college credit continuing education courses and programs.
2. Defines sponsored credit courses and programs; provides authority for university boards to waive any tuition or fees not paid by the sponsoring entity; requires that sponsored credit courses and programs be budgeted in the auxiliary enterprise accounts or contract and grants accounts as appropriate.
3. Defines market tuition rate courses and programs; provides a process for approval of new graduate degree programs established only as market tuition rate programs; provides a process of approval for majors and certificates under existing graduate degree programs to be approved as market tuition rate; provides certain criteria and limitations for programs and certificates offered as market tuition rate; provides for an appeal process of any adverse Board of Governors decision; and provides a process for changing the approved tuition for market tuition rate programs, majors, and certificates.
4. Requires that credit hours generated and degrees granted be reported in the State University Data System for college credit continuing education, sponsored credit courses and programs, and market tuition rate courses and programs separate from those funded through the E&G budget entity.

Draft amendments have been reviewed by the university General Counsels, the Council of Academic Vice Presidents, university admission directors, and other state university staff. The office did receive suggestions back and slight modifications were made as deemed appropriate. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included:

Draft Amended Regulation 8.002
Tuition Increase Flow Chart

Facilitators/Presenters:

Governor Norman Tripp

8.002 Self Supporting and Market Tuition Rate Program and Course Offerings

(1) Continuing Education – Continuing education is defined as an Auxiliary Enterprise of the university providing non-state fundable, self-supporting college credit courses or programs, non-credit professional development courses or programs designed to upgrade existing technical or professional skills, and courses that are provided primarily for personal enrichment or as a public service to the community. Continuing education allows prospective students who wish to pursue their higher education beyond the attainment of traditional degrees the option to pursue alternative curricula or alternative credentials, which may be offered via alternative delivery models.

(a) The administrative unit(s) under which continuing education programs are managed shall be determined by the university.

(b) Continuing education activity shall be reflected in the Auxiliary budget entity, except that activity related to sponsored credit courses and programs may be reflected in the contracts and grants trust fund.

1. Costs associated with non-college credit continuing education activity must be recovered from student fees or sponsoring entities and shall not be recovered from funds appropriated in the Education & General (E&G) budget entity. Universities may collect and expend revenues collected above the level needed for cost-recovery of non-college credit continuing education activity when such revenues are used to provide enhanced support for the academic units associated with the courses or programs, or to provide financial support to students.

2. Tuition and fees charged for college-credit continuing education courses must be sufficient to offset the full instructional cost of serving the student and shall not exceed the existing approved tuition and out-of-state fees for similar level courses unless Board of Governors' approval for an exception has been granted pursuant to Regulation 7.001 (4) or the process for Market Tuition Rate established in this regulation.

(2) Continuing Education College Credit Courses and Programs – College credit courses and programs offered through continuing education shall be self-supporting through tuition and fees and shall not supplant existing university offerings funded by state appropriations.

(a) Admissions and graduation criteria, as well as academic standards, for degree programs offered through continuing education must align with those criteria and standards in equivalent programs funded through the E&G budget entity and must go through the same curriculum approval processes as those E&G-funded programs.

(b) Graduate level degree programs and majors that address clearly

identified post-professional workforce demand may be implemented as a unique continuing education offering which is not available as a state funded program, subject to the tuition and fees policy and data reporting requirements established in this regulation

(c) Degree programs and majors offered through continuing education shall not include those which lead to initial licensing or certification for occupational areas identified as a state critical workforce need by the Board of Governors unless it can be demonstrated to be the best strategy to increase the number of graduates in the state and has been approved for market tuition rate in accordance with subsection (4) of this regulation.

(3) Sponsored Credit Courses and Programs – Sponsored credit courses and programs are self-supporting college credit offerings where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of E&G funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.

(a) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account. "Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit courses and programs will be remitted to the university's contract and grants trust fund and/or continuing education auxiliary trust funds as appropriate.

(b) Each university board of trustees is authorized to waive any tuition, associated fees, and material and supply fees for students participating in sponsored credit courses and programs when they are not covered under the contract with the sponsoring entity, and pursuant to a regulation adopted by the university board of trustees under section 1009.26 (9), Florida Statutes, and Board of Governors Regulation 7.008.

(4) Market Tuition Rate Courses and Programs – Market Tuition Rate is defined as a tuition rate that is competitively aligned with comparable programs offered by public and independent institutions located both in-state and out-of-state.

(a) A university board of trustees may approve a new graduate-level degree program for market tuition rate at the time it approves the new degree for implementation pursuant to Board of Governors Regulation 8.011. The new degree proposal must provide a convincing rationale for seeking market tuition rate and the proposed budget must clearly indicate that the revenue generated will be sufficient to operate the program without E&G funding. New degree programs approved for market tuition rate must be submitted to the Board of Governors for consideration and approval of the tuition and any associated fees before enrollment of any students.

(b) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when such courses are included as a major of an existing approved degree program or as a college credit certificate program. Proposals to charge market tuition rates for majors of existing degree programs and college credit certificate programs shall be considered by the Board during a November meeting if documentation is provided that demonstrates:

1. The existing degree program majors and college credit certificates have been approved in accordance with Regulation 8.011 and the university has established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.
2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the most current State University System of Florida Strategic Plan. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.
3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(c) The Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per university per academic year.

(d) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in subsection (3) (b) 1.
2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university system institutions.
4. An estimate of the market tuition rate to be charged over the next three years.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.

6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.

7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.

8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.

9. A description of any outcome measures that will be used to determine the success of the proposal.

10. In addition, the following information will be included with the proposal:

a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.

b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.

c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.

d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.

(e) The Board of Governors will act upon the responsible committee's recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar 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 calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(f) Any proposed increase in tuition and fees for an approved market tuition rate program or certificate must be approved first by the university board of trustees and then the Board of Governors.

(5) Reporting Credit Hours and Degrees Earned –

(a) Credit hours generated by college credit courses offered through continuing education, sponsored credit courses and programs, and market tuition rate shall not be reported as fundable credit hours and shall be reported to the Board of Governors using the State University Data System

separately from credit hours funded through the E&G budget entity.

(b) Degrees awarded for programs offered entirely through continuing education, sponsored credit courses and programs, or market tuition rate shall be reported to the Board of Governors using the State University Data System separately from degrees awarded for programs funded through the E&G budget entity.

8.002 Continuing Education

~~(1) — Continuing education is defined as non fundable, self-supporting college credit courses or programs, non-credit professional development courses or programs designed to upgrade existing technical or professional skills, and courses that are provided primarily for personal enrichment. Continuing education courses and programs are funded in the Auxiliary budget entity, except that funds collected from sponsoring entities for sponsored credit institutes may be remitted to the university's contract and grants trust fund, pursuant to Regulation 7.008(2)(b).~~

~~(2) — The administrative unit(s) under which the continuing education program is managed shall be determined by the university.~~

~~(3) — Continuing education college credit courses shall not supplant existing university offerings funded by state appropriations.~~

~~(4) — Admissions and graduation criteria, as well as academic standards, for degree programs offered through continuing education must align with those criteria and standards in equivalent programs funded through the E&G budget entity and must go through the same curriculum approval processes as those E&G funded programs.~~

~~(5) — Student full-time equivalent (FTE) enrollments calculated from college credit hours earned through continuing education shall be reported to the Board of Governors separately from student FTE funded through the E&G budget entity.~~

~~(6) — Degrees awarded for continuing education programs shall be reported to the Board of Governors separately from degrees awarded for programs funded through the E&G budget entity.~~

~~(7) — For the purpose of planning, offering, and recovering all direct costs of continuing education courses and programs, continuing education activity shall be reflected in the Auxiliary budget entity, except that activity related to sponsored credit institutes may be reflected in the contracts and grants trust fund, pursuant to Regulation 7.008(2)(b).~~

~~a. — Costs associated with continuing education activity may not be recovered from funds appropriated in the E&G budget entity.~~

~~b. — Universities may collect and expend revenues collected above the level~~

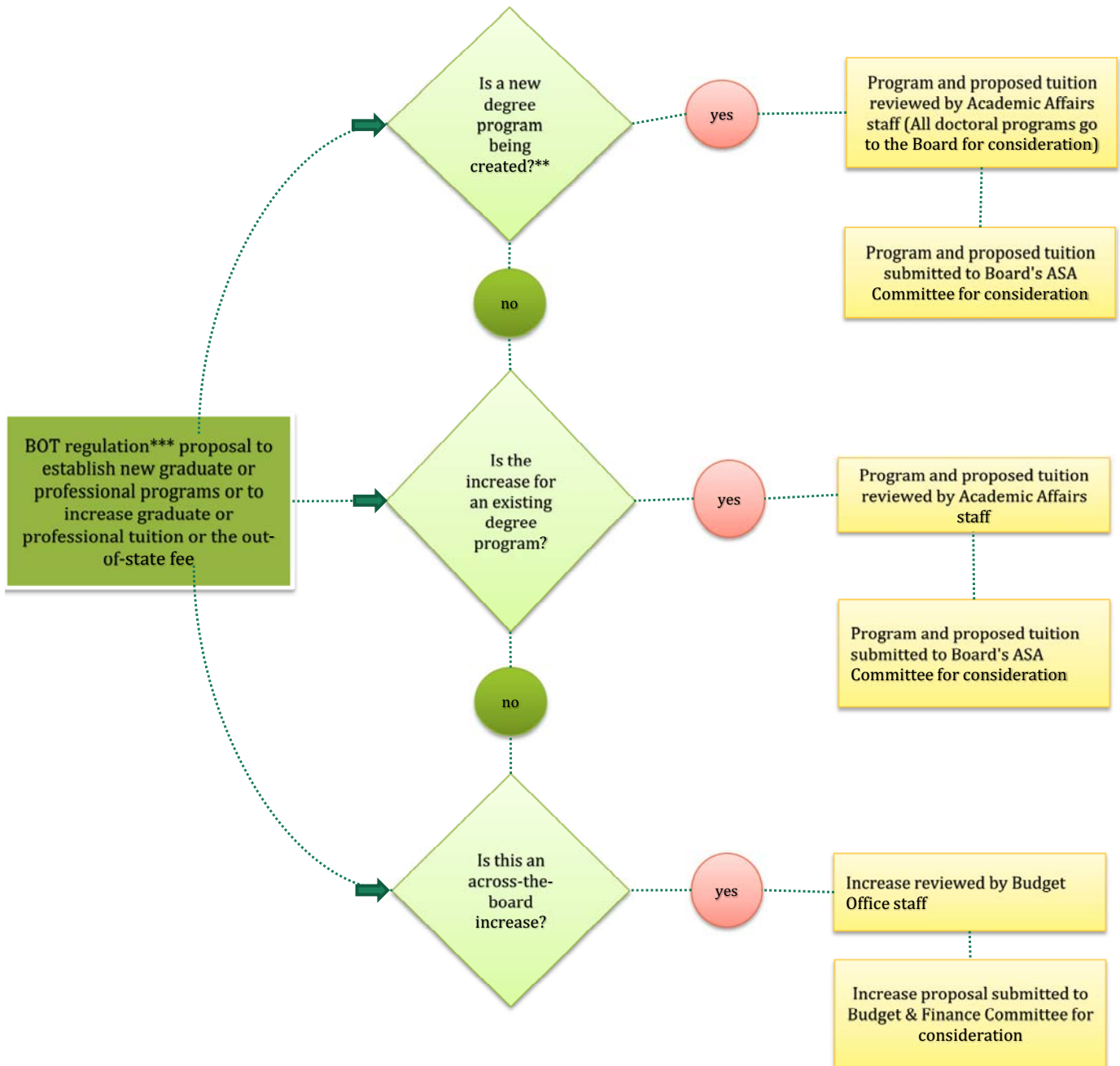
~~needed for cost recovery of continuing education courses in a program approved pursuant to the process for Market Rate Tuition established in Regulation 7.001.~~

~~(8) — Each board of trustees shall include the following continuing education information in its annual report submitted to the Board of Governors pursuant to Regulation 2.002, beginning with the 2012-2013 annual report:~~

- ~~a. For college credit courses:
 - ~~i. Revenues;~~
 - ~~ii. Expenditures for continuing education activities;~~
 - ~~iii. FTE enrollment by level;~~
 - ~~iv. Degrees earned;~~
 - ~~v. Certificates earned; and~~
 - ~~vi. Out of state locations in which face to face instruction was offered.~~~~
- ~~b. For non credit courses:
 - ~~i. Revenues;~~
 - ~~ii. Expenditures for continuing education activities;~~
 - ~~iii. Headcount for enrollees in K-12 programs, professional and executive programs, and lifelong learning programs;~~
 - ~~iv. Certificates earned; and~~
 - ~~v. Out of state locations in which face to face instruction was offered.~~~~

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 09-15-11; Amended

Increases to Graduate & Professional Tuition and Out-of-State Fees (excluding Market Tuition*)



* All market tuition increases will follow the process in Regulation 7.001.

** All new degree proposals will continue to follow the process described in Board Regulations 8.004 and 8.011, including the normal review process of the CAVP Academic Coordination Work Group.

*** BOT regulations regarding increases to tuition will not be considered by the Board until the Board has acted upon the proposed increase.

Other changes to the BOT tuition and fee regulations will follow the normal Select Regulation process.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: Ph.D. in Applied Mathematical Sciences at the Florida International University, CIP Code 27.0301

PROPOSED COMMITTEE ACTION

Consider approval of the Ph.D. in Applied Mathematical Sciences at the Florida International University, CIP Code 27.0301

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The Florida International University (FIU) is proposing to offer a PhD in Applied Mathematical Sciences. The program will have a broad scope within mathematical sciences with an emphasis on applications. The program will require the completion of 75 credit hours beyond a bachelor's degree.

The PhD in Applied Mathematical Sciences would be the second such program to be offered by a Florida university, but it is unique because it will require students to complete a one semester paid internship outside of the university. The purpose of the program is to train young mathematicians for careers as professional researchers and educators.

The FIU Board of Trustees approved the program on December 1, 2016. If approved by the Board of Governors, the program will be implemented in Fall 2017.

Supporting Documentation Included:

1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters:

University Representative

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ph.D. in Applied Mathematical Sciences

CIP Code: 27.0301

Institution: Florida International University

Proposed Implementation Date: Fall 2017

Staffed By: C. Oakley

Initial Review Date: 3/20/17 **Last Update:** 4/5/17

Projected program costs:

| | Total | % & \$ Current Reallocated | % & \$ New Recurring | % & \$ New Non- Recurring | % & \$ C&G | Auxiliary Funds | Cost per FTE | SUS 15-16 Average Cost per FTE |
|--------|-----------|----------------------------------|----------------------------|---------------------------------|------------------|--------------------|-----------------|--------------------------------------|
| Year 1 | \$104,318 | 61% \$63,318 | 0% \$0 | 0% \$0 | 39% \$41,000 | \$0 | \$15,830 | \$12,130* CIP 27 |
| Year 5 | \$427,274 | 64% \$274,274 | 0% \$0 | 0% \$0 | 36% \$153,000 | \$0 | \$13,714 | |

* NOTE: The range of costs associated with the Average E&G Cost per FTE can vary considerably by university due to factors related to enrollment scale and diversity of programs in any particular CIP Code.

Projected FTE and Headcount are:

| | Student Headcount | Student FTE |
|--------------------|-------------------|-------------|
| First Year | 4 | 4 |
| Second Year | 8 | 8 |
| Third Year | 13 | 13 |
| Fourth Year | 18 | 18 |
| Fifth Year | 20 | 20 |

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers

| INTRODUCTION | | ACCOUNTABILITY | | READINESS | | | | |
|---------------------|-----------|----------------|--------|----------------------|-----------------|------------|---------|-----------|
| Program Description | BOG Goals | Overall | Budget | Mission and Strength | Program Quality | Curriculum | Faculty | Resources |
| 2-3 | 4-5 | 6-9 | 10-12 | 15-16 | 18 | 19-26 | 27-28 | 28-30 |

A. Program Description:

The Florida International University (FIU) is proposing to offer a Doctor of Philosophy in Applied Mathematical Sciences at its main campus.

The proposed Doctor of Philosophy in Applied Mathematical Sciences is offered in response to industry need for trained applied mathematicians and from undergraduate students interested in pursuing an advanced degree. The program will be offered at the Florida International University main campus in a traditional delivery format.

The discipline of Applied Mathematical Sciences greatly impacts many other disciplines, such as biology, chemistry, physics, engineering, computer sciences, economics, and finance. The need for new and sophisticated mathematical techniques to solve problems encountered by new discoveries is of prime importance.

The proposed program is intended to have a broad scope within mathematical sciences, with an emphasis on applications. The program will “train young mathematicians for careers as professional researchers and educators” (p. 3). A key feature of the program is the required Applied Experience Component, which includes a weekly series of colloquia in applied mathematical sciences, a one semester paid internship for students at an organization outside of the university, and a departmental presentation that students will make upon completion of their internship (p. 2). This required combination of course work, experience and research will enable graduates to pursue a career in either academic or non-academic settings and it will provide them with an opportunity to acquire employment skills and networking opportunities with potential employers.

To be admitted to the program, students must have a bachelor’s degree in mathematics or another quantitative field and have a GPA of at least 3.0. The program will require 75 credit hours beyond the bachelor’s degree: 23 credit hours of required core courses; 12 credit hours of required dissertation preparatory courses; 25 credit hours of independent study and seminars and dissertation research; and 15 credit hours to be chosen in consultation with the graduate committee (p. 21). The program will also require students to complete a one semester paid internship at an agency outside of the university.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal states that the Ph.D. in Applied Mathematical Sciences adheres to the goals for Excellence, Productivity, and Strategic Priorities in the *SUS Strategic Plan for 2012-2025*. The proposed program will support the BOG strategic plan goal of increasing the number of STEM degrees awarded and aligns with the BOG strategic plan goal of improving the quality of teaching by using Ph.D. students to teach service and upper division courses (p. 4). With the addition of Ph.D. graduate students, recitation sessions for courses required in STEM programs,

such as Calculus I, II, and III, will be offered for the first time and should result in increased graduation rates for students in associated STEM disciplines (p. 4).

Need For Graduates in the Labor Market

With regard to need and demand, the proposal states that graduates of the program will be prepared for careers in academia and industry. Employment projections included in the proposal show that there is an increasing demand by major companies and governmental agencies for highly skilled mathematical scientists, and it cites multiple sources to substantiate this.

A search on 3/28/17 by Board staff of the *Chronicle of Higher Education*, the U.S. Department of Labor, and Indeed.com finds that there is a projected increase for jobs in mathematics. As provided in the proposal and documented by Board staff, employment of mathematicians nationally is projected to grow 21% from 2014 to 2024, which is must faster than the average for all occupations. In 2014 in the U.S., mathematicians held 3,500 jobs with 30% working for the federal government, 16% conducting scientific research and development services, 13% working in academia, 7% employed in finance and insurance, and 5% working in manufacturing. It is important to note that these national employment projections do not separate applied mathematics from general mathematics. (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition, Mathematicians*, on the Internet at <https://www.bls.gov/ooh/math/mathematicians.htm>, visited March 27, 2017).

Table 1 below shows open positions as of 4/24/17 found by Board staff.

Table 1: Job Openings in Mathematics and Applied Mathematics

| Job Ads | Number of Positions | | Minimum Educational Level Required | Type of Job | Source |
|-------------------------------|---------------------|------------|---|--|---------------------------------|
| | Florida | Nationwide | | | |
| Mathematics | 68 | 115 | bachelor's w experience, and/or master's | faculty, software development, data scientist | jobs.siam.org, Higheredjobs.com |
| Applied Mathematics | 38 | 64 | bachelor's w experience, and/or master's | faculty, software development, data scientist | Higheredjobs.com |
| Mathematics Professor | 17 | 143 | bachelors, masters at cc/state colleges, Ph.D. universities | adjunct/fulltime faculty, administrative, professional | Chronicle.com, Higheredjobs.com |
| Applied Mathematics Professor | 15 | 113 | bachelors, masters at cc/state colleges, Ph.D. universities | adjunct/fulltime faculty, administrative, professional | Chronicle.com, Higheredjobs.com |

Table one provides a snapshot of job openings (may include some duplicate postings) for graduates in mathematics and applied mathematics in industry and academia. Available jobs

range from entry level to professional and require a bachelor's degree, master's and/or doctoral degree depending upon the level of position and type of organization.

The proposal states that in 2012-2013 there were 1,843 new Ph.D. graduates in mathematical sciences. Board staff found that more recent data show that in 2014-2015 there were 1,901 Ph.D.s in mathematical sciences awarded, which is an increase from 2012-2013. However, the number of Ph.D.s awarded in "applied" mathematics decreased 14% in 2014-2015 compared to 2013-2014, and 12% (221 of 1,901) of Ph.D. students had dissertation topics in applied mathematics (Report on the 2014-2015 New Doctoral Recipients (2016), *American Mathematical Society*, Vol. 63, No. 7).

The proposal cites an American Mathematical Society report that found that Black and Hispanic students are underrepresented in mathematical sciences as 25 (0.01%) graduates out of 1,843 Ph.D. graduates in 2012-2013 were Hispanic and 24 (0.01%) were African American (<http://www.ams.org/profession/data/annual-survey/2013Survey-NewDoctorates-Supp-TableD2.pdf>).

According to the consultant's report, the proposed program will help improve minority student representation. Because of Florida International University's location and demographics, it is ideal to recruit much-needed minority enrollments and increase degrees awarded in applied mathematical sciences. Board staff found that in 2014-2015 there were 70 (0.03%) Hispanic students and 39 (0.02%) African American students who earned a Ph.D. in mathematics, which represents an increase in graduate degrees awarded for Hispanic and African American students in 2014-2015 compared to 2012-2013 (Report on the 2014-2015 New Doctoral Recipients (2016), *American Mathematical Society*, Vol. 63, No. 7).

Student Demand for the Program

To assess demand for the proposed program, the university conducted a survey of its undergraduate math majors. Results of the survey showed that 23 of the 28 respondents (82%) intended to pursue a Ph.D. program in mathematical sciences. In answering the survey question "In case FIU were to offer a Ph.D. program and you applied for it, would FIU be among your top 5 choices?", 25 of 28 (89%) respondents answered yes. In answering the survey question "If FIU offered you admission into its Ph.D. program, would you seriously consider entering the program?" 26 (93%) respondents answered yes.

Additionally, the proposal cites a report that found that approximately 50% of undergraduate students majoring in mathematical sciences pursue a graduate program (<http://cew.georgetown.edu/whatsitworth/>). This is one of the highest percentages among all sciences, and there is an average 33% earnings boost from obtaining a graduate degree in mathematics and a 56% earnings boost from obtaining a graduate degree for applied math majors (<http://cew.georgetown.edu/whatsitworth/>).

Board staff reviewed the "What's It Worth" report and found that in fact 52% of undergraduate applied mathematics undergraduate students obtained a graduate degree. However, the report does not distinguish between a master's and Ph.D. level programs (<http://cew.georgetown.edu/whatsitworth/>).

Board staff also reviewed the BOG Interactive University Database for degrees awarded in the SUS for bachelor's and master's students, in applied mathematics and mathematics, general, who may be interested in pursuing a Ph.D. in Applied Mathematical Sciences. In the SUS there were 325 baccalaureate degrees awarded in 2013-2014, 330 in 2014-2015, and 336 baccalaureate degrees awarded in 2015-2016. There were 90 master's degrees awarded in mathematics, general in 2013-2014, 110 awarded in 2014-2015, and 90 in 2015-2016. Additionally, there were 37 master's degrees in applied mathematics awarded in 2013-2014, 20 awarded in 2014-2015, and 37 in 2015-2016 (BOG Interactive University Database, accessed 3/29/17).

Assistantships

The proposal notes that four (4) students (p. 10) will be provided stipends (\$9,500 per student) for graduate teaching assistantships in year one for a total of \$38,000 (Appendix A, Table 2). By year five 20 students will be provided stipends (p. 10) for a total of \$133,000 (Appendix A, Table 2). Therefore, providing assistantships for all of the students projected to enroll in the program will likely help recruit students for the program.

External Consultant's Report

Dr. Emil Straube, a professor and department head in the Department of Mathematics at Texas A & M University, served as the external consultant for the proposed program. In his report, Dr. Straube states that he fully supports the program, and notes that the "proposal is very well thought out, formulated, and documented in all aspects." Further, Dr. Straube notes that, because of its location, Florida International University is in an ideal position to become the leading university to graduate Hispanic Ph.D. students in mathematics (p. D-5).

Dr. Straube made several recommendations which are addressed in the proposal, including establishing an advisory panel with industry representation and incorporating life sciences as elective course options in the curriculum, which are addressed the proposal.

Analyst Summary

The proposed Ph.D. in Applied Mathematical Sciences aligns with the SUS Strategic Plan for 2012-2025 goals of Excellence, Productivity, and Strategic Priorities, and it will support the BOG strategic plan goal of increasing the number of STEM degrees awarded.

Based upon open positions found by the BOG staff, many mathematician jobs require a master's degree, with the exception of tenure-track faculty and top administrative positions in universities, which require a Ph.D. This could potentially result in some of the graduates of the proposed program being over-qualified for some industry positions.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

 The proposal has been approved by the university board of trustees and includes all required signatures.

The proposal was presented to the University's Board of Trustees on 12/1/16.

 The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.

The academic program proposal was written in the standard SUS format and in accordance with the criteria set forth in Board Regulation 8.011.

 The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.

The proposal was presented to the Council of Academic Vice Presidents workgroup on September 28, 2016 and no concerns were identified.

 The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.

The proposal contains data related to employment needs for graduates in applied mathematics, and examples of communications with students to gauge interest among students in pursuing a Ph.D. The university also provided a letter of support from the University of Central Florida, which has the only other existing Ph.D. program in applied mathematics in the SUS. The proposed program curriculum was compared to the curricula of the other 4 Ph.D. mathematics programs in the SUS with CIP 27.0101. The primary difference between the

proposed program and the others is that it has an emphasis on application and requires students to complete a one semester internship working in the field. None of the other programs require an internship, although UF does require students to teach at the college level for two semesters. Additionally, the other programs require between 80-90 hours to complete the degree, and the proposed program requires 75 hours. (Note that FSU does not provide total number of hours required for the degree on its website.)

- The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The tables provided in the proposal are complete, accurate, and in alignment with each other; however, the narrative provided in the proposal (p. 9) does not align with Table 1.

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The university's equity office signed the proposal on September 15, 2016.

- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposed program does not duplicate a program offered at FAMU.

2. Budget – *The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

The Florida International University Board of Trustees approved the budget for this proposal on 12/1/2016.

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The proposal describes that 0.21 and 1.13 faculty FTE will be associated with the

program in years 1 and 5, respectively. The projected E&G cost per FTE in year one is \$15,830 and in year five is \$13,714. The BOG analyst calculation for the average cost per FTE in CIP 27 using the 2015-16 expenditure analysis report is \$12,130.08. In other words, the program costs are in line with the average cost for a similar program across the SUS system.

- The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The program will be follow the traditional funding model.

- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

Table 3 indicates that funds will be reallocated to support the program. However, the impact on students, faculty, and departments on campus is expected to be positive. The department plans to shift the current 14 graduate assistantships from the master’s program to the doctoral program (pg. 10). Students in the program will be able to teach undergraduate and service courses. This will ultimately prove to be cost-effective for the program and serve to increase the quality of program delivery and will reduce the need for adjunct instructors.

READINESS

Check ‘yes’ or ‘no’ box, and make comments beneath criterion as appropriate.

3. Program Quality – The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.

YES NO

- The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

A chronological table detailing the collaborative planning process is outlined and described in the proposal, and the internal and external people have been identified in the table (p. 17).

- An external consultant has reviewed the proposal and supports the**

department's capability of successfully implementing this new program.

Dr. Emil Straube, a professor and department head in the Department of Mathematics at Texas A & M University, served as the external consultant for the proposed program. In his report, Dr. Straube states that he fully supports the program, and notes that the "proposal is very well thought out, formulated, and documented in all aspects." Further, Dr. Straube notes that, because of its location, Florida International University is in an ideal position to become the leading university to graduate Hispanic Ph.D. students in mathematics (p. D-5).

Dr. Straube made several recommendations which are addressed in the proposal, including establishing an advisory panel with industry representation and incorporating life sciences as elective course options in the curriculum, which are evidenced in the report.

- The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The findings related to the 2013 program review are listed in the proposal.

- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The university states in the proposal that the best delivery method for this program is a traditional method and providing a distance learning option is not feasible.

- If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

Not applicable.

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The program will "train young mathematicians for careers as professional

researchers and educators” (p. 3). A key feature of the program is the required Applied Experience Component, which includes a weekly series of colloquia in applied mathematical sciences, a one-semester paid internship for students at an organization outside of the university, and a departmental presentation that students will make upon completion of their internships.

- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

There is no specialized, discipline-specific accreditation available.

5. Faculty – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

As noted in the proposal, there are 21 faculty members from the Department of Mathematics and Statistics who will participate in the program. Currently at least 13 faculty hold dissertation advisory status.

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

The Mathematical and Statistics Department has received over one million dollars in external grants within the last three years. Additionally, its faculty research output is comparable to benchmark universities such as Temple University, Auburn University, and Northern Illinois University (p. 27) with publications in top-ranked journals (p. 28). The department was ranked 102 among all mathematics departments in total research and development expenditures by the National Science Foundation (p. 27).

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

In addition to teaching and research, faculty serve as co-advisors and dissertation

members for Ph.D. committees, collaborate with faculty across campus on multiple projects and committees, and work on organizing conferences, etc. (p. 28).

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

Based on Table 4 in the proposal, the University does not plan to hire additional faculty.

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The Library Director signed the program proposal on September 20, 2016 and noted that current library resources will meet the needs of the proposed program and no additional costs for the library are anticipated.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

The proposal notes that classrooms and offices for Ph.D. students are already available.

- The university has ensured that necessary equipment is available to initiate the program.**

There is no equipment needed to launch the program.

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal allocates graduate assistantships in the budget section and projected costs are provided in Table 2.

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The proposal provides a list of internship sites on pages 30-31 and indicates that additional placement sites will be sought by the Graduate Committee.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: Ph.D. in Big Data Analytics at the University of Central Florida, CIP Code 27.0501

PROPOSED COMMITTEE ACTION

Consider approval of the Ph.D. in Big Data Analytics at the University of Central Florida, CIP Code 27.0501

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Central Florida (UCF) is proposing a Ph.D. in Big Data Analytics. The proposed program will have a strong emphasis in statistical computing, with potential concentrations in bioinformatics, banking, healthcare, education, manufacturing, and other data intensive disciplines. The program will require the completion of 72 credit hours beyond a bachelor's degree.

The program would be the first Ph.D. in Big Data Analytics to be offered in the state of Florida, but it would share the CIP code with two existing Ph.D. in Statistics programs (CIP 27.0501) offered by UF and FSU. The program will train researchers with a statistics background to analyze massive, structured or unstructured data to uncover hidden patterns, interesting, actionable associations and other useful information to enhance decision making.

The UCF Board of Trustees approved the program on March 16, 2017. If approved by the Board of Governors, the program will be implemented in Fall 2018.

Supporting Documentation Included:

1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters:

University Representative

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ph.D. in Big Data Analytics **CIP Code:** 27.0501
Institution: University of Central Florida **Proposed Implementation Date:** Fall 2018
Staffed By: Diana Barbu, PhD **Initial Review Date:** 4/5/17 **Last Update:** 5/5/17

Projected program costs:

| | Total | % & \$ Current Reallocated | % & \$ New Recurring | % & \$ New Non- Recurring | % & \$ C&G | Auxiliary Funds | Cost per FTE | 2015-16 SUS Average Cost per FTE |
|--------|-----------|----------------------------------|----------------------------|---------------------------------|----------------|--------------------|--------------------|--|
| Year 1 | \$267,210 | 100% \$267,210 | 0% \$0 | 0% \$0 | 0% \$0 | \$0 | \$62,873 | \$12,130* 27 CIP |
| Year 5 | \$660,495 | 93% \$614,121 | 0% \$0 | 0% \$0 | 7% \$46,374 | \$0 | \$42,613 | |

* NOTE: The range of costs associated with the Average E&G Cost per FTE can vary considerably by university due to factors related to enrollment scale and diversity of programs in any particular CIP Code.

Projected FTE and Headcount are:

| | Student Headcount | Student FTE |
|--------------------|-------------------|-------------|
| First Year | 6 | 4.25 |
| Second Year | 13 | 9.25 |
| Third Year | 19 | 12 |
| Fourth Year | 24 | 15.5 |
| Fifth Year | 24 | 15.5 |

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor’s, Master’s and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

| INTRODUCTION | | ACCOUNTABILITY | | READINESS | | | | |
|---------------------|-----------|----------------|--------|----------------------|-----------------|------------|---------|-----------|
| Program Description | BOG Goals | Overall | Budget | Mission and Strength | Program Quality | Curriculum | Faculty | Resources |
| 2 | 6 | 8 | 37 | 46 | 51 | 53 | 69 | 78 |

A. Program Description:

The University of Central Florida (UCF) is proposing to offer a Doctor of Philosophy in Big Data Analytics at its main campus in Orlando.

The proposed program “will have a strong emphasis in statistical computing ... with potential concentrations in bioinformatics, banking, healthcare, education, manufacturing,” and other data intensive disciplines (p. 3). Big Data Analytics entails the analysis of very large quantities of data that may include billions or trillions of records, from areas such as banking financial transactions, retail sales, social media records, etc. (n. p.).

The proposed program would be the first PhD in Big Data Analytics to be offered in the state of Florida, but would share the CIP code with two existing PhD in Statistics programs (CIP 27.0501), offered by UF and FSU. The program will “train researchers with a statistics background to analyze massive, structured or unstructured data to uncover hidden patterns, interesting, actionable associations and other useful information” to enhance decision making (p. 4). The proposal notes that 90% of the graduates would likely pursue industry and government positions, due to potential for high salaries, and 10% would likely pursue academic positions (p. 2, 17, 43).

The proposed doctoral program will require the completion of 72 credit hours beyond a bachelor’s degree. Students will have the possibility to transfer up to 30 credits hours from a completed master’s degree into the program. The 72 credit hours include 42 credits of required courses, 15 credits of electives, and a minimum of 15 credits of dissertation (p. 3).

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal notes that the program will support several goals included in the BOG 2012-2025 Strategic Plan:

- *Strengthen Quality & Reputation of Scholarship, Research, and Innovation* – by facilitating pioneering scholarship and impactful research in data analytics;
- *Increase Research and Commercialization Activity* – by producing graduates that devise innovative solutions for current problems;
- *Increase Levels of Community and Business Engagement* – by involving industry partners and members of the Big Data Analytics Advising Board in the development of the program’s curriculum and providing students with paid internship opportunities;
- *Increase the Number of Degrees Awarded in STEM* – the program will be affiliated with a STEM CIP code (27.0501);

- *Increase Collaboration and External Support for Research Activity* – by providing students with stipends so that they can focus on research and teaching.

Need for Graduates in the Labor Market

The proposal provides a comprehensive analysis for the need in the labor market for graduates from this program. The following section provides an overview of the reports and sources cited in the proposal and reviewed by BOG staff documenting the demand in the labor market for PhD in Big Data Analytics graduates.

The proposal includes a report developed by Sara Royster, as economist affiliated with the U.S. Bureau of Labor Statistics (BLS). Royster (2013) noted that workers who work with big data are known as data scientists or data analysts. However, the data scientists/data analysts discipline is affiliated with the statisticians and/or computer programmers' occupations in the Occupational Outlook Handbook maintained by BLS. Additionally, besides the statisticians and computer programmers' occupations other potential occupations for data scientists or data analysts include managers (chief data scientist, chief information officer), software developers, and postsecondary teachers (Royster 2013, p. 4). The report notes that in terms of education and training "in addition to having a bachelor degree, most analysts who work with big data have a master's or higher degree" and that "big data work can require" knowledge of statistics and computer systems as well as knowledge and experience of relevant field (finance, healthcare, etc.) (Royster 2013, p. 9).

The following section provides an analysis for the entry level educational credential typically associated with these occupations as well as an analysis of job posting following searches on large job advertising websites.

Tables 1 and 2 included below indicate the occupations that are affiliated with the CIP code for this program as indicated by BLS as well as the occupations associated with data scientist/analysts as included in the Royster (2013) report. The results included in both tables show that the entry level educational credential required for accessing the occupations included below is set at the baccalaureate or master's level, except for Mathematical Science Teachers, Postsecondary, where the entry level educational credential is set at master's level or higher.

Table 1: Projected increase for occupations associated with CIP 27.0501 by educational level at the national and state level

| Occupations (for CIP 27.0501) | National Projections (BLS) for the Occupation Between 2014-2024 | Florida Projections (DEO) for the Occupation Between 2016-2024 | Entry-Level Education (BLS) |
|--|--|---|------------------------------------|
| Natural Sciences Managers | 3% | 11.6% | Bachelor's Degree |
| Actuaries | 18% | 17.7% | Bachelor's Degree |
| Statisticians | 34% | 41.9% | Master's degree |
| Survey Researchers | 12% | 17.7% | Master's degree |
| Mathematical Science Teachers, Postsecondary | 21.7% | 19.1% | Doctoral or professional degree |

Table 2: Projected increase for occupations associated with data scientists/analysts by the national Bureau of Labor Statistics, as provided in the Royster (2013) report.

| Occupations | National Projections (BLS) for the Occupation Between 2014-2024 | Florida Projections (DEO) for the Occupation Between 2016-2024 | Entry-Level Education (BLS) |
|--|--|---|------------------------------------|
| Statisticians | 34% | 41.9% | Master's degree |
| Computer Programmers | -8% | -2.2% | Bachelor's Degree |
| Managers (Chief Data Scientists) | Unable to determine | | |
| Managers (Chief Information Officers) | Unable to determine | | |
| Software Developers | 17% | 20.1% | Bachelor's Degree |
| Mathematical Science Teachers, Postsecondary | 21.7% | 19.1% | Doctoral or professional degree |

Sources: Bureau of Labor Statistics (BLS) employment projections from 2014 to 2024 as of 4/6/2017. The BLS national average growth rate for all occupations is 7%. Florida Department of Economic Opportunity (DEO) employment projections from 2016 to 2024 as of 4/6/2017. The DEO calculated average growth rate for all occupations in Florida is 10% (staff calculations).

The U.S. Department of Labor, Bureau of Labor Statistics, is currently in the process of revising Standard Occupational Codes (SOCs) used for data collection and analysis. As part of this initiative, starting in 2018 data scientists will likely become a standalone occupation, however the entry level educational credential has not been specified yet.

Table 3 includes an analysis of job openings advertised in Florida as well as at nationwide through major job advertising websites. The table includes industry and academic positions. The table indicates that for data analyst and data scientist positions the educational requirements range between bachelor and PhD level. However, some of the advertisements that require a PhD also require several years of experience, so it is unknown whether recent PhD graduates would meet this criteria. In terms of academic positions, demand for faculty in data analytics/science is strong both in Florida as well as nationwide. It should be noted that the hiring season for academic position just ended and it will open up again in the fall. Therefore, the number of academic positions included in the table below may be higher than what is available at this time.

Table 3: Job Openings

| Position Search | Number of Postings in Florida | Number of Postings Nationwide | Educational Requirements (Percentage of Positions) |
|------------------|---|---|---|
| Data Scientist | 59 (www.indeed.com) | More than 1,000 (www.monster.com) | No education specified (12%) Bachelor (33%) Master (21%) PhD (33%) |
| Data Analyst | 247 (www.indeed.com) | More than 1,000 (www.monster.com) | No education specified (16%) Bachelor (75%) Master (1%) PhD (0%) |
| Faculty/Academic | 6 (www.insidehighered.com) | 4 (www.insidehighered.com) | PhD (100%) |
| | 14 (www.chronicle.com) | 116 (www.chronicle.com) | PhD (100%) |

Searches conducted on 4/11/2017.

Additionally, the proposal describes several searches for open positions using “big data analytics” as key words. These searches were conducted in 2015 at the national and state level as well as for the Central Florida region. Several websites such as employflorida.com, monster.com, dice.com, jobserve.us, etc., were used for these searches. According to the proposal 354 of the 829 or 43% of the data scientist ads provided by www.indeed.com mentioned a graduate degree (M.S. or Ph.D.) as a requirement for consideration. Among the employment ads posted on www.dice.com, 103 out of the 535 ads or 19% listed a graduate degree as a requirement or preferred credential for the job. Similarly, 37 of the 99 or 37% of the position ads returned by www.careerbuilder.com required a graduate credential and expressed preference for a doctoral level degree. These results point to the increased need for individuals trained in the area of big data/data science/data analytics (see proposal pages 13-23).

The proposal notes that a 2015 Forbes report found that the need for doctoral level trained data scientists/analysts has been high during the last few years and the trend continues to show high demand for Big Data Analytics graduates. For example, the report notes that 26,488 positions that required big data expertise were advertised by IBM, Cisco, and Oracle during 2015. Additionally, the report shows that the advertised salaries for these positions range from \$80,000 - \$200,000. However, the report does not specify the educational requirements for these jobs.

Finally, the proposal includes 13 letters of support from industry partners with operations in Central Florida, Florida, and nationwide, such as Disney, City Group, Johnson & Johnson, SAS, iCube, Health First, Florida Blue, and others. The letters emphasize partners' need for graduates from PhD Big Data Analytics programs and commitment to continuing to provide internship opportunities for students in this and similar programs. One letter indicates the partner's readiness to offer two paid internships to PhD students in this program as well as cloud computing resources for the program (Appendix F).

In conclusion, data analytics/data science is a rapidly expanding new discipline. Consequently, the U.S. Bureau of Labor Statistics agency will assign it a specific occupational code in 2018. In terms of labor demand for graduates, tables 1 and 2 show that occupations related to data analytics/data science, such as statisticians, are projected to grow during the next seven years much faster than the average. Even though the entry level educational requirements listed in tables 1 and 2 are set at the bachelor level, information included in table 3 as well as the results discussed above show that there is a demand for doctoral level graduates in data science in the labor market in both industrial and academic settings. Therefore, the graduates of the proposed program are expected to have little to no difficulty securing financially rewarding employment upon graduation.

Demand from Students

The enrollments goals for the proposed PhD in Big Data Analytics are 6 and 24 students for years 1 and 5, respectively. The following section provides an analysis of student demand for and potential supply to the program.

The proposal notes that to gauge student interest in the PhD program the university administered a survey to students enrolled in a Data Mining course. The results show that three (3) out of the 25 students' surveyed or 12% would be "interested in applying for a PhD in Data Analytics at UCF" (p. 31). Additionally, the proposal notes that "during the last several years at least 3-4 students per year from the existing master level specialization inquired about training beyond the master's level" (p. 30).

The University of Central Florida (UCF) already offers a Master in Statistics with a track in Data Mining and a Master in Data Analytics. The university has also offered a Data Mining track under the Master in Statistics since 2001. However, UCF set up their Master in Data Analytics starting with Fall 2016 and 15 students enrolled during the first term. Additionally, New College of Florida launched their Master in Data Science and 14 students enrolled during the first term (Fall 2016).

Additionally, several SUS institutions are offering bachelor and master level programs in Statistics that could serve as feeders for the proposed program (table 4). However, it should be noted that bachelor and master graduates from any major (health, business, computer science, etc.) who meet the admission requirements could receive consideration for admission into the proposed PhD in Big Data Analytics.

In conclusion, considering that the program allows for students to apply for the program with a bachelor or master's diploma, the fact that there is no restriction on the type of major students need to graduate from to be able to apply for this program, the demand for Data Analytics/Data Science graduates in the labor market, as well as the fact that many SUS institutions have programs that could serve as a feeder to the current program, the university should have no difficulty meeting its enrollment goals, in the short- and long-term.

External Consultants' Reports

Two external consultants were invited to review the proposed program. Both consultants expressed support for the program and explained that UCF is uniquely positioned to offer the program. The following section includes brief comments from each report.

Dr. Ramon C. Littell, Professor Emeritus of Statistics at the University of Florida was the first consultant to review the proposal. Dr. Littell noted that UCF's department of statistics is young and hence more likely to invest resources into a new program. He noted that UCF "has potential for reaching higher and higher academic recognition and visibility in business and industry because of the vibrant environment in Orlando and the will of the faculty to accept new challenges" (Appendix E).

Dr. Min Yang, Professor of Statistics in the Department of Mathematics, Statistics, and Computer Science at the University of Illinois at Chicago, was the second consultant to review the proposal. Dr. Yang noted that data analysts must master four core skills: statistics inference, algorithms, data management, and network computation. Dr. Yang noted that the proposed program offers comprehensive training in all of these areas.

It should be noted that most doctoral proposals include only one external consultant.

The proposed program was reviewed by two consultants and both of them expressed support for its implementation.

Summary

The proposed PhD in Big Data Analytics would provide several benefits to the community, state, and nation. First, it would be the first standalone program in the state. Second, the proposal illustrates in great detail and BOG staff research confirms that demand for PhD in Big Data Analytics graduates exists in the labor market in both industrial and academic settings. Therefore, this program would fill these gaps by providing experts to contribute to the advancement of the field. Third, the financial rewards associated with Data Analytics/Data Scientists positions are significant (range between \$80,000 - \$200,000 and potential bonuses).

The only concern would be the fact that UCF is already offering a track in Data Mining under the Master in Statistics and a Master in Data Analytics as a standalone program. Therefore, the proposed program may compete for enrollments with their existing program and track. Plus, given the high salaries available for graduates of Master in Data Analytics in the labor market it may be difficult to convince graduates from the Master in Data Analytics or Statistics to continue their education and enroll in a PhD program. However, both of these concerns are mitigated by the fact that bachelor's diploma holders and master's diploma holders would receive equal consideration for admission into this program, provided that the admission requirements are met. Plus, the minimum number of credit hours required for the completion of the PhD program beyond a master's degree would be 42, which can make the program attractive to graduates from various masters' programs.

Additionally, given the existing partnerships of the university with the industry located in Florida, nationwide, as well as internationally (Sanofi) students in the program could benefit from the experience and exposure gained through the internship opportunities provided by these partnerships.

All in all, the program would be a great fit for the university, state, industrial and academic partners, as well as the community as a whole. Additionally, the program is expected to have no difficulty meeting its enrollment goals in the short- and long-term.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of

Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall - *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

The proposal has been approved by the university board of trustees and includes all required signatures.

The University of Central Florida Board of Trustees approved the program on March 16, 2017.

The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.

The Board of Governors new degree proposal format is used, as expressed in the Board's Regulation 8.011.

The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.

The pre-proposal was presented to the CAVP group in January 24, 2014 and no formal concerns were noted.

The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.

No other university in the state offers a PhD in Big Data Analytics. However, the proposed program would share the same CIP code with Statistics programs (27.0501). There are two PhD in Statistics programs offered in the SUS, one at UF and one at FSU. The curriculum for the proposed program was compared with the curricula of the existing programs. The comparison shows that UCF's proposed curriculum overlaps with UF and FSU's curricula in proportion of 28.5% and 21.4%, respectively (p. 32-34).

Additionally, the chairs of the Statistics Department at each university were contacted and asked to review the curriculum for the proposed program. One department head (FSU) expressed strong support for the program and another one (UF) expressed no concerns for the proposed curriculum and program (Appendix H).

- The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The university provided adequate information on enrollment (Table 1-B), budget (Table 2), and faculty effort (Table 4).

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity has been reviewed and signed by the UCF Equal Opportunity Officer on 9/2/2016.

- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposed program does not duplicate any program offerings at FAMU or FIU.

2. Budget - The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

The University of Central Florida Board of Trustees approved the program on March 16, 2017.

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The average SUS expenditure per student FTE at the doctoral level CIP 27 for academic year 2015-2016 is \$12,130. The University of Central Florida proposal shows that the cost per student FTE for years one and five will be \$62,873 and \$42,613, respectively.

- The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The proposal will follow the traditional E&G funding model.

- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

- The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**
- An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

Two external consultants reviewed the proposed program. Both consultants expressed support for the program and explained that UCF is uniquely to offer the program. The following sections include brief comments from each report.

Dr. Ramon C. Littell, Professor Emeritus of Statistics at the University of Florida was the first consultant to review the proposal. Dr. Littell noted that UCF's department of statistics is young and that it is more likely to invest resources into a new program. He noted that the existing and proposed courses clearly define a well-planned program of study. Additionally, UCF's Department of Statistics

includes strong faculty with backgrounds in engineering, computing, and statistics, that ensure that the program will be successful. In closing, the report notes that “UCF ... has potential for reaching higher and higher academic recognition and visibility in business and industry because of the vibrant environment in Orlando and the will of the faculty to accept new challenges” (Appendix E). While Dr. Littell has not directly expressed support for the implementation of the proposed program, the laudatory language provided throughout the report provides strong indirect support for the implementation of the program.

Dr. Min Yang, Professor of Statistics in the Department of Mathematics, Statistics, and Computer Science at the University of Illinois at Chicago, was the second consultant to review the proposal. Dr. Yang noted that data analysts must master four core skills: statistics inference, algorithms, data management, and network computation. Dr. Yang noted that the proposed program offers comprehensive training in all of these areas. In closing, the consultant noted that “the program will be very successful” and provided “the highest recommendation” for the implementation of the program.

It should be noted that most doctoral proposals are reviewed by only one external consultant. The proposed program was reviewed by two consultants and both of them expressed support for its implementation.

- The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

The proposal notes that the Bachelor and Master programs offered by the Department of Statistics were reviewed in 2010. Recommendation from this review are included in the proposal together with the progress status of the department. Some of the recommendations provided as part of the program review in 2010 include: collaborate with other units to identify interdisciplinary strategies, encourage student interdisciplinary research, identify student workspace, seek opportunities for funded research, develop a professional science master, etc.. A progress status has been provided in the proposal for each of these recommendations (p. 51-53).

- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The university examined the feasibility of providing the program in collaboration with other institutions. However, due to the fact that the program

will be offered on the main campus in a face-to-face format, data security and storage requirements, and the need for constant interaction between faculty advisers and students, a collaboration with other institutions is unfeasible at this time (p. 68).

- If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

This section is not applicable for this program.

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**
- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

There are no agencies or learned societies to accredit Big Data Analytics programs.

5. Faculty - The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

According to the proposal six (6) full-time faculty members will be directly involved in the new program in year one and 13 full-time faculty members will be directly involved in the new program by year five.

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

Table 4 shows that all faculty members hold terminal degrees in their fields.

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence of faculty productivity. During academic year 2015-2016 faculty secured \$3.4 million in contracts and grants.

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The university has the necessary faculty resources to support the program.

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program.*

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The Library Director attests that the library volumes and serials available are sufficient to implement the program. However, \$3,000 per year have been allocated to library expenses for the first five years to ensure that adequate holdings are available to support the program.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, instructional space is sufficient.

- The university has ensured that necessary equipment is available to initiate the program.**

The university budgeted \$30,000 annually to be used for purchasing cloud computing services, storage space for SAS, as well as software and hardware to support the program (p. 81). Additionally, an additionally \$30,000 annually has been budgeted to cover “the cost of recruiting trips, especially to FAMU and FIU,” to ensure a robust and diverse pool of applicant for the program (p. 81).

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal notes that program will provide assistantships for four (4) years to the vast majority of the students (p. 36, 39). The proposal notes that five (5) students will be provided stipends (\$18,000 per student) for graduate teaching assistantships in year one, for a total of \$90,000. By year five 19 students will be provided stipends for a total of \$342,000 (p. 39, 81). These funds have been included in the budget table of the proposal and letters of commitment from the UCF’s College of Sciences, Department of Statistics, and the College of Graduate Studies were provided in Appendix J.

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The proposal notes that the university has strong relationships with industry partners and will continues to cultivate additional ones. Therefore, students will be provided with opportunities for paid internships. Some of the existing UCF industry partners includes Sodexo, Citi Bank, Sanofi Pasteur, iCube CSI, Health First, etc. (p. 82).

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: Doctor of Occupational Therapy at the University of Florida, CIP Code 51.2306

PROPOSED COMMITTEE ACTION

Consider approval for the Doctor of Occupational Therapy at the University of Florida, CIP Code 51.2306.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Florida (UF) is proposing a Doctor of Occupational Therapy (OTD). This degree would replace the existing Master of Occupational Therapy program in the College of Public Health and Health Professions. The OTD is designed to prepare professional level occupational therapy practitioners with clinical practice knowledge and skills, leadership and advocacy skills, and advanced knowledge to inform clinical practice.

The proposed Doctor of Occupational Therapy would be the first such doctoral program to be offered by a public university in the state of Florida. The program will require completion of 108 credit hours.

The UF Board of Trustees approved the program on March 17, 2017. If approved by the Board of Governors, UF will implement the program effective Spring 2018.

Supporting Documentation Included:

1. Board Staff Analysis
2. Program proposal available online at www.flbog.edu

Facilitators/Presenters:

University Representative

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Doctor of Occupational Therapy

CIP Code: 51.2306

Institution: University of Florida

Proposed Implementation Date: Spring 2018

Staffed By: Lynn Hunt Long

Initial Review Date: 04/10/17 **Last Update:** 05/10/17

Projected program costs:

| | Total | % & \$ Current Reallocated | % & \$ New Recurring | % & \$ New Non- Recurring | % & \$ C&G | Auxiliary Funds | Cost per FTE | SUS 15-16 Average Cost per FTE |
|--------|-------------|----------------------------------|----------------------------|---------------------------------|---------------|--------------------|-----------------|---|
| Year 1 | \$934,204 | 100% \$934,204 | 0% \$0 | 0% \$0 | 0% \$0 | \$0 | \$27,078 | \$4,372.56* 51 CIP |
| Year 5 | \$1,417,040 | 100% \$1,417,040 | 0% \$0 | 0% \$0 | 0% \$0 | \$0 | \$13,995 | |

* NOTE: The range of costs associated with the Average E&G Cost per FTE can vary considerably by university due to factors related to enrollment scale and diversity of programs in any particular CIP Code.

Projected FTE and Headcount are:

| | Student Headcount | Student FTE |
|--------------------|-------------------|-------------|
| First Year | 46 | 34.5 |
| Second Year | 90 | 67.5 |
| Third Year | 135 | 101.25 |
| Fourth Year | 135 | 101.25 |
| Fifth Year | 135 | 101.25 |

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

| INTRODUCTION | | ACCOUNTABILITY | | READINESS | | | | |
|---------------------|-----------|----------------|--------|----------------------|-----------------|------------|---------|-----------|
| Program Description | BOG Goals | Overall | Budget | Mission and Strength | Program Quality | Curriculum | Faculty | Resources |
| 2 | 3 | 5 | 9 | 12 | 15 | 15 | 21 | 22 |

A. Program Description:

The University of Florida College of Public Health and Health Professions, Department of Occupational Therapy, is proposing to establish a pre-professional doctoral program in occupational therapy. The proposed Occupational Therapy Doctorate (OTD) would replace the existing Master of Occupational Therapy (MOT) program.

The purpose of the OTD program is to prepare highly qualified occupational therapists equipped to apply empirical findings in their practice, and to prepare administrators and leaders in the occupational therapy field (p. 2). Potential employment opportunities include direct care provider, consultant, educator, manager, leader, researcher, and consumer advocate.

The OTD will require the completion of a minimum of 108 credits and can be completed in 10 semesters (p. 2). The program requirements include core courses (63 credits), fieldwork (17 credits), research (18 credits), professional development (7 credits), and a capstone experience (3 credits). The Master of Occupational Therapy Degree Program currently requires 59 credits completed in 5 semesters (<http://ot.phhp.ufl.edu/academics/mot/prospective-students/course-sequence/>).

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal provides alignment of the program with the State University System strategic plan. The program will strengthen the quality and reputation of the academic programs and university as well as strengthen the qualifications and competitiveness of UF graduates. The OTD will provide affordable access to Florida students as no other public university in the state currently offers an OTD program. Additionally, the program will increase doctoral degree productivity in an area of strategic emphasis and provide the Florida community with knowledge and skills to address health care needs.

According to the proposal, the UF Master of Occupational Therapy program is ranked in the top 20 OT programs by US News and World Report (confirmed by Board staff) and among the top ranked Association of American Universities public universities, only two universities do not offer an OTD program. The proposal describes that in order to improve UF's national ranking, reflective of high quality education, the OT department must offer programs consistent with the top programs in the country (p. 3).

In August, 2015, the Accreditation Council for Occupational Therapy Education (ACOTE) released a statement on the entry-level degree for the occupational therapist. The Accreditation Council for Occupational Therapy Education determined that the entry-level-degree requirement for the occupational therapist will remain at both the master's and the doctoral degree.

<http://www.aota.org/Education-Careers/Accreditation/acote-entry-level-degrees.aspx>

Need for Graduates in the Labor Market

The proposal documents the shortage of occupational therapists in the State of Florida by including OT as one of the professions covered by the Florida Tuition Reimbursement Law (Statute 1009.58). Growth in occupational therapy employment in the State of Florida is predicted to be 29.5% through 2024 (<http://www.projectionscentral.com/Home/Index>).

According to the US Bureau of Labor Statistics the employment of occupational therapists is projected to grow 27% (much faster than average) between 2014 and 2024. <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

Board staff noted that the Florida Department of Economic Opportunity projects statewide employment growth of 21.2% from 2016-2024 for those with a Master’s degree or higher. <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

An online search by board staff of related employment opportunities on LinkedIn returned 16,406 occupational therapist entry-level positions (master’s degree or higher), with 692 occupational therapy jobs advertised in Florida. A search for full-time entry-level occupational therapist positions in Florida on Indeed website returned 1,355 advertisements.

Student Demand for the Program

Regarding the demand, the proposal notes that the University of Florida received over 316 applications during the 2015-2016 admission cycle for 45 available seats in the master’s program, with 80% of the applicant pool and enrolled students being Florida residents. As noted in the proposal, 32 programs across the country enroll OTD students with 20 additional universities having submitted applications for OTD approval. Because OTD education is becoming more prevalent as supported by student interest, it can be expected that some students will choose to attend OTD programs at Florida’s private universities if public options are not available.

This program would be the first OTD in the State University System. The enrollment and degrees awarded for the Master of Occupational Therapy across the State University System are included below:

Table 1: Enrollments in Master in Occupational Therapy (CIP 51.2306)

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|------|------|------|------|------|------|
| FAMU | 65 | 63 | 62 | 59 | 79 |

| | | | | | |
|------|-----|-----|-----|-----|-----|
| FGCU | 60 | 60 | 62 | 63 | 64 |
| FIU | 175 | 168 | 157 | 152 | 153 |
| UF | 111 | 113 | 112 | 106 | 108 |

Table 2: Degrees Awarded in Master in Occupational Therapy (CIP 51.2306)

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|------|------|------|------|------|------|
| FAMU | 1 | 10 | 22 | 27 | 33 |
| FGCU | 23 | 30 | 31 | 30 | 29 |
| FIU | 65 | 51 | 58 | 56 | 51 |
| UF | 45 | 43 | 47 | 43 | 46 |

Source: Florida Board of Governors Website

The projected headcount enrollment is 46 for the first year which is the same number of students admitted per cohort in the Master in Occupational Therapy program. The primary source of students for the program are individuals who have recently graduated from preceding degree programs at the University of Florida. Other sources of students indicated include individuals who graduated from preceding degree programs at other Florida public universities, individuals who graduated from preceding degree programs at non-public Florida institutions, additional in-state residents, additional out-of-state residents, and additional foreign residents. The projected headcount enrollment in years three through five is 135. Based on current enrollment in the Master in Occupational Therapy program and the number of applications reportedly received during the 2015-16 admission cycle, enrollment targets should be met.

The Florida Board of Governors Accountability Report includes information on the percentage of graduate pass rates for occupational therapy. For academic year 2015-2016 the new Master of Occupational Therapy graduate pass rate for UF was 100% (p. 18).

Table 3: 2015-2016 Percentage of Master of Occupational Therapy New Graduate Pass Rates on the National Board for Certification in Occupational Therapy Examination

| | |
|------|-----|
| FAMU | 65 |
| FGCU | 93 |
| FIU | 94 |
| UF | 100 |

http://www.flbog.edu/resources/_doc/accountability/ar_2015-16/2015_16_System_Accountability_Report_Summary_FINAL__2017-03-30.pdf

Table 4: Tuition Cost for the Occupational Therapy Doctorate

| | Pre-Professional | Post-Professional |
|-----------------------------|--|--|
| University of Florida | ~\$56,784 in-state | --- |
| Barry University | --- | \$1,125.00 per credit (36 credits) = ~\$40,500 |
| Gannon University | \$16,460 per semester (10+ credits) (119 credits) –at 12 credits per semester, ~10 semesters = \$164,600 | \$16,460 per semester (10+ credits) (34 credits) – at 12 credits per semester, ~3 semesters = \$49,380 |
| Nova Southeastern | \$31,200 for 2016-7 (122 credits) 2019-19 tbd | \$657 per credit 2016-17 (39 credits) = ~\$25,623 |
| University of St. Augustine | (117 credits) = ~\$99,560 | (30 credits) = ~\$18,210 |

Source: Information from university websites.

External Consultant's Report

Dr. Kate E. DeCleene Huber, Chair of the School of Occupational Therapy at the University of Indianapolis, reviewed the University of Florida's proposal for the establishment of an Occupational Therapy Doctoral degree and provided a letter of support for the program. Dr. Huber commented on the development of OTD programs in the private universities and the higher cost of the program to students. Dr. Huber noted that University of Indianapolis made the transition to the OTD based on strong indications that their graduates would be at a disadvantage as they compete for employment with graduates from the OTD programs in their region.

Summary

The proposed program elevates the Master of Occupational Therapy to the Doctor of Occupational Therapy. This would be the first OTD in the State University System which would allow students to pursue this degree opportunity at a public university. This program may enhance UF's competitiveness for students in an area of strategic priority. There is ample evidence provided regarding the need in the labor market and demand from students for this program. Evidence exists that the number of occupational therapy job openings are increasing, so there should be a growing opportunity for graduates of the proposed program to fill workforce demands.

The entry-level-degree requirement for licensing as an occupational therapist in Florida or elsewhere is at both the master's and the doctoral degree. The OTD will require the completion of a minimum of 108 credits and may be completed in 10 semesters which is an additional 49 credits over the MOT and double the amount of semesters for completion. The additional year will result in greater student tuition and fees and delays entry into the workforce resulting in an opportunity cost in lost salary. The American Occupational Therapy Association, Inc., reported in 2015 that preliminary informal surveys of entry-level doctoral graduates indicate that the doctoral degree does not guarantee advanced salaries. However, many entry-level doctoral graduates

are able to gain positions due to their advanced education which may qualify an individual for an increase in salary (<https://www.aota.org/-/media/Corporate/Files/EducationCareers/Educators/COE/FAQ-on-Professional-Entry-Degrees-2015.pdf>).

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall - *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

The proposal has been approved by the university board of trustees and includes all required signatures.

The proposed program was approved by the University of Florida Board of Trustees on March 17, 2017.

The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.

The new academic program proposal was written in the standard SUS format and in accordance with the criteria set forth in Board Regulation 8.011.

The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup and any concerns identified by the group have been listed and addressed in the proposal.

The pre-proposal was presented to the CAVP on 9/28/2106. As written in the proposal, there was no formal concern raised.

- The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

This proposed degree program is not an additional program in the State University System but is an elevation of an existing MOT to the doctoral level. The occupational therapy doctoral degree will be the only OTD program in the Florida State University System. The University of Florida has provided data that supports the need for an OTD program in the State University System.

- The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

University of Florida's Equal Opportunity Officer reviewed and signed the proposal on 11/3/2016.

- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

FAMU and FIU both offer Master's degrees in occupational therapy.

2. Budget – The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget was approved by the University Board of Trustees on 03/17/2017.

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The proposal describes the faculty effort as measured in Person Years increasing proportionately from 4.60 in year one to 6.10 in year five. The projected E&G cost per FTE in year one is \$27,078.00 and in year five is \$13,995.00. The costs for the program seem to be higher than the calculated average cost per FTE of \$4,372.56 for CIP 51 as provided in the 2015-16 expenditure analysis report. The range of costs associated with the Average E&G Cost per FTE can vary considerably by university due to factors related to enrollment scale and diversity of programs in CIP 51.

- The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The program will apply the graduate tuition rates in place at the time the program is implemented for in- and out-of-state students.

- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The proposal indicates that the implementation of the Doctorate of Occupational Therapy will have no negative impact on other existing programs or services.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.

YES NO

- The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

The proposal describes a collaborative planning process involving faculty, administrators, the Director of Professional Programs, the Academic Fieldwork Coordinator, an external reviewer, faculty from OTD programs at other universities, and staff from the American Council for Occupational Therapy Education. A chronological table outlining the collaborative

planning process is included in the proposal on pages 13-14.

- An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

Dr. Kate E. DeCleene Huber, Chair, School of Occupational Therapy at the University of Indianapolis served as the external consultant for the proposed program. A review of the proposal was provided and the consultant noted that the University of Florida's OTD program curriculum emphasizes the knowledge and skills that prepare students for advanced practice and supervisory and leadership positions. One program recommendation was to have a dedicated faculty with expertise in communicating with health care settings concerning the fieldwork and noted that a draft of revised American Council for Occupational Therapy Education standards requires that a specific faculty member be appointed to oversee the capstone and residence components of the program.

- The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

Per the proposal, the accreditation for the Master of Occupational Therapy (MOT) was re-affirmed in 2011 by the Accreditation Council for Occupational Therapy Education (ACOTE). The MOT received full re-accreditation in 2011 for 10 years. The proposed program will be housed in the College of Public Health and Health Professions which is accredited by Council on Education for Public Health. The college reaffirmed its reaccreditation this past year without any issues to address.

- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

According to the proposal, the didactic portion of the program will be offered at the University of Florida Gainesville campus and several courses will be offered in a blended learning format. Students will be placed in OT practice settings in hospitals, clinics, home care, and schools to complete the fieldwork components.

- If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner. N/A**

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed

curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

Per the proposal, the Department of Occupational Therapy consults with the Development Advisory Board and the Fieldwork Advisory Board. The members of these boards assist in identifying health care industry trends and provide advisement concerning current education and practices.

The proposal identifies the required core courses, required fieldwork, research and professional development courses, and the capstone experience as well as includes a sequenced course of study for the proposed program. The proposal describes specific learning outcomes relating to knowledge, skills, and professional behavior.

- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

The Department of Occupational Therapy will seek accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) for the change to a doctoral program. The Master in Occupational Therapy degree program is fully accredited by ACOTE with re-accreditation in 2021. As well, the College of Public Health and Health Professions and its programs are accredited by the Council on Education for Public health (CEPH).

5. Faculty – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

According to Appendix A Table 4, seven (7) faculty members will be affiliated with the program. The faculty includes three professors, three

associate professors, and one clinical lecturer. Two new faculty members will be hired to support the in 2019 and 2020.

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

Appendix A Table 4 of the proposal identifies the academic discipline for current faculty to be Occupational Therapy. All faculty have earned their Ph.D. According to the proposal, the University of Florida Master of Occupational Therapy has graduated 557 students since it was first accredited in 2002 with an average of 99% first time pass rates on the national certification exam. The OT department generated close to 3 million dollars in research funding over the last three years. The faculty are represented on several national and state/local boards and serve as members of editorial boards (p. 21-22).

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

According to the proposal narrative on pages 21-22, the faculty who will contribute to the program have been active in teaching, research, and service. The abbreviated curriculum vitae for existing faculty members were included in the proposal.

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

According to Appendix A Table 4, two new non-tenure line faculty members will be hired to support the program, one in Summer of 2019 and one in Summer of 2020.

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The Interim Fackler Director and the Occupational Therapy Liaison submitted a signed letter dated October 25, 2016 (Appendix D). The letter includes a listing of resources available to faculty, staff, and students within Occupational Therapy. Resources include, but are not limited to, print and electronic journals, advanced books, electronic books, and databases.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, additional space is not needed to support this program.

- The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, no additional or specialized equipment is needed for the proposed program. Additionally, the proposal notes that equipment needs for the program are evaluated on an annual basis and funds have been included in the budget table to address these needs (p. 23).

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

There are five scholarships and one student enhancement award that are listed in the proposal (p. 10). These are identified as being supported by endowments administered by the UF Foundation for Occupational Therapy.

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

Per the proposal, the Department has current contracts with over 300 field work sites and actively participates in the state OT fieldwork consortium which offers sources for additional site placements.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: Limited Access Status for the Bachelor of Science in Public Relations, Advertising, and Applied Communication (CIP 09.0900) at the Florida International University

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the Bachelor of Science in Public Relations, Advertising, and Applied Communication (CIP 09.0900) at the Florida International University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The Florida International University (FIU) seeks limited access status for the proposed Bachelor of Science in Public Relations, Advertising, and Applied Communication. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is based on the requirement that students master advanced knowledge and skills. The program also requires the completion of skills courses and access to labs and licensed software, which demand lower enrollment limits. Florida College System transfer students will not be disadvantaged by the screening process.

The FIU Board of Trustees approved the limited access status for the Bachelor of Science in Public Relations, Advertising, and Applied Communication on December 1, 2016. If approved by the Board of Governors, the limited access status will become effective Fall 2017.

Supporting Documentation Included: Limited Access Request Form

Facilitators/Presenters: Governor Norman Tripp

Board of Governors, State University System of Florida
 Request Form: Limited Access Status for an Academic Program
 In Accordance with BOG Regulations
 6.001 – General Admissions and 8.013 - Limited Access

| | | | |
|--------------------|---|----------------------------|--|
| University: | Florida International University | Degree(s) offered: | Bachelor of Science in Public Relations, Advertising and Applied Communication |
| Program: | Bachelor of Science in Public Relations, Advertising and Applied Communication (all tracks) | Six digit CIP code: | 09.0900 |

- Will the entire program be limited access or only a specific track?**
The entire degree will be limited access.
- If only one track is limited access, please specify the name of the track**
N/A
- Please specify:**
The total number of new students anticipated to enroll in the program each academic year: 150 (Both full-time and part-time)

The total number of students anticipated to enroll in the program each academic year: 600 (Both full-time and part-time)
- When do you propose to initiate limited access?** (please specify the effective term and year) Limited access would begin upon the launch of the new degree in Fall 2017
- What is the justification for limiting access?**

The B.S. in Public Relations, Advertising and Applied Communication will be a professionally oriented program and like most other professional programs – Business, Architecture, Hospitality Management – we need to limit access to ensure that our students have mastery of advanced verbal skills before accumulating discipline-specific credits that may not be applicable in the general curriculum.

The current two majors utilize a 2.85 GPA. With over two decades of experience with limited access, this standard has been evaluated and determined predictive of student success and program completion.

The official accrediting body for the School of Communication and Journalism (SCJ), the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) recommends 15 students in skills classes and prohibits more than 20. The nature of much of the instructional material means that classes must be of a size that allows regular feedback and professional mentoring of students. The new degree will require between 12 and 15 hours of skills courses that demand lower enrollment limits, depending on track and concentration.

Because much of the work of our students includes multimedia and technology components, students must also have adequate access to labs or licensed software to complete the program as well as close supervision by their instructors. As such, we teach a number of very specific, skill-focused classes that require low enrollment.

Based on our projections and past enrollment in the larger BS in Communications degree, we have confidence that this number of students will successfully complete the new degree. We have sufficient faculty to support the curriculum in this reorganized structure and anticipate no issues. With our new curriculum, we also anticipate having the capacity to add a limited number of additional skills sections in future semesters.

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

In order to be eligible to take the major-specific requirements, first time and transfer students seeking this degree must have a minimum cumulative GPA of 2.85.

The 2.85 GPA requirement was already in place for the existing BS in Communications degree in which this proposed new degree program was originally two majors: Advertising and Public Relations. In Appendix A, enrollment numbers of the current major indicate that Transfer Students from CC (now known as the Florida College System) are one third higher in number compared to FTIC students who are enrolled in the upper division. Given the school is maintaining its current requirements for the BS in Communication for the newly proposed BS in Public Relations, Advertising and Applied Communication, the impact on FCS students will not limit their acceptance in the program compared with other students seeking admission.

With these requirements, the new degree is expected to continue to accommodate student need and demand. Students who do not meet the limited-access requirements can transition seamlessly to the B.A. in Communication Arts, an existing and robust degree within the school that is not limited access.

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

As a federally designated minority serving institution, the demographics of Florida International University ensure that a BS in Public Relations, Advertising and Applied Communication in FIU's School of Communication and Journalism will achieve a diverse student body.

FIU has one of the most diverse student populations in the country, with a community that breaks down as follows:

- 61% Hispanic
- 15% White Non-Hispanic
- 13% Black

- 4% Asian or Pacific Islander
- 7% Other

The university is first in the nation in awarding bachelor's and master's degrees to Hispanic students and is recognized by the U.S. Department of Education as a Hispanic Serving Institution, which requires that at least 25% of undergraduate full-time students be Hispanic. Additionally, the School of Communication and Journalism has awarded more bachelor's degrees (BS Communication) to Hispanic students than almost any other similar program in the United States.

The current majors, which will become the degree, have a very diverse student population. When percentages are calculated from attached data in Appendix A, the race/ethnicity breakdown for advertising and public relations students for the total 2016-17 upper division enrollment of 495 is as follows:

- 77.6% (384) Hispanic
- 6.8% (34) White Non-Hispanic
- 7.1% (35) Black or African American
- 8.5% (42) Other

We do not expect or anticipate any impact to the diversity of the students in this program.

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

The proposed degree program is of high demand in Florida, and particularly in South Florida, where there are hundreds of advertising and public relations agencies serving a broad and diverse market, and where dozens of global firms have their Latin American headquarters. A search for jobs in public relations in South Florida on job posting site indeed.com yielded 1,547 open positions in August 2016, and 1,052 in advertising.

Due to industry and job growth, Money Magazine ranked advertising and public relations positions among the fifty top jobs in America. Companies spent more than \$160 million dollars on sales promotions and \$150 billion dollars on advertising in 2014. Advertising, public relations and applied communication are growing careers because the importance of marketing communication and reputation management are finally recognized as critical to generating revenue. Social media will increase employment for public relations specialists as companies try to appeal to the general public in new ways. The importance of social media for organizations and the need to reach potential consumers on digital platforms further expands the need for these professionals. The Bureau of Labor Statistics (BLS) projects 23% growth in public relations jobs. That is 58,200 new jobs to be added between 2010 and 2020. Public relations specialists will be needed to help their clients use social media effectively.

In answering the second part of this question, related to limited resources, as stated in question #5, that indeed there are some small skill classes in the curriculum. However, the 2.85 GPA requirement in the current two majors within the BS in Communication is

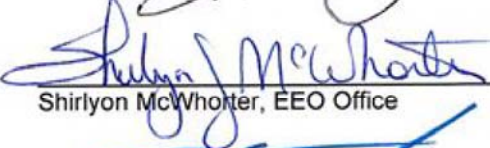
also a standard predictive of student success and program completion. Hence the job market expects to hire students with higher competencies indicative of the 2.85 GPA.

| | |
|---|------------------------------------|
| University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form) | December 1, 2016 See Appendix B |
|---|------------------------------------|

STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC

University: Florida International University
Degree(s) offered: Bachelor of Science in Public Relations, Advertising, and Applied Communication
Program: Bachelor of Science in Public Relations, Advertising and Applied Communication (all tracks)
Six-digit CIP code: 09.0900

Request Initiated by: 
Elizabeth M. Bejar, Vice President for Academic Affairs

EEO Officer's Signature: 
Shirlyon McWhorter, EEO Office

Provost Signature: 
Kenneth G. Furton, Provost and Executive Vice President

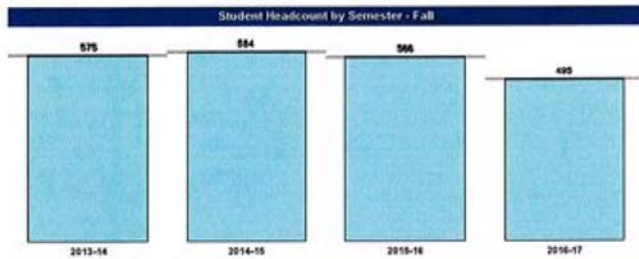
Send the completed form to:
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Appendix A - Advertising & Public Relations



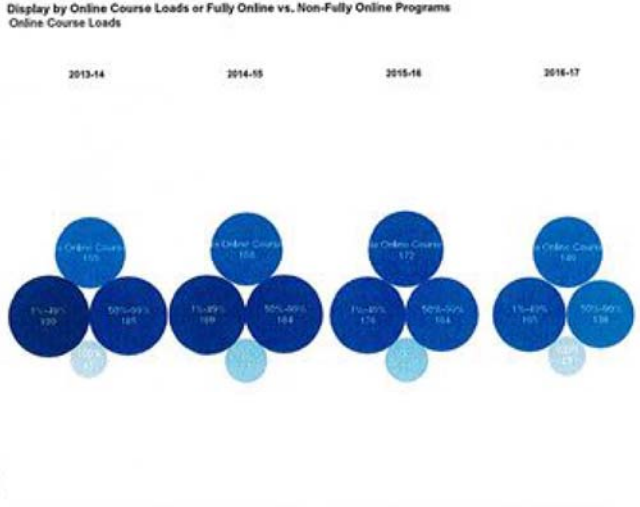
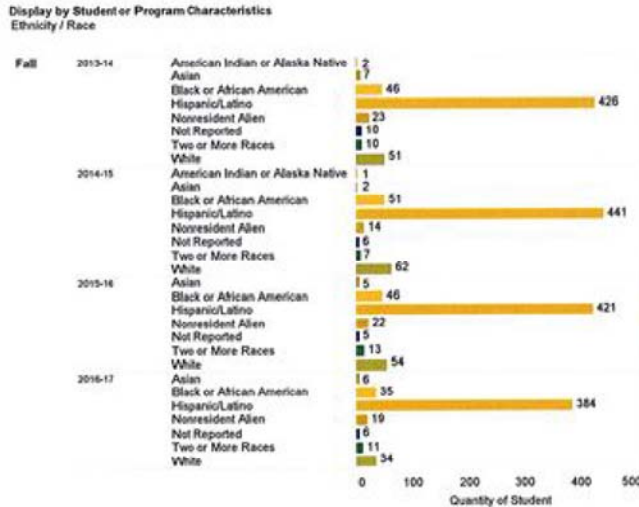
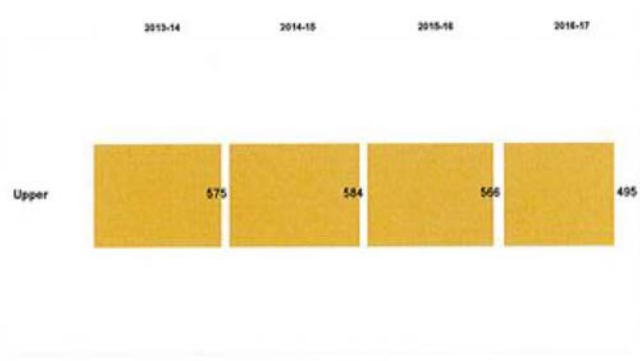
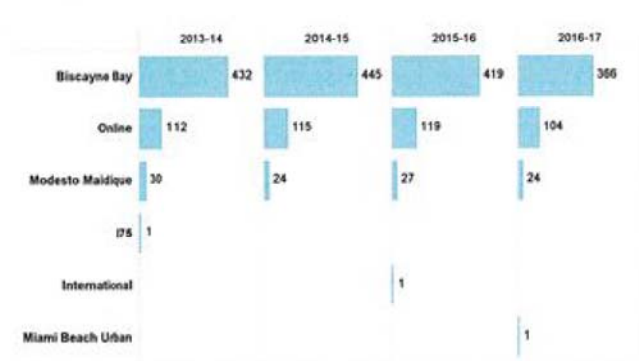
Student Headcount and Demographics

| | | | | | |
|----------------------|----------------------|---------------------------|-------------------------|------------------------|----------------------------|
| Academic Year | Semester | College / School | Department | Major | Academic Plan and Sub Plan |
| AB | Fall | AB | AB | AB | COMM BS Multiple values |
| Enrollment Status | Ethnicity / Race | Fee Residency | First Generation Status | Gender | Home Campus |
| AB | AB | AB | AB | AB | AB |
| Honor College Status | International Status | Pell Status | Student Admit Type | Student Classification | Degree Seeking Status |
| AB | AB | AB | AB | Upper | AB |
| CE Program Status | Online 2.0 Status | Strategic Emphasis Status | Degree Plan | Exploratory Students | |
| AB | AB | AB | AB | | By Major (CIP) |



Home Campus by Semester - Fall
College - College of Communication, Architecture and the Arts

Student Classification by Semester - Fall
Department - Journalism and Media



Data Source: BOG
Data Last Updated: 1/12/2017 5:43:55 AM

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

Academic and Student Affairs Committee

June 21, 2017

SUBJECT: Limited Access Status for the Bachelor of Science in Digital Communication and Media at Florida International University, CIP Code 09.0702

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the B.S. in Digital Communication and Media at Florida International University, CIP Code 09.0702.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Florida International University (FIU) is requesting limited access status for the Bachelor of Science in Digital Communication and Media. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is based on the requirement that students master advanced knowledge and skills. The program also requires the completion of skills courses and access to labs and licensed software, which demand lower enrollment limits. Florida College System transfer students will not be disadvantaged by the screening process.

The FIU Board of Trustees approved limited access for the program on December 1, 2016. If approved by the Board of Governors, FIU will implement limited access status for the program effective Fall 2017.

Supporting Documentation Included: Limited Access Request Form

Facilitators/Presenters: Governor Norman Tripp

Board of Governors, State University System of Florida
 Request Form: Limited Access Status for an Academic Program
 In Accordance with BOG Regulations
 6.001 – General Admissions and 8.013 - Limited Access

| | | | |
|--------------------|---|----------------------------|--|
| University: | Florida International University | Degree(s) offered: | Bachelor of Science in Digital Communication and Media |
| Program: | Bachelor of Science in Digital Communication and Media (all tracks) | Six digit CIP code: | 09.0702 |

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

2. **If only one track is limited access, please specify the name of the track**
N/A

3. **Please specify:**
The total number of new students anticipated to enroll in the program each academic year: 50-70 (Both full-time and part-time)

The total number of students anticipated to enroll in the program each academic year: 150-200 (Both full-time and part-time)

4. **When do you propose to initiate limited access?** (please specify the effective term and year) Limited access would begin upon the launch of the new degree in Fall 2017

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

The B.S. in Digital Media will be a professionally oriented program and like most other professional programs – Business, Architecture, Hospitality Management – we need to limit access to ensure that our students have mastery of advanced verbal skills before accumulating discipline-specific credits that may not be applicable in the general curriculum.

The current major utilizes a 2.85 GPA. With over two decades of experience with limited access, this standard has been evaluated and determined predictive of student success and program completion.

The official accrediting body for the School of Communication and Journalism (SCJ), the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) recommends 15 students in skills classes and prohibits more than 20. The nature of much of the instructional material means that classes must be of a size that allows regular feedback and professional mentoring of students. The new degree will require between 12 and 15 hours of skills courses that demand lower enrollment limits.

Because much of the work of our students includes multimedia and technology components, students must also have adequate access to labs or licensed software to complete the program as well as close supervision by their instructors. As such, we

teach a number of very specific, skill-focused classes that require low enrollment.

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

In order to be eligible to take the major-specific requirements, first time and transfer students seeking this degree must have a minimum **cumulative GPA of 2.85**. In compliance with the Common Prerequisite Manual, the ENC prerequisites are consistent with the other programs with the CIP code 09.0702 (Track 1 of 2) in the SUS. Furthermore, other institutions include MMCX540 or MMCXXXX. As FIU does not teach MMC X540 Media Aesthetics, FIU will accept that course or any other MMC course.

The 2.85 GPA requirement was already in place for the existing BS in Communications degree in which this proposed new degree program was originally a major. In Appendix A, enrollment numbers of the current major indicate that Transfer Students from CC (now known as the Florida College System) are one third higher in number compared to FTIC students who are enrolled in the upper division. Given the school is maintaining its current requirements for the BS in Communication for the newly proposed BS in Digital Media, the impact on FCS students will not limit their acceptance in the program compared with other students seeking admission.

With these requirements, the new degree is expected to continue to accommodate student need and demand. Students who do not meet the limited-access requirements can transition seamlessly to the B.A. in Communication Arts, an existing and robust degree within the school that is not limited access.

The longitudinal enrollment trends of the digital major are limited by the short period of its existence in the BS Communication degree. Based on our projections and past enrollment in the larger BS in Communications degree, we have confidence that this number of students will successfully complete the new degree. We have sufficient faculty to support the curriculum in this reorganized structure and anticipate no issues. With our new curriculum, we also anticipate having the capacity to add a limited number of additional skills sections in future semesters.

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

As a federally designated minority serving institution, the demographics of Florida International University ensure that a BS in Digital Communication and Media in FIU's School of Communication and Journalism will achieve a diverse student body.

FIU has one of the most diverse student populations in the country, with a community that breaks down as follows:

- 61% Hispanic
- 15% White Non-Hispanic

- 13% Black
- 4% Asian or Pacific Islander
- 7% Other

The university is first in the nation in awarding bachelor's and master's degrees to Hispanic students and is recognized by the U.S. Department of Education as a Hispanic Serving Institution, which requires that at least 25% of undergraduate full-time students be Hispanic. Additionally, the School of Communication and Journalism has awarded more bachelor's degrees to Hispanic students than almost any other similar program in the United States.

The current major, which will become the degree, has a very diverse student population. When percentages are calculated from attached data in Appendix A, the race/ethnicity breakdown for digital media students for the total 2016-17 upper division enrollment of 86 is as follows:

- 75.6% (65) Hispanic
- 3.5% (3) White Non-Hispanic
- 12.8% (11) Black or African American
- 4.6% (4) Asian
- 3.5% (3) Other

We do not expect or anticipate any impact to the diversity of the students in this program.

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

There is also strong growth projected for this field over the next 8–10 years, according to statewide estimates. The Florida Department of Economic Opportunity, in their appraisals for job growth within the fields of **Media and Communication Workers** estimates that for the State of Florida, there will be 9% job growth in this field between 2015–2023. Furthermore, of those jobs, fully 97% are expected to be created within Miami-Dade County. Thus, given that Florida International University serves as the largest anchor public university in the region, with a majority of our students coming from South Florida, and a local alumni base of 115,000, students enrolled in this degree will be in a prime position to take full advantage of the job growth projected in this field in local hiring markets.

South Florida is a burgeoning tech hub. According to the Greater Miami Chamber of Commerce report, One Community One Goal, digital media has been identified as a target industry with potential for growth and impact not only at the local level but at the national and international levels as well. So this field is part of the development strategy of all stakeholders, the university, the SUS, and the state leadership.

In answering the second part of this question, related to limited resources, as stated in question #5, that indeed there are some small skill classes in the curriculum. However, the 2.85 GPA requirement in the current major within the BS in Communication is also a

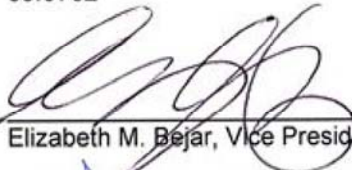
standard predictive of student success and program completion. Hence the job market expects to hire students with higher competencies indicative of the 2.85 GPA.

| | |
|---|------------------------------------|
| University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form) | December 1, 2016 See Appendix B |
|---|------------------------------------|

STATE UNIVERSITIES OF FLORIDA
Limited Access Program Request
Reference: 6C-6.001 Admissions, FAC

University: Florida International University
Degree(s) offered: Bachelor of Science in Digital Communication and Media
Program: Bachelor of Science in Digital Communication and Media (all tracks)
Six-digit CIP code: 09.0702

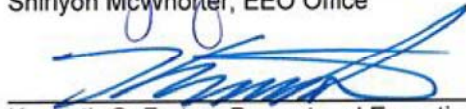
Request Initiated by:


Elizabeth M. Bejar, Vice President for Academic Affairs

EEO Officer's Signature:


Shirlyon McWhorter, EEO Office

Provost Signature:


Kenneth G. Furton, Provost and Executive Vice President

Send the completed form to:

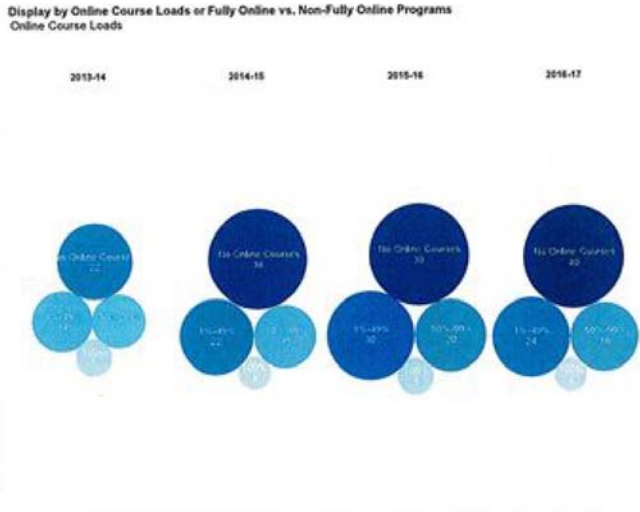
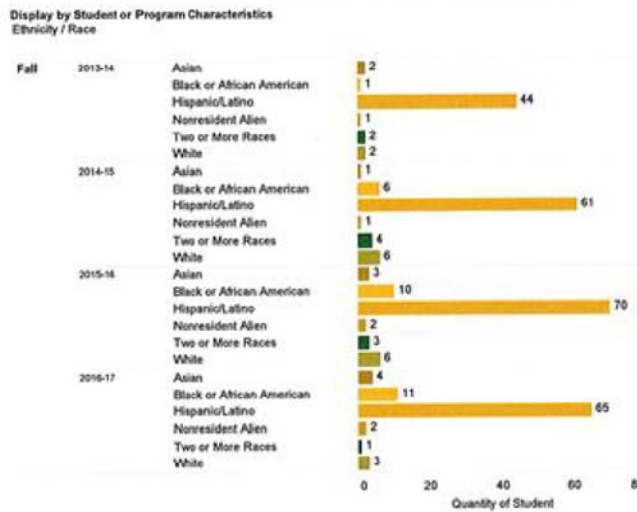
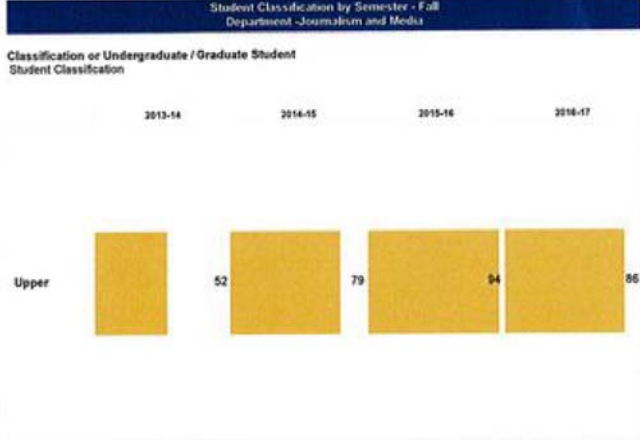
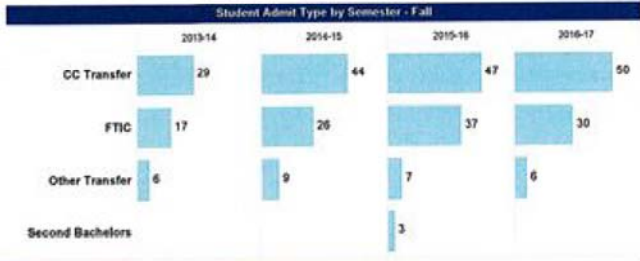
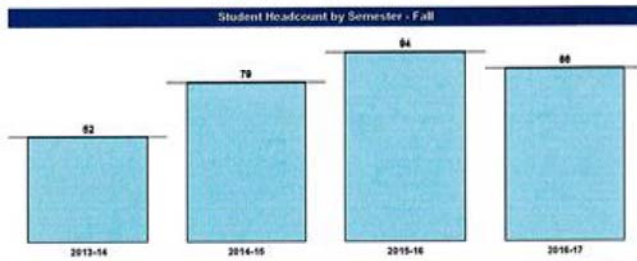
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 31399-1950

Appendix A - Digital Media



Student Headcount and Demographics

| | | | | | |
|----------------------|----------------------|---------------------------|-------------------------|------------------------|----------------------------|
| Academic Year | Semester | College / School | Department | Major | Academic Plan and Sub Plan |
| 2013-14 | Fall | AA | AA | AA | COMM BS DIGMEDSTUD |
| Enrollment Status | Ethnicity / Race | Fee Residency | First Generation Status | Gender | Home Campus |
| AA | AA | AA | AA | AA | AA |
| Honor College Status | International Status | PELL Status | Student Admit Type | Student Classification | Degree Seeking Status |
| AA | AA | AA | AA | Upper | AA |
| CE Program Status | Online 2.0 Status | Strategic Emphasis Status | Degree Plan | Exploratory Students | |
| AA | AA | AA | AA | By Major (CIP) | |



Data Source: BOG
Data Last Updated: 1/12/2017 5:43:55 AM

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

Academic and Student Affairs Committee

June 21, 2017

SUBJECT: Limited Access Status for the Bachelor of Art/Bachelor of Science in Entrepreneurship at the Florida State University, CIP Code 52.0701

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the Bachelor of Art/Bachelor of Science in Entrepreneurship at the Florida State University, CIP Code 52.0701.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The Florida State University (FSU) is requesting limited access status for the Bachelor of Art/Bachelor of Science in Entrepreneurship. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

From 2008 to the present, the FSU entrepreneurship program has experienced a steady stream of applicants. Each year the number of applicants exceeded the number of slots available. The university moved the Entrepreneurship major from the College of Business to the Entrepreneurial School and estimates that the number of student applicants to the program will continue to increase. Therefore, limited access is requested to ensure that enough resources are available to provide students with an excellent education. Florida College System transfer students will not be disadvantaged by the screening process.

The FSU Board of Trustees approved limited access for the program on February 22, 2017. If approved by the Board of Governors, FSU will implement limited access status for the program effective Fall 2017.

Supporting Documentation Included: Limited Access Request Form

Facilitators/Presenters: Governor Norman Tripp

Board of Governors, State University System of Florida
 Request Form: Limited Access Status for an Academic Program
 In Accordance with BOG Regulations
 6.001 – General Admissions and 8.013 - Limited Access

| | | | |
|--------------------|--------------------------|----------------------------|--------|
| University: | Florida State University | Degree(s) offered: | BS, BA |
| Program: | Entrepreneurship | Six digit CIP code: | |

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

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

3. Please specify:
 The total number of new students anticipated to enroll in the program each academic year
 2017: 80, 2018: 100, 2019: 120

 The total number of students anticipated to enroll in the program each academic year.
 2017: 80, 2018: 180, 2019: 220

4. When do you propose to initiate limited access? (please specify the effective term and year)
 Fall 2017

5. What is the justification for limiting access?

 We request limited access due to the limited resources available, the experiential aspect of the program, and the thought that slowly expanding will help us grow the best program possible. We need time to develop and work out all the new courses we are developing, making sure the right faculty are teaching the appropriate number of students in each class.

6. By what means will access be limited? Please provide a description of the program’s admissions requirements and procedures. Additionally, please indicate how these requirements and procedures ensure equal access for Florida College System Associate of Arts degree graduates in competing for available space in the program.

 Students will be required to complete five prerequisites with a “C” or better, achieve a minimum GPA of a 2.7, have completed a minimum of 52 credit hours, and submit an application. Each application is then reviewed by at least three entrepreneurship faculty who score each student in five categories. Then all ENT faculty meet together to discuss students that are on the cusp of acceptance and make sure that no one is negatively disadvantaged in the scoring process. The selected students who meet the requirements are then accepted into the program.

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

In the current College of Business entrepreneurship major, the statistics show the following.

In order to promote diversity we make sure to speak at all orientation sessions about the JM School of Entrepreneurship. We have a website that highlights the diversity of our current students. We work with the University to make sure information about the school and the application process are well-published and advertised in a variety of outlets.

| Term Desc | Student Ethnic Group Desc | Student Id | | Student Id |
|--------------------|---------------------------|------------|-----------|------------|
| | | F | M | |
| 2017 Spring | Asian | | 1 | 1 |
| | Black/African American | 1 | | 1 |
| | Hispanic/Latino | 6 | 10 | 16 |
| | Not Specified | 1 | 1 | 2 |
| | Two or More Races | | 1 | 1 |
| | White | 23 | 50 | 73 |
| Grand Total | | 31 | 63 | 94 |

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

Our students are in high demand because they focused on solving business and social problems. We are only planning to have limited access for three years as we build out the school, taking time to make sure that our courses and faculty are at the most rigorous and appropriate level of design, innovation and forward-thinking. After three years we will remove the limited access and accept all qualified students.

| | |
|--|-----------------------|
| Request Initiated by: | <i>Susan Fiorito</i> |
| EEO Officer's Signature: | <i>Rebecca Curtis</i> |
| Provost's Signature: | <i>Sally McRae</i> |
| University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form) | <i>2-22-2017</i> |

Send the completed form to: Dr. Jan M. Ignash
 Vice Chancellor of Academic and Student Affairs
 Board of Governors
 State University System of Florida
 325 West Gaines Street, Suite 1614
 Tallahassee, Florida 32399-1950

Response to Questions in the Memo from Richard P. Stevens of April 28, 2017
Submitted by Moran Professor Susan Fiorito
Director of the Jim Moran School of Entrepreneurship

Clarification regarding Limited Access (first bullet item)

Each prospective entrepreneurship student (FTIC and transfer) is required to submit an application which includes an original essay and their resume. They also have the option of including up to five pages of additional materials with their application. Once the deadline for applications has passed, the applications are randomly divided so that at least three entrepreneurship faculty review each application. All reviewers are given the same categories and category descriptions, and are asked to rate the student from 1 to 5 (with 5 being the highest) in each the categories. The categories included are:

- 1) Dedication (5 possible points)**
 - a. How much enthusiasm does the applicant express about entering the ENT program? Also, how determined does the student appear to become an Entrepreneur?
- 2) Past Experiences (5 possible points)**
 - a. Has the student taken courses in high school or college in Entrepreneurship?
 - b. Has the student started/run their own business? Have they participated in ENT-related clubs or events? Are they working in the area of business they wish to pursue?
- 3) Future Goals (5 possible points)**
 - a. Will a degree in Entrepreneurship help the student achieve their goals? Do they have plans for what kind of business they want to create?
- 4) Overall Impression (5 possible points)**
 - a. What are the reviewer's thoughts on the application and essay as a whole? Was everything neat, organized, and grammatically correct?
- 5) GPA (5 possible points)**
 - a. (<2.7 = 1, 2.7 – 3.0 = 2, 3.1 – 3.5 = 3, 3.6 – 3.8 = 4, 3.9 – 4.0 = 5)

The total points are tallied for each student and then ranked highest to lowest. The faculty reviewers, along with the director of the Jim Moran School of Entrepreneurship, discuss all the students and their scores and the top students are chosen according to the number of slots available. There is also a waiting list of students—just in case any chosen student decides not to accept and enter the program.

Dissemination of Information:

The application process and requirements are available on the Jim Moran School website as well as on the FSU academic program guide website. In addition, we present this information at every preview, orientation, TCC Day, and Academic Fair. Students, both current and future, are also able to set up an appointment to meet one on one with an adviser to discuss the process in further detail should they wish.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: State University System Council of Academic Vice Presidents (CAVP)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Gary Perry, chair of the State University System Council of Academic Vice Presidents (CAVP), will provide an update on current CAVP activities and issues.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Gary Perry

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: State University System Council for Student Affairs (CSA)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Corey King, Chair of the State University System Council for Student Affairs (CSA), will provide an update on recent activities of the CSA.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Corey King

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
June 21, 2017**

SUBJECT: Florida Student Association

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Kishane Patel, will update the Committee on recent Association activities.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Kishane Patel

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 22, 2017**

SUBJECT: Minutes of Meeting held March 29, 2017

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on March 29, 2017

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes from the meeting held on March 29, 2017 at Florida Agricultural & Mechanical University.

Supporting Documentation Included: Minutes: March 29, 2017

Facilitators/Presenters: Governor H. Wayne Huizenga, Jr.

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY
TALLAHASSEE, FLORIDA
March 29, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Governor Dick Beard, Acting Chair, convened the meeting of the Board of Governors Facilities Committee meeting at 3:51 p.m., March 29, 2017. The following members were present: Sydney Kitson, Alan Levine, Wendy Link, Edward Morton and Gary Tyson. Other members present included Tom Kuntz, Ned Lautenbach, Jacob Hebert and Norman Tripp.

1. Call to Order

Acting Chair Dick Beard called the meeting to order.

2. Minutes of Committee Meetings: Governor Beard

Governor Levine moved that the Committee approve the minutes of the Facilities Committee meeting held January 25, 2017. Governor Tyson seconded the motion and it passed unanimously.

3. 2018-2019 Fixed Capital Outlay Legislative Budget Request Guidelines

Acting Chair Beard called on Mr. Chris Kinsley, Assistant Vice Chancellor for Finance and Facilities, to discuss the 2018-19 Legislative Budget Request for Fixed Capital Outlay Guidelines. Mr. Kinsley noted that the only significant change was in the schedule due to early Legislative session next year. Governor Morton moved to approve, Governor Levine seconded and the motion passed.

4. 2nd Amendment to 2017-2018 SUS Fixed Capital Outlay Legislative Budget Request

Mr. Kinsley explained that this 2nd amendment to the current budget request is to change legislative authorization language regarding the Board of Governors ability to consider projects (bonds or P3). Mr. Kinsley also noted that there are a few projects that were added for review and one from UCF that is no longer coming to the Board for approval. This item was motioned by Governor Morton to approve the amendment, Governor Levine seconded and the motion passed.

5. Overview of Capital Planning Process

Mr. Kinsley explained the importance of the overall capital planning process and how it relates to the three main documents:

- **Master Plan:** a map that provides a scope of what the University goals are and any major changes to or improvements to the University. This plan requires the BOT to update it every five years (pursuant to Board Regulation). The Campus Development Agreement (CDA) is an emanating document that takes into account economic impact (i.e.) road impact, which is reviewed by various State Agencies (i.e.) DOT. Mr. Kinsley also noted that while he is not advocating that the Board of Governors approve the CDAs, he would like to see a bill that requires Universities to submit a copy to the Board Office.
- **Education Plant Survey:** a list of buildings, programs, number of students, faculty, and other resources associated with the University using a common formula to project capital needs. The factors have been adjusted to account for online. As it stands the survey occurs every five years. The new metric is being tested on Florida Polytechnic University, University of West Florida and University of South Florida. The Board should see at least two of these surveys during the next Board Meeting for approval.
- **Capital Improvement Plan:** the University submits a list of PECO and non-PECO projects every year approved by the BOT. This plan is a five year plan, but is submitted annually on August 1st. The review of these plans are reviewed at the PECO Workshop and then the Board adopts a three-year PECO list for legislature review.

These documents work together to promote long range capital planning needs for the SUS. These documents have not changed much over the years.

6. P3 Guidelines Implementation Review

Governor Beard called upon Ms. Karen Armstrong, Director of Shared Initiates, to review the P3 Guidelines since implementation in September 2015. Ms. Armstrong noted the Board Staff took an introspective look of how the process has worked during the past two years, with a goal of determining if the appetite for bonded projects changed and to help steer the Board Office in the future. However, Ms. Armstrong noted that Universities are still utilizing bonds to fund capital projects. Over this period, there were five P3 projects and five bonded projects.

Ms. Armstrong noted that the Board Office was also interested in determine the level of deviation from the P3 Guidelines and all five projects deviated to some degree, mostly exceeding debt term or lease term.

Ms. Armstrong then went on to discuss potential P3 and bonded projects that have or may come to the Board for approval, ranging from housing, conference centers and hotels.

Ms. Armstrong provided an update on the Biscayne Bay Campus Housing Project, which opened fall 2016. The fall occupancy was lower than expected at 86% (lower than projections). As a result, the Moody's downgraded the bonds by one position. However, FIU has turned the project around, increase non-financial support to housing and the spring 2017 occupancy is at 98.78%. The University hopes to improve its rating status during their ratings review later this year.

The Board Office is considering a P3 workshop this summer to discuss any changes needed and would like direction from the Board pertaining to same. Some points that may need to be examine is lease length or exemption to LLCs.

Ms. Armstrong concluded and opened the floor for questions and Governor Beard admonished Mr. Kinsley to move forward with the workshop and appreciated the update. Mr. Kinsley confirmed that the Board Office is actively planning and expect that the workshop is tentatively scheduled for July.

7. 2016 Completed Projects Report

Governor Beard called upon Mr. Kinsley to discuss the annual completed reports and provide an update on previously approved projects. Before providing an update on the completed projects, Mr. Kinsley thanked Ms. Armstrong for her efforts as Director of Shared Initiatives and her work with the P3 projects. He also went on to point out that the FIU is the owner of Biscayne Bay Housing and therefore any profits realized goes to the University.

The number of projects competed favorably rose to 17 from last year's total of 10. The projects ranged from athletics, academics, parking, housing, student life, and office buildings. The named projects included major renovations & infrastructure and new projects (bonded and University-funded).

Governor Kuntz asked, in an instance where a given University uses their own dollars on a project, where do those funds originate. Mr. Kinsley responded by confirming the legal available options the Universities have, which include: state appropriations, carry forward, retained grant revenues and he went to note that there are a variety of legally available resources.

Overall, Mr. Kinsley was pleased with the development of these projects and the added value they bring to the capital inventory across the SUS. Acting Chair Beard acknowledged his appreciation for the updated information.

8. UCF/HCA Joint Venture Hospital Proposal

Acting Chair Beard acknowledged the extensive conversation regarding this proposed P3 during the January Board Meeting. He then went on to ask Mr. Kinsley to provide a brief description of the project, before the Board is required to vote.

Mr. Kinsley began by thanking the Board and the University of Central Florida for their diligence in working on this unique project. He went on to discuss some of the developments or proposed changes from the January meeting:

- **The Name:** UCF Lake Nona Medical Center – this was in response to the confusion around the intent of the hospital. He also noted that the University cannot be recognized as a teaching hospital or academic medical center, if the desire changes, this designation requires BOG approval and is prohibited for five years
- **Scope:** any expansion above the 500 bed capacity will require specific BOG approval
- **Proposed Debt:** if the University proposes to incur any debt for this project, as defined in 1010.62 Florida Statutes, further BOG approval is required
- **Non-Debt Funding:** restricts the University from securing additional project funding, outside of philanthropic and grants funds and in these cases, BOT approval is required
- **Subsidize Funding:** prohibits the University or its DSO (outside of the Academic Health DSO) cannot provide funding to subsidize operations or any operating deficit, of the hospital or the Company; or provide any fixtures, equipment, buildings, space or facilities for the use and benefit of the Hospital or the Company without prior BOG approval, with the exception of funds received for research grants for health and medically related research and philanthropic funds designated for the medical school or for the Hospital
- **Required approvals:** the project must meet all the requisite approvals and certificate of need approval as determined by the Agency for Healthcare Administration

Mr. Kinsley also noted that the University will provide annual reports to the Board and felt that the above mentioned points address the Board concerns and act a safeguard to

protect the University. Mr. Kinsley opened the floor for questions. Governor Levine raised a concern regarding the University receiving subsidized funding. Governor Levine is of the premise that if an exchange occurs, as long as the University received fair market value, these types of transactions should not have to come back to the BOG for approval. Mr. Kinsley and confirmed that this was indeed the case. Governor Levine mentioned that some language should be added to be more explicit to this point.

Governor Morton brought up the issue of language consistency within the Resolution and recommended that the Board Staff along with the related Legal Counsel revisit the items mentioned to ensure accuracy and clarity. Mr. Kinsley confirmed and agreed that those changes will be made.

Chancellor Criser also responded to Governor Levine's earlier comment regarding the issue of subsidizing and noted that there were some amendments made to capture the premise that if there were to be an event of such, it would be provided with some exchange of value and the University will not be subsidizing the operation.

Acting Chair Beard invited Mr. Marcos Marchena, Chair of UCF BOT, to present the University's position on the proposed P3. Mr. Marchena provided a brief overview of the project and noted the following points:

- UCF AH will receive 20% equity partnership
- UCF AH equally shares hospital governance
- HCA plans to invest \$175 million in cash to build and operate the hospital
- UCF AH brings brand recognition and land
- Neither party will incur debt associated with the initial build-out for the project

Mr. Marchena noted that this deal is a better deal today because of the thorough review and due diligence of the Board Staff. He then went on to address every question in great detail that was raised at the January Board Meeting.

Governor Beard asked Governors Levine and Morton if they had any further questions. Governor Morton thanked Mr. Marchena and the UCF staff for their efforts. He went to say that he would like to see a greater availability of residency slots and solicited HCA's commitment to accelerate this throughout their system. Mr. Marchena responded and advised that UCFAH has an agreement to development over 600 residencies in their hospitals.

Governor Levine interjected that HCA has invested substantially in expansion of residences throughout Florida, which currently stands at approximately 100 slots.

Dr. German also noted that in January HCA had 125 slots, which is projected to grow to 250 by July this year. However, she noted that HCA has an initiative to grow residencies nationwide to the tune of approximately 6,000 residency slots, with the majority of them being in Florida. Dr. German also noted that the acceleration is limited by the ACGME accreditation process.

Governor Morton went on to speak about the need for community based and population based medicine and noted that American spent \$3.1 trillion in healthcare, of which 85% was related to chronic disease and most can be controlled by proactive management of the disease. He is of the opinion that the system is suffering from misallocation of resources. Governor Morton then went on to mention some OECD statistics that further substantiates his position. He admonished the University to take advantage of this opportunity to impact change on how healthcare is administered in the state of Florida, as he noted the initiatives at FIU (community-based medicine).

Governor Levine noted that he was pleased with the removal of “academic center” and that HCA is a reputable company; however, he thinks that this is a good investment for the University and this partnership should prove fruitful. He also mentioned that this project does carry some risk that should not be ignored. Governor Levine also noted that he wished that HCA offered a better stake in the market, due to the potential patient referrals that HCA will receive. He is of the belief that the University should capitalize on this. He also admonished the University to pay close attention to fully understand the monthly allocations from corporate. Overall, Governor Levine admitted that this is a great return on investment and hopes to see great things from this partnership.

Governor Kitsen mentioned that he was also pleased that the University made efforts to contact him and ensure that all his concerns were answered. He questioned how fair market value is calculated and the other concern was regarding the 50% of governance and in those instances where there may be a deadlock, due to the fact that they are the majority (80%) owner, they would essentially break the deadlock.

Mr. Marchena acknowledged that the agreements go into far more detailed as to the valuation of fair market value, but assure the BOG that the language is exhaustive and they are comfortable with that. Mr. Marchena also agreed with Governor Kitson’s point to the governance.

Governor Link asked the University if there were some parameters in place in an instance where the University may fall below the 20% governance to protect the University. In response to Governor Link’s question, Mr. Marchena acknowledged that within the agreement the University has the right to buy back the governance to the 20%, and in response to a question raised by Governor Beard he noted that HCA can

lend funds to the joint venture (for joint capital cause) without prior BOG approval, but if there are any liability to the DSO, it is required to come back to the BOG.

Acting Chair Beard thanked Mr. Marchena for his presentation and presented the question to the floor to approve the project, with the inclusion of the new language as discussed during this board meeting. This item was motioned by Governor Morton, seconded by Governor Levine and passed unanimously.

9. Concluding Remarks and Adjournment

Acting Chair Beard acknowledged receipt of the latest S&P Rating Report and mentioned that the System CITF bonds are AA rated with a stable outlook.

There being no further business, Acting Chair Beard adjourned the meeting at 5:30 p.m., March 29, 2016.

Chris Kinsley, Assistant Vice Chancellor
Facilities

Dick Beard, Acting Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 22, 2016**

SUBJECT: University of South Florida Educational Plant Survey Validation

PROPOSED COMMITTEE ACTION

Review and validate the completed University of South Florida Educational Plant Survey.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of USF, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of section 1013.31, Florida Statutes, were met. In addition to USF and Board staff, the team included staff from FIU, FGCU and NCF. The completed Educational Plant Survey (EPS) Report was approved by the USF Board of Trustees on June 8, 2017, and is included as a supporting document.

This survey covers the period July 1, 2017 through June 30, 2022.

This EPS is the first to be completed under the new Dynamic Capital Planning (DCP) model for USF. With regards to the DCP's impact on the Tampa Campus EPS, two observations are noted. The first is that the DCP model calls for significantly less space at the USF Tampa Campus. (For EPS purposes, the Tampa Campus includes USF Health, but excludes the College of Medicine Downtown Campus). For the Tampa Campus, the 2012 EPS indicated an unmet space need of 1,500,000 NASF. The 2017 EPS indicates that the unmet need has been reduced to 950,000 NASF.

Second, USF Tampa is a Carnegie classified "Highest Research Activity" institution, with over \$500 Million in annual grant activity. As such, its space needs go well beyond the basic teaching bench needs associated with the DCP, which is FTE driven. **Accordingly, it is important to recognize the USF has and will continue to have extensive space needs to improve and expand research space that is not directly connected with FTE growth.**

For USF St. Petersburg, the DCP had little impact on total space needs, with both the 2012 and 2017 EPS indicating a total need of approximately 450,000 NASF. However, the addition of new space on the St. Petersburg Campus has reduced the unmet need to a little over 200,000 NASF.

For USF Sarasota-Manatee, while the 2012 EPS included no recommendations for additional space, the 2017 EPS indicates an unmet space need of 138,000 NASF.

Summary of Survey Team Recommendations (Main Campus, unless noted):

Remodeling/Renovation:

- 2.2a College of Behavioral and Community Sciences Building (MHC, #0131)
- 2.2b USF Health MDN, MDC, MDL, MDA Remodel (#0115, 0113, 0114, 0116)
- (Backfill of space vacated by Morsani College of Medicine)
- 2.2c College of Arts and Science Multidisciplinary Complex (CMC, #0025)
- 2.2d Fine Arts Building (FAH, #0010)
- 2.2e Education Building (EDU, #0066)
- 2.2f College of Medicine Renovate/Remodel Medical Research Lab Facility
- 2.2g Davis Hall Remodeling (DAV, #2005) (St. Petersburg Campus)

New Construction:

- 3.1 Cybersecurity / Data Center
- 3.2 USF Health Pharmacy
- 3.3 Engineering Research Building 4
- 3.4 STEM Research/Learning Center
- 3.5 Public Safety
- 3.6 College of Medicine Center of Excellence for Diabetes & Autoimmune Disorders
- 3.7 STEM Teaching/Research Facility (St. Petersburg Campus)
- 3.8 Teaching Gymnasium Facility (St. Petersburg Campus)
- 3.9 Academic STEM Facility (Sarasota-Manatee Campus)

Demolition:

- 4.1 University Police Building (UPB, #0012) – 7,864 nsf office.
- 4.2 University Police Training (module) (UPM, 0183) – 1,149 nsf office.

Continuing Survey Recommendations:

These projects were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for completing these projects:

- 5.1 USF Health Morsani College of Medicine and Heart Health Institute (Downtown)
- 5.2 Interdisciplinary Science Research Lab Build-Out

The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: USF Educational Plant Survey

Facilitators/Presenters: Mr. Chris Kinsley

UNIVERSITY OF SOUTH FLORIDA



2016-2017 EDUCATIONAL PLANT SURVEY

FACILITIES INVENTORY VALIDATION: NOVEMBER 15 -17, 2016
SPACE NEEDS ASSESSMENT: APRIL 10 -12, 2017

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Educational Plant Survey Team

Survey team members participating in the 2016-2017 Educational Plant Survey at University of South Florida are as follows:

Facilities Inventory Validation

November 15 -17, 2016

Survey Leader

Tamera Baughman
Florida Gulf Coast University

Team Members

Itza Frisco
New College of Florida

Gloria Jacomino
Florida International University

Taylor Jones
Florida Board of Governors

Kenneth Ogletree
Florida Board of Governors

Brittany Farrior
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Space Needs Assessment

April 10 – 12, 2017

Survey Leader

Gloria Jacomino
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Team Members

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Needs Assessment Facilitators

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I. Introduction

An Educational Plant Survey is required by Florida Statutes for all public educational entities. The State University System requires that, at a minimum of every five years, each university report on their existing facilities and also project its future facilities needs for the next five years.

Definitions and Requirements for the Educational Plant Survey

An Educational Plant Survey is defined in s.1013.01 (8) Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide appropriate educational programs and services for each student based on projected capital outlay FTE's approved by the Florida Board Governors.

The term "educational plant" is defined in s.101301(7) F.S., as those areas comprised of the educational facilities, sites, and site improvements, necessary to accommodate students, faculty, administrative staff and the activities of the educational program.

The term "ancillary plant" is defined in s. 1013.01(1) F.S., as an area comprised of the buildings, sites, and improvements necessary to provide such facilities as vehicle maintenance, warehouse, maintenance, or administrative buildings necessary to provide support to an educational program.

A Survey is required at least every five years pursuant to s. 1013.31 (1) F.S. In addition, 1013.64(4)(A) F.S. requires that each remodeling and/or renovation project, included in the Florida Board Governors Three Year PECO Project Priority List, be recommended in a Survey and that the educational specifications for new construction be approved by the Florida Board of Governors before appearing in the first year of the list.

PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16) Florida Statue, a PECO Funded Project is any "site acquisition, site improvement, renovation, remodeling, construction project, funded through this source of revenue and all buildings, equipment, other structures, and educational use area that are built, installed or established must be necessary to accommodate and serve the primary educational institutional program of the University's Board of Trustees".

Surveys may be amended if conditions warrant a change in the construction program. Each *revised* Educational Plant Survey and each *new* Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the Board of Trustees (s.1013.31(1)(a) F.S.). Recommendations contained in a survey report are null and void when a new Survey is completed.

II. Overview of the Survey Process

The Purpose of the Educational Plant Survey

The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the Master Plan for the long term physical development of the university, the shorter term Five-Year Capital Improvement Program, and the development of specific building programs prior to submitting a request for funding.

Types of Facilities Addressed in the Survey

The following nine categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Study, Research Laboratory, Office, Auditorium/Exhibit, Instructional Media, Gymnasium, and Campus Support Services. These categories are included within the nationally recognized space classifications, as identified within the Postsecondary Education Facilities Inventory and Classification manual, dated May 2006. The need for merchandising facilities, residential facilities, and special purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

The Survey Process

The survey process is comprised of two main components: the Facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the survey leader from one of the university's sister institutions. Other survey team members include an architect from the Florida Board of Governors and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. [Table 1](#) identifies the main Survey activities and lead responsibilities.

Table 1
Educational Plant Survey Activities

| Activity | Responsibility | | |
|--|----------------|--------------------|-------------|
| | University | Board of Governors | Survey Team |
| Establish schedule | ✓ | ✓ | |
| Letter to president | | ✓ | |
| Dates, procedures, responsibilities, designation of University representatives; determine inventory sample for validation | ✓ | | |
| Identification of existing/proposed "ineligible" space | ✓ | | |
| Prepare facilities inventory reports (site/building/room reports) | ✓ | | |
| Coordinate logistics for validation field work | ✓ | | |
| Perform validation (on-site field work) | ✓ | | ✓ |
| Update inventory based on validation | ✓ | | |
| Provide established enrollment projections | | ✓ | |
| Perform formula space needs analysis | ✓ | | |
| Develop proposed projects & justification | ✓ | | |
| Develop survey workbook: schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications | ✓ | | |
| Develop comments regarding degree program facility needs | ✓ | | |
| Develop comments regarding proposed projects (CIP & Master Plan) | ✓ | | |
| Coordinate logistics for needs assessment field work | ✓ | | |
| Perform needs assessment (on-site field work): review proposed projects in relation to programs, space needs, data, current inventory, and any special justification | ✓ | | ✓ |
| Exit meeting | ✓ | | ✓ |
| Prepare initial summary of survey recommendations | | | ✓ |
| Prepare final summary of survey recommendations | ✓ | | |
| Prepare written report | ✓ | | |
| Validate survey | | ✓ | |

III. Facilities Inventory Validation

Purpose of Validation

The main purpose of the Inventory Validation component is to ensure that the facilities inventory data, used in the subsequent Space Needs Assessment component, fairly represents the existing facilities available to support educational programs.

Sampling Technique

The Inventory Validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms are selected from the Physical Facilities Inventory Report, a mainframe-based inventory system that contains data about sites, buildings, and rooms. Annually, in July, changes in the File are reconciled to specific project activity and submitted to the Board of Governors. The buildings selected for Inventory Validation include all buildings constructed since the last Survey, all buildings affected by major renovation or remodeling, all buildings the university desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories (see [Table 2](#)).

An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room details and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

Functions of Survey Team during Validation

The main function of the team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the objective of the team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process.

The Resulting Adjusted Inventory Data

The resulting inventory file, with any required adjustments, enables preparation of reports used in the Needs Assessment portion of the Survey. Summary reports of building and net assignable space information are included in Section VIII of this report.

Table 2
Buildings Included in Inventory Validation

| BLDG NUM | BLDG CODE | BUILDING NAME | GSF |
|--|-----------|---|--------|
| TAMPA (Main)/USF HEALTH Site 0001 | | | |
| 0350 | BBP | PAM & LES MUMA BASKETBALL CENTER | 56,669 |
| 0132 | MHF | USF FAMILY CENTER | 16,627 |
| 0133 | NEC | NORTHWEST EDUCATION CENTER (renovations)* | 8,000 |
| 0120 | SUN | SUN DOME | 15,000 |
| | | | |
| 0116 | MDA | USF HEALTH SHARED STUDENT ADMIN BLDG (renovations)* | 30,000 |
| ST. PETERSBURG CAMPUS (Site 0004) | | | |
| 2161 | FTF | FIRST STREET SOUTH TEMPORARY FACILITY | 10,734 |
| 2112 | SLC | STUDENT LIFE CENTER - ST PETE (renovations/addition)* | 20,000 |
| 2159 | HBR | HARBOR HALL - ST PETE | 30,645 |
| 2160 | USC | UNIVERSITY STUDENT CENTER - ST PETE | 92,770 |
| SARASOTA-MANATEE CAMPUS (Site 0003) | | | |
| 3076 | SMA | MODULAR RESEARCH LAB #1 - SARASOTA-MANATEE | 599 |
| 3077 | SMB | MODULAR RESEARCH LAB #2 - SARASOTA-MANATEE | 599 |
| 3078 | SMC | MODULAR ACADEMIC OFFICE - SARASOTA-MANATEE | 2,520 |

* Gross Square Feet (GSF) is for the renovated space

IV: The Space Needs Assessment

Objective

The object of the Survey Team during the Space Needs Assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. The Space Needs Assessment activity includes an evaluation of the following elements:

- 1- projects proposed by the university.
- 2- the results of applying a quantitative space needs model.
- 3- any special justification presented by the university.

University officials provide supporting information and any special justification for the proposed projects to the survey team in the form of a survey workbook and presentations.

Types of Recommendations

The projects proposed by the university include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan that include identification of proposed uses of spaces to be vacated as a result of occupying new buildings and the remodeling of existing buildings.

Space Needs Formula

The Space Needs model applied is the State University System Space Needs Generation Formula (formula). The formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. A more complete explanation of the formula is provided in Appendix B. The most important measure in the formula is full-time-equivalent student enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the formula:

Instructional/Research

Classrooms
Teaching Laboratories
Research Laboratories

Academic Support

Study Facilities
Instructional Media
Auditorium/Exhibition
Teaching Gymnasium

Institutional Support

Office/Computer
Campus Support

Application of the formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the formula does not support a proposed project, the justification provided by the university is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the formula. This type of space is regarded as ineligible to meet the space needs generated by the formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that formula space needs are compared to facilities designed to meet those needs

V. Overview of the University

USF Profile

ABOUT THE USF SYSTEM

The University of South Florida System is a large, public 4-year university offering undergraduate, graduate, specialist and doctoral level degrees. The USF System includes three separately accredited institutions: USF; USF St. Petersburg; and USF Sarasota-Manatee. USF includes the main research campus in Tampa, which includes USF Health, and its College of Marine Science in St. Petersburg. All three institutions have distinct missions and their own detailed strategic plans. The USF System was formed to bring these three institutions together.

ABOUT USF

Founded in 1956, the University of South Florida opened its doors in 1960 to 2,000 students. Since then, USF has achieved distinction in all areas — academics, sports, research and funding. USF, including USF Health, is located in northeast Tampa, a vibrant metropolitan area. The University serves more than 46,000 students and offers more than 230 degree programs at the undergraduate, graduate, specialists and doctoral levels, including the doctor of medicine.

USF comprises 14 colleges: The Arts, Arts & Sciences, Behavioral & Community Sciences, Business, Education, Engineering, Global Sustainability, Graduate Studies, Honors, Marine Science, Medicine, Nursing, Pharmacy, and Public Health. USF offers more than 180 undergraduate majors and concentrations. Numerous degree programs at the graduate, specialist and doctoral levels, including the doctor of medicine are also offered.. USF prides itself on being a high-impact global research university dedicated to student success.

With more than 2,000 faculty members from some of the world's most prestigious universities and research institutions, USF is the university chosen by many of the nation's brightest students. Students come to USF from every state, every U.S. territory, and over 130 countries around the world.

Research and innovation at USF is focused on creating local, national and global solutions to society's most difficult problems. With a strong focus in medical treatment and research, bioengineering, life sciences, and the arts, USF is one of Florida's top three research universities.

A member of the American Athletic Conference, USF competes with NCAA Division 1 Conference rivals in 17 varsity sports.

USF SITES and FACILITIES

Since its inception, USF has endeavored to provide facilities that assist students and scholars in achieving their educational and professional goals.

USF Tampa, including USF Health, is located in Northeast Tampa, one of the fastest growing areas in Tampa Bay. More than 40,000 students attend classes on the Tampa campus, which sits on more than 1,700 acres and includes extensive health and medical learning facilities, residence halls, research facilities, and more.

USF Health is a partnership of the Colleges of Medicine, Nursing, Pharmacy and Public Health. Its research, education and healthcare missions are accomplished with creative educational models, focused on emerging fields of research, and breaking the boundaries of traditional healthcare delivery models to meet the changing needs of a growing community.

USF St. Petersburg is located on the beautiful waterfront in downtown St. Petersburg, an area featuring parks, shops, restaurants, art galleries, museums and performing arts and sports venues. The campus serves more than 4,500 undergraduate and graduate students.

USF Sarasota-Manatee is located on the border of Sarasota and Manatee counties, a vibrant area featuring educational and cultural institutions such as the John & Mable Ringling Museum of Art. The campus offers 44 bachelor's degree, master's degree, and certificate programs to those who have at least an associate's degree.

Mission, Vision, Values, and Goals

Mission

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

Vision

The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF is dedicated to:

- Student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

Values

The University of South Florida values:

- High-quality education and excellence in teaching and learning
- High-impact scholarship, research, and creative activities
- Diversity of students, faculty, and staff
- Affordable and accessible education
- Global research, community engagement, and public service
- Social, economic, and environmental sustainability
- Focus and discipline in aligning the budget with institutional priorities
- A campus life with broad academic, cultural, and athletic opportunities
- Success and achievement of its students, faculty, staff, and alumni
- Shared governance within all components of the institution
- Collegiality, academic freedom, and professional responsibility
- Entrepreneurial spirit, partnerships, and innovation
- Efficiency and transparent accountability
- First-class physical infrastructure and a safe campus environment

Goals

Objectives: the University of South Florida aspires to become (1) one of the top 25 public universities in the nation for high quality undergraduate, graduate, and professional education; (2) one of the top 100 global research universities in developing community and world-changing discoveries, technological inventions, and medical advances; (iii) a leader in improving the quality of community enrichment and increasing employment opportunities in Florida, the United States, and the global economy to ensure student success; and (iv) an organization with an even stronger sustainable economic base, built through continued sound financial management

(1) Well-educated and highly skilled global citizens through our continuing commitment to student success:

- Provide the highest quality, comprehensive, interdisciplinary educational programs and student research opportunities to foster critical thinking and intellectual inquiry through a variety of pedagogical and delivery methods
- Develop diverse, dynamic global citizens and leaders to strengthen communities and improve quality of life
- Enhance opportunities for all students by providing transformational learning — including an increased commitment to science, technology, engineering, and mathematics (STEM) and health fields — that is intellectually, scientifically, and technologically sound and produces relevant applied skills and engaged outcomes
- Educate competitive, highly skilled students prepared to excel in the global job market and to make meaningful and lasting contributions to society
- Deliver a globalized curriculum utilizing emerging technologies to increase accessibility and cultural understanding

(2) High-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change:

- Engage in high-impact research, scholarship, and creative activities that generate new knowledge
- Increase global research opportunities and partnerships at all levels within the university
- Develop strategic interdisciplinary research initiatives that solve critical problems
- Promote community-engaged scholarship and creative activities to benefit all members of society

(3) A highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy:

- Pursue entrepreneurial endeavors and partnerships that augment revenue and maximize institutional effectiveness
- Establish mutually beneficial partnerships (internal and external) that enhance student access to academic programs, research, and employment opportunities
- Provide university stewardship that represents the cornerstone of economic and cultural significance for Florida, the nation, and beyond
- Promote a stimulating campus life through diverse academic, economic, cultural, and athletic opportunities

(4) Sound financial management to establish a strong and sustainable economic base in support of USF's continued academic advancement:

- Align budget and fiscal resources with academic priorities that support the recruitment and retention of intellectual talent at USF
- Refine business practices to ensure a strong and sustainable economic foundation for the university
- Promote and sustain a positive working environment, high service quality, and strong staff support through competitive salary structures and professional development opportunities
- Build USF's fundraising enterprise and endowment by completing a comprehensive campaign to support capital projects, endowed professorships and scholarships, and ongoing operating needs
- Expand USF's international identity through design and implementation of a comprehensive, powerful branding campaign
- Expand the commercialization of emerging technologies to enhance regional and state economic development
- Enhance the physical infrastructure of campus through fiscally responsible investments

VI. Academic Degree Programs

The academic degree programs of the University and student enrollment within the programs generate the primary demand for facilities. The approved programs for the University are identified within Table 3.

Table 3
Academic Degree Programs

USF T = TAMPA, Site 0001

USF SM = SARASOTA-MANATEE, Site 0003

USF SP = ST PETERSBURG, Site 0004

B=bachelors

M=Masters

R=Research Doctorate

P=Professional

Doctorate

S=Specialist

| CIP | CIP Title | USF T | USF SM | USF SP |
|---------|---|-------|--------|--------|
| 03.0104 | Environmental Science | BM | - | BM |
| 04.0201 | Architecture | M | - | - |
| 04.0301 | City/Urban, Community and Regional Planning | M | - | - |
| 04.0401 | Environmental Design/Architecture | M | - | - |
| 05.0107 | Latin American Studies | M | - | - |
| 05.0201 | African-American/Black Studies | B | - | - |
| 05.0207 | Women's Studies | BM | - | - |
| 09.0101 | Speech Communication and Rhetoric | BMR | - | - |
| 09.0102 | Mass Communication/Media Studies | BM | - | B |
| 09.0401 | Journalism | M | - | M |
| 09.0499 | Journalism, Other | - | - | M |
| 11.0101 | Computer and Information Sciences, General | B | - | - |
| 11.0103 | Information Technology | BM | B | - |
| 11.0401 | Information Science/Studies | M | - | - |
| 11.0501 | Computer Systems Analysis/Analyst | M | - | - |
| 11.0701 | Computer Science | M | - | - |
| 13.0101 | Education, General | - | M | - |
| 13.0301 | Curriculum and Instruction | MSR | - | - |
| 13.0401 | Educational Leadership and Administration, General | MSR | M | M |
| 13.1001 | Special Education and Teaching, General | BM | - | M |
| 13.1004 | Education/Teaching of the Gifted and Talented | M | - | - |
| 13.1013 | Education/Teaching of Individuals with Autism | M | - | - |
| 13.1101 | Counselor Education/School Counseling and Guidance Services | M | - | - |
| 13.1201 | Adult and Continuing Education and Teaching | M | - | - |

| | | | | |
|---------|--|-----|----|---|
| 13.1202 | Elementary Education and Teaching | BM | BM | M |
| 13.1203 | Junior High/Intermediate/Middle School Education and Teaching | - | - | M |
| 13.1206 | Teacher Education, Multiple Levels | - | - | B |
| 13.1210 | Early Childhood Education and Teaching | B | - | - |
| 13.1305 | English/Language Arts Teacher Education | BM | M | M |
| 13.1306 | Foreign Language Teacher Education | M | - | - |
| 13.1311 | Mathematics Teacher Education | BM | - | - |
| 13.1312 | Music Teacher Education | BM | - | - |
| 13.1314 | Physical Education Teaching and Coaching | BM | - | - |
| 13.1315 | Reading Teacher Education | M | - | M |
| 13.1316 | Science Teacher Education/General Science Teacher Education | BM | - | - |
| 13.1317 | Social Science Teacher Education | BM | - | - |
| 13.1320 | Trade and Industrial Teacher Education | M | - | - |
| 13.1401 | Teaching English as a Second or Foreign Language/ESL Language Instructor | R | - | - |
| 14.0101 | Engineering, General | R | - | - |
| 14.0501 | Bioengineering and Biomedical Engineering | MR | - | - |
| 14.0701 | Chemical Engineering | BMR | - | - |
| 14.0801 | Civil Engineering, General | BMR | - | - |
| 14.0901 | Computer Engineering, General | BMR | - | - |
| 14.1001 | Electrical and Electronics Engineerin | BMR | - | - |
| 14.1401 | Environmental/Environmental Health Engineering | MR | - | - |
| 14.1801 | Materials Engineering | M | - | - |
| 14.1901 | Mechanical Engineering | BMR | - | - |
| 14.3501 | Industrial Engineering | BMR | - | - |
| 15.1501 | Engineering/Industrial Management | M | - | - |
| 16.0101 | Foreign Languages and Literatures, General | B | - | B |
| 16.0102 | Linguistics | MR | - | - |
| 16.0901 | French Language and Literature | M | - | - |
| 16.0905 | Spanish Language and Literature | M | - | - |
| 23.0101 | English Language and Literature, General | BMR | B | B |
| 23.1302 | Creative Writing | M | - | - |
| 23.1303 | Professional, Technical, Business, and Scientific Writing | - | B | - |
| 24.0101 | Liberal Arts and Sciences/Liberal Studies | M | - | M |
| 24.0102 | General Studies | B | B | - |
| 24.0103 | Humanities/Humanistic Studies | B | - | - |
| 24.0106 | General Studies | B | - | - |
| 25.0101 | Library and Information Science | M | - | - |
| 26.0101 | Biology/Biological Sciences, General | BM | B | B |
| 26.0102 | Biomedical Sciences, General | B | - | - |
| 26.0406 | Cell/Cellular and Molecular Biology | R | - | - |
| 26.0503 | Medical Microbiology and Bacteriology | BM | - | - |

| | | | | |
|---------|---|-----|---|----|
| 26.0911 | Oncology and Cancer Biology | R | - | - |
| 26.1103 | Bioinformatics | M | - | - |
| 26.1201 | Biotechnology | M | - | - |
| 26.1307 | Conservation Biology | - | - | M |
| 26.1399 | Ecology, Evolution, Systematics and Population Biology, Other | R | - | - |
| 26.9999 | Biological and Biomedical Sciences, Other | MR | - | - |
| 27.0101 | Mathematics, General | BMR | - | - |
| 27.0501 | Statistics, General | BM | - | - |
| 30.0101 | Biological and Physical Sciences | B | - | - |
| 30.1101 | Gerontology | BMR | - | - |
| 30.3301 | Sustainability Studies | M | - | - |
| 31.0504 | Sport and Fitness Administration/Management | M | - | - |
| 31.0505 | Kinesiology and Exercise Science | M | - | - |
| 38.0101 | Philosophy | BMR | - | - |
| 38.0201 | Religion/Religious Studies | BM | - | - |
| 40.0501 | Chemistry, General | BMR | - | - |
| 40.0601 | Geology/Earth Science, General | BMR | - | - |
| 40.0607 | Oceanography, Chemical and Physical | MR | - | - |
| 40.0801 | Physics, General | BMR | - | - |
| 42.0101 | Psychology, General | BMR | B | BM |
| 42.2805 | School Psychology | MR | - | - |
| 42.2814 | Applied Behavior Analysis | R | - | - |
| 42.9999 | Psychology, Other | M | - | - |
| 43.0103 | Criminal Justice/Law Enforcement Administration | M | M | - |
| 43.0303 | Critical Infrastructure Protection | M | - | - |
| 44.0000 | Human Services, General | BM | - | - |
| 44.0401 | Public Administration | M | - | - |
| 44.0701 | Social Work | BMR | - | - |
| 45.0101 | Social Sciences, General | B | B | B |
| 45.0201 | Anthropology | BMR | - | B |
| 45.0401 | Criminology | BMR | B | B |
| 45.0601 | Economics, General | BMR | - | B |
| 45.0701 | Geography | BM | - | B |
| 45.0799 | Geography, Other | R | - | - |
| 45.0901 | International Relations and Affairs | BR | - | - |
| 45.1001 | Political Science and Government, General | BM | - | B |
| 45.1101 | Sociology | BMR | - | - |
| 50.0301 | Dance, General | B | - | - |
| 50.0409 | Graphic Design | - | - | B |
| 50.0501 | Drama and Dramatics/Theatre Arts, General | B | - | - |
| 50.0701 | Art/Art Studies, General | B | - | - |
| 50.0702 | Fine/Studio Arts, General | BM | - | - |

| | | | | |
|---------|---|-----|----|----|
| 50.0703 | Art History, Criticism and Conservation | BM | - | - |
| 50.0901 | Music, General | R | - | - |
| 50.0903 | Music Performance, General | BM | - | - |
| 50.9999 | Visual and Performing Arts, Other | B | - | - |
| 51.0000 | Health Services/Allied Health/Health Sciences, General | B | - | B |
| 51.0201 | Communication Sciences and Disorders, General | - | B | - |
| 51.0202 | Audiology/Audiologist | R | - | - |
| 51.0204 | Audiology/Audiologist and Speech-Language Pathology/Pathologist | BMR | - | - |
| 51.0701 | Health/Health Care Administration/Management | BM | - | - |
| 51.0912 | Physician Assistant | M | - | - |
| 51.0913 | Athletic Training/Trainer | M | - | - |
| 51.1005 | Clinical Laboratory Science/Medical Technology/Technologist | B | - | - |
| 51.1201 | Medicine | P | - | - |
| 51.2001 | Pharmacy | P | - | - |
| 51.2099 | Pharmacy, Pharmaceutical Sciences, and Administration, Other | M | - | - |
| 51.2201 | Public Health, General | BMR | - | - |
| 51.2212 | Behavioral Aspects of Health | R | - | - |
| 51.2299 | Public Health, Other | M | - | - |
| 51.2308 | Physical Therapy/Therapist | P | - | - |
| 51.2310 | Vocational Rehabilitation Counseling/Counselor | M | - | - |
| 51.2314 | Rehabilitation Science | R | - | - |
| 51.2706 | Medical Informatics | M | - | - |
| 51.3801 | Registered Nursing/Registered Nurse | BM | - | - |
| 51.3804 | Nurse Anesthetist | M | - | - |
| 51.3808 | Nursing Science | R | - | - |
| 51.3818 | Nursing Practice | P | - | - |
| 52.0101 | Business/Commerce, General | BM | B | B |
| 52.0201 | Business Administration and Management, General | BMR | BM | M |
| 52.0301 | Accounting | BM | B | BM |
| 52.0601 | Business/Managerial Economics | - | - | B |
| 52.0701 | Entrepreneurship/Entrepreneurial Studies | M | - | B |
| 52.0801 | Finance, General | BM | B | B |
| 52.0901 | Hospitality Administration/Management, General | - | BM | - |
| 52.1101 | International Business/Trade/Commerce | B | - | B |
| 52.1201 | Management Information Systems, General | B | - | B |
| 52.1401 | Marketing/Marketing Management, General | BM | B | B |
| 52.1499 | Marketing, Other | B | - | - |
| 52.1501 | Real Estate | M | - | - |
| 54.0101 | History, General | BMR | B | B |

VII. Analysis of Student Enrollment

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 30 credit hours per academic year for undergraduates and 24 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for survey purposes is the level for the fifth year beyond the year the survey is conducted. For this survey, the projected enrollment used is for academic year 2016-2017.

The University's Board of Trustees approved the University Work Plan which includes planned enrollments for the next five years. This data was provided to the survey team and was used in the survey. Table 4 identifies the Statutorily Required Enrollment Plan (based on State-Fundable Florida FTE; 30 & 24 credit hours taken) see Note under tables for the respective 2016 USF System Work Plans.

Table 4 Enrollment Plan

2016 UNIVERSITY WORK PLAN



UNIVERSITY OF SOUTH FLORIDA - TAMPA

Site 0001

FINAL – JUNE 2016

ENROLLMENT PLANNING

Planned FTE Enrollment Plan by Student Level

| | 2014-15 ACTUAL | 2015-16 ESTIMATE | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 10,096 | 10,039 | 10,069 | 10,099 | 10,129 | 10,160 | 10,190 | 10,221 | 0.3% |
| UPPER | 15,307 | 15,184 | 15,215 | 15,245 | 15,276 | 15,306 | 15,337 | 15,367 | 0.2% |
| GRAD I | 3,972 | 3,815 | 3,884 | 3,954 | 4,025 | 4,098 | 4,171 | 4,246 | 1.8% |
| GRAD II | 1,256 | 1,153 | 1,174 | 1,195 | 1,217 | 1,239 | 1,261 | 1,284 | 1.8% |
| TOTAL | 30,631 | 30,192 | 30,342 | 30,494 | 30,647 | 30,802 | 30,960 | 31,119 | 0.5% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 1,110 | 1,331 | 1,333 | 1,336 | 1,339 | 1,341 | 1,344 | 1,347 | 0.2% |
| UPPER | 1,067 | 1,326 | 1,329 | 1,331 | 1,334 | 1,337 | 1,339 | 1,342 | 0.2% |
| GRAD I | 1,206 | 1,443 | 1,469 | 1,496 | 1,523 | 1,550 | 1,578 | 1,606 | 1.8% |
| GRAD II | 877 | 925 | 942 | 959 | 976 | 994 | 1,011 | 1,030 | 1.8% |
| TOTAL | 4,260 | 5,025 | 5,073 | 5,122 | 5,171 | 5,222 | 5,273 | 5,325 | 1.0% |
| TOTAL | | | | | | | | | |
| LOWER | 11,205 | 11,370 | 11,402 | 11,435 | 11,468 | 11,501 | 11,534 | 11,568 | 0.3% |
| UPPER | 16,374 | 16,510 | 16,543 | 16,576 | 16,610 | 16,643 | 16,676 | 16,709 | 0.2% |
| GRAD I | 5,178 | 5,259 | 5,353 | 5,450 | 5,548 | 5,648 | 5,749 | 5,853 | 1.8% |
| GRAD II | 2,133 | 2,079 | 2,116 | 2,154 | 2,193 | 2,232 | 2,272 | 2,313 | 1.8% |
| TOTAL | 34,891 | 35,217 | 35,415 | 35,615 | 35,818 | 36,024 | 36,232 | 36,443 | 0.6% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 578 | 588 | 589 | 570 | 561 | 552 | 543 | 534 | -1.9% |
| UPPER | 364 | 352 | 353 | 353 | 354 | 355 | 356 | 356 | 0.2% |
| GRAD I | 651 | 677 | 690 | 702 | 715 | 728 | 741 | 754 | 1.8% |
| GRAD II | 24 | 58 | 59 | 60 | 61 | 62 | 63 | 65 | 2.0% |
| TOTAL | 1,617 | 1,675 | 1,691 | 1,685 | 1,691 | 1,697 | 1,703 | 1,709 | 0.2% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments (E&G Funded)

| | 2014-15 ACTUAL | 2015-16 ESTIMATE | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------------------------|
| MEDICAL DOCTORATES | | | | | | | | | |
| RESIDENT | 438 | 430 | 415 | 415 | 413 | 406 | 406 | 406 | -0.4% |
| NON-RESIDENT | 53 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 0.0% |
| TOTAL | 491 | 504 | 489 | 489 | 487 | 480 | 480 | 480 | -0.4% |

Data Provided by USF at the institution level


Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

| | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 PLAN | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN |
|----------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | |
| Distance (80-100%) | 5,732 | 5,918 | 6,830 | 7,359 | 7,580 | 7,807 | 8,041 |
| Hybrid (50-79%) | 588 | 452 | 406 | 188 | 190 | 192 | 194 |
| Traditional (0-50%) | 22,410 | 22,195 | 21,285 | 21,273 | 21,108 | 20,936 | 20,758 |
| Subtotal | 28,729 | 28,565 | 28,521 | 28,820 | 28,878 | 28,935 | 28,993 |
| GRADUATE | | | | | | | |
| Distance (80-100%) | 1,563 | 1,611 | 1,803 | 1,851 | 1,907 | 1,964 | 2,023 |
| Hybrid (50-79%) | 210 | 224 | 180 | 63 | 64 | 64 | 65 |
| Traditional (0-50%) | 5,674 | 5,884 | 6,004 | 6,159 | 6,248 | 6,338 | 6,429 |
| Subtotal | 7,447 | 7,719 | 7,987 | 8,073 | 8,218 | 8,366 | 8,517 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).

Data Provided by USF at the institution level

**ENROLLMENT PLANNING (continued)****Planned FTE Enrollment Plan by Student Level**

| | 2014-15 ACTUAL | 2015-16 ESTIMATE | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 338 | 393 | 410 | 429 | 448 | 468 | 489 | 511 | 4.5% |
| UPPER | 1,072 | 1,157 | 1,210 | 1,264 | 1,321 | 1,380 | 1,442 | 1,507 | 4.5% |
| GRAD I | 115 | 141 | 147 | 154 | 161 | 168 | 175 | 183 | 4.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 1,525 | 1,691 | 1,767 | 1,846 | 1,930 | 2,016 | 2,107 | 2,202 | 4.5% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 22 | 32 | 33 | 35 | 36 | 38 | 39 | 41 | 4.5% |
| UPPER | 41 | 55 | 57 | 60 | 62 | 65 | 68 | 71 | 4.5% |
| GRAD I | 7 | 14 | 15 | 16 | 16 | 17 | 18 | 19 | 4.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 71 | 101 | 105 | 110 | 115 | 120 | 126 | 131 | 4.5% |
| TOTAL | | | | | | | | | |
| LOWER | 361 | 424 | 443 | 463 | 484 | 506 | 529 | 553 | 4.5% |
| UPPER | 1,113 | 1,212 | 1,267 | 1,324 | 1,383 | 1,445 | 1,510 | 1,578 | 4.5% |
| GRAD I | 122 | 155 | 162 | 169 | 177 | 185 | 193 | 202 | 4.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 1,596 | 1,791 | 1,872 | 1,956 | 2,044 | 2,136 | 2,232 | 2,333 | 4.5% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 4 | 6 | 6 | 7 | 7 | 7 | 8 | 8 | 4.5% |
| UPPER | 41 | 28 | 29 | 31 | 32 | 33 | 35 | 36 | 4.5% |
| GRAD I | 6 | 7 | 7 | 7 | 8 | 8 | 8 | 9 | 4.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 51 | 41 | 42 | 44 | 46 | 48 | 51 | 53 | 4.5% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

**Planned FTE Enrollment by Method of Instruction** *(for all students at all campuses)*

| | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 PLAN | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN |
|----------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | |
| Distance (80-100%) | 725 | 722 | 743 | 875 | 919 | 965 | 1013 |
| Hybrid (50-79%) | 46 | 62 | 33 | 8 | 8 | 8 | 8 |
| Traditional (0-50%) | 709 | 663 | 743 | 787 | 818 | 852 | 885 |
| Subtotal | 1,480 | 1,446 | 1,519 | 1,670 | 1,745 | 1,825 | 1,906 |
| GRADUATE | | | | | | | |
| Distance (80-100%) | 30 | 32 | 44 | 51 | 54 | 56 | 59 |
| Hybrid (50-79%) | 5 | 6 | 6 | 2 | 2 | 2 | 2 |
| Traditional (0-50%) | 99 | 97 | 78 | 110 | 113 | 118 | 123 |
| Subtotal | 134 | 135 | 128 | 163 | 169 | 176 | 184 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).

Data Provided by USF at the institution level

**ENROLLMENT PLANNING (continued)****Planned FTE Enrollment Plan by Student Level**

| | 2014-15 ACTUAL | 2015-16 ESTIMATE | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 1,190 | 1,293 | 1,358 | 1,424 | 1,484 | 1,512 | 1,573 | 1,636 | 3.8% |
| UPPER | 2,253 | 2,154 | 2,264 | 2,355 | 2,447 | 2,520 | 2,621 | 2,726 | 3.8% |
| GRAD I | 420 | 416 | 432 | 450 | 468 | 486 | 506 | 526 | 4.0% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 3,863 | 3,863 | 4,054 | 4,229 | 4,399 | 4,519 | 4,700 | 4,887 | 3.8% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 49 | 62 | 64 | 67 | 70 | 72 | 75 | 78 | 4.0% |
| UPPER | 66 | 80 | 83 | 86 | 89 | 93 | 97 | 101 | 4.0% |
| GRAD I | 13 | 16 | 17 | 17 | 18 | 19 | 19 | 20 | 4.0% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 128 | 157 | 164 | 170 | 177 | 184 | 191 | 199 | 4.0% |
| TOTAL | | | | | | | | | |
| LOWER | 1,240 | 1,355 | 1,422 | 1,491 | 1,554 | 1,585 | 1,648 | 1,714 | 3.8% |
| UPPER | 2,319 | 2,234 | 2,347 | 2,441 | 2,536 | 2,613 | 2,718 | 2,826 | 3.8% |
| GRAD I | 432 | 432 | 449 | 467 | 486 | 505 | 525 | 546 | 4.0% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 3,991 | 4,020 | 4,218 | 4,399 | 4,576 | 4,703 | 4,891 | 5,087 | 3.8% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 31 | 37 | 38 | 39 | 41 | 43 | 44 | 46 | 3.7% |
| UPPER | 50 | 54 | 40 | 42 | 43 | 45 | 47 | 49 | 4.1% |
| GRAD I | 8 | 9 | 8 | 8 | 8 | 9 | 9 | 9 | 2.4% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |
| TOTAL | 89 | 99 | 86 | 89 | 92 | 97 | 100 | 104 | 3.8% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Data Provided by USF at the institution level

**Planned FTE Enrollment by Method of Instruction** *(for all students at all campuses)*

| | 2012-13 ACTUAL | 2013-14 ACTUAL | 2014-15 ACTUAL | 2015-16 PLAN | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN |
|----------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|
| UNDERGRADUATE | | | | | | | |
| Distance (80-100%) | 1,347 | 1,228 | 1,172 | 1,179 | 1,226 | 1,275 | 1,326 |
| Hybrid (50-79%) | 37 | 67 | 82 | 39 | 39 | 40 | 40 |
| Traditional (0-50%) | 2,688 | 2,537 | 2,386 | 2,460 | 2,584 | 2,688 | 2,798 |
| Subtotal | 4,072 | 3,832 | 3,640 | 3,678 | 3,850 | 4,003 | 4,164 |
| GRADUATE | | | | | | | |
| Distance (80-100%) | 154 | 183 | 203 | 203 | 211 | 220 | 228 |
| Hybrid (50-79%) | 0 | 4 | 19 | 3 | 3 | 3 | 3 |
| Traditional (0-50%) | 234 | 242 | 219 | 235 | 252 | 262 | 273 |
| Subtotal | 387 | 428 | 441 | 441 | 466 | 485 | 504 |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face-to-face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).

Data Provided by USF at the institution level



Table 4a
FTE Enrollment By College/Discipline Academic Year 2015-2016

| College/Department | Lower Fundable FTE | Upper Fundable FTE | Grad Fundable FTE | Grad Fundable FTE | Total Fundable FTE | Lower Gross FTE | Upper Gross FTE | Grad I Gross FTE | Grad II Gross FTE | Total Gross FTE |
|--|--------------------|--------------------|-------------------|-------------------|--------------------|-----------------|-----------------|------------------|-------------------|-----------------|
| University | | | | | | | | | | |
| Site 0001 - LM Tampa | | | | | | | | | | |
| 02 - Arts & Sciences | | | | | | | | | | |
| 1202 - AFRICANA STUDIES | 70.5 | 58.90 | 3.88 | 0.47 | 133.75 | 70.42 | 58.10 | 3.87 | 0.47 | 142.00 |
| 1205 - ANTHROPOLOGY | 216.6 | 122.7 | 26.01 | 25.94 | 391.27 | 215.3 | 124.07 | 26.13 | 27.35 | 392.78 |
| 1207 - INTERDISCIPLINARY STUDIES | 14.48 | 5.55 | 0 | 0 | 20.03 | 15.01 | 5.55 | 0 | 0 | 20.56 |
| 1208 - BIOLOGY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1210 - CELL, MOLECULAR & MICRO BIOLOGY | 118.1 | 48.15 | 18.10 | 40.80 | 215.15 | 122.54 | 48.54 | 18.5 | 23.5 | 213.08 |
| 1211 - INTEGRATIVE BIOLOGY | 259.88 | 145.92 | 33.78 | 25.43 | 465.01 | 255.24 | 147.48 | 33.78 | 25.84 | 462.34 |
| 1213 - CHEMISTRY | 396.49 | 291.28 | 2.74 | 71.28 | 1241.77 | 397.84 | 290 | 3.00 | 71.38 | 1262.76 |
| 1217 - COMMUNICATION | 172.05 | 205.40 | 0.31 | 15.03 | 402.79 | 169.55 | 214.75 | 0.31 | 15.13 | 400.74 |
| 1223 - ENGLISH | 927.05 | 671.1 | 28.00 | 27.95 | 1144.10 | 944.3 | 687.18 | 28.26 | 28.19 | 1207.98 |
| 1230 - School of Geoscience | 259.88 | 214.88 | 43.28 | 48.88 | 647.92 | 259.88 | 214.88 | 43.28 | 41.4 | 660.44 |
| 1231 - GOVT & INTERNATIONAL AFFAIRS | 324.98 | 250.18 | 13.78 | 13.94 | 602.78 | 324.98 | 250.2 | 13.78 | 13.94 | 602.94 |
| 1236 - HISTORY | 93.29 | 145.88 | 13.08 | 10.08 | 259.33 | 99.78 | 146.98 | 13.08 | 10.08 | 267.92 |
| 1237 - HUMANITIES & CULTURAL STUDIES | 185.18 | 60.1 | 3.78 | 0.47 | 256.73 | 174.6 | 62.4 | 3.78 | 0.47 | 241.25 |
| 1239 - WOMEN'S & GENDER STUDIES | 58.18 | 120.01 | 0.34 | 1.5 | 180.18 | 58.63 | 121.98 | 0.34 | 1.5 | 181.45 |
| 1241 - WORLD LANGUAGES | 481.88 | 201.18 | 17.78 | 10.28 | 711.12 | 487.24 | 211.78 | 18.38 | 10.38 | 717.88 |
| 1247 - MASS COMMUNICATION | 80.88 | 273.4 | 17.78 | 0.17 | 382.23 | 87.38 | 280.28 | 17.78 | 0.17 | 385.61 |
| 1248 - School of Information | 37.28 | 0 | 197.54 | 1.5 | 236.31 | 38.1 | 0 | 197.54 | 1.69 | 237.33 |
| 1249 - MATHEMATICS & STATISTICS | 1225.28 | 98.18 | 22.88 | 35.08 | 1377.22 | 1272.38 | 94.8 | 24 | 35.08 | 1427.34 |
| 1251 - PHILOSOPHY | 202.85 | 138.1 | 3.17 | 28.81 | 372.93 | 208.28 | 140.1 | 3.22 | 28.81 | 370.41 |
| 1253 - PHYSICS | 694.38 | 87.48 | 5.37 | 46.58 | 734.81 | 696.28 | 88.28 | 5.37 | 46.58 | 836.51 |
| 1255 - PSYCHOLOGY | 141.1 | 391.5 | 1 | 60.81 | 795.21 | 144.1 | 398.42 | 1 | 60.77 | 795.29 |
| 1256 - Public Affairs | 68.88 | 112.48 | 48.88 | 1.20 | 230.95 | 69.1 | 113.98 | 48.72 | 1.34 | 230.14 |
| 1259 - RELIGIOUS STUDIES | 85.48 | 124.48 | 4.81 | 1 | 214.18 | 86.38 | 124.98 | 4.81 | 1 | 217.18 |
| 1269 - SOCIOLOGY | 294.78 | 207.1 | 0.50 | 16.28 | 607.90 | 297.81 | 211.28 | 0.64 | 16.28 | 615.99 |
| 1285 - Economics | 248 | 114.05 | 25.78 | 14.18 | 402.96 | 253.2 | 116.78 | 25.81 | 14.18 | 409.97 |
| Total 12 - Arts & Sciences | 6831.1 | 4726.38 | 524.22 | 484.57 | 12396.27 | 7026.31 | 4815.78 | 537.25 | 496.94 | 12926.28 |
| 14 - Business | | | | | | | | | | |
| 1401 - BUSINESS ADMIN - DEAN'S OFFICE | 0.98 | 90.28 | 2.7 | 0 | 118.18 | 2.07 | 102.28 | 31.58 | 3.47 | 140.32 |
| 1402 - ACCOUNTING | 176.98 | 246.01 | 87.38 | 2.84 | 486.21 | 180.1 | 253.08 | 88.68 | 2.84 | 526.64 |
| 1403 - ECONOMICS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1404 - FINANCE | 3.4 | 272.88 | 65.88 | 3.10 | 345.26 | 3.4 | 283.88 | 65.88 | 3.10 | 356.26 |
| 1406 - MARKETING | 0.28 | 340.88 | 168.08 | 0.79 | 510.83 | 0.28 | 357.08 | 172.68 | 0.88 | 530.92 |
| 1407 - INFO SYSTEMS & DECISION SC | 231.98 | 504 | 289.13 | 7.50 | 1036.11 | 233.1 | 614.28 | 292.78 | 25.13 | 1125.28 |
| 1414 - GRADUATE ADVISING | 0 | 0 | 10.08 | 0.08 | 10.16 | 0 | 0 | 10.08 | 0.08 | 20.16 |
| Total 14 - Business | 394.38 | 1349.94 | 674.47 | 20.48 | 2526.69 | 394.78 | 1413.83 | 702.11 | 32.56 | 2711.68 |
| 17 - Education | | | | | | | | | | |
| 1701 - COE DEAN'S OFFICE | 0 | 0 | 9.28 | 8.94 | 18.22 | 0 | 0 | 9.19 | 8.94 | 18.13 |
| 1711 - EDU MEASURES & RESEARCH | 0 | 0 | 1.13 | 0.06 | 1.19 | 0 | 0 | 1.13 | 0.06 | 1.19 |
| 1712 - EDU PROGRAM OPERATIONS | 0 | 4.5 | 0 | 0 | 4.5 | 0 | 4.5 | 0 | 0 | 4.5 |
| 1714 - Teaching and Learning | 94.78 | 448.22 | 140.88 | 38.13 | 711.21 | 101.28 | 448.2 | 140.88 | 38.13 | 728.51 |
| 1715 - Educational and Psychological Studies | 75.28 | 118.4 | 116.88 | 129.78 | 430.34 | 77.1 | 118.7 | 120.28 | 130.34 | 446.42 |
| 1718 - Leadership, Learning, Adult, Career and Higher Ed | 0 | 1.13 | 92.58 | 57.22 | 151.13 | 0 | 1.13 | 92.58 | 57.22 | 151.08 |
| 1721 - PEDAGOGICAL/LEARNING STUDIES | 0 | 82.58 | 11.14 | 0 | 93.72 | 0 | 82.58 | 11.22 | 0.09 | 93.69 |
| 1724 - SECONDARY EDUCATION | 1.88 | 41.58 | 0.24 | 7.97 | 51.67 | 3.43 | 41.4 | 0.44 | 7.97 | 53.28 |
| 1725 - PHYSIC & SOCIAL FOUNDATION | 0 | 4.38 | 0 | 0.19 | 4.57 | 0 | 4.38 | 0 | 0.19 | 4.57 |
| 1728 - SPECIAL EDUCATION | 0 | 18.28 | 6.51 | 6.41 | 25.21 | 0 | 18.28 | 6.29 | 6.51 | 25.08 |
| 1731 - ADULT CAREER & HIGHER ED | 0 | 0 | 0.29 | 11.88 | 12.17 | 0 | 0 | 0.29 | 11.88 | 12.46 |
| 1732 - PHYSIC & WELLNESS SPORTS STUDY | 1.0 | 6.98 | 0.04 | 0 | 8.02 | 1.0 | 6.98 | 0.04 | 0 | 8.02 |
| 1734 - READING EDUCATION | 0 | 0 | 2.81 | 0 | 2.81 | 0 | 0 | 2.81 | 0 | 2.81 |
| 1735 - EDUC LEADERSHIP & POLICY DEV | 0 | 0 | 25.22 | 7 | 32.22 | 0 | 0 | 25.22 | 7.00 | 32.22 |
| Total 17 - Education | 174.54 | 724.77 | 426.76 | 27.81 | 1329.78 | 183.21 | 729.61 | 438.64 | 278.19 | 1669.71 |
| 21 - Engineering | | | | | | | | | | |
| 2101 - COLLEGE OF ENGINEERING | 0 | 11.15 | 0.21 | 0 | 11.36 | 0 | 11.0 | 0.21 | 0 | 11.21 |
| 2108 - MECHANICAL & BIOMEDICAL SYSTEMS | 61.0 | 281 | 92.38 | 15 | 449.37 | 61.18 | 280.08 | 101.78 | 15.18 | 464.14 |
| 2109 - CIVIL & ENVIRONMENTAL & ENVIR | 281.88 | 216.78 | 48.18 | 84.94 | 631.78 | 283.58 | 214.4 | 48.18 | 85.24 | 631.4 |
| 2105 - MECHANICAL ENGINEERING | 0 | 300.92 | 39.78 | 21.68 | 362.38 | 0 | 300 | 39.78 | 21.68 | 371.46 |
| 2106 - ELECTRICAL ENGINEERING | 3.10 | 218.1 | 187.18 | 56.69 | 465.08 | 3.10 | 218.1 | 187.18 | 57.18 | 465.56 |
| 2107 - CHEMICAL & BIOMEDICAL ENGINEERING | 0 | 254.08 | 16.78 | 25.22 | 296.08 | 0 | 257.2 | 16.78 | 25.18 | 305.18 |
| 2108 - COMPUTER SCIENCE ENGINEERING | 114.08 | 405.15 | 37.78 | 46.88 | 604.89 | 115.44 | 411.28 | 37.78 | 46.88 | 611.38 |
| Total 21 - Engineering | 358.28 | 1870.88 | 801.78 | 201.88 | 2832.72 | 360.28 | 1872.28 | 466.21 | 202.68 | 2831.85 |
| 24 - Arts | | | | | | | | | | |
| 2402 - COVA SCHOOL OF MUSIC | 67.4 | 377.88 | 34.58 | 5.78 | 485.64 | 67.81 | 381.58 | 35.18 | 5.88 | 490.37 |
| 2403 - COVA SCHOOL OF THEATRE | 121.88 | 68.68 | 0.21 | 0 | 190.77 | 123.78 | 71.08 | 0.21 | 0 | 195.07 |
| 2404 - COVA SCHOOL OF ART & ART HISTORY | 136.4 | 286.88 | 22.95 | 0 | 446.23 | 136.28 | 290.5 | 22.95 | 0 | 451.73 |
| 2405 - COVA SCHOOL OF DANCE | 14.08 | 68.78 | 0 | 0 | 82.86 | 14.08 | 68.78 | 0 | 0 | 82.86 |
| 2414 - COVA MARCHING BAND | 18.28 | 0 | 0 | 0 | 18.28 | 18.28 | 0 | 0 | 0 | 18.28 |
| 2415 - Architecture | 60.78 | 9.78 | 148.31 | 0 | 218.87 | 62.28 | 9.78 | 148.31 | 0 | 220.37 |
| Total 24 - Arts | 458.68 | 724.82 | 205.84 | 5.78 | 1195.14 | 468.78 | 766.89 | 211.31 | 5.88 | 1242.85 |
| 25 - Marine Sciences | | | | | | | | | | |
| 2500 - MARINE SCIENCE | 21.08 | 9.78 | 23.18 | 33.70 | 87.64 | 21.84 | 9.88 | 23.84 | 34.28 | 89.84 |
| Total 25 - Marine Sciences | 21.08 | 9.78 | 23.18 | 33.70 | 87.64 | 21.84 | 9.88 | 23.84 | 34.28 | 89.84 |
| 26 - Honors College | | | | | | | | | | |
| 2600 - HONORS COLLEGE | 52.98 | 138.44 | 83.28 | 0 | 274.7 | 54.1 | 138.88 | 83.28 | 0 | 276.26 |
| Total 26 - Honors College | 52.98 | 138.44 | 83.28 | 0 | 274.7 | 54.1 | 138.88 | 83.28 | 0 | 276.26 |
| 88 - Undergraduate Studies | | | | | | | | | | |
| 8800 - UNDERGRADUATE STUDIES | 88.68 | 45.98 | 0 | 0 | 134.66 | 88.7 | 46.1 | 0 | 0 | 134.8 |
| 8802 - AMPHIBIC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8820 - Air Force ROTC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8829 - Navy ROTC | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8803 - Career Resource Ctr | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8877 - CAREER CENTER | 0 | 21.78 | 0 | 0 | 21.78 | 0 | 21.78 | 0 | 0 | 21.78 |
| 8881 - ACACEMIC ADVISING - ULI | 139.78 | 3.81 | 0 | 0 | 143.59 | 136.28 | 3.81 | 0 | 0 | 140.09 |
| Total 88 - Undergraduate Studies | 178.46 | 74.58 | 0 | 0 | 253.04 | 178.7 | 74.7 | 0 | 0 | 253.4 |
| 89 - Graduate Studies | | | | | | | | | | |
| 8902 - MARKETING & RECRUITING | 0 | 0 | 1.22 | 0.09 | 1.31 | 0 | 0 | 1.22 | 0.09 | 1.31 |
| 8903 - GLOBAL JUSTICABILITY | 0 | 0.5 | 41.25 | 0.91 | 42.66 | 0 | 0.5 | 41.71 | 0.91 | 43.18 |
| Total 89 - Graduate Studies | 0 | 0.5 | 42.47 | 0.91 | 43.88 | 0 | 0.5 | 42.92 | 0.91 | 44.35 |
| 89 - International Affairs Center | | | | | | | | | | |
| 8900 - INTERNATIONAL AFFAIRS | 0 | 0 | 0 | 0 | 0 | 0 | 1.47 | 0 | 0 | 1.47 |

| | | | | | | | | | | |
|---|---------|----------|---------|---------|----------|---------|----------|---------|--------|----------|
| Total 49 - International Affairs Center | 0 | 0 | 0 | 0 | 0 | 0 | 14.3 | 0 | 0 | 14.3 |
| 58 - Behavioral & Community Sciences | | | | | | | | | | |
| 5810 - BEHAVIORAL & COMMUNITY SCIENCES | 0 | 0.00 | 0 | 0 | 0.00 | 0 | 0.00 | 0 | 0 | 0.00 |
| 5810 - RHE DEAN'S OFFICE | 0 | 0.00 | 0 | 0 | 0.00 | 0 | 0.00 | 0 | 0 | 0.00 |
| 5820 - MHP MENTAL HEALTH LAW POLICY | 0.68 | 114.58 | 25.10 | 2.80 | 342.70 | 0.60 | 115.44 | 27.34 | 2.30 | 345.79 |
| 5830 - CHILD & FAMILY STUDIES | 0 | 68.99 | 195.44 | 18.19 | 212.39 | 0 | 66.21 | 143.11 | 13.11 | 215.51 |
| 5850 - COMM SCIENCES & COORDINATOR | 28.11 | 181.87 | 132.03 | 63.33 | 458.31 | 28.11 | 188.19 | 132.03 | 63.33 | 462.66 |
| 5872 - Criminology | 0 | 440.49 | 40.72 | 12.90 | 494.11 | 0 | 444.88 | 40.72 | 13.14 | 504.29 |
| 5890 - Aging Studies | 126.25 | 126.09 | 9.09 | 18.44 | 274.79 | 127.69 | 127.08 | 9.21 | 18.44 | 278.14 |
| 5890 - Social Work | 0 | 92.2 | 127.18 | 2.80 | 222.2 | 0 | 92.19 | 127.18 | 2.80 | 224.46 |
| Total 58 - Behavioral & Community Sciences | 21.94 | 1020.94 | 470.24 | 102.39 | 1864.79 | 216.41 | 1040.99 | 484.88 | 102.54 | 1884.94 |
| 61 - Medicine | | | | | | | | | | |
| 6101 - COLLEGE OF MED DEAN'S OFFICE | 0 | 0 | 105.20 | 21.20 | 139.50 | 0 | 0 | 130.31 | 99.81 | 164.14 |
| 6106 - Dean's Office Interdisciplinary Study | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.90 | 0 | 0.90 |
| 6106 - COM OFFICE OF RESEARCH | 0 | 0 | 0.70 | 0 | 0.70 | 0 | 0 | 79.54 | 0 | 79.54 |
| 6110 - DEPARTMENT OF ANATOMY | 0 | 0 | 22.30 | 0.18 | 22.47 | 0 | 0 | 22.51 | 0.18 | 22.72 |
| 6111 - DEPARTMENT OF BIOCHEMISTRY | 0 | 0 | 56.72 | 0.81 | 57.53 | 0 | 0 | 59.72 | 0.81 | 60.53 |
| 6114 - DEPARTMENT OF MED-MORC | 0 | 0 | 1.91 | 0.09 | 1.41 | 0 | 0 | 1.38 | 0.09 | 1.47 |
| 6115 - DEPARTMENT OF PATHOLOGY | 0 | 0 | 22.41 | 0.09 | 22.0 | 0 | 0 | 22.41 | 0.09 | 22.5 |
| 6117 - DEPARTMENT OF FAMILY MEDICINE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 |
| 6118 - DEPARTMENT OF PHYSIATRY | 0 | 0 | 0 | 0 | 0.00 | 0 | 0 | 0.00 | 0.00 | 0.00 |
| 6122 - DEPT OF OB/GYN | 0 | 0 | 44.7 | 0.94 | 45.64 | 0 | 0 | 44.7 | 0.94 | 45.64 |
| 6129 - DEPT OF INTERNAL MED | 0 | 0 | 1.59 | 0.09 | 1.69 | 0 | 0 | 1.58 | 0.09 | 1.67 |
| 6134 - DERMATOLOGY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6139 - ATHLETIC TRAINING PROGRAM | 12.00 | 10.0 | 6.03 | 0 | 29.03 | 12.23 | 10.0 | 19.33 | 0 | 42.42 |
| 6140 - PHYSICAL THERAPY | 0 | 0 | 0 | 163.69 | 163.69 | 0 | 0 | 163.69 | 163.69 | 327.38 |
| 6142 - SCHOOL OF BIOMEDICAL SCIENCES | 0 | 0 | 69.53 | 1.01 | 65.34 | 0 | 0 | 71.64 | 1.01 | 73.42 |
| 6149 - MOLECULAR PHARM & IMMUNOLOGY | 0 | 0 | 73.50 | 16.79 | 90.38 | 0 | 0 | 73.84 | 16.79 | 90.64 |
| 6148 - MOLECULAR MEDICINE | 0 | 0 | 20.46 | 15.41 | 41.88 | 0 | 0 | 20.51 | 15.41 | 42.22 |
| 6149 - PATHOLOGY & CELL BIOLOGY | 30.5 | 0 | 25.45 | 7.29 | 63.29 | 32.39 | 0 | 25.50 | 7.29 | 65.16 |
| 6155 - NEUROSCIENCE CTR FOR AGING | 0 | 0 | 6.89 | 3.50 | 12 | 0 | 0 | 6.11 | 3.51 | 12.09 |
| 6159 - COM CONTINGENCY PLANNING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total 61 - Medicine | 62.50 | 10.0 | 416.85 | 242.31 | 782.51 | 64.51 | 10.0 | 540.31 | 245.41 | 805.00 |
| 62 - Nursing | | | | | | | | | | |
| 6201 - NURSING FACULTY AGENCIES | 166.05 | 691.04 | 383.56 | 96 | 1276.61 | 168.21 | 696.09 | 426.80 | 96 | 1306.14 |
| 6205 - NURSING PUBLIC SECTOR MED | 0 | 0 | 0.30 | 0 | 0.30 | 0 | 0 | 0.30 | 0 | 0.30 |
| Total 62 - Nursing | 166.05 | 691.04 | 383.56 | 96 | 1277.21 | 168.21 | 696.09 | 426.80 | 96 | 1306.74 |
| 63 - Pharmacy | | | | | | | | | | |
| 6300 - Pharmacy | 0 | 0 | 1.94 | 23.80 | 25.81 | 0 | 0 | 21.8 | 23.80 | 25.5 |
| Total 63 - Pharmacy | 0 | 0 | 1.94 | 23.80 | 25.81 | 0 | 0 | 21.8 | 23.80 | 25.5 |
| 64 - Public Health | | | | | | | | | | |
| 6401 - COORD OFFICE OF THE DEAN | 23.25 | 471.94 | 20.41 | 1.54 | 466.52 | 23.25 | 428.38 | 20.78 | 2.01 | 474.89 |
| 6402 - DEPT OF ENVIRON & OCC HEALTH | 0 | 189 | 62.38 | 11.90 | 263.54 | 0 | 186.59 | 73.07 | 11.66 | 272.22 |
| 6403 - DEPT OF EPID & BIostat | 0 | 148.74 | 101.94 | 13.80 | 265.35 | 0 | 146.71 | 130.21 | 10.31 | 296.84 |
| 6404 - DEPT OF HEALTH POLICY & MGMT | 0 | 44.3 | 11.44 | 3.50 | 159.23 | 0 | 44.68 | 71.91 | 3.79 | 123.29 |
| 6405 - DEPT OF COMM & FAM HEALTH | 48.00 | 180.43 | 54.11 | 19.00 | 303.79 | 48.00 | 191.79 | 64.13 | 19.20 | 325.12 |
| 6406 - DEPARTMENT OF GLOBAL HEALTH | 0 | 107.74 | 65.69 | 11.60 | 265.01 | 0 | 105.50 | 81.30 | 12.19 | 264.14 |
| Total 64 - Public Health | 69.3 | 1121.87 | 365.54 | 67.56 | 1624.79 | 70.29 | 1196.62 | 444.45 | 66.79 | 1726.31 |
| Total 2001 - USF Tampa | 6533.14 | 12784.04 | 8947.31 | 1500.29 | 26434.84 | 6992.31 | 12673.00 | 4462.72 | 1004.0 | 27723.31 |
| Sub 0001 - USF Sarasota Manatee | | | | | | | | | | |
| 64 - Business | | | | | | | | | | |
| 6400 - ACCOUNTING | 13.04 | 86.24 | 17.36 | 0 | 79.69 | 13.2 | 80.08 | 18.44 | 0 | 77.72 |
| 6404 - FINANCE | 0 | 80.90 | 4.13 | 0 | 85.11 | 0 | 81.96 | 4.13 | 0 | 86.14 |
| 6405 - MANAGEMENT | 0 | 59.03 | 3.34 | 0 | 62.37 | 0 | 58.70 | 3.68 | 0 | 69.69 |
| 6406 - MARKETING | 0 | 69.75 | 4.34 | 0 | 107.09 | 0 | 69.98 | 4.52 | 0 | 80.44 |
| 6407 - INFO SYSTEMS & TECHNOLOGY | 0 | 39.03 | 7.97 | 0 | 47.04 | 0 | 34.14 | 6.11 | 0 | 42.91 |
| 6410 - Information Technology | 29.4 | 77.88 | 0 | 0 | 107.28 | 24.00 | 79.50 | 0 | 0 | 103.09 |
| Total 64 - Business | 42.44 | 273.97 | 43.33 | 0 | 363.50 | 44.24 | 269.53 | 43.2 | 0 | 373.94 |
| 75 - College of Liberal Arts and Social Sciences | | | | | | | | | | |
| 7501 - SAR Arts and Sciences - Dean | 2.31 | 2.94 | 0 | 0 | 5.25 | 2.4 | 3 | 0 | 0 | 5.4 |
| 7502 - SAR Anthropology | 8.7 | 11.94 | 0 | 0 | 15.29 | 9.0 | 11.64 | 0 | 0 | 15.54 |
| 7503 - SAR Interdisciplinary Studies | 4.41 | 19 | 0 | 0 | 34.49 | 43.94 | 15.4 | 0 | 0 | 39.29 |
| 7504 - SAR Criminology | 0 | 50.88 | 5.41 | 0 | 56.94 | 0 | 51.2 | 7.21 | 0 | 59.46 |
| 7505 - SAR English | 26.1 | 74.99 | 0.50 | 0 | 103.21 | 26.44 | 74.4 | 0.50 | 0 | 101.64 |
| 7506 - SAR Environmental and Science Prog | 8.1 | 14.1 | 0 | 0 | 8.7 | 8.71 | 0 | 0 | 0 | 8.71 |
| 7507 - SAR Government and International Affairs | 3.50 | 18.1 | 1.91 | 0 | 25.88 | 3.89 | 19.20 | 1.69 | 0 | 26.61 |
| 7508 - SAR History | 6.21 | 17.00 | 0 | 0 | 24.2 | 6.21 | 18.09 | 0 | 0 | 24.21 |
| 7510 - FC INVESTMENT IN INTO USF | 3.19 | 0 | 0 | 0 | 3.19 | 3.19 | 0 | 0 | 0 | 3.19 |
| 7511 - SAR World Languages | 45.94 | 0.6 | 0 | 0 | 46.74 | 46.74 | 0.6 | 0 | 0 | 47.34 |
| 7512 - SAR Mass Communications | 0 | 1.54 | 0 | 0 | 1.54 | 0 | 1.54 | 0 | 0 | 1.54 |
| 7513 - SAR Intergroup Studies | 1.3 | 4.01 | 0 | 0 | 5.54 | 2.0 | 4.30 | 0 | 0 | 6.51 |
| 7514 - SAR Social Work | 0 | 8.48 | 10.80 | 0 | 19.80 | 0 | 8.48 | 10.81 | 0 | 19.81 |
| 7515 - SAR Sociology | 8.6 | 21.8 | 0 | 0 | 24.9 | 8.79 | 21.79 | 0 | 0 | 25.5 |
| 7516 - SAR Economics | 14.50 | 1.21 | 4 | 0 | 19.69 | 14.65 | 1.309 | 4.119 | 0 | 20.1 |
| 7518 - SAR Ethn, Masses and Research | 0 | 2.1 | 0.34 | 0 | 2.44 | 0 | 2.1 | 0.34 | 0 | 2.44 |
| 7519 - SAR Childhood, Welfare, Arts/Reading | 3.80 | 64.74 | 3.81 | 0 | 73.09 | 3.74 | 62.11 | 3.74 | 0 | 74.22 |
| 7520 - SAR Secondary Education | 0 | 19.1 | 1.29 | 0 | 21.49 | 0 | 19.0 | 1.29 | 0 | 21.49 |
| 7521 - SAR Psychology and Social Foundation | 4.30 | 15.94 | 7.5 | 0.34 | 28.17 | 4.41 | 16.2 | 7.64 | 0.34 | 28.59 |
| 7522 - SAR Special Education | 0 | 3.19 | 0 | 0 | 3.19 | 0 | 3.19 | 0 | 0 | 3.19 |
| 7524 - SAR Educational Leadership and Policy | 0 | 0 | 15.19 | 0.39 | 15.47 | 0 | 0 | 15.34 | 0.20 | 15.64 |
| 7529 - SAR USF School of Music | 0 | 10.4 | 0 | 0 | 10.4 | 0 | 10.4 | 0 | 0 | 10.4 |
| 7530 - SAR USF School of Art and Art History | 0.89 | 2.74 | 0 | 0 | 11.49 | 0.89 | 2.74 | 0 | 0 | 11.49 |
| 7537 - SAR Leadership Studies | 4.7 | 20.34 | 0 | 0 | 25.09 | 4.7 | 20.34 | 0 | 0 | 25.09 |
| 7540 - COMMUNICATION | 10.00 | 3.49 | 0 | 0 | 14.3 | 10.39 | 3.49 | 0 | 0 | 14.4 |
| 7541 - SCHOOL OF AGING STUDIES | 0 | 3.30 | 0 | 0 | 3.30 | 0 | 3.30 | 0 | 0 | 3.30 |
| 7549 - PHILOSOPHY | 0 | 2.41 | 0 | 0 | 2.41 | 0 | 2.41 | 0 | 0 | 2.41 |
| 7550 - Reading Education | 0 | 0 | 1.80 | 0 | 1.80 | 0 | 0 | 1.80 | 0 | 1.80 |
| 7580 - Geography | 0 | 0.80 | 0 | 0 | 0.80 | 0 | 0.80 | 0 | 0 | 0.80 |
| Total 75 - College of Liberal Arts and Social Sciences | 201.91 | 879 | 90.18 | 0.62 | 692.72 | 204.49 | 876.4 | 90.42 | 0.62 | 694.29 |
| 86 - College of Science and Mathematics | | | | | | | | | | |
| 8600 - SAR Biology | 19.70 | 26.09 | 0 | 0 | 45.43 | 19.09 | 26.09 | 0 | 0 | 45.88 |
| 8609 - SAR Chemistry | 16.1 | 0.9 | 0 | 0 | 17 | 16.29 | 0.9 | 0 | 0 | 17.19 |
| 8604 - SAR Communication Sciences and Coordinator | 5.00 | 42.79 | 1.91 | 0 | 49.80 | 5.0 | 44.1 | 1.91 | 0 | 51.21 |
| 8605 - SAR Mathematics and Statistics | 21.90 | 1.48 | 0 | 0 | 23.4 | 22.5 | 1.48 | 0 | 0 | 23.98 |
| 8609 - SAR Psychology | 10.19 | 76.64 | 0 | 0 | 86.79 | 10.44 | 77.04 | 0 | 0 | 88 |
| Total 86 - College of Science and Mathematics | 73.79 | 147.86 | 1.91 | 0 | 222.46 | 74.88 | 145.56 | 1.91 | 0 | 225.14 |
| 77 - Hospitality & Tourism Leadership | | | | | | | | | | |

| | | | | | | | | | | |
|---|---------|-----------|---------|-----------|-----------|-----------|-----------|---------|-----------|-----------|
| 1702 - SAN School of Hotel Restaurant | 0 | 107,684 | 36.36 | 0 | 124 | 0 | 110.88 | 36.36 | 0 | 126.5 |
| 1708 - Central F&S Services | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1709 - Hospitality & Tourism Leadership | 0 | 107,208 | 36.36 | 0 | 124 | 0 | 117.40 | 36.36 | 0 | 133.88 |
| Total 0004 - USF Sarasota-Manatee | 818,211 | 909,906 | 116,034 | 0.62 | 1,844,722 | 822,300 | 994,959 | 121,910 | 0.62 | 1,877,144 |
| San Antonio - USF St. Petersburg | | | | | | | | | | |
| 12 - Arts & Sciences | | | | | | | | | | |
| 1201 - ARTS AND SCIENCES - DEAN | 6,85 | 17,94 | 0 | 0 | 26,76 | 8,89 | 18 | 0 | 0 | 26,95 |
| 1205 - ANTHROPOLOGY | 45.4 | 24.48 | 0.04 | 0 | 68.87 | 45.43 | 24.68 | 0.04 | 0 | 69.13 |
| 1209 - BIOLOGY | 77.79 | 128.5 | 0.5 | 0 | 208.79 | 78.89 | 129.03 | 0.5 | 0 | 209.79 |
| 1219 - CHEMISTRY | 324.43 | 1.5 | 0.79 | 0 | 326.69 | 116.1 | 1.5 | 0.79 | 0 | 332.98 |
| 1217 - COMMUNICATION | 1.96 | 0 | 0 | 0 | 3.58 | 4.27 | 0 | 0 | 0 | 4.23 |
| 1221 - CRIMINOLOGY | 0 | 3.18 | 0 | 0 | 3.18 | 0 | 3.18 | 0 | 0 | 3.18 |
| 1229 - ENGLISH | 84.6 | 121.89 | 10.29 | 0 | 216.7 | 85.43 | 123.9 | 10.44 | 0 | 219.79 |
| 1228 - ENVIRONMENTAL SCIENCE PROGRAM | 4.85 | 3.39 | 0.10 | 0 | 12.30 | 5.24 | 3.39 | 0.10 | 0 | 13.54 |
| 1225 - GEOLOGY | 0.25 | 2.27 | 0 | 0 | 2.5 | 0.25 | 2.25 | 0 | 0 | 2.5 |
| 1227 - GERMAN | 25.19 | 10.59 | 2.11 | 0 | 38.29 | 25.4 | 11.0 | 2.11 | 0 | 39.51 |
| 1231 - GOVT & INTERNATIONAL AFFAIRS | 1.59 | 14.79 | 0.19 | 0 | 16.54 | 1.59 | 15.00 | 0.19 | 0 | 16.64 |
| 1235 - HISTORY | 91.2 | 53.2 | 8.3 | 0.09 | 92.99 | 83.53 | 53.79 | 8.66 | 0.09 | 90.09 |
| 1237 - HUMANITIES & CULTURAL STUDIES | 7.2 | 0 | 0 | 0 | 7.2 | 7.2 | 0 | 0 | 0 | 7.2 |
| 1239 - WOMEN'S & GENDER STUDIES | 0.5 | 6.43 | 0 | 0 | 7.39 | 0.5 | 6.59 | 0 | 0 | 7.44 |
| 1241 - WORLD LANGUAGES | 93.10 | 4.68 | 0 | 0 | 98.29 | 95.29 | 4.68 | 0 | 0 | 103.68 |
| 1248 - INTERDISCIPLINARY ARTS/SC | 0 | 5.04 | 1.14 | 0 | 6.23 | 0 | 5.1 | 1.14 | 0 | 6.24 |
| 1247 - MASS COMMUNICATION | 30.40 | 60.29 | 21.60 | 0 | 112.29 | 30.39 | 61.9 | 22.70 | 0 | 115.69 |
| 1249 - MATHEMATICS & STATISTICS | 157.15 | 0 | 1.19 | 0 | 158.29 | 159 | 0 | 1.19 | 0 | 164.19 |
| 1251 - PHILOSOPHY | 19.2 | 6.3 | 0.60 | 0.09 | 22.09 | 19.2 | 6.39 | 0.60 | 0.09 | 22.29 |
| 1255 - PSYCHOLOGY | 25.09 | 21.29 | 10.94 | 0 | 296.29 | 25.59 | 216.59 | 17.69 | 0 | 295.19 |
| 1259 - RELIGIOUS STUDIES | 3.09 | 4.09 | 0 | 0 | 7.19 | 3.21 | 4.3 | 0 | 0 | 7.41 |
| 1269 - SOCIOLOGY | 9 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 9 |
| Total 12 - Arts & Sciences | 221.89 | 688.49 | 64.79 | 0.19 | 1472.79 | 741.34 | 696.79 | 66.19 | 0.19 | 1500.43 |
| 14 - Business | | | | | | | | | | |
| 1401 - BUSINESS ADM - DEAN'S OFFICE | 0 | 24.28 | 18.79 | 0 | 43.09 | 0 | 26.28 | 19.5 | 0 | 43.79 |
| 1402 - ACCOUNTING | 41.99 | 103.4 | 96.94 | 0 | 205.29 | 43.09 | 110.89 | 97.84 | 0 | 211.74 |
| 1409 - ECONOMICS | 81.29 | 72.1 | 10.69 | 0 | 144.69 | 82.89 | 74.90 | 10.79 | 0 | 147.69 |
| 1404 - FINANCE | 0 | 96.19 | 13.69 | 0 | 109.89 | 0 | 96.6 | 14.3 | 0 | 114.3 |
| 1405 - MANAGEMENT | 0 | 79.79 | 32.44 | 0 | 111.29 | 0 | 80.89 | 33.39 | 0 | 114.29 |
| 1406 - MARKETING | 0 | 1.38 | 2.72 | 0 | 44.09 | 0 | 46.78 | 2.81 | 0 | 48.59 |
| 1407 - INFO SYSTEMS & DECISION SO | 153.59 | 39.19 | 14.81 | 0 | 193.51 | 153.79 | 40.69 | 15.19 | 0 | 199.69 |
| 1415 - CENTER FOR ENTREPRENEURSHIP | 0 | 22.89 | 0.79 | 0 | 23.1 | 0 | 22.48 | 0.79 | 0 | 23.19 |
| Total 14 - Business | 116.39 | 540.62 | 195.19 | 0 | 809.19 | 121.69 | 561.4 | 195.19 | 0 | 888.2 |
| 17 - Education | | | | | | | | | | |
| 1701 - DEAN'S OFFICE | 16.19 | 0 | 0 | 0 | 16.19 | 16.1 | 0 | 0 | 0 | 16.1 |
| 1711 - EDUC MEASURES & RESEARCH | 0 | 7.64 | 6.47 | 0.09 | 14.19 | 0 | 7.7 | 6.66 | 0.09 | 14.49 |
| 1721 - CHILDHOOD (ANALYSIS/READING) | 1.85 | 184.2 | 23.92 | 0.09 | 193.89 | 1.89 | 193.99 | 24.19 | 0.09 | 195.64 |
| 1724 - SECONDARY EDUCATION | 9 | 19.09 | 12.60 | 0 | 34.89 | 9 | 19.2 | 12.8 | 0 | 36.19 |
| 1725 - PUPIL & SOCIAL FOUNDATION | 5.7 | 47.99 | 8.47 | 0.09 | 61.11 | 5.7 | 48.24 | 8.47 | 0.09 | 62.24 |
| 1728 - SPECIAL EDUCATION | 4.89 | 89.74 | 9.22 | 0 | 72.29 | 4.89 | 89.14 | 9.22 | 0 | 72.69 |
| 1735 - EDUC LEADERSHIP & POLICY DEV | 22.99 | 18.99 | 30.22 | 0.19 | 71.89 | 22.49 | 18.30 | 30.41 | 0.19 | 71.59 |
| Total 17 - Education | 51.64 | 261.54 | 96.6 | 0.40 | 493.29 | 52.00 | 264.19 | 97.8 | 0.40 | 493.93 |
| 24 - Arts | | | | | | | | | | |
| 2404 - CIVIL SCHOOL ART & ART HISTORY | 37.09 | 22.3 | 0.39 | 0 | 62.39 | 37.2 | 22.90 | 0.39 | 0 | 62.99 |
| Total 24 - Arts | 37.09 | 22.3 | 0.39 | 0 | 62.39 | 37.2 | 22.90 | 0.39 | 0 | 62.99 |
| 51 - St. Petersburg Campus | | | | | | | | | | |
| 5112 - RP DEVELOPMENT | 86 | 59.43 | 10.34 | 0 | 149.77 | 86.79 | 59.89 | 10.34 | 0 | 150.94 |
| 5119 - REPRODUCTION PROGRAM | 0 | 4.59 | 0 | 0 | 4.59 | 0 | 4.59 | 0 | 0 | 4.59 |
| 5114 - Non Title Available | 0 | 0.39 | 0 | 0 | 0.39 | 0 | 0.39 | 0 | 0 | 0.39 |
| Total 51 - St. Petersburg Campus | 86 | 60.42 | 10.34 | 0 | 155.15 | 86.79 | 60.29 | 10.34 | 0 | 156.92 |
| 59 - Behavioral & Community Sciences | | | | | | | | | | |
| 5950 - Comm Sciences & Disorders | 2.4 | 0 | 0 | 0 | 2.4 | 2.5 | 0 | 0 | 0 | 2.5 |
| 5952 - Criminology | 0 | 8.14 | 0 | 0 | 8.14 | 0 | 8.24 | 0 | 0 | 8.24 |
| 5958 - Social Work | 0 | 4.43 | 1.01 | 0 | 5.46 | 0 | 4.43 | 1.01 | 0 | 5.44 |
| Total 59 - Behavioral & Community Sciences | 2.4 | 12.61 | 1.01 | 0 | 16.14 | 2.5 | 12.67 | 1.01 | 0 | 16.54 |
| Total 0004 - USF St. Petersburg | 10,664 | 1876.42 | 19,931 | 0.64 | 80,111 | 10,444 | 17,166 | 18,034 | 0.64 | 80,411 |
| 3012 - USF in Lakeland | | | | | | | | | | |
| 12 - Arts & Sciences | | | | | | | | | | |
| 1255 - PSYCHOLOGY | 0 | 0 | 0 | 0.09 | 0.09 | 0 | 0 | 0 | 0.09 | 0.09 |
| Total 12 - Arts & Sciences | 0 | 0 | 0 | 0.09 | 0.09 | 0 | 0 | 0 | 0.09 | 0.09 |
| 88 - Undergraduate Studies | | | | | | | | | | |
| 807 - INNOVATION TECHNOLOGIES | 0 | 0.29 | 0 | 0 | 0.29 | 0 | 0.3 | 0 | 0 | 0.3 |
| 807 - INNOVATION TECHNOLOGIES | 0 | 0.29 | 0 | 0 | 0.29 | 0 | 0.3 | 0 | 0 | 0.3 |
| Total 88 - Undergraduate Studies | 0 | 0.29 | 0 | 0.09 | 0.39 | 0 | 0.3 | 0 | 0.09 | 0.39 |
| Total 2012 - USF in Lakeland | 0 | 0.29 | 0 | 0.09 | 0.39 | 0 | 0.3 | 0 | 0.09 | 0.39 |
| Total University | 906,212 | 1,476,019 | 436,612 | 1,561,516 | 2,079,611 | 1,134,619 | 1,511,734 | 491,462 | 1,606,132 | 2,021,643 |

VIII. Inventory of Existing Sites and Buildings

The overview of the university includes a general description of the sites where educational program activity is carried out by the university. This section provides information about buildings located at the sites.

The building information provided in Table 5 includes Status, Condition, Assignable Square Feet (ASF), and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition/space condition identifies whether space is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the university and concurred with by the survey team. Space considered satisfactory is suitable for continued use. Unsatisfactory space is space that does not meet the university's standards or requirements for effectiveness. Space considered unsatisfactory can be classified by the university as one of four types of space:

- a) Unsatisfactory space with no requested action, and scheduled for continued use as is.
- b) Unsatisfactory space the university is requesting to renovate or remodel.
- c) Unsatisfactory space to be terminated from use.
- d) Unsatisfactory space scheduled for demolition.

Unsatisfactory categories a) and b) remain in the space inventory and if the sum of these categories exceeds 20% of the total existing space inventory, survey requests for actions on some of this space must take a higher priority than new construction. Appendix D should summarize the university's total share of unsatisfactory space.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of floor areas included within the outside faces of exterior walls and spaces covered by an overhang.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

Instructional/Research

Classrooms
Teaching Laboratories
Research Laboratories

Academic Support

Study Facilities
Instructional Media
Auditorium/Exhibition
Teaching Gymnasium

Institutional Support

Office/Computer
Campus Support

Table 6 is the list of the University's sites. Included in the table are only those sites located on land which the university leases from the State of Florida, owns, or land leased for a long term to the university on which buildings have been constructed by the university. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida. Other entities are entered on the site list as occupying land subleased by the University to them.

Table 5
Building Inventory Report
UNIVERSITY OF SOUTH FLORIDA SITE 0001 - USF TAMPA BUILDING INVENTORY

| SITE | BLDG NUM | BLDG ABBR | BUILDING NAME | BUILDING STATUS | BLDG COND | OCCUPY YR | BLDG GSF | ASSIGN SF | NON-ASSIGN SF |
|------|----------|-----------|-------------------------------|-----------------|--------------|-----------|----------|-----------|---------------|
| 0001 | 0001 | ALN | JOHN & GRACE ALLEN BUILDING | PERMANENT | SATISFACTORY | 1960 | 75,302 | 39,472 | 28,555 |
| 0001 | 0002 | CHE | CHEMISTRY BUILDING | PERMANENT | SATISFACTORY | 1960 | 77,371 | 41,185 | 28,139 |
| 0001 | 0003 | SVC | STUDENT SERVICES BUILDING | PERMANENT | REMODELING C | 1960 | 194,547 | 124,998 | 48,371 |
| 0001 | 0005 | TAT | THEATRE 1 | PERMANENT | REMODELING C | 1961 | 22,936 | 18,532 | 2,663 |
| 0001 | 0006 | CPT | CENTRAL PLANT | PERMANENT | SATISFACTORY | 1960 | 24,160 | 2,300 | 20,434 |
| 0001 | 0008 | RKO | KOSOVE HALL | PERMANENT | SATISFACTORY | 1961 | 101,272 | 66,056 | 20,959 |
| 0001 | 0009 | PPA | USF POST OFFICE | PERMANENT | SATISFACTORY | 1960 | 10,554 | 4,766 | 2,295 |
| 0001 | 0010 | FAH | FINE ARTS BUILDING | PERMANENT | REMODELING C | 1963 | 130,653 | 59,845 | 55,614 |
| 0001 | 0011 | RAE | ARGOS BUILDING "E" | PERMANENT | SATISFACTORY | 1960 | 6,011 | 3,823 | 1,358 |
| 0001 | 0012 | UPB | UNIVERSITY POLICE BUILDING | PERMANENT | SATISFACTORY | 1958 | 13,200 | 7,864 | 2,415 |
| 0001 | 0015 | WLH | WELL HOUSE - WELL #2 | PERMANENT | SATISFACTORY | 1960 | 218 | 0 | 180 |
| 0001 | 0016 | SWA | SEWAGE PUMPING STATION #1 | PERMANENT | SATISFACTORY | 1960 | 519 | 0 | 404 |
| 0001 | 0017 | TRT | CHEMICAL TREATMENT STATION | PERMANENT | SATISFACTORY | 1960 | 812 | 0 | 724 |
| 0001 | 0018 | SDS | SUNDOME EQUIPMENT SHED | TEMP RELOC | REMODELING C | 2000 | 486 | 457 | 0 |
| 0001 | 0019 | RBE | BETA HALL | PERMANENT | SATISFACTORY | 1962 | 74,699 | 41,294 | 15,893 |
| 0001 | 0020 | PCD | PSY/COMM SCI AND DIS LAB BLDG | PERMANENT | SATISFACTORY | 2000 | 136,071 | 69,436 | 35,701 |
| 0001 | 0021 | GHA | GREENHOUSE #1 - PLANT SALES | TEMP NON-RELOC | REMODELING C | 1971 | 1,348 | 1,247 | 0 |
| 0001 | 0022 | RAR | ARGOS CENTER | PERMANENT | SATISFACTORY | 1963 | 49,643 | 26,062 | 19,097 |
| 0001 | 0023 | RAD | ARGOS D | PERMANENT | SATISFACTORY | 1963 | 4,086 | 3,494 | 0 |
| 0001 | 0024 | RBC | BETTY CASTOR HALL | PERMANENT | SATISFACTORY | 1963 | 93,225 | 63,505 | 15,695 |
| 0001 | 0025 | CMC | CAS MULTIDISCIPLINARY COMPLEX | PERMANENT | REMODELING C | 1964 | 85,825 | 46,746 | 25,103 |
| 0001 | 0026 | PPD | TRANSPORTATION INSP & STORAGE | TEMP NON-RELOC | SATISFACTORY | 2004 | 3,766 | 3,522 | 0 |
| 0001 | 0027 | CTB | CHEMICAL TREATMENT BLDG | PERMANENT | SATISFACTORY | 1960 | 525 | 462 | 0 |
| 0001 | 0029 | RDE | DELTA HALL | PERMANENT | SATISFACTORY | 1964 | 43,416 | 31,007 | 6,889 |
| 0001 | 0030 | REP | EPSILON HALL | PERMANENT | SATISFACTORY | 1964 | 43,404 | 31,394 | 6,772 |
| 0001 | 0031 | ROA | R.I. QUARTERS A | PERMANENT | SATISFACTORY | 1964 | 1,572 | 1,060 | 252 |

| | | | | | | | | | |
|------|------|-----|------------------------------------|-----------|--------------|------|---------|---------|--------|
| 0001 | 0032 | RZE | ZETA HALL | PERMANENT | SATISFACTORY | 1964 | 14,600 | 10,579 | 1,834 |
| 0001 | 0033 | RET | ETA HALL | PERMANENT | SATISFACTORY | 1964 | 14,600 | 10,761 | 1,922 |
| 0001 | 0034 | ALW | ANDROS LAUNDRY WEST | PERMANENT | SATISFACTORY | 1964 | 1,572 | 1,060 | 252 |
| 0001 | 0035 | RQC | R.I. QUARTERS C | PERMANENT | SATISFACTORY | 1964 | 2,393 | 1,683 | 353 |
| 0001 | 0036 | REC | RECREATION ACTIVITIES CENTER | PERMANENT | REMODLING a | 1967 | 206,771 | 109,112 | 44,972 |
| 0001 | 0037 | PED | PHYSICAL EDUCATION CLASSROOM | PERMANENT | REMODLING a | 1966 | 19,771 | 11,507 | 5,922 |
| 0001 | 0039 | HMS | HUMAN SVCS ARCHITECTURE BLDG | PERMANENT | REMODLING B | 1966 | 70,646 | 35,469 | 27,941 |
| 0001 | 0040 | ULH | UNIVERSITY LECTURE HALL | PERMANENT | SATISFACTORY | 1966 | 5,514 | 3,840 | 1,326 |
| 0001 | 0041 | CRS | CENTRAL RECEIVING AND STORAGE BLDG | PERMANENT | SATISFACTORY | 1965 | 12,742 | 9,993 | 2,078 |
| 0001 | 0042 | OPM | PHYSICAL PLANT OPER ADMIN | PERMANENT | SATISFACTORY | 1965 | 11,778 | 7,430 | 2,599 |
| 0001 | 0043 | PPB | GROUND AND TRANSPORTATION | PERMANENT | TERMINATION | 1965 | 6,161 | 5,690 | 569 |
| 0001 | 0044 | ENG | EDGAR W KOPP BLDG (ENGINEER) | PERMANENT | SATISFACTORY | 1966 | 83,410 | 43,870 | 31,047 |
| 0001 | 0045 | ENA | ENGINEERING TCHNG AUDITORIUM | PERMANENT | SATISFACTORY | 1966 | 5,261 | 3,546 | 1,598 |
| 0001 | 0046 | ENR | ENGINEERING RESEARCH BLDG | PERMANENT | SATISFACTORY | 1965 | 6,195 | 4,517 | 1,080 |
| 0001 | 0047 | HAA | HOLLY DRIVE APARTMENTS-BLDG A | PERMANENT | SATISFACTORY | 2000 | 30,674 | 17,880 | 7,948 |
| 0001 | 0049 | HAB | HOLLY DRIVE APARTMENTS-BLDG B | PERMANENT | SATISFACTORY | 2000 | 30,677 | 17,843 | 7,751 |
| 0001 | 0050 | HAC | HOLLY DRIVE APARTMENTS-BLDG C | PERMANENT | SATISFACTORY | 2000 | 40,886 | 23,821 | 10,517 |
| 0001 | 0051 | HAD | HOLLY DRIVE APARTMENTS-BLDG D | PERMANENT | SATISFACTORY | 2000 | 36,126 | 20,915 | 9,339 |
| 0001 | 0052 | HAE | HOLLY DRIVE APARTMENTS-BLDG E | PERMANENT | SATISFACTORY | 2000 | 35,986 | 20,527 | 9,425 |
| 0001 | 0053 | HAF | HOLLY DRIVE APARTMENTS-BLDG F | PERMANENT | SATISFACTORY | 2000 | 40,910 | 23,664 | 10,630 |
| 0001 | 0054 | HAG | HOLLY DRIVE APARTMENTS-BLDG G | PERMANENT | SATISFACTORY | 2000 | 40,890 | 23,224 | 10,738 |
| 0001 | 0055 | HAH | HOLLY DR APART-MAILRM/LAUNDRY | PERMANENT | SATISFACTORY | 2000 | 4,170 | 1,956 | 1,909 |
| 0001 | 0056 | RTH | THETA HALL | PERMANENT | SATISFACTORY | 1966 | 14,951 | 9,828 | 2,726 |
| 0001 | 0057 | RIO | IOTA HALL | PERMANENT | SATISFACTORY | 1966 | 22,229 | 14,626 | 3,948 |
| 0001 | 0058 | RKA | KAPPA HALL | PERMANENT | SATISFACTORY | 1966 | 44,039 | 30,726 | 7,008 |
| 0001 | 0059 | RLA | LAMBDA HALL | PERMANENT | SATISFACTORY | 1966 | 14,722 | 9,932 | 2,859 |
| 0001 | 0060 | RMU | MU HALL | PERMANENT | SATISFACTORY | 1966 | 43,939 | 30,264 | 7,008 |
| 0001 | 0061 | RQD | R.I. QUARTERS D | PERMANENT | SATISFACTORY | 1966 | 1,772 | 1,060 | 425 |
| 0001 | 0062 | ALE | ANDROS LAUNDRY EAST | PERMANENT | SATISFACTORY | 1966 | 1,572 | 1,061 | 252 |
| 0001 | 0063 | RQF | R.I. QUARTERS F | PERMANENT | SATISFACTORY | 1966 | 1,572 | 1,061 | 252 |
| 0001 | 0064 | RAN | ANDROS CORE | PERMANENT | SATISFACTORY | 1966 | 46,574 | 32,502 | 10,478 |
| 0001 | 0065 | DUP | CENTRAL DUPLICATING (WHSE #1) | PERMANENT | SATISFACTORY | 1965 | 9,348 | 9,007 | 1,246 |

| 0001 | 0066 | EDU | EDUCATION BUILDING | PERMANENT | SATISFACTORY | 2000 | 148,922 | 78,409 | 46,104 |
|------|------|-----|----------------------------------|----------------|--------------|------|---------|---------|--------|
| 0001 | 0067 | AOC | ANDROS OFFICE CLASSROOM | PERMANENT | REMODELING a | 1967 | 14,088 | 7,663 | 4,793 |
| 0001 | 0068 | HAI | HOLLY DR APART-ACT BLDG SOUTH | PERMANENT | SATISFACTORY | 2000 | 3,275 | 2,401 | 668 |
| 0001 | 0069 | HAK | HOLLY DR APART-COMP LAB/LAUND | PERMANENT | SATISFACTORY | 2000 | 4,170 | 2,046 | 1,788 |
| 0001 | 0070 | HAL | HOLLY DR APART-ACT BLDG NORTH | PERMANENT | SATISFACTORY | 2000 | 2,709 | 2,401 | 103 |
| 0001 | 0071 | HAM | HOLLY DR APART-OFFICES/SEMINAR | PERMANENT | SATISFACTORY | 2000 | 2,848 | 2,368 | 222 |
| 0001 | 0072 | MAA | MAGNOLIA APARTMENT BLDG A | PERMANENT | SATISFACTORY | 2000 | 22,023 | 15,657 | 3,536 |
| 0001 | 0073 | MAB | MAGNOLIA APARTMENT BLDG B | PERMANENT | SATISFACTORY | 2001 | 22,023 | 15,657 | 3,536 |
| 0001 | 0074 | WHB | WAREHOUSE B | PERMANENT | SATISFACTORY | 1967 | 4,160 | 3,762 | 273 |
| 0001 | 0075 | SCA | SCIENCE CENTER | PERMANENT | SATISFACTORY | 1968 | 95,970 | 58,126 | 25,034 |
| 0001 | 0076 | GCW | GOLF COURSE STORAGE WAREHOUSE | TEMP RELOC | SATISFACTORY | 1967 | 384 | 358 | 0 |
| 0001 | 0077 | PES | P E STORAGE (SOFTBALL) | PERMANENT | SATISFACTORY | 1963 | 552 | 424 | 76 |
| 0001 | 0079 | GCS | GOLF COURSE SERVICE BUILDING | TEMP NON-RELOC | SATISFACTORY | 1967 | 5,401 | 4,279 | 0 |
| 0001 | 0080 | WHC | WAREHOUSE C | PERMANENT | SATISFACTORY | 1966 | 25,563 | 13,150 | 96 |
| 0001 | 0081 | SOC | SOCIAL SCIENCE BUILDING | PERMANENT | REMODELING C | 1968 | 114,854 | 68,429 | 36,571 |
| 0001 | 0082 | TAR | THEATRE CENTRE | PERMANENT | REMODELING C | 1968 | 34,687 | 22,994 | 9,479 |
| 0001 | 0083 | GCM | GOLF COURSE MAINTENANCE OFFICE | TEMP RELOC | SATISFACTORY | 1969 | 713 | 611 | 0 |
| 0001 | 0084 | PPC | MAINTENANCE SER SHOPS ADDITION | PERMANENT | TERMINATION | 1968 | 17,292 | 14,199 | 2,645 |
| 0001 | 0085 | GAR | BOTANICAL GARDENS OFFICE | PERMANENT | SATISFACTORY | 1971 | 400 | 336 | 0 |
| 0001 | 0086 | FAO | FACULTY OFFICE BUILDING | PERMANENT | SATISFACTORY | 1969 | 42,065 | 25,860 | 12,127 |
| 0001 | 0087 | GCH | GOLF CLUBHOUSE & OPERATIONS BLDG | PERMANENT | SATISFACTORY | 1969 | 5,410 | 3,375 | 1,559 |
| 0001 | 0088 | CPR | RUSSELL M COOPER HALL | PERMANENT | REMODELING C | 1971 | 131,300 | 77,005 | 40,375 |
| 0001 | 0089 | RVE | RIVERFRONT ELECT BLDG | PERMANENT | SATISFACTORY | 1970 | 63 | 57 | 0 |
| 0001 | 0090 | RVR | RIVERFRONT PARK RESTROOM | PERMANENT | SATISFACTORY | 1970 | 672 | 93 | 289 |
| 0001 | 0091 | LSA | LIFE SCIENCE ANNEX | PERMANENT | SATISFACTORY | 1971 | 9,849 | 6,877 | 1,952 |
| 0001 | 0092 | GCG | GOLF CART GARAGE | TEMP NON-RELOC | SATISFACTORY | 1971 | 2,912 | 2,836 | 0 |
| 0001 | 0093 | GMS | GROUNDS MAINTENANCE SHED | PERMANENT | SATISFACTORY | 1971 | 712 | 675 | 0 |
| 0001 | 0094 | PTA | PARKING TRANSPORTATION BLDG A | TEMP NON-RELOC | SATISFACTORY | 1971 | 6,900 | 3,728 | 2,313 |
| 0001 | 0095 | GHB | GREENHOUSE #2 - SHADE/CONSERV | TEMP NON-RELOC | REMODELING C | 1971 | 389 | 240 | 81 |
| 0001 | 0097 | PTB | PARKING TRANSPORTATION BLDG | PERMANENT | SATISFACTORY | 1972 | 6,760 | 4,547 | 1,485 |
| 0001 | 0098 | BEH | BEHAVIORAL SCIENCES BUILDING | PERMANENT | REMODELING C | 1975 | 36,755 | 19,576 | 10,387 |
| 0001 | 0100 | LIB | LIBRARY | PERMANENT | REMODELING C | 1976 | 312,541 | 236,225 | 55,253 |

| | | | | | | | | | |
|------|------|-----|--|----------------|--------------|------|---------|---------|---------|
| 0001 | 0101 | ENC | ENGINEERING BUILDING III | PERMANENT | SATISFACTORY | 2001 | 66,740 | 33,900 | 24,647 |
| 0001 | 0102 | MDU | USF HEALTH-UTILITIES BLDG | PERMANENT | SATISFACTORY | 1975 | 5,968 | 114 | 5,100 |
| 0001 | 0103 | GSA | GOLF COURSE SHELTER A (4TH T) | TEMP NON-RELOC | REMODELING C | 1974 | 598 | 206 | 82 |
| 0001 | 0104 | GSB | GOLF COURSE SHELTER B (8TH T) | TEMP NON-RELOC | REMODELING C | 1974 | 386 | 638 | 0 |
| 0001 | 0105 | GSC | GOLF COURSE SHELTER C (12TH T) | TEMP NON-RELOC | REMODELING C | 1974 | 638 | 638 | 0 |
| 0001 | 0106 | MAC | MAGNOLIA APARTMENT BLDG C | PERMANENT | SATISFACTORY | 2000 | 28,456 | 19,657 | 5,039 |
| 0001 | 0107 | MAD | MAGNOLIA APARTMENT BLDG D | PERMANENT | SATISFACTORY | 2000 | 28,372 | 19,684 | 5,012 |
| 0001 | 0108 | MAE | MAGNOLIA APARTMENT BLDG E | PERMANENT | SATISFACTORY | 2000 | 28,372 | 19,683 | 5,012 |
| 0001 | 0109 | MAF | MAGNOLIA APARTMENT BLDG F | PERMANENT | SATISFACTORY | 2000 | 28,372 | 19,657 | 5,039 |
| 0001 | 0110 | MAG | MAGNOLIA APARTMENTS BLDG G | PERMANENT | SATISFACTORY | 2000 | 13,859 | 8,598 | 3,294 |
| 0001 | 0111 | MAH | MAGNOLIA COMMONS BLDG H | PERMANENT | SATISFACTORY | 2000 | 3,230 | 1,309 | 1,445 |
| 0001 | 0112 | LRC | CHILES CTR FOR MOTHERS/BABIES | PERMANENT | SATISFACTORY | 2000 | 25,069 | 11,131 | 5,511 |
| 0001 | 0113 | MDC | USF HEALTH-MORSANI COLL OF MEDICINE BLDG | PERMANENT | REMODELING a | 1975 | 343,669 | 185,167 | 143,265 |
| 0001 | 0114 | MDL | USF HEALTH-STUDENT GROUP LEARNING BLDG | PERMANENT | SATISFACTORY | 1975 | 47,402 | 31,710 | 11,054 |
| 0001 | 0115 | MDN | USF HEALTH-NURSING BLDG | PERMANENT | SATISFACTORY | 1976 | 99,741 | 50,885 | 32,370 |
| 0001 | 0116 | MDA | USF HEALTH-SHARED STUDENT ADMIN BLDG | PERMANENT | REMODELING a | 1976 | 84,749 | 48,274 | 27,508 |
| 0001 | 0117 | MDS | USF HEALTH-WAREHOUSE 200 | TEMP NON-RELOC | TERMINATION | 1986 | 5,065 | 3,295 | 0 |
| 0001 | 0118 | HZT | EH&S - HAZARDOUS WASTE STORAGE | PERMANENT | SATISFACTORY | 1977 | 1,117 | 515 | 488 |
| 0001 | 0119 | BSN | C H FERGUSON HALL (BUSINESS) | PERMANENT | REMODELING C | 1979 | 184,927 | 83,984 | 60,459 |
| 0001 | 0120 | SUN | SUN DOME | PERMANENT | SATISFACTORY | 1980 | 280,994 | 145,813 | 87,382 |
| 0001 | 0121 | PPG | PHYSICAL PLANT GOLF CART SHED | TEMP RELOC | TERMINATION | 1988 | 1,083 | 1,039 | 0 |
| 0001 | 0123 | NES | NATURAL AND ENVIRONMENTAL SCI BLDG | PERMANENT | SATISFACTORY | 2004 | 86,071 | 42,202 | 31,748 |
| 0001 | 0124 | MDM | USF HEALTH-MECHANICAL BLDG | PERMANENT | SATISFACTORY | 1978 | 4,051 | 2,398 | 0 |
| 0001 | 0125 | PEG | P E GROUNDS BUILDING | PERMANENT | SATISFACTORY | 1979 | 8,070 | 7,807 | 16 |
| 0001 | 0126 | ELS | ELECT METERING SUBSTATION | PERMANENT | SATISFACTORY | 1970 | 100 | 0 | 87 |
| 0001 | 0127 | PET | P.E. TENNIS STORAGE | PERMANENT | SATISFACTORY | 1981 | 120 | 106 | 0 |
| 0001 | 0129 | MHA | WESTSIDE CONFERENCE CTR-FMHI | PERMANENT | REMODELING B | 1974 | 20,740 | 13,125 | 5,362 |
| 0001 | 0130 | MHB | FMHI - PHYSICAL PLANT | PERMANENT | SATISFACTORY | 1974 | 33,750 | 12,267 | 15,617 |
| 0001 | 0131 | MHC | COLLEGE OF BEHAVIORAL & COMMUNITY SCI BLDG | PERMANENT | REMODELING C | 1974 | 212,774 | 136,375 | 52,558 |
| 0001 | 0132 | MHF | USF FAMILY CENTER (MHF) | PERMANENT | SATISFACTORY | 1976 | 16,627 | 8,024 | 4,169 |
| 0001 | 0133 | NEC | NORTHWEST EDUCATION COMPLEX | PERMANENT | REMODELING C | 1976 | 92,312 | 37,324 | 23,426 |
| 0001 | 0137 | WHD | WAREHOUSE D | PERMANENT | SATISFACTORY | 1983 | 12,436 | 10,140 | 0 |

| | | | | | | | | | | |
|------|------|-----|----------------------------------|--|----------------|--------------|------|---------|--------|---------|
| 0001 | 0140 | MHI | FMHI - CLASSROOM NORTH | | TEMP NON-RELOC | REMODELING C | 1983 | 1,244 | 1,072 | 71 |
| 0001 | 0141 | MHJ | FMHI - CLASSROOM SOUTH | | TEMP NON-RELOC | REMODELING C | 1983 | 1,244 | 1,104 | 39 |
| 0001 | 0142 | ENB | ENGINEERING BUILDING II | | PERMANENT | REMODELING B | 1986 | 128,186 | 69,570 | 39,162 |
| 0001 | 0143 | STA | STADIUM | | PERMANENT | SATISFACTORY | 1983 | 19,053 | 8,009 | 8,570 |
| 0001 | 0144 | FAD | FINE ARTS - DANCE BLDG | | PERMANENT | REMODELING B | 1984 | 22,173 | 9,781 | 5,896 |
| 0001 | 0145 | THR | THEATRE 2 | | PERMANENT | SATISFACTORY | 1984 | 19,379 | 6,514 | 8,737 |
| 0001 | 0149 | GKZ | GREEK VILLAGE-BATH HOUSE | | PERMANENT | SATISFACTORY | 1984 | 465 | 0 | 382 |
| 0001 | 0183 | UPM | UNIV / POLICE TRAINING (module/t | | TEMP RELOC | SATISFACTORY | 1989 | 1,210 | 1,149 | 0 |
| 0001 | 0184 | GKX | GREEK MAINTENANCE STORAGE | | PERMANENT | SATISFACTORY | 1984 | 972 | 930 | 0 |
| 0001 | 0185 | GES | FOUNDATIONS DEPT EQUIPMENT SHED | | PERMANENT | SATISFACTORY | 1985 | 3,742 | 3,611 | 0 |
| 0001 | 0186 | ENL | ENGINEERING LABORATORY BLDG | | PERMANENT | SATISFACTORY | 1986 | 8,942 | 7,291 | 1,193 |
| 0001 | 0188 | AUX | AUXILIARY SERVICES BUILDING | | PERMANENT | SATISFACTORY | 1986 | 6,864 | 4,399 | 1,534 |
| 0001 | 0191 | CPE | CENTRAL PLANT ELECTRICAL SHOP | | PERMANENT | SATISFACTORY | 1987 | 1,252 | 972 | 163 |
| 0001 | 0192 | CAM | USF CONTEMPORARY ART MUSEUM | | PERMANENT | SATISFACTORY | 1988 | 13,018 | 11,063 | 1,938 |
| 0001 | 0193 | FAS | FINE ARTS STUDIO | | PERMANENT | SATISFACTORY | 1988 | 8,089 | 6,741 | 645 |
| 0001 | 0194 | WRB | WUSF RADIO BUILDING | | PERMANENT | SATISFACTORY | 1989 | 21,127 | 11,612 | 5,478 |
| 0001 | 0195 | MDP | USF HEALTH-PEDESTRIAN BRIDGE | | PERMANENT | SATISFACTORY | 1989 | 13,192 | 0 | 717 |
| 0001 | 0198 | EES | EQUIPMENT & TIRE STORAGE SHED | | TEMP RELOC | TERMINATION | 1988 | 196 | 178 | 0 |
| 0001 | 0201 | TVB | WUSF TELEVISION BLDG | | PERMANENT | SATISFACTORY | 2000 | 35,160 | 16,890 | 9,405 |
| 0001 | 0202 | ERC | EDU RESEARCH CTR CHILD DEVELOP | | PERMANENT | SATISFACTORY | 1990 | 9,802 | 5,022 | 4,130 |
| 0001 | 0209 | MDT | USF HEALTH-THERAPY BLDG | | PERMANENT | SATISFACTORY | 1989 | 119,777 | 70,890 | 32,678 |
| 0001 | 0211 | ICR | INTERCOLLEGIATE RSTRM (TENNIS) | | PERMANENT | SATISFACTORY | 1989 | 799 | 32 | 689 |
| 0001 | 0212 | HZF | HAZARDOUS WASTE FACILITY | | PERMANENT | SATISFACTORY | 1990 | 2,262 | 1,704 | 220 |
| 0001 | 0213 | SHS | STUDENT HEALTH SERVICE BLDG | | PERMANENT | SATISFACTORY | 1990 | 13,766 | 8,292 | 4,295 |
| 0001 | 0220 | BSC | TEMPORARY BOOKSTORE C (WEST) | | TEMP NON-RELOC | TERMINATION | 1989 | 1,307 | 1,203 | 0 |
| 0001 | 0223 | CPH | COLLEGE OF PUBLIC HEALTH BLDG | | PERMANENT | SATISFACTORY | 1990 | 89,761 | 47,048 | 26,989 |
| 0001 | 0224 | UPS | UNIV / POLICE STORAGE SHED | | TEMP RELOC | TERMINATION | 2004 | 1,210 | 1,160 | 0 |
| 0001 | 0227 | CIC | CAMPUS INFORMATION CENTER | | PERMANENT | SATISFACTORY | 1995 | 1,561 | 511 | 815 |
| 0001 | 0228 | CEE | STAVROS CTR FOR ECONOMIC EDU | | PERMANENT | SATISFACTORY | 1990 | 9,590 | 6,811 | 1,672 |
| 0001 | 0229 | BSF | BIOSCIENCE ACADEMIC FACILITY | | PERMANENT | SATISFACTORY | 1992 | 63,132 | 37,057 | 19,241 |
| 0001 | 0230 | CIS | COMM & INFO SCIENCES BLDG | | PERMANENT | SATISFACTORY | 1990 | 90,777 | 50,057 | 421,402 |
| 0001 | 0231 | ITS | ITFS TOWER SHED | | PERMANENT | SATISFACTORY | 1991 | 35 | 30 | 0 |

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|------|------|-----|--------------------------------------|-----------|--------------|------|---------|---------|---------|
| 0001 | 0286 | GVJ | GREEK HOUSING VILLA 10 | PERMANENT | SATISFACTORY | 2003 | 5,586 | 4,888 | 697 |
| 0001 | 0287 | GVK | GREEK HOUSING VILLA 11 | PERMANENT | SATISFACTORY | 2003 | 7,297 | 5,738 | 752 |
| 0001 | 0288 | GVL | GREEK HOUSING VILLA 12 | PERMANENT | SATISFACTORY | 2003 | 5,588 | 4,527 | 324 |
| 0001 | 0289 | GVM | GREEK HOUSING VILLA 13 | PERMANENT | SATISFACTORY | 2003 | 8,007 | 6,289 | 477 |
| 0001 | 0290 | GVN | GREEK HOUSING VILLA 14 | PERMANENT | SATISFACTORY | 2003 | 7,821 | 6,396 | 639 |
| 0001 | 0291 | GKA | GREEK VILLA 1 CHAPTER ROOM | PERMANENT | SATISFACTORY | 2003 | 1,319 | 1,136 | 34 |
| 0001 | 0292 | GKH | GREEK VILLA 8 CHAPTER ROOM | PERMANENT | SATISFACTORY | 2003 | 1,319 | 1,136 | 34 |
| 0001 | 0293 | GKI | GREEK VILLA 9 CHAPTER ROOM | PERMANENT | SATISFACTORY | 2003 | 1,319 | 1,146 | 34 |
| 0001 | 0294 | GKM | GREEK VILLA 13 CHAPTER ROOM | PERMANENT | SATISFACTORY | 2003 | 1,470 | 1,278 | 34 |
| 0001 | 0295 | GKN | GREEK VILLA 14 CHAPTER ROOM | PERMANENT | SATISFACTORY | 2003 | 1,028 | 851 | 54 |
| 0001 | 0296 | GKY | GREEK HOUSING COMMUNITY BLDG | PERMANENT | SATISFACTORY | 2003 | 2,735 | 2,291 | 151 |
| 0001 | 0298 | ATH | LEE ROY SELMON ATHLETIC CTR | PERMANENT | SATISFACTORY | 2005 | 108,958 | 71,982 | 24,609 |
| 0001 | 0299 | RCA | CYPRESS SUITES A | PERMANENT | SATISFACTORY | 2004 | 48,820 | 30,222 | 9,649 |
| 0001 | 0300 | RCB | CYPRESS SUITES B | PERMANENT | SATISFACTORY | 2004 | 47,932 | 29,516 | 9,691 |
| 0001 | 0301 | RCC | CYPRESS APARTMENTS C | PERMANENT | SATISFACTORY | 2004 | 62,114 | 40,312 | 13,693 |
| 0001 | 0302 | RCD | CYPRESS APARTMENTS D | PERMANENT | SATISFACTORY | 2004 | 49,803 | 31,438 | 11,622 |
| 0001 | 0303 | RCE | CYPRESS SUITES COMMONS BLDG | PERMANENT | SATISFACTORY | 2004 | 12,025 | 6,283 | 3,751 |
| 0001 | 0305 | NTA | NANOTECH I BUILDING | PERMANENT | SATISFACTORY | 2004 | 18,734 | 8,886 | 5,456 |
| 0001 | 0307 | FSB | FOOD SERVICES BLDG POLLO TR | PERMANENT | SATISFACTORY | 2003 | 3,858 | 2,577 | 836 |
| 0001 | 0311 | CBG | COLLINS BLVD PARKING GARAGE | PERMANENT | SATISFACTORY | 2005 | 483,756 | 457,423 | 17,945 |
| 0001 | 0312 | CMS | CHILDREN'S MEDICAL SERVICES BLDG | PERMANENT | SATISFACTORY | 2006 | 20,018 | 11,670 | 5,804 |
| 0001 | 0313 | LDG | LAUREL DRIVE PARKING GARAGE | PERMANENT | SATISFACTORY | 2006 | 472,085 | 460,343 | 7,795 |
| 0001 | 0314 | CWY | C. W. BILL YOUNG HALL | PERMANENT | SATISFACTORY | 2007 | 53,053 | 31,797 | 17,192 |
| 0001 | 0315 | MDH | MORSANI CTR FOR ADVANCED HEALTH CARE | PERMANENT | SATISFACTORY | 2008 | 234,342 | 134,461 | 68,066 |
| 0001 | 0316 | MSC | PHYLLIS P MARSHALL STUDENT CTR | PERMANENT | SATISFACTORY | 2008 | 305,689 | 134,738 | 108,450 |
| 0001 | 0317 | MDF | USF HEALTH-FACULTY OFFICE BLDG | PERMANENT | SATISFACTORY | 2008 | 99,094 | 52,300 | 35,042 |
| 0001 | 0318 | BDG | BEARD DRIVE PARKING GARAGE | PERMANENT | SATISFACTORY | 2008 | 627,199 | 611,841 | 7,989 |
| 0001 | 0320 | JPH | JUNIPER-POPLAR HALL | PERMANENT | SATISFACTORY | 2009 | 352,690 | 235,859 | 82,077 |
| 0001 | 0322 | MUS | SCHOOL OF MUSIC BUILDING | PERMANENT | SATISFACTORY | 2010 | 151,198 | 54,632 | 46,001 |
| 0001 | 0323 | ISA | INTERDISCIPLINARY SCI BLDG I | PERMANENT | SATISFACTORY | 2011 | 258,202 | 131,687 | 87,758 |
| 0001 | 0324 | CGS | PATEL CTR FOR GLOBAL SOLUTIONS | PERMANENT | SATISFACTORY | 2010 | 77,068 | 39,691 | 26,790 |
| 0001 | 0325 | SEC | SOUTHEAST CHILLER PLANT | PERMANENT | SATISFACTORY | 2009 | 10,598 | 0 | 10,348 |

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|------|------|-----|---------------------------------------|----------------|--------------|------|---------|--------|--------|
| 0001 | 0326 | BGR | BOTANICAL GARDENS RESTROOM | PERMANENT | SATISFACTORY | 2007 | 218 | 0 | 146 |
| 0001 | 0327 | RRT | TESTBED ASSISTIVE REHAB ROBOTICS BLDG | PERMANENT | SATISFACTORY | 2009 | 3,405 | 2,600 | 451 |
| 0001 | 0328 | SDA | SUNDOME SHED "A" | TEMP RELOC | TERMINATION | 2000 | 285 | 262 | 0 |
| 0001 | 0329 | SDB | SUNDOME SHED "B" | TEMP RELOC | TERMINATION | 2000 | 620 | 590 | 0 |
| 0001 | 0330 | SDC | SUNDOME SHED "C" | TEMP RELOC | TERMINATION | 2000 | 1,930 | 1,872 | 0 |
| 0001 | 0331 | SDD | SUNDOME SHED "D" | TEMP RELOC | TERMINATION | 2000 | 425 | 396 | 0 |
| 0001 | 0332 | TFS | TRACK/FIELD SHED | TEMP RELOC | TERMINATION | 2008 | 167 | 149 | 0 |
| 0001 | 0333 | RVS | RIVERFRONT ROPE COURSE SHED | TEMP RELOC | TERMINATION | 2000 | 651 | 617 | 0 |
| 0001 | 0334 | RVL | RIVERFRONT LITTLE SHED | TEMP RELOC | TERMINATION | 2000 | 164 | 148 | 0 |
| 0001 | 0335 | ALZ | ALZHEIMERS CENTER | PERMANENT | SATISFACTORY | 2007 | 110,893 | 54,945 | 38,913 |
| 0001 | 0336 | STB | STADIUM TRACK BUILDING | PERMANENT | SATISFACTORY | 2009 | 1,200 | 1,108 | 0 |
| 0001 | 0337 | DIN | CHAMPION'S CHOICE DINING | PERMANENT | SATISFACTORY | 2011 | 14,608 | 10,991 | 2,514 |
| 0001 | 0338 | FFB | FOWLER FIELDS BAND STORAGE | PERMANENT | SATISFACTORY | 2010 | 525 | 480 | 0 |
| 0001 | 0339 | SFS | SYCAMORE FIELDS STORAGE | PERMANENT | SATISFACTORY | 2011 | 136 | 140 | 0 |
| 0001 | 0340 | FBS | FOOTBALL PRACTICE SVC BLDG | PERMANENT | SATISFACTORY | 2011 | 2,478 | 2,114 | 111 |
| 0001 | 0341 | BCT | BASEBALL COMPLEX TICKETING | PERMANENT | SATISFACTORY | 2011 | 447 | 263 | 0 |
| 0001 | 0342 | BCW | BASEBALL CPLX PAVILION WEST | TEMP NON-RELOC | REMODELING C | 2011 | 1,147 | 1,142 | 0 |
| 0001 | 0343 | BCD | BASEBALL COMPLEX & DUGOUTS | PERMANENT | SATISFACTORY | 2011 | 27,253 | 14,190 | 11,569 |
| 0001 | 0344 | BCS | BASEBALL CPLX PAVILION SOUTH | TEMP NON-RELOC | REMODELING C | 2011 | 1,147 | 1,142 | 0 |
| 0001 | 0345 | BCB | BASEBALL COMPLEX BATTING | PERMANENT | SATISFACTORY | 2011 | 6,862 | 6,755 | 0 |
| 0001 | 0346 | SCN | SOFTBALL CPLX PAVILION NORTH | TEMP NON-RELOC | REMODELING C | 2011 | 594 | 594 | 0 |
| 0001 | 0347 | SCD | SOFTBALL COMPLEX & DUGOUTS | PERMANENT | SATISFACTORY | 2011 | 7,616 | 6,552 | 447 |
| 0001 | 0348 | SCW | SOFTBALL CPLX PAVILION WEST | TEMP NON-RELOC | REMODELING C | 2011 | 633 | 631 | 0 |
| 0001 | 0349 | SCB | SOFTBALL COMPLEX BATTING | PERMANENT | SATISFACTORY | 2011 | 4,109 | 3,586 | 0 |
| 0001 | 0350 | BBP | PAM & LES MUMA BASKETBALL CTR | PERMANENT | SATISFACTORY | 2011 | 59,669 | 39,667 | 13,443 |
| 0001 | 0351 | SPS | CORBETT SOCCER PARK STADIUM | PERMANENT | SATISFACTORY | 2011 | 617 | 413 | 30 |
| 0001 | 0352 | SPE | SOCCER PARK RESTROOM (East) | PERMANENT | SATISFACTORY | 2011 | 1,585 | 393 | 906 |
| 0001 | 0353 | SPW | SOCCER PARK RESTROOM (West) | PERMANENT | SATISFACTORY | 2011 | 1,585 | 393 | 906 |
| 0001 | 0354 | RGB | RESEARCH GREENHOUSE - BIOLOGY | TEMP NON-RELOC | REMODELING C | 2010 | 801 | 763 | 0 |
| 0001 | 0355 | CGC | CHOWDHARI GOLF TEAM TRAINING CTR | PERMANENT | SATISFACTORY | 2012 | 6,087 | 3,553 | 961 |
| 0001 | 0356 | SWB | SEWAGE PUMPING STATION #2 | PERMANENT | SATISFACTORY | 2012 | 910 | 0 | 756 |
| 0001 | 0357 | FFR | FOWLER FIELDS RESTROOM | UNDER CONSTR | SATISFACTORY | 2013 | 367 | 0 | 320 |

| | | | | | | | | | |
|------|------|-----|-----------------------------|----------------|--------------|------|-------|-------|---|
| 0001 | 0358 | BUS | BUS WASH ENCLOSURE | TEMP NON-RELOC | TERMINATION | 2012 | 1,500 | 1,355 | 0 |
| 0001 | 0359 | ERS | SHED - ERC BUILDING | TEMP RELOC | REMODELING C | 2013 | 140 | 121 | 0 |
| 0001 | 0360 | WSE | WATERSPORT STORAGE EAST | TEMP RELOC | SATISFACTORY | 2012 | 171 | 172 | 0 |
| 0001 | 0361 | WSS | WATERSPORT STORAGE SOUTH | TEMP RELOC | SATISFACTORY | 2012 | 200 | 172 | 0 |
| 0001 | 0362 | MFR | MAGNOLIA FIELDS RESTROOM | UNDER CONSTR | SATISFACTORY | 2013 | 360 | 329 | 0 |
| 0001 | 9171 | PIZ | ANTHONY J PIZZO ELEM SCHOOL | PERMANENT | SATISFACTORY | 1997 | 0 | 0 | 0 |

UNIVERSITY OF SOUTH FLORIDA SITE 0003 - USF SARASOTA-MANATEE BUILDING INVENTORY

| SITE | BLDG NUM | BLDG ABBR | BUILDING NAME | BUILDING STATUS | BLDG COND | OCCUPY YR | BLDG GSF | ASSIGN SF | NON-ASSIGN SF |
|------|----------|-----------|--------------------------|-----------------|--------------|-----------|----------|-----------|---------------|
| 0003 | 3046 | VKA | VIKING MOTEL - BLDG A | PERMANENT | SATISFACTORY | 1960 | 6,195 | 2,538 | 2,887 |
| 0003 | 3047 | VKB | VIKING MOTEL - BLDG B | PERMANENT | SATISFACTORY | 1960 | 3,834 | 1,870 | 1,513 |
| 0003 | 3048 | VKC | VIKING MOTEL - BLDG C | PERMANENT | SATISFACTORY | 1960 | 4,486 | 2,216 | 1,623 |
| 0003 | 3050 | VBK | VIKING MOTEL - BOOKSTORE | PERMANENT | SATISFACTORY | 1960 | 3,544 | 2,793 | 452 |
| 0003 | 3069 | SMC | SARASOTA MANATEE CAMPUS | PERMANENT | SATISFACTORY | 2006 | 134,479 | 54,879 | 55,142 |
| 0003 | 3071 | SMP | SARASOTA MANATEE PLANT | PERMANENT | SATISFACTORY | 2006 | 10,612 | 6,993 | 2,721 |
| 0003 | 3073 | SMS | SARASOTA MANATEE STORAGE | PERMANENT | SATISFACTORY | 2011 | 70 | 68 | 0 |
| 0003 | 3074 | SMM | SARASOTA MANATEE MOTE | PERMANENT | SATISFACTORY | 2013 | 5,618 | 4,084 | 1,110 |
| 0003 | 3075 | SLR | SARASOTA LAKEWOOD RANCH | PERMANENT | SATISFACTORY | 2013 | 4,217 | 3,573 | 348 |
| 0003 | 3076 | SMA | MODULAR RESEARCH LAB - 1 | TEMP RELOC | SATISFACTORY | 2015 | 599 | 508 | 0 |
| 0003 | 3077 | SMB | MODULAR RESEARCH LAB - 2 | TEMP NON-RELOC | SATISFACTORY | 2015 | 599 | 510 | 0 |
| 0003 | 3078 | SMD | SARASOTA ACADEMIC OFFICE | TEMP RELOC | SATISFACTORY | 2016 | 2,520 | 0 | 0 |

UNIVERSITY OF SOUTH FLORIDA SITE 0004 - USF ST. PETERSBURG BUILDING INVENTORY

| SITE | BLDG NUM | BLDG ABBR | BUILDING NAME | BUILDING STATUS | BLDG COND | OCCUPY YR | BLDG GSF | ASSIGN SF | NON-ASSIGN SF |
|------|----------|-----------|-------------------------------|-----------------|--------------|-----------|----------|-----------|---------------|
| 0004 | 2004 | BAY | BAYBORO HALL - ST. PETE | PERMANENT | SATISFACTORY | 1980 | 35,669 | 17,635 | 8,002 |
| 0004 | 2005 | DAV | LOWELL E. DAVIS MEMORIAL HALL | PERMANENT | SATISFACTORY | 1980 | 69,738 | 37,028 | 22,402 |
| 0004 | 2006 | CUP | CENTRAL UTILITY PLANT | PERMANENT | SATISFACTORY | 1980 | 3,392 | 67 | 3,325 |
| 0004 | 2047 | MSL | MARINE SCIENCE BUILDING | PERMANENT | REMODELING C | 1968 | 93,588 | 64,810 | 23,480 |
| 0004 | 2107 | MSW | MARINE SHOP & WAREHOUSE | PERMANENT | REMODELING B | 1983 | 13,492 | 8,367 | 1,539 |
| 0004 | 2108 | COQ | COQUINA HALL | PERMANENT | SATISFACTORY | 1984 | 35,190 | 19,011 | 14,699 |
| 0004 | 2109 | POR | PLANT OPERATIONS/RECEIVING | PERMANENT | SATISFACTORY | 1984 | 8,916 | 6,438 | 1,857 |
| 0004 | 2112 | SLC | STUDENT LIFE CENTER-ST PETE | PERMANENT | SATISFACTORY | 1990 | 42,395 | 23,394 | 14,836 |

Board of Governors Committees and Meeting - Facilities Committee

| | | | | | | | | | |
|------|------|-----|---|------------|--------------|------|---------|---------|--------|
| 0004 | 2118 | PNM | PIANOMAN BLDG - ST. PETERSBURG | PERMANENT | REMODLING a | 2000 | 5,729 | 2,649 | 2,117 |
| 0004 | 2119 | LOA | FIO LONGKEY SHED "A"- ST. PETE | TEMP RELOC | TERMINATION | 1992 | 60 | 60 | 0 |
| 0004 | 2120 | LOB | FIO LONGKEY SHED "B"- ST. PETE | TEMP RELOC | SATISFACTORY | 1992 | 60 | 60 | 0 |
| 0004 | 2121 | LOC | FIO LONGKEY SHED "C"- ST. PETE | TEMP RELOC | SATISFACTORY | 1992 | 60 | 60 | 0 |
| 0004 | 2122 | LOD | FIO LONGKEY SHED "D"- ST. PETE | TEMP RELOC | SATISFACTORY | 1992 | 48 | 48 | 0 |
| 0004 | 2123 | KRC | KNIGHT OCEANOGRAPHIC RSCH CTR | PERMANENT | SATISFACTORY | 2000 | 68,821 | 38,009 | 22,849 |
| 0004 | 2124 | POY | NELSON POYNTER MEMORIAL LIB | PERMANENT | SATISFACTORY | 2000 | 115,040 | 48,078 | 33,191 |
| 0004 | 2125 | SNL | SNELL HOUSE - ST. PETERSBURG | PERMANENT | SATISFACTORY | 2000 | 3,610 | 2,038 | 1,052 |
| 0004 | 2126 | ONE | ONE FIFTH AVENUE SOUTH BLDG | PERMANENT | SATISFACTORY | 2000 | 3,913 | 2,381 | 1,125 |
| 0004 | 2127 | SVB | SPECIAL SERVICES BLDG-ST PETE | PERMANENT | SATISFACTORY | 2000 | 2,973 | 1,874 | 786 |
| 0004 | 2128 | WMS | JOHN C. WILLIAMS HIST HOUSE | PERMANENT | SATISFACTORY | 2000 | 4,902 | 2,679 | 2,131 |
| 0004 | 2129 | USG | U.S. GEOLOGICAL-SURVEY-ST PETE | PERMANENT | SATISFACTORY | 2000 | 24,642 | 16,278 | 6,030 |
| 0004 | 2130 | HNY | HANEY LANDING SAILING CENTER | PERMANENT | SATISFACTORY | 2000 | 2,372 | 1,012 | 374 |
| 0004 | 2131 | CRI | CHILDREN'S RESEARCH INSTITUTE | PERMANENT | SATISFACTORY | 2000 | 48,352 | 26,366 | 16,063 |
| 0004 | 2132 | PRW | PR WALLACE FL CTR TEACHERS | PERMANENT | SATISFACTORY | 2000 | 23,823 | 12,474 | 9,098 |
| 0004 | 2133 | LOH | FIO-LONGKEY MOD HOUSE-ST PETE | TEMP RELOC | SATISFACTORY | 2007 | 960 | 960 | 0 |
| 0004 | 2134 | URL | USFSP RESEARCH LABS | PERMANENT | SATISFACTORY | 2004 | 2,822 | 2,192 | 356 |
| 0004 | 2135 | WEL | CAMPUS WELCOME CENTER | PERMANENT | SATISFACTORY | 2004 | 354 | 275 | 25 |
| 0004 | 2136 | TER | THE TERRACE - ST. PETERSBURG | PERMANENT | SATISFACTORY | 2001 | 6,440 | 5,211 | 581 |
| 0004 | 2137 | RHO | RESIDENCE HALL ONE | PERMANENT | SATISFACTORY | 2006 | 125,000 | 80,419 | 0 |
| 0004 | 2138 | FPF | FIFTH AVE PARKING FACILITY | PERMANENT | SATISFACTORY | 2006 | 359,595 | 353,845 | 1,200 |
| 0004 | 2153 | STG | SCI/TECH GENL ACADEMIC BLDG | PERMANENT | SATISFACTORY | 2009 | 34,027 | 23,324 | 8,705 |
| 0004 | 2159 | HBR | HARBOR HALL | PERMANENT | SATISFACTORY | 2011 | 30,645 | 21,065 | 4,569 |
| 0004 | 2160 | USC | UNIVERSITY STUDENT CENTER-ST PETE | PERMANENT | SATISFACTORY | 2012 | 92,770 | 59,157 | 31,113 |
| 0004 | 2161 | FTF | FIRST TEMPORARY FACILITY | PERMANENT | SATISFACTORY | 2015 | 10,734 | 7,570 | 1,708 |
| 0004 | 2162 | LPH | LYNN PIPPENGER HALL (ST PETE COLL BUSINESS) | PERMANENT | 0 | 2016 | 68,800 | 0 | 0 |
| 0004 | 9182 | COT | CENTER FOR OCEAN TECHNOLOGY | TEMP RELOC | SATISFACTORY | 2002 | 3,100 | 2,427 | 429 |

| | | | | | | | | | |
|------|------|-----|--------------------------------|-----------|--------------|------|--------|--------|--------|
| 0037 | 9043 | UTA | UNIVERSITY TECHNOLOGY CENTER 1 | PERMANENT | SATISFACTORY | 2000 | 55,539 | 35,634 | 15,745 |
| 0037 | 9124 | UTB | UNIVERSITY TECHNOLOGY CENTER 2 | PERMANENT | SATISFACTORY | 2000 | 45,732 | 32,181 | 8,208 |

Board of Governors Committees and Meeting - Facilities Committee

| | | | | | | | | | |
|------|------|-----|-------------------------------------|------------|--------------|------|---------|--------|--------|
| 0037 | 9125 | BPB | BUSINESS PARTNERSHIP BUILDING | PERMANENT | SATISFACTORY | 2005 | 102,202 | 86,471 | 17,815 |
| 0037 | 9126 | IDR | INTERDISCIPLINARY RESEARCH BLD | PERMANENT | SATISFACTORY | 2007 | 179,063 | 97,501 | 43,077 |
| 0037 | 9127 | FLX | FLEX OFFICE BLDG | TEMP RELOC | SATISFACTORY | 2014 | 1,501 | 824 | 357 |
| 0097 | 2139 | LOE | FIO-LONGKEY SHED "E"-ST. PETE | TEMP RELOC | SATISFACTORY | 2000 | 80 | 80 | 0 |
| 0097 | 2140 | LOF | FIO-LONGKEY SHED "F"-ST. PETE | TEMP RELOC | SATISFACTORY | 2000 | 80 | 80 | 0 |
| 0097 | 2141 | LOG | FIO-LONGKEY SHED "G"-ST. PETE | TEMP RELOC | SATISFACTORY | 2000 | 80 | 80 | 0 |
| 0097 | 2142 | LOZ | FIO-LONGKEY SHED "H"-ST. PETE | TEMP RELOC | SATISFACTORY | 2000 | 80 | 80 | 0 |
| 0097 | 2143 | LOI | FIO-LONGKEY SHED "I"-ST. PETE | TEMP RELOC | SATISFACTORY | 2000 | 80 | 80 | 0 |
| 0097 | 2148 | LOS | FIO-LONGKEY SEAKEYS WORKSHOP | TEMP RELOC | SATISFACTORY | 2007 | 240 | 240 | 0 |
| 4021 | 4021 | STC | SOUTH TAMPA CTR ADV HEALTH CARE | PERMANENT | SATISFACTORY | 2008 | 135,302 | 76,198 | 39,843 |
| 4022 | 4022 | CML | CTR ADV MEDICAL LEARNING & SIM BLDG | PERMANENT | SATISFACTORY | 2012 | 93,901 | 58,909 | 24,319 |
| 8455 | 8455 | ETV | TV TRANSMITTER BLDG-RIVERVIEW | PERMANENT | SATISFACTORY | 1965 | 2,853 | 2,353 | 340 |

Table 5a
Satisfactory Square Footage by Building, Space Need Excluded and Included

| SITE ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEED EXCLUDED | CLASS ROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE-COMPUTER | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACAD SUPPORT | CAMPUS SUPPORT | TOTAL |
|---------|-----------|---------|------------------------------------|---------------------|------------|--------------|-------|--------------|-----------------|------------|----------------|--------|----------------------|----------------|---------|
| 0001 | TAMPA | | JOHN & GRACI ALLIN BUILDING | N | 3,699 | 226 | 188 | 0 | 35,117 | 0 | 0 | 0 | 0 | 47 | 37,277 |
| 0001 | TAMPA | | JOHN & GRACI ALLIN BUILDING | Y | 0 | 0 | 0 | 0 | 129 | 0 | 0 | 0 | 0 | 0 | 129 |
| 0002 | TAMPA | | CHEMISTRY BUILDING | N | 13,508 | 30,778 | 0 | 9,281 | 6,978 | 0 | 0 | 0 | 0 | 0 | 49,546 |
| 0002 | TAMPA | | CHEMISTRY BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | | STUDENT SERVICES BUILDING | N | 0 | 0 | 138 | 0 | 112,267 | 0 | 321 | 0 | 0 | 618 | 113,140 |
| 0003 | TAMPA | | STUDENT SERVICES BUILDING | Y | 0 | 0 | 0 | 0 | 9,621 | 0 | 0 | 0 | 0 | 0 | 9,621 |
| 0005 | TAMPA | | THEATRE 1 | N | 0 | 38,016 | 0 | 0 | 396 | 0 | 0 | 0 | 0 | 0 | 18,812 |
| 0005 | TAMPA | | THEATRE 1 | Y | 0 | 0 | 0 | 0 | 125 | 0 | 0 | 0 | 0 | 0 | 125 |
| 0006 | TAMPA | | CENTRAL PLANT | N | 0 | 0 | 0 | 0 | 612 | 0 | 0 | 0 | 0 | 1,688 | 2,300 |
| 0006 | TAMPA | | CENTRAL PLANT | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0008 | TAMPA | | KOSOVIC HALL | Y | 0 | 0 | 0 | 0 | 878 | 0 | 0 | 0 | 0 | 3,888 | 4,766 |
| 0009 | TAMPA | | USF POST OFFICE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0009 | TAMPA | | USF POST OFFICE | Y | 2,675 | 38,748 | 1,655 | 0 | 15,782 | 2,405 | 0 | 0 | 0 | 0 | 59,775 |
| 0010 | TAMPA | | THE ARTS BUILDING | Y | 0 | 20 | 0 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 70 |
| 0011 | TAMPA | | ARGOS BUILDING "E" | Y | 0 | 0 | 0 | 0 | 616 | 0 | 0 | 0 | 0 | 3,207 | 3,823 |
| 0012 | TAMPA | | UNIVERSITY POLICE BUILDINGS | N | 0 | 0 | 0 | 0 | 7,864 | 0 | 0 | 0 | 0 | 0 | 7,864 |
| 0012 | TAMPA | | UNIVERSITY POLICE BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0015 | TAMPA | | WELL HOUSE - WELL #2 | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0016 | TAMPA | | SEWAGE PUMPING STATION #3 | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0017 | TAMPA | | CHEMICAL TREATMENT STATION | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0018 | TAMPA | | SUNDOOME EQUIPMENT SHED | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 457 | 457 |
| 0019 | TAMPA | | BETA HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0020 | TAMPA | | PSY/COMM SCI AND DS LAB BLDG | N | 5,219 | 4,981 | 1,430 | 25,356 | 17,251 | 0 | 0 | 0 | 0 | 0 | 54,217 |
| 0020 | TAMPA | | PSY/COMM SCI AND DS LAB BLDG | Y | 0 | 0 | 0 | 546 | 0 | 0 | 0 | 0 | 0 | 0 | 546 |
| 0021 | TAMPA | | GREENHOUSE #1 - PLANT SALES | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,287 |
| 0022 | TAMPA | | ARGOS CENTER | Y | 0 | 0 | 0 | 3,247 | 9,591 | 0 | 0 | 0 | 0 | 0 | 9,591 |
| 0023 | TAMPA | | ARGOS D | Y | 0 | 0 | 0 | 0 | 1,528 | 0 | 0 | 0 | 0 | 1,966 | 3,494 |
| 0024 | TAMPA | | ABILITY GASTOR HALL | N | 0 | 0 | 0 | 0 | 177 | 0 | 0 | 0 | 0 | 0 | 177 |
| 0025 | TAMPA | | CAS MULTIDISCIPLINARY COMPLEX | N | 6,782 | 4,443 | 0 | 9,216 | 24,354 | 0 | 0 | 0 | 0 | 738 | 45,509 |
| 0025 | TAMPA | | CAS MULTIDISCIPLINARY COMPLEX | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0026 | TAMPA | | TRANSPORTATION INSP & STORAGE | N | 0 | 0 | 0 | 0 | 3,527 | 0 | 0 | 0 | 0 | 0 | 3,527 |
| 0027 | TAMPA | | CHEMICAL TREATMENT BLDG | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 462 | 462 |
| 0029 | TAMPA | | BELVA HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0030 | TAMPA | | EPSLON HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0031 | TAMPA | | R.I. QUARTERS A | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0031 | TAMPA | | R.I. QUARTERS A | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0032 | TAMPA | | ZETA HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0033 | TAMPA | | ETA HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0034 | TAMPA | | ANDROS LAUNDRY WEST | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0034 | TAMPA | | ANDROS LAUNDRY WEST | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0035 | TAMPA | | R.I. QUARTERS C | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0035 | TAMPA | | R.I. QUARTERS C | Y | 0 | 0 | 0 | 0 | 594 | 0 | 0 | 0 | 0 | 0 | 594 |
| 0036 | TAMPA | | RECREATION ACTIVITIES CENTER | N | 0 | 6,903 | 0 | 3,853 | 3,072 | 0 | 0 | 22,294 | 0 | 0 | 84,122 |
| 0036 | TAMPA | | RECREATION ACTIVITIES CENTER | Y | 0 | 0 | 0 | 0 | 784 | 0 | 0 | 14,857 | 0 | 0 | 15,116 |
| 0037 | TAMPA | | PHYSICAL EDUCATION CLASSROOM | N | 2,616 | 818 | 0 | 3,268 | 4,922 | 0 | 0 | 0 | 0 | 0 | 9,624 |
| 0037 | TAMPA | | PHYSICAL EDUCATION CLASSROOM | Y | 0 | 432 | 0 | 0 | 1,453 | 0 | 0 | 0 | 0 | 0 | 1,885 |
| 0039 | TAMPA | | HUMAN SVCS ARCHITECTURE BLDG | N | 0 | 20,192 | 0 | 764 | 11,732 | 0 | 0 | 0 | 0 | 0 | 32,690 |
| 0039 | TAMPA | | HUMAN SVCS ARCHITECTURE BLDG | Y | 0 | 0 | 0 | 0 | 3,340 | 0 | 0 | 0 | 0 | 0 | 1,340 |
| 0040 | TAMPA | | UNIVERSITY LECTURE HALL | N | 3,840 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,840 |
| 0040 | TAMPA | | UNIVERSITY LECTURE HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0041 | TAMPA | | CENTRAL RECEIVING AND STORAGE BLDG | N | 0 | 0 | 0 | 0 | 3,424 | 0 | 0 | 0 | 0 | 0 | 6,356 |
| 0041 | TAMPA | | CENTRAL RECEIVING AND STORAGE BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0042 | TAMPA | | PHYSICAL PLANT OPER ADMIN | N | 0 | 0 | 0 | 0 | 7,435 | 0 | 0 | 0 | 0 | 0 | 7,435 |
| 0042 | TAMPA | | PHYSICAL PLANT OPER ADMIN | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0043 | TAMPA | | FOUNDATIONS AND TRANSPORTATION | N | 0 | 0 | 0 | 0 | 1,188 | 0 | 0 | 0 | 0 | 4,502 | 5,690 |

| SET ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEED EXCLUDE | CLASS ROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE-COMPUTER | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACAD SUPPORT | CAMPUS SUPPORT | TOTAL |
|--------|-----------|---------|--------------------------------|--------------------|------------|--------------|-------|--------------|-----------------|------------|----------------|-------|----------------------|----------------|--------|
| 0001 | TAMPA | 0043 | FOUNDATIONS AND TRANSPORTATION | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0044 | EDGAR W KOFF BLDG (HIGHRISE) | N | 2,088 | 2,400 | 1,206 | 20,684 | 14,827 | 0 | 0 | 0 | 0 | 2,807 | 43,267 |
| 0001 | TAMPA | 0045 | EDGAR W KOFF BLDG (HIGHRISE) | Y | 0 | 0 | 0 | 0 | 103 | 0 | 0 | 0 | 0 | 0 | 103 |
| 0001 | TAMPA | 0045 | ENGINEERING TECHNG AUDITORIUM | N | 3,546 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,546 |
| 0001 | TAMPA | 0045 | ENGINEERING TECHNG AUDITORIUM | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0046 | ENGINEERING RESEARCH BLDG | N | 0 | 2,754 | 0 | 1,534 | 274 | 0 | 0 | 0 | 0 | 0 | 4,537 |
| 0001 | TAMPA | 0046 | ENGINEERING RESEARCH BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0047 | HOLLY DRIVE APARTMENTS BLDG A | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0049 | HOLLY DRIVE APARTMENTS BLDG B | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0050 | HOLLY DRIVE APARTMENTS BLDG C | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0051 | HOLLY DRIVE APARTMENTS BLDG D | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0052 | HOLLY DRIVE APARTMENTS BLDG E | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0053 | HOLLY DRIVE APARTMENTS BLDG F | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0054 | HOLLY DRIVE APARTMENTS BLDG G | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0055 | HOLLY DR APART MAINTN/LAUNDRY | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0055 | HOLLY DR APART MAINTN/LAUNDRY | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0056 | THE TALENT | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0057 | FOYA HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0058 | KAPPA HALL | Y | 0 | 0 | 0 | 0 | 63 | 0 | 0 | 0 | 0 | 0 | 63 |
| 0001 | TAMPA | 0059 | LAMBDA HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0060 | MU HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0061 | R.I. QUARTERS D | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0061 | R.I. QUARTERS D | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0062 | ANDRIGS LAUNDRY EAST | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0062 | ANDRIGS LAUNDRY EAST | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0063 | R.I. QUARTERS F | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0063 | R.I. QUARTERS F | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0064 | ANDRIGS CORE | Y | 0 | 0 | 0 | 0 | 6,047 | 0 | 0 | 0 | 0 | 1,530 | 7,577 |
| 0001 | TAMPA | 0065 | CENTRAL DUPLICATION (WHSE #1) | N | 0 | 0 | 0 | 0 | 2,195 | 0 | 0 | 0 | 0 | 6,812 | 9,007 |
| 0001 | TAMPA | 0065 | CENTRAL DUPLICATION (WHSE #1) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0066 | EDUCATION BUILDING | N | 21,172 | 8,395 | 4,868 | 0 | 41,234 | 0 | 0 | 0 | 0 | 0 | 75,665 |
| 0001 | TAMPA | 0066 | EDUCATION BUILDING | Y | 0 | 0 | 0 | 0 | 104 | 0 | 0 | 0 | 0 | 0 | 104 |
| 0001 | TAMPA | 0067 | ANDRIGS OFFICE CLASSROOM | N | 0 | 0 | 0 | 0 | 6,609 | 0 | 0 | 0 | 0 | 0 | 6,609 |
| 0001 | TAMPA | 0067 | ANDRIGS OFFICE CLASSROOM | Y | 0 | 0 | 0 | 0 | 1,054 | 0 | 0 | 0 | 0 | 0 | 1,054 |
| 0001 | TAMPA | 0068 | HOLLY DR APART-ACT BLDG SOUTH | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0068 | HOLLY DR APART-ACT BLDG SOUTH | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0069 | HOLLY DR APART-COMP LAB/LAUND | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0069 | HOLLY DR APART-COMP LAB/LAUND | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0070 | HOLLY DR APART-ACT BLDG NORTH | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0070 | HOLLY DR APART-ACT BLDG NORTH | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0071 | HOLLY DR APART-OFFICES/SEMINAR | N | 0 | 0 | 0 | 0 | 2,368 | 0 | 0 | 0 | 0 | 0 | 2,368 |
| 0001 | TAMPA | 0071 | HOLLY DR APART-OFFICES/SEMINAR | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0072 | MAGNOLIA APARTMENT BLDG A | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0073 | MAGNOLIA APARTMENT BLDG B | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0074 | WAREHOUSE B | N | 0 | 0 | 0 | 0 | 664 | 0 | 0 | 0 | 0 | 3,296 | 3,762 |
| 0001 | TAMPA | 0074 | WAREHOUSE B | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0075 | SCIENCE CENTER | N | 562 | 0 | 1,207 | 36,408 | 19,818 | 0 | 0 | 0 | 0 | 0 | 57,995 |
| 0001 | TAMPA | 0075 | SCIENCE CENTER | Y | 0 | 0 | 0 | 0 | 131 | 0 | 0 | 0 | 0 | 0 | 131 |
| 0001 | TAMPA | 0076 | GOLF COURSE STORAGE WAREHOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 358 | 0 | 0 | 358 |
| 0001 | TAMPA | 0077 | FFS STORAGE (SOFTBALL) | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 424 | 0 | 0 | 424 |
| 0001 | TAMPA | 0077 | FFS STORAGE (SOFTBALL) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0079 | GOLF COURSE SERVICE BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,865 | 0 | 414 | 4,279 |
| 0001 | TAMPA | 0080 | WAREHOUSE C | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10,049 | 10,049 |
| 0001 | TAMPA | 0080 | WAREHOUSE C | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,101 | 3,101 |
| 0001 | TAMPA | 0081 | SOCIAL SCIENCE BUILDING | N | 15,791 | 1,947 | 1,641 | 7,668 | 35,929 | 902 | 0 | 0 | 0 | 0 | 63,818 |
| 0001 | TAMPA | 0081 | SOCIAL SCIENCE BUILDING | Y | 0 | 0 | 0 | 0 | 1,739 | 0 | 0 | 0 | 0 | 0 | 1,739 |

| SITE ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEED EXCLUDE | CLASS ROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE-COMPUTER | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACAD SUPPORT | CAMPUS SUPPORT | TOTAL |
|---------|-----------|---------|---|--------------------|------------|---------------|--------|--------------|-----------------|------------|----------------|-------|----------------------|----------------|---------|
| 0001 | TAMPA | 0082 | THEATRE CENTRE | N | 0 | 38,739 | 0 | 0 | 3,352 | 0 | 0 | 0 | 0 | 0 | 22,091 |
| 0001 | TAMPA | 0082 | THEATRE CENTRE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0083 | GOLF COURSE MAINTENANCE OFFICE | Y | 0 | 0 | 0 | 0 | 611 | 0 | 0 | 0 | 0 | 0 | 611 |
| 0003 | TAMPA | 0084 | MAINTENANCE SHELTERS ADDITION | N | 0 | 0 | 0 | 0 | 4,707 | 0 | 0 | 0 | 0 | 9,492 | 14,199 |
| 0003 | TAMPA | 0084 | MAINTENANCE SHELTERS ADDITION | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0085 | ROYAL GARDENS OFFICE | N | 0 | 0 | 0 | 0 | 356 | 0 | 0 | 0 | 0 | 0 | 356 |
| 0003 | TAMPA | 0086 | FACULTY OFFICE BUILDING | N | 0 | 739 | 0 | 0 | 12,824 | 0 | 427 | 0 | 0 | 0 | 13,992 |
| 0003 | TAMPA | 0086 | FACULTY OFFICE BUILDING | Y | 0 | 412 | 0 | 0 | 8,021 | 0 | 0 | 0 | 0 | 0 | 8,433 |
| 0003 | TAMPA | 0087 | GOLF CLUBHOUSE & OPERATIONS BLDG | Y | 0 | 0 | 0 | 0 | 515 | 0 | 0 | 443 | 0 | 0 | 958 |
| 0003 | TAMPA | 0088 | RUSSELL M COOPER HALL | N | 29,524 | 3,896 | 768 | 0 | 41,018 | 0 | 0 | 0 | 0 | 0 | 75,208 |
| 0003 | TAMPA | 0088 | RUSSELL M COOPER HALL | Y | 0 | 0 | 0 | 0 | 224 | 0 | 0 | 0 | 0 | 0 | 224 |
| 0003 | TAMPA | 0089 | FIVE FRONT ELECT BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0090 | ROVE BEFRONT PARK RESTROOM | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0091 | LIE SCHEKLE ANNEX | N | 0 | 0 | 0 | 0 | 6,877 | 0 | 0 | 0 | 0 | 0 | 6,877 |
| 0003 | TAMPA | 0091 | LIE SCHEKLE ANNEX | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0092 | GOLF CART GARAGE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,836 | 0 | 0 | 2,836 |
| 0003 | TAMPA | 0093 | FOUNDATIONS MAINTENANCE SHED | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 675 | 675 |
| 0003 | TAMPA | 0094 | PARKING TRANSPORTATION BLDG A | N | 0 | 0 | 0 | 0 | 3,728 | 0 | 0 | 0 | 0 | 0 | 3,728 |
| 0003 | TAMPA | 0094 | PARKING TRANSPORTATION BLDG A | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0095 | GRIENHOUSE #2 - SHADE/CONSERV | N | 0 | 0 | 0 | 125 | 115 | 0 | 0 | 0 | 0 | 0 | 240 |
| 0003 | TAMPA | 0095 | GRIENHOUSE #2 - SHADE/CONSERV | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0097 | PARKING TRANSPORTATION BLDG | N | 0 | 0 | 0 | 0 | 2,435 | 0 | 0 | 0 | 0 | 0 | 2,430 |
| 0003 | TAMPA | 0097 | PARKING TRANSPORTATION BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0098 | BETHANWOGAL SCIENCES BUILDING | N | 4,388 | 0 | 0 | 0 | 14,763 | 0 | 0 | 0 | 0 | 0 | 19,151 |
| 0003 | TAMPA | 0098 | BETHANWOGAL SCIENCES BUILDING | Y | 0 | 0 | 0 | 0 | 477 | 0 | 0 | 0 | 0 | 0 | 477 |
| 0003 | TAMPA | 0100 | LIBRARY | N | 0 | 1,738,184,488 | 0 | 0 | 45,527 | 123 | 0 | 0 | 0 | 152 | 232,028 |
| 0003 | TAMPA | 0100 | LIBRARY | Y | 0 | 0 | 0 | 0 | 113 | 0 | 0 | 0 | 0 | 0 | 113 |
| 0003 | TAMPA | 0101 | ENGINEERING BUILDING III | N | 909 | 9,652 | 502 | 5,885 | 16,607 | 0 | 0 | 0 | 0 | 0 | 33,555 |
| 0003 | TAMPA | 0101 | ENGINEERING BUILDING III | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0102 | USE HEALTHLIFE BLDG | N | 0 | 0 | 0 | 0 | 114 | 0 | 0 | 0 | 0 | 0 | 114 |
| 0003 | TAMPA | 0102 | USE HEALTHLIFE BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0103 | GOLF COURSE SHELTER A (ETH T) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 202 | 0 | 0 | 202 |
| 0003 | TAMPA | 0104 | GOLF COURSE SHELTER B (ETH T) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 638 | 0 | 0 | 638 |
| 0003 | TAMPA | 0105 | GOLF COURSE SHELTER C (12TH T) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 638 | 0 | 0 | 638 |
| 0003 | TAMPA | 0106 | MAGNOLIA APARTMENT BLDG C | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0106 | MAGNOLIA APARTMENT BLDG C | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0107 | MAGNOLIA APARTMENT BLDG D | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0107 | MAGNOLIA APARTMENT BLDG D | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0108 | MAGNOLIA APARTMENT BLDG E | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0108 | MAGNOLIA APARTMENT BLDG E | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0109 | MAGNOLIA APARTMENT BLDG F | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0109 | MAGNOLIA APARTMENT BLDG F | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0110 | MAGNOLIA APARTMENTS BLDG G | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0110 | MAGNOLIA APARTMENTS BLDG G | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0111 | MAGNOLIA COMMONS BLDG H | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0111 | MAGNOLIA COMMONS BLDG H | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0112 | CHILES CTR FOR MOTHERS/BABIES | N | 0 | 0 | 0 | 0 | 11,131 | 0 | 0 | 0 | 0 | 0 | 11,131 |
| 0003 | TAMPA | 0112 | CHILES CTR FOR MOTHERS/BABIES | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0113 | USE HEALTHMORISAN COLLEGE MEDICINE BLDG | N | 1,574 | 8,174 | 27,631 | 65,456 | 66,476 | 0 | 3,204 | 0 | 0 | 7,223 | 177,732 |
| 0003 | TAMPA | 0113 | USE HEALTHMORISAN COLLEGE MEDICINE BLDG | Y | 0 | 0 | 0 | 0 | 255 | 0 | 0 | 0 | 0 | 0 | 255 |
| 0003 | TAMPA | 0114 | USE HEALTHSTUDENT GROUP LEARNING BLDG | N | 3,935 | 17,803 | 277 | 5,797 | 3,634 | 0 | 317 | 0 | 0 | 0 | 29,783 |
| 0003 | TAMPA | 0114 | USE HEALTHSTUDENT GROUP LEARNING BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0003 | TAMPA | 0115 | USE HEALTHNURSING BLDG | N | 12,987 | 7,200 | 1,976 | 3,903 | 21,311 | 0 | 0 | 0 | 0 | 0 | 45,477 |
| 0003 | TAMPA | 0115 | USE HEALTHNURSING BLDG | Y | 0 | 0 | 0 | 0 | 69 | 0 | 0 | 0 | 0 | 0 | 69 |
| 0003 | TAMPA | 0116 | USE HEALTHSHARED STUDENT ADMIN BLDG | N | 0 | 0 | 0 | 0 | 15,862 | 8,293 | 292 | 0 | 0 | 0 | 24,447 |
| 0003 | TAMPA | 0116 | USE HEALTHSHARED STUDENT ADMIN BLDG | Y | 0 | 0 | 0 | 0 | 3,721 | 0 | 0 | 0 | 0 | 0 | 3,721 |
| 0003 | TAMPA | 0117 | USE HEALTHWAREHOUSE 200 | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,295 | 3,295 |
| 0003 | TAMPA | 0117 | USE HEALTHWAREHOUSE 200 | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| SITE ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEED EXCLD | CLASSR ROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE-COMPUTER | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACAD SUPPORT | CAMPUS SUPPORT | TOTAL |
|------------|-----------|---------|--|------------------|-------------|--------------|-------|--------------|-----------------|------------|----------------|--------|----------------------|----------------|---------|
| 0001 TAMPA | | 0118 | EMHS - HAZARDOUS WASTE STORAGE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 515 | 515 |
| 0001 TAMPA | | 0119 | CH FERGUSON HALL (BUSINESS) | N | 26,214 | 884 | 2,414 | 0 | 34,035 | 0 | 181 | 0 | 0 | 0 | 63,728 |
| 0001 TAMPA | | 0119 | CH FERGUSON HALL (BUSINESS) | Y | 0 | 0 | 0 | 0 | 3,091 | 0 | 0 | 0 | 0 | 0 | 3,091 |
| 0001 TAMPA | | 0120 | SUN DOGME | N | 0 | 0 | 0 | 0 | 21,557 | 0 | 0 | 21,557 | 0 | 0 | 21,557 |
| 0001 TAMPA | | 0120 | SUN DOGME | Y | 0 | 0 | 0 | 9,370 | 24,192 | 0 | 0 | 32,074 | 0 | 1,831 | 67,399 |
| 0001 TAMPA | | 0121 | PHYSICAL PLANT GOLF CART SHED | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,039 | 1,039 |
| 0001 TAMPA | | 0121 | PHYSICAL PLANT GOLF CART SHED | Y | 2,948 | 34,328 | 443 | 14,948 | 8,558 | 0 | 0 | 0 | 0 | 0 | 41,224 |
| 0001 TAMPA | | 0123 | NATURAL AND ENVIRONMENTAL SC BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0124 | USF HEALTH/TECHNICAL BLDG | N | 0 | 0 | 0 | 0 | 283 | 0 | 0 | 0 | 0 | 2,315 | 2,398 |
| 0001 TAMPA | | 0125 | PE GROUNDS BUILDING | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7,807 | 7,807 |
| 0001 TAMPA | | 0125 | PE GROUNDS BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0126 | ELECT MELTING SUBSTATION | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0127 | P.E. TENNIS STORAGE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 106 | 0 | 0 | 106 |
| 0001 TAMPA | | 0129 | WESTSIDE CONFERENCE CTR-FMH | N | 0 | 0 | 0 | 0 | 1,810 | 0 | 0 | 0 | 0 | 6,070 | 7,880 |
| 0001 TAMPA | | 0129 | WESTSIDE CONFERENCE CTR-FMH | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0130 | EMHS - PHYSICAL PLANT | N | 0 | 0 | 0 | 0 | 5,706 | 0 | 0 | 0 | 0 | 5,729 | 11,435 |
| 0001 TAMPA | | 0130 | EMHS - PHYSICAL PLANT | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 832 | 832 |
| 0001 TAMPA | | 0131 | COLLEGE OF BEHAVIORAL & COMMUNITY SCI BLDG | N | 0 | 1,894 | 5,299 | 439 | 115,483 | 0 | 98 | 0 | 0 | 1,025 | 124,236 |
| 0001 TAMPA | | 0131 | COLLEGE OF BEHAVIORAL & COMMUNITY SCI BLDG | Y | 0 | 0 | 0 | 0 | 402 | 0 | 0 | 0 | 0 | 0 | 402 |
| 0001 TAMPA | | 0132 | USF FAMILY CENTER (MHR) | Y | 0 | 0 | 0 | 0 | 609 | 0 | 0 | 0 | 0 | 0 | 609 |
| 0001 TAMPA | | 0133 | NORTHWEST EDUCATION COMPLEX | N | 0 | 30,333 | 459 | 3,193 | 13,372 | 0 | 0 | 0 | 0 | 885 | 28,242 |
| 0001 TAMPA | | 0133 | NORTHWEST EDUCATION COMPLEX | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0137 | WAREHOUSE D | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0137 | WAREHOUSE D | Y | 0 | 0 | 0 | 0 | 0 | 1,072 | 0 | 0 | 0 | 2,074 | 2,074 |
| 0001 TAMPA | | 0140 | EMHS - CLASSROOM NORTH | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0140 | EMHS - CLASSROOM NORTH | Y | 0 | 0 | 0 | 0 | 0 | 1,104 | 0 | 0 | 0 | 0 | 1,104 |
| 0001 TAMPA | | 0141 | EMHS - CLASSROOM SOUTH | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0141 | EMHS - CLASSROOM SOUTH | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0142 | ENGINEERING BUILDING II | N | 1,717 | 34,908 | 0 | 21,203 | 29,782 | 0 | 0 | 0 | 0 | 0 | 67,610 |
| 0001 TAMPA | | 0142 | ENGINEERING BUILDING II | Y | 0 | 0 | 0 | 0 | 563 | 0 | 0 | 0 | 0 | 0 | 563 |
| 0001 TAMPA | | 0143 | STADIUM | Y | 0 | 0 | 0 | 0 | 1,564 | 0 | 0 | 5,146 | 0 | 2,863 | 8,009 |
| 0001 TAMPA | | 0144 | FIRE ARTS - DARK E BLDG | N | 0 | 8,217 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9,781 |
| 0001 TAMPA | | 0144 | FIRE ARTS - DARK E BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0145 | THEATRE 2 | N | 0 | 6,746 | 0 | 0 | 248 | 0 | 0 | 0 | 0 | 0 | 6,514 |
| 0001 TAMPA | | 0145 | THEATRE 2 | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0149 | GREEK VILLAGE BATH HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0149 | GREEK VILLAGE BATH HOUSE | N | 0 | 0 | 0 | 0 | 1,149 | 0 | 0 | 0 | 0 | 0 | 1,149 |
| 0001 TAMPA | | 0184 | GREEK POLICE TRAINING (mobile/1) | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0184 | GREEK POLICE TRAINING (mobile/1) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0185 | GROUNDS DEPT EQUIPMENT SHED | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 930 | 930 |
| 0001 TAMPA | | 0186 | ENGINEERING LABORATORY BLDG | N | 0 | 1,641 | 0 | 4,907 | 743 | 0 | 0 | 0 | 0 | 3,611 | 3,611 |
| 0001 TAMPA | | 0186 | ENGINEERING LABORATORY BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7,291 |
| 0001 TAMPA | | 0188 | AUXILIARY SERVICES BUILDING | N | 0 | 0 | 0 | 0 | 3,082 | 0 | 0 | 0 | 0 | 0 | 3,082 |
| 0001 TAMPA | | 0188 | AUXILIARY SERVICES BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,317 | 4,399 |
| 0001 TAMPA | | 0191 | CENTRAL PLANT ELECTRICAL SHOP | N | 0 | 0 | 0 | 0 | 324 | 0 | 0 | 0 | 0 | 0 | 324 |
| 0001 TAMPA | | 0191 | CENTRAL PLANT ELECTRICAL SHOP | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 647 | 971 |
| 0001 TAMPA | | 0192 | USF CONTEMPORARY ART MUSEUM | Y | 0 | 0 | 0 | 0 | 1,288 | 9,777 | 0 | 0 | 0 | 0 | 11,065 |
| 0001 TAMPA | | 0193 | FIRE ARTS STUDIO | N | 0 | 6,741 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6,741 |
| 0001 TAMPA | | 0193 | FIRE ARTS STUDIO | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0194 | WUSF RADIO BUILDING | N | 0 | 0 | 0 | 0 | 1,476 | 0 | 0 | 0 | 0 | 0 | 1,476 |
| 0001 TAMPA | | 0194 | WUSF RADIO BUILDING | Y | 0 | 0 | 0 | 0 | 6,626 | 0 | 3,510 | 0 | 0 | 0 | 10,136 |
| 0001 TAMPA | | 0195 | USF HEALTH PLD STRIAM BRIDGE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0198 | EQUIPMENT & TIRE STORAGE SHED | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 178 | 178 |
| 0001 TAMPA | | 0201 | WUSF TELEVISION BLDG | Y | 0 | 0 | 0 | 0 | 7,858 | 0 | 9,032 | 0 | 0 | 0 | 16,890 |
| 0001 TAMPA | | 0202 | LOU RESEARCH/CTR CHILD DEVELOP | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 TAMPA | | 0204 | USF HEALTH THE GRAY BLDG | N | 3,373 | 4,193 | 1,107 | 14,185 | 35,568 | 0 | 0 | 0 | 0 | 538 | 58,964 |
| 0001 TAMPA | | 0204 | USF HEALTH THE GRAY BLDG | Y | 0 | 0 | 0 | 0 | 213 | 0 | 0 | 0 | 0 | 0 | 213 |

| SITE ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEED EXCLUDE | CLASSR ROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE-COMPUTER | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACAD SUPPORT | CAMPUS SUPPORT | TOTAL |
|---------|-----------|---------|-------------------------------------|--------------------|-------------|--------------|-------|--------------|-----------------|------------|----------------|-----|----------------------|----------------|--------|
| 0001 | TAMPA | 0211 | IBETIC/COLLEGIATE INSTRIUM(TENNIS) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| 0001 | TAMPA | 0212 | HAZARDOUS WASTE FACILITY | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,704 | 1,704 |
| 0001 | TAMPA | 0213 | STUDENT HEALTH SERVICE BLDG | N | 0 | 0 | 0 | 0 | 3,776 | 0 | 0 | 0 | 0 | 0 | 3,776 |
| 0001 | TAMPA | 0214 | STUDENT HEALTH SERVICE BLDG | Y | 0 | 0 | 0 | 0 | 103 | 0 | 0 | 0 | 0 | 0 | 103 |
| 0001 | TAMPA | 0220 | TEMPORARY BOOKSTORE C (W153) | Y | 0 | 0 | 0 | 0 | 3,203 | 0 | 0 | 0 | 0 | 0 | 3,203 |
| 0001 | TAMPA | 0223 | COLLEGE OF PUBLIC HEALTH BLDG | Y | 13,268 | 2,130 | 3,728 | 8,707 | 23,044 | 0 | 72 | 0 | 0 | 1,126 | 46,074 |
| 0001 | TAMPA | 0223 | COLLEGE OF PUBLIC HEALTH BLDG | Y | 0 | 0 | 0 | 0 | 76 | 0 | 0 | 0 | 0 | 0 | 76 |
| 0001 | TAMPA | 0224 | UNIV POLICE STORAGE SHED | Y | 0 | 0 | 0 | 0 | 1,165 | 0 | 0 | 0 | 0 | 0 | 1,165 |
| 0001 | TAMPA | 0227 | CAMPUS INFORMATION CENTER | N | 0 | 0 | 0 | 0 | 511 | 0 | 0 | 0 | 0 | 0 | 511 |
| 0001 | TAMPA | 0227 | CAMPUS INFORMATION CENTER | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0228 | STAVROS CTR FOR ECONOMIC EDU | N | 0 | 0 | 0 | 0 | 6,811 | 0 | 0 | 0 | 0 | 0 | 6,811 |
| 0001 | TAMPA | 0228 | STAVROS CTR FOR ECONOMIC EDU | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0229 | BOKS H HCKE ACADEMIC FACILITY | N | 3,296 | 0 | 0 | 27,546 | 5,703 | 0 | 0 | 0 | 0 | 390 | 36,937 |
| 0001 | TAMPA | 0229 | BOKS H HCKE ACADEMIC FACILITY | Y | 0 | 0 | 0 | 120 | 0 | 0 | 0 | 0 | 0 | 0 | 120 |
| 0001 | TAMPA | 0230 | COMM & INFO SCIENCE BLDG | N | 7,717 | 14,827 | 3,719 | 852 | 23,744 | 0 | 63 | 0 | 0 | 0 | 44,922 |
| 0001 | TAMPA | 0231 | EDS TOWER SHED | Y | 0 | 0 | 0 | 0 | 907 | 0 | 0 | 0 | 0 | 0 | 907 |
| 0001 | TAMPA | 0232 | ROTFRONT CANOE STORAGE | N | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 0 | 30 |
| 0001 | TAMPA | 0232 | ROTFRONT CANOE STORAGE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0233 | ROTFRONT PK NHC PAVILIONS | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0235 | PARKING TRANSPORTATION SHED H | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0249 | ENGINEERING SOLAR RESEARCH HND | N | 0 | 0 | 0 | 3,055 | 0 | 0 | 0 | 0 | 0 | 180 | 180 |
| 0001 | TAMPA | 0252 | USF HEALTH WATER THT BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0253 | SOFTBALL FIELDS RESTROOM | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0258 | LUSEY HOUSE | N | 0 | 0 | 0 | 0 | 3,756 | 0 | 0 | 0 | 0 | 919 | 2,625 |
| 0001 | TAMPA | 0258 | LUSEY HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0257 | PARKING TRANSPORTATION BLDG C | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0257 | PARKING TRANSPORTATION BLDG C | Y | 0 | 0 | 0 | 0 | 825 | 0 | 0 | 0 | 0 | 0 | 825 |
| 0001 | TAMPA | 0258 | PARKING TRANSPORTATION BLDG D | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0258 | PARKING TRANSPORTATION BLDG D | Y | 0 | 0 | 0 | 0 | 928 | 0 | 0 | 0 | 0 | 0 | 928 |
| 0001 | TAMPA | 0259 | USF HEALTH ENDOSCOPY CTR | N | 0 | 0 | 0 | 0 | 266 | 0 | 0 | 0 | 0 | 0 | 266 |
| 0001 | TAMPA | 0259 | USF HEALTH ENDOSCOPY CTR | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0260 | CHEMISTRY STORAGE BUILDING | N | 0 | 0 | 0 | 0 | 181 | 0 | 0 | 0 | 0 | 0 | 181 |
| 0001 | TAMPA | 0261 | WATER STORAGE FACILITY | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,642 | 2,642 |
| 0001 | TAMPA | 0262 | SAM & MARTHA GIBBONS ALUMNI CTR | N | 0 | 0 | 0 | 0 | 24,568 | 0 | 0 | 0 | 0 | 0 | 24,568 |
| 0001 | TAMPA | 0262 | SAM & MARTHA GIBBONS ALUMNI CTR | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0263 | FACILITY S PLANNING AND CONSTR BLDG | N | 0 | 0 | 0 | 0 | 6,687 | 0 | 0 | 0 | 0 | 0 | 6,687 |
| 0001 | TAMPA | 0263 | FACILITY S PLANNING AND CONSTR BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0264 | USF HEALTH EYE INSTITUTE | N | 0 | 0 | 0 | 0 | 6,941 | 0 | 0 | 0 | 0 | 0 | 6,941 |
| 0001 | TAMPA | 0264 | USF HEALTH EYE INSTITUTE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0265 | CTR FOR URBAN TRANS RESEARCH BLDG | N | 0 | 0 | 0 | 0 | 251 | 15,563 | 0 | 0 | 0 | 0 | 15,814 |
| 0001 | TAMPA | 0265 | CTR FOR URBAN TRANS RESEARCH BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0266 | CELENT HILL PARKING GARAGE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0266 | CELENT HILL PARKING GARAGE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0268 | DAVID C. ANCHUR CENTER | N | 0 | 0 | 0 | 0 | 4,126 | 2,365 | 0 | 0 | 0 | 0 | 6,491 |
| 0001 | TAMPA | 0268 | DAVID C. ANCHUR CENTER | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0269 | USF TAMPA BOOKSTORE | N | 0 | 0 | 0 | 0 | 5,698 | 0 | 0 | 0 | 0 | 0 | 5,698 |
| 0001 | TAMPA | 0269 | USF TAMPA BOOKSTORE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0273 | MAPLE SUITES A | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0274 | MAPLE SUITES B | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0275 | MAPLE MULTI-PURPOSE BUILDING | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0275 | MAPLE MULTI-PURPOSE BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0276 | MAPLE LIFE/LEARNING CENTER | N | 0 | 0 | 0 | 0 | 301 | 0 | 0 | 0 | 0 | 0 | 301 |
| 0001 | TAMPA | 0276 | MAPLE LIFE/LEARNING CENTER | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0277 | GRIEK HOUSING VILLA 1 | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0277 | GRIEK HOUSING VILLA 1 | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0278 | GRIEK HOUSING VILLA 2 | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0278 | GRIEK HOUSING VILLA 2 | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| SITE ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEED EXCLUDE | CLASSR ROOM | TEACHING LAB | STUDY LAB | RESEARCH LAB | OFFICE-COMPUTER | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACADEM SUPPORT | CAMPUS SUPPORT | TOTAL |
|---------|-----------|---------|--------------------------------------|--------------------|-------------|--------------|-----------|--------------|-----------------|------------|----------------|--------|------------------------|----------------|--------|
| 0001 | TAMPA | 0278 | GRIEK HOUSING VILLA 2 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0279 | GRIEK HOUSING VILLA 3 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0279 | GRIEK HOUSING VILLA 3 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0280 | GRIEK HOUSING VILLA 4 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0280 | GRIEK HOUSING VILLA 4 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0281 | GRIEK HOUSING VILLA 5 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0281 | GRIEK HOUSING VILLA 5 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0282 | GRIEK HOUSING VILLA 6 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0282 | GRIEK HOUSING VILLA 6 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0283 | GRIEK HOUSING VILLA 7 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0283 | GRIEK HOUSING VILLA 7 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0284 | GRIEK HOUSING VILLA 8 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0284 | GRIEK HOUSING VILLA 8 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0285 | GRIEK HOUSING VILLA 9 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0285 | GRIEK HOUSING VILLA 9 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0286 | GRIEK HOUSING VILLA 10 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0286 | GRIEK HOUSING VILLA 10 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0287 | GRIEK HOUSING VILLA 11 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0287 | GRIEK HOUSING VILLA 11 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0288 | GRIEK HOUSING VILLA 12 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0288 | GRIEK HOUSING VILLA 12 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0289 | GRIEK HOUSING VILLA 13 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0289 | GRIEK HOUSING VILLA 13 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0290 | GRIEK HOUSING VILLA 14 | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0290 | GRIEK HOUSING VILLA 14 | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0291 | GRIEK VILA 1 CHAPTER ROOM | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0291 | GRIEK VILA 1 CHAPTER ROOM | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0292 | GRIEK VILA 8 CHAPTER ROOM | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0292 | GRIEK VILA 8 CHAPTER ROOM | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0293 | GRIEK VILA 9 CHAPTER ROOM | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0293 | GRIEK VILA 9 CHAPTER ROOM | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0294 | GRIEK VILA 13 CHAPTER ROOM | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0294 | GRIEK VILA 13 CHAPTER ROOM | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0295 | GRIEK VILA 14 CHAPTER ROOM | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0295 | GRIEK VILA 14 CHAPTER ROOM | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0296 | GRIEK HOUSING COMMUNITY BLDG | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0296 | GRIEK HOUSING COMMUNITY BLDG | Y | | | 3,284 | | 4,717 | | | | | | 8,001 |
| 0001 | TAMPA | 0298 | LEE ROY SELMON ATHLETIC CTR | N | | | | | 21,856 | 2,568 | 445 | 38,711 | | | 63,180 |
| 0001 | TAMPA | 0298 | LEE ROY SELMON ATHLETIC CTR | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0299 | CYPRESS SUITES A | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0299 | CYPRESS SUITES A | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0300 | CYPRESS SUITES B | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0300 | CYPRESS SUITES B | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0301 | CYPRESS APARTMENTS C | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0301 | CYPRESS APARTMENTS C | Y | | | | | 316 | | | | | | 310 |
| 0001 | TAMPA | 0303 | CYPRESS SUITES C COMMONS BLDG | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0303 | CYPRESS SUITES C COMMONS BLDG | Y | | | | | 1,627 | | | | | | 1,627 |
| 0001 | TAMPA | 0304 | NAMOTCH T BUILDING | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0304 | NAMOTCH T BUILDING | Y | | | | 2,593 | 1,493 | | | | | | 4,086 |
| 0001 | TAMPA | 0307 | WOOD SERVICES BLDG POLLO TR | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0307 | WOOD SERVICES BLDG POLLO TR | Y | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0312 | CHILDREN'S MEDICAL SERVICES BLDG | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0312 | CHILDREN'S MEDICAL SERVICES BLDG | Y | | | | | 6,892 | | | | | | 6,892 |
| 0001 | TAMPA | 0313 | LAUREL DIRECT PARKING GARAGE | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0313 | LAUREL DIRECT PARKING GARAGE | Y | | | | | 4,778 | | | | | | 4,778 |
| 0001 | TAMPA | 0314 | C.W. BEL YOUNG HALL | N | 6,984 | | | | | | | | | | 6,984 |
| 0001 | TAMPA | 0314 | C.W. BEL YOUNG HALL | Y | 6,647 | | 983 | | | | | | | | 7,397 |
| 0001 | TAMPA | 0315 | MORSANI CTR FOR ADVANCED HEALTH CARE | N | | | | | | | | | | | 0 |
| 0001 | TAMPA | 0315 | MORSANI CTR FOR ADVANCED HEALTH CARE | Y | | | | | 15,894 | | | | | | 15,894 |
| 0001 | TAMPA | 0315 | MORSANI CTR FOR ADVANCED HEALTH CARE | Y | | | | | 1,747 | | | | | | 1,747 |

| SITE ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEED EXCLUDE | CLASS ROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE-COMPUTER LAB | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACADEMIC SUPPORT | CAMPUS SUPPORT | TOTAL |
|---------|-----------|---------|--|--------------------|------------|--------------|-------|--------------|---------------------|------------|----------------|--------|--------------------------|----------------|---------|
| 0001 | TAMPA | 0316 | PHILLIS P MARSHALL STUDENT CTR | N | 0 | 0 | 0 | 0 | 2,392 | 0 | 0 | 0 | 0 | 2,392 | 4,977 |
| 0001 | TAMPA | 0316 | PHILLIS P MARSHALL STUDENT CTR | Y | 0 | 0 | 9,789 | 0 | 25,222 | 9,942 | 1,285 | 0 | 0 | 3,537 | 50,175 |
| 0001 | TAMPA | 0317 | USF HEALTH FACULTY OFFICE BLDG | N | 147 | 0 | 0 | 0 | 51,854 | 0 | 0 | 0 | 0 | 0 | 52,003 |
| 0001 | TAMPA | 0317 | USF HEALTH FACULTY OFFICE BLDG | Y | 0 | 0 | 0 | 0 | 297 | 0 | 0 | 0 | 0 | 0 | 297 |
| 0001 | TAMPA | 0318 | BLAIRD DRIVE PARKING GARAGE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 613,841 | 613,841 |
| 0001 | TAMPA | 0320 | JUNIPER POPLAR HALL | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0320 | JUNIPER POPLAR HALL | Y | 0 | 0 | 0 | 0 | 2,388 | 0 | 0 | 0 | 0 | 0 | 2,388 |
| 0001 | TAMPA | 0322 | SCHOOL OF MUSIC BUILDING | N | 0 | 26,215 | 0 | 0 | 14,755 | 8,591 | 0 | 0 | 0 | 2,727 | 52,288 |
| 0001 | TAMPA | 0322 | SCHOOL OF MUSIC BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0323 | INTE RODUC IPRIARY SC BLDG 1 | N | 10,706 | 32,625 | 2,086 | 44,246 | 21,437 | 13,864 | 0 | 0 | 0 | 3,311 | 128,271 |
| 0001 | TAMPA | 0323 | INTE RODUC IPRIARY SC BLDG 1 | Y | 0 | 0 | 0 | 0 | 279 | 0 | 0 | 0 | 0 | 0 | 279 |
| 0001 | TAMPA | 0324 | PATEL CTR FOR GLOBAL SOLUTIONS | N | 0 | 0 | 656 | 0 | 30,733 | 4,152 | 0 | 0 | 0 | 0 | 35,541 |
| 0001 | TAMPA | 0324 | PATEL CTR FOR GLOBAL SOLUTIONS | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0325 | SOUTHLEAST CHILLI PI PLANT | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0326 | BOTANICAL GARDENS RESTROOM | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0327 | ITS/BLED ASSISTIVE BEHAB ROBOTICS BLDG | N | 0 | 0 | 0 | 2,600 | 0 | 0 | 0 | 0 | 0 | 0 | 2,600 |
| 0001 | TAMPA | 0327 | ITS/BLED ASSISTIVE BEHAB ROBOTICS BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0328 | SUNDOMAL SHED "A" | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 262 | 262 |
| 0001 | TAMPA | 0329 | SUNDOMAL SHED "B" | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 590 | 590 |
| 0001 | TAMPA | 0330 | SUNDOMAL SHED "C" | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,872 | 1,872 |
| 0001 | TAMPA | 0331 | SUNDOMAL SHED "D" | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 396 | 396 |
| 0001 | TAMPA | 0332 | TRACK/FIELD SHED | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 149 | 0 | 0 | 149 |
| 0001 | TAMPA | 0333 | BOV BEHAB ROTR COURSE SHED | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 617 | 0 | 0 | 617 |
| 0001 | TAMPA | 0334 | BOV BEHAB ROTR LITTLE SHED | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 148 | 0 | 0 | 148 |
| 0001 | TAMPA | 0334 | ALZHEIMERS CENTER | N | 0 | 0 | 0 | 25,456 | 15,414 | 0 | 0 | 0 | 0 | 0 | 40,864 |
| 0001 | TAMPA | 0334 | ALZHEIMERS CENTER | Y | 0 | 0 | 0 | 0 | 2,546 | 0 | 0 | 0 | 0 | 0 | 2,546 |
| 0001 | TAMPA | 0336 | STADIUM TRACK BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,108 | 0 | 0 | 1,108 |
| 0001 | TAMPA | 0337 | CHAMPION'S CHOICE DINING | Y | 0 | 0 | 0 | 0 | 147 | 0 | 0 | 0 | 0 | 0 | 147 |
| 0001 | TAMPA | 0338 | OWATE RIELDS BAND STORAGE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 480 | 0 | 0 | 480 |
| 0001 | TAMPA | 0339 | SYCAMORE FIELDS STORAGE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 140 | 0 | 0 | 140 |
| 0001 | TAMPA | 0340 | FOOTBALL PRACTICE SVC BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,114 | 0 | 0 | 2,114 |
| 0001 | TAMPA | 0341 | BASEBALL COMPLEX TRACKING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 285 | 0 | 0 | 285 |
| 0001 | TAMPA | 0342 | BASEBALL CTRX PAVILION WEST | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,147 | 0 | 0 | 1,147 |
| 0001 | TAMPA | 0343 | BASEBALL COMPLEX & DIGGOUTS | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,704 | 0 | 0 | 4,704 |
| 0001 | TAMPA | 0344 | BASEBALL CTRX PAVILION SOUTH | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,142 | 0 | 0 | 1,142 |
| 0001 | TAMPA | 0345 | BASEBALL COMPLEX BATTING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6,755 | 0 | 0 | 6,755 |
| 0001 | TAMPA | 0346 | SOFTBALL CTRX PAVILION NORTH | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 594 | 0 | 0 | 594 |
| 0001 | TAMPA | 0347 | SOFTBALL COMPLEX & DIGGOUTS | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2,248 | 0 | 0 | 2,248 |
| 0001 | TAMPA | 0348 | SOFTBALL CTRX PAVILION WEST | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 631 | 0 | 0 | 631 |
| 0001 | TAMPA | 0348 | SOFTBALL COMPLEX BATTING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,580 | 0 | 0 | 3,580 |
| 0001 | TAMPA | 0350 | PARK & LES MINOR BASEBALL CTR | Y | 0 | 0 | 0 | 0 | 4,943 | 0 | 0 | 34,724 | 0 | 0 | 39,667 |
| 0001 | TAMPA | 0351 | CORBETT SOCCER PARK STADIUM | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 413 | 0 | 0 | 413 |
| 0001 | TAMPA | 0352 | SOCCER PARK RESTROOM (E-W) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 | 0 | 0 | 142 |
| 0001 | TAMPA | 0353 | SOCCER PARK RESTROOM (W-E) | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 | 0 | 0 | 142 |
| 0001 | TAMPA | 0354 | RESEARCH GREENHOUSE - BIOLOGY | N | 0 | 0 | 0 | 763 | 0 | 0 | 0 | 0 | 0 | 0 | 763 |
| 0001 | TAMPA | 0355 | CHOWDHURI GOLF TEAM TRAINING CTR | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0355 | CHOWDHURI GOLF TEAM TRAINING CTR | Y | 0 | 0 | 0 | 0 | 1,445 | 0 | 0 | 2,108 | 0 | 0 | 3,553 |
| 0001 | TAMPA | 0356 | STORAGE PUMPHS STATION #2 | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0357 | FLOWER FIELDS RESTROOM | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0358 | ELIUS WASH ENCLOSURE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,355 | 1,355 |
| 0001 | TAMPA | 0359 | SHED - ERC BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0360 | WATERPORT STORAGE EAST | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0361 | WATERPORT STORAGE SOUTH | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 0362 | MAGNOLIA FIELDS RESTROOM | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | TAMPA | 9121 | ANTHONY J PIZZO ELLEM SCHOOL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0001 | SARASOTA | 3046 | WIRING MOBILE BLDG A | N | 0 | 0 | 0 | 0 | 2,304 | 0 | 0 | 0 | 0 | 0 | 2,304 |

| SITE ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEED EXCLUDE | CLASS ROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE-COMPUTER | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACAD SUPPORT | CAMPUS SUPPORT | TOTAL | |
|---------|-------------------------------|---------|-------------------------------|--------------------|------------|--------------|--------|--------------|-----------------|------------|----------------|-----|----------------------|----------------|-------|--------|
| 0003 | SARASOTA | | | | | | | | | | | | | | | |
| 0046 | VIRING MOTEL - BLDG A | 3046 | VIRING MOTEL - BLDG A | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0047 | VIRING MOTEL - BLDG B | 3047 | VIRING MOTEL - BLDG B | Y | 0 | 0 | 0 | 0 | 1,870 | 0 | 0 | 0 | 0 | 0 | 0 | 1,870 |
| 0048 | VIRING MOTEL - BLDG C | 3048 | VIRING MOTEL - BLDG C | N | 0 | 0 | 0 | 0 | 2,173 | 0 | 0 | 0 | 0 | 0 | 0 | 2,173 |
| 0049 | VIRING MOTEL - BLDG D | 3049 | VIRING MOTEL - BLDG D | Y | 0 | 0 | 0 | 0 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| 0050 | VIRING MOTEL - BLDG E | 3050 | VIRING MOTEL - BLDG E | N | 0 | 0 | 0 | 0 | 126 | 0 | 0 | 0 | 0 | 0 | 0 | 126 |
| 0051 | VIRING MOTEL - BLDG F | 3051 | VIRING MOTEL - BLDG F | Y | 0 | 0 | 0 | 0 | 259 | 0 | 0 | 0 | 0 | 0 | 0 | 259 |
| 0052 | SARASOTA MARATHL CAMPUS | 3052 | SARASOTA MARATHL CAMPUS | N | 13,854 | 0 | 3,082 | 371 | 28,653 | 2,376 | 765 | 0 | 0 | 0 | 0 | 40,101 |
| 0053 | SARASOTA MARATHL CAMPUS | 3053 | SARASOTA MARATHL CAMPUS | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0054 | SARASOTA MARATHL PLANT | 3054 | SARASOTA MARATHL PLANT | N | 0 | 0 | 0 | 0 | 473 | 0 | 0 | 0 | 0 | 0 | 0 | 473 |
| 0055 | SARASOTA MARATHL PLANT | 3055 | SARASOTA MARATHL PLANT | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0056 | SARASOTA MARATHL PLANT | 3056 | SARASOTA MARATHL PLANT | N | 0 | 0 | 0 | 0 | 68 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| 0057 | MODULAR RESEARCH LAB - 1 | 3057 | MODULAR RESEARCH LAB - 1 | N | 0 | 0 | 0 | 0 | 508 | 0 | 0 | 0 | 0 | 0 | 0 | 508 |
| 0058 | MODULAR RESEARCH LAB - 2 | 3058 | MODULAR RESEARCH LAB - 2 | N | 0 | 0 | 0 | 0 | 510 | 0 | 0 | 0 | 0 | 0 | 0 | 510 |
| 0059 | BAVORD HALL - ST. PETE | 2004 | BAVORD HALL - ST. PETE | N | 0 | 0 | 145 | 0 | 16,065 | 0 | 0 | 0 | 0 | 0 | 0 | 16,210 |
| 0060 | BAVORD HALL - ST. PETE | 2004 | BAVORD HALL - ST. PETE | Y | 0 | 0 | 0 | 0 | 1,425 | 0 | 0 | 0 | 0 | 0 | 0 | 1,425 |
| 0061 | DAVIS MEMORIAL HALL | 2005 | DAVIS MEMORIAL HALL | N | 13,428 | 1,769 | 0 | 3,516 | 12,894 | 0 | 0 | 0 | 0 | 0 | 0 | 29,607 |
| 0062 | DAVIS MEMORIAL HALL | 2005 | DAVIS MEMORIAL HALL | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0063 | CENTRAL UTILITY PLANT | 2006 | CENTRAL UTILITY PLANT | N | 0 | 0 | 0 | 0 | 555 | 0 | 0 | 0 | 0 | 0 | 0 | 555 |
| 0064 | CENTRAL UTILITY PLANT | 2006 | CENTRAL UTILITY PLANT | Y | 0 | 0 | 0 | 0 | 67 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| 0065 | MACHINE SCIENCE BUILDING | 2007 | MACHINE SCIENCE BUILDING | N | 0 | 1,390 | 0 | 32,784 | 27,561 | 0 | 0 | 0 | 0 | 0 | 0 | 61,735 |
| 0066 | MACHINE SCIENCE BUILDING | 2007 | MACHINE SCIENCE BUILDING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0067 | MACHINE SHOP & WAREHOUSE | 2107 | MACHINE SHOP & WAREHOUSE | N | 0 | 0 | 0 | 0 | 508 | 0 | 0 | 0 | 0 | 0 | 0 | 508 |
| 0068 | MACHINE SHOP & WAREHOUSE | 2107 | MACHINE SHOP & WAREHOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0069 | COQUINA HALL | 2108 | COQUINA HALL | N | 3,464 | 1,181 | 0 | 0 | 6,477 | 0 | 0 | 0 | 0 | 0 | 0 | 11,122 |
| 0070 | COQUINA HALL | 2108 | COQUINA HALL | Y | 0 | 0 | 0 | 0 | 648 | 0 | 0 | 0 | 0 | 0 | 0 | 648 |
| 0071 | PIANT OPERATIONS/RECEIVING | 2109 | PIANT OPERATIONS/RECEIVING | N | 0 | 0 | 0 | 0 | 2,086 | 0 | 0 | 0 | 0 | 0 | 0 | 2,086 |
| 0072 | PIANT OPERATIONS/RECEIVING | 2109 | PIANT OPERATIONS/RECEIVING | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0073 | STUDENT LIFE CENTER ST PETE | 2112 | STUDENT LIFE CENTER ST PETE | N | 0 | 873 | 0 | 13,614 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14,487 |
| 0074 | STUDENT LIFE CENTER ST PETE | 2112 | STUDENT LIFE CENTER ST PETE | Y | 0 | 0 | 0 | 0 | 152 | 0 | 0 | 0 | 0 | 0 | 0 | 152 |
| 0075 | PANMAN BLDG - ST. PETERSBURG | 2118 | PANMAN BLDG - ST. PETERSBURG | N | 0 | 0 | 0 | 0 | 2,649 | 0 | 0 | 0 | 0 | 0 | 0 | 2,649 |
| 0076 | PANMAN BLDG - ST. PETERSBURG | 2118 | PANMAN BLDG - ST. PETERSBURG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0077 | WRIGHT OCEANOGRAPHIC RSCH CTR | 2123 | WRIGHT OCEANOGRAPHIC RSCH CTR | N | 398 | 1,276 | 0 | 27,794 | 8,114 | 0 | 0 | 0 | 0 | 0 | 0 | 37,537 |
| 0078 | WRIGHT OCEANOGRAPHIC RSCH CTR | 2123 | WRIGHT OCEANOGRAPHIC RSCH CTR | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0079 | WRIGHT OCEANOGRAPHIC RSCH CTR | 2123 | WRIGHT OCEANOGRAPHIC RSCH CTR | N | 1,050 | 928 | 39,409 | 0 | 4,785 | 0 | 0 | 0 | 0 | 0 | 0 | 46,172 |
| 0080 | WRIGHT OCEANOGRAPHIC RSCH CTR | 2123 | WRIGHT OCEANOGRAPHIC RSCH CTR | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0081 | WRIGHT OCEANOGRAPHIC RSCH CTR | 2123 | WRIGHT OCEANOGRAPHIC RSCH CTR | N | 0 | 0 | 0 | 0 | 1,721 | 0 | 0 | 0 | 0 | 0 | 0 | 1,721 |
| 0082 | SHELL HOUSE - ST. PETERSBURG | 2125 | SHELL HOUSE - ST. PETERSBURG | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0083 | SHELL HOUSE - ST. PETERSBURG | 2125 | SHELL HOUSE - ST. PETERSBURG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0084 | SHELL HOUSE - ST. PETERSBURG | 2125 | SHELL HOUSE - ST. PETERSBURG | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0085 | FIFTH AVENUE SOUTH BLDG | 2126 | FIFTH AVENUE SOUTH BLDG | N | 0 | 0 | 0 | 779 | 3,602 | 0 | 0 | 0 | 0 | 0 | 0 | 4,381 |
| 0086 | FIFTH AVENUE SOUTH BLDG | 2126 | FIFTH AVENUE SOUTH BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0087 | SPECIAL SERVICES BLDG-ST PETE | 2127 | SPECIAL SERVICES BLDG-ST PETE | N | 0 | 0 | 0 | 0 | 1,874 | 0 | 0 | 0 | 0 | 0 | 0 | 1,874 |
| 0088 | SPECIAL SERVICES BLDG-ST PETE | 2127 | SPECIAL SERVICES BLDG-ST PETE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0089 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 1,969 | 0 | 0 | 0 | 0 | 0 | 0 | 1,969 |
| 0090 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0091 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0092 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0093 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0094 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0095 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0096 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0098 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0099 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0100 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0101 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0102 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0103 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0104 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0105 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0106 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0107 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0108 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0109 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0110 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0111 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0112 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0113 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0114 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0115 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0116 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0117 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0118 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0119 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0120 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0121 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0122 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0123 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0124 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0125 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0126 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0127 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0128 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0129 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0130 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0131 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0132 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0133 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0134 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0135 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0136 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0137 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0138 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0139 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0140 | WILLIAMS HIST HOUSE | 2128 | WILLIAMS HIST HOUSE | Y | 0 | 0 | 0 | 0 | | | | | | | | |

| SITE ID | SITE NAME | BLDG ID | BLDG NAME | SPACE NEEDED EXCLUDE | CLASSR ROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE-COMPUTER | AUDITORIUM | INSTRUCT/MEDIA | GYM | STUDENT ACAD SUPPORT | CAMPUS SUPPORT | TOTAL |
|---------|-----------------|---------|-------------------------------------|----------------------|-------------|--------------|-------|--------------|-----------------|------------|----------------|-----|----------------------|----------------|---------|
| 0004 | ST PETERSBURG | 2137 | RESIDENCE HALL ONE | Y | 0 | 0 | 0 | 0 | 2,281 | 0 | 0 | 0 | 0 | 0 | 2,281 |
| 0004 | ST PETERSBURG | 2138 | OFFICE/AV PUBLISHING FACILITY | N | 0 | 0 | 0 | 0 | 3,545 | 0 | 0 | 0 | 0 | 0 | 3,545 |
| 0004 | ST PETERSBURG | 2138 | OFFICE/AV PUBLISHING FACILITY | Y | 0 | 0 | 0 | 0 | 2,000 | 0 | 0 | 0 | 0 | 335,000 | 337,000 |
| 0004 | ST PETERSBURG | 2153 | SCV/TECH/GENE ACAD/MLK BLDG | N | 8,518 | 6,908 | 0 | 6,766 | 251 | 0 | 0 | 0 | 0 | 0 | 21,443 |
| 0004 | ST PETERSBURG | 2153 | SCV/TECH/GENE ACAD/MLK BLDG | Y | 0 | 0 | 0 | 0 | 2,433 | 3,873 | 0 | 0 | 0 | 2,691 | 16,692 |
| 0004 | ST PETERSBURG | 2159 | HARBOR HALL | Y | 1,608 | 8,089 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0004 | ST PETERSBURG | 2160 | UNIVERSITY STUDENT CENTER-ST PETE | Y | 0 | 0 | 0 | 0 | 3,222 | 0 | 0 | 0 | 0 | 497 | 1,719 |
| 0004 | ST PETERSBURG | 2161 | FIRST TEMPORARY FACILITY | N | 0 | 0 | 0 | 0 | 7,576 | 0 | 0 | 0 | 0 | 0 | 7,576 |
| 0004 | ST PETERSBURG | 2161 | FIRST TEMPORARY FACILITY | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0004 | ST PETERSBURG | 9182 | CENTER FOR OCEAN TECHNOLOGY | N | 0 | 0 | 0 | 0 | 2,318 | 0 | 0 | 0 | 0 | 0 | 2,318 |
| 0004 | ST PETERSBURG | 9182 | CENTER FOR OCEAN TECHNOLOGY | Y | 0 | 0 | 0 | 0 | 109 | 0 | 0 | 0 | 0 | 0 | 109 |
| 0033 | OFF CAMPUS SAHA | 3074 | SARASOTA MARA/TIE MOLE | N | 0 | 2,800 | 0 | 0 | 270 | 0 | 0 | 0 | 0 | 0 | 3,070 |
| 0033 | OFF CAMPUS SAHA | 3075 | SARASOTA LAKEWOOD PARK H | Y | 0 | 1,014 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,014 |
| 0037 | USF RESEARCH PK | 9043 | UNIVERSITY TECHNOLOGY CENTER 1 | N | 0 | 2,434 | 0 | 0 | 134 | 0 | 0 | 0 | 0 | 0 | 2,568 |
| 0037 | USF RESEARCH PK | 9043 | UNIVERSITY TECHNOLOGY CENTER 1 | Y | 0 | 3,283 | 0 | 0 | 29,569 | 9,266 | 0 | 0 | 0 | 0 | 33,718 |
| 0037 | USF RESEARCH PK | 9124 | UNIVERSITY TECHNOLOGY CENTER 2 | N | 0 | 1,916 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,916 |
| 0037 | USF RESEARCH PK | 9124 | UNIVERSITY TECHNOLOGY CENTER 2 | Y | 0 | 0 | 0 | 0 | 2,629 | 0 | 0 | 0 | 0 | 0 | 2,629 |
| 0037 | USF RESEARCH PK | 9125 | UNIVERSITY PARTNERSHIP BUILDING | Y | 0 | 0 | 0 | 0 | 9,387 | 27,084 | 0 | 0 | 0 | 0 | 36,471 |
| 0037 | USF RESEARCH PK | 9126 | INTERDISCIPLINARY RESEARCH BLD | Y | 0 | 0 | 0 | 0 | 29,333 | 12,069 | 0 | 0 | 0 | 0 | 41,402 |
| 0037 | USF RESEARCH PK | 9127 | HEALTH OFFICE BLDG | Y | 0 | 0 | 0 | 0 | 474 | 0 | 0 | 0 | 0 | 0 | 474 |
| 0044 | RIVERVIEW | 8055 | TV TRANSMITTER BLDG-RIVERVIEW | N | 0 | 0 | 0 | 0 | 0 | 0 | 2,353 | 0 | 0 | 0 | 2,353 |
| 0044 | RIVERVIEW | 8055 | TV TRANSMITTER BLDG-RIVERVIEW | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0045 | HSG/OTHE R LOC | 4021 | SOUTH TAMPA CTR ADV HEALTH CARE | Y | 0 | 0 | 0 | 0 | 34,764 | 0 | 0 | 0 | 0 | 0 | 34,764 |
| 0097 | FD AT LONG KEY | 2119 | FD LONGKEY SHED "A"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2120 | FD LONGKEY SHED "B"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2121 | FD LONGKEY SHED "C"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2122 | FD LONGKEY SHED "D"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2113 | FD LONGKEY WOODHOUSE ST PETE | N | 0 | 0 | 0 | 0 | 966 | 0 | 0 | 0 | 0 | 0 | 966 |
| 0097 | FD AT LONG KEY | 2139 | FD LONGKEY SHED "E"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2140 | FD LONGKEY SHED "F"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2141 | FD LONGKEY SHED "G"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2142 | FD LONGKEY SHED "H"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2143 | FD LONGKEY SHED "I"-ST. PETE | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0097 | FD AT LONG KEY | 2148 | FD LONGKEY SLAKEYS WORKSHOP | N | 0 | 0 | 0 | 0 | 240 | 0 | 0 | 0 | 0 | 0 | 240 |
| 4022 | CAMELS | 4022 | CTR ADV MEDICAL LEARNING & SIM BLDG | N | 2,006 | 0 | 0 | 0 | 11,497 | 6,410 | 0 | 0 | 0 | 2,216 | 21,488 |
| 4022 | CAMELS | 4022 | CTR ADV MEDICAL LEARNING & SIM BLDG | Y | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 6**Site Inventory****UNIVERSITY OF SOUTH FLORIDA SITES INVENTORY**

| SITE ID | SITE NAME | STREET 1 | Description | CITY | STATE | ZIP CODE | SITE TYPE | ACRES | BLDGS |
|---------|-----------------|-----------------------|---|----------------|-------|----------|-----------|-------|-------|
| 0001 | TAMPA | 4202 East Fowler Ave | USF Tampa Main Campus | TAMPA | FL | 33620 | MAIN | 1562 | 256 |
| 0003 | SARASOTA | 8350 N. TAMIAMI TR. | USF Sarasota/Manatee Campus | SARASOTA | FL | 34243 | TYPEII | 32 | 11 |
| 0004 | ST .PETERSBURG | 140 SEVENTH AVE S. | USF St Petersburg Campus | ST. PETERSBURG | FL | 33701 | TYPEI | 46 | 30 |
| 0033 | OFF CAMPUS SARA | SARASOTA COUNTY | USFSM Instruction SLR SMM | SARASOTA | FL | 34243 | INST_SITE | 0.1 | 2 |
| 0037 | USF RESEARCH PK | 4202 EAST FOWLER AVE | Research Park Main Campus site | TAMPA | FL | 33612 | SPS | 84 | 5 |
| 0044 | RIVERVIEW | 14205 BOYETTE RD | WUSF Transmitter Site | RIVERVIEW | FL | 33569 | SPS | 40 | 2 |
| 0048 | CANCER CARE CTR | 12902 USF MAGNOLIA DR | Moffitt Cancer Ctr on USF Tampa Campus | TAMPA | FL | 33612 | OTHER | 20 | N/A |
| 0049 | HSC/OTHER LOC | 4202 EAST FOWLER AVE | USF Health Downtown Tampa Medical Clinics | TAMPA | FL | 33620 | SPS | 0.1 | 1 |
| 0097 | FIO AT LONG KEY | US RT 1 @ M.M. 68.5 | FIO Keys Marine Lab | LAYTON | FL | 33001 | SPS | 8 | 6 |
| 4022 | CAMLS | 124 S FRANKLIN ST | USF CAMLS Downtown Tampa | TAMPA | FL | 33602 | SPC | 1 | 1 |

SITE TYPE: MAIN = Main Campus; TYPEI = Type 1; TYPEII = Type 2; SPC = Special Purpose Campus; SPS = Special Purpose Site;
INST_SITE = Instructional Site; OTHER = Other

Figure 1: USF Tampa; Site 0001

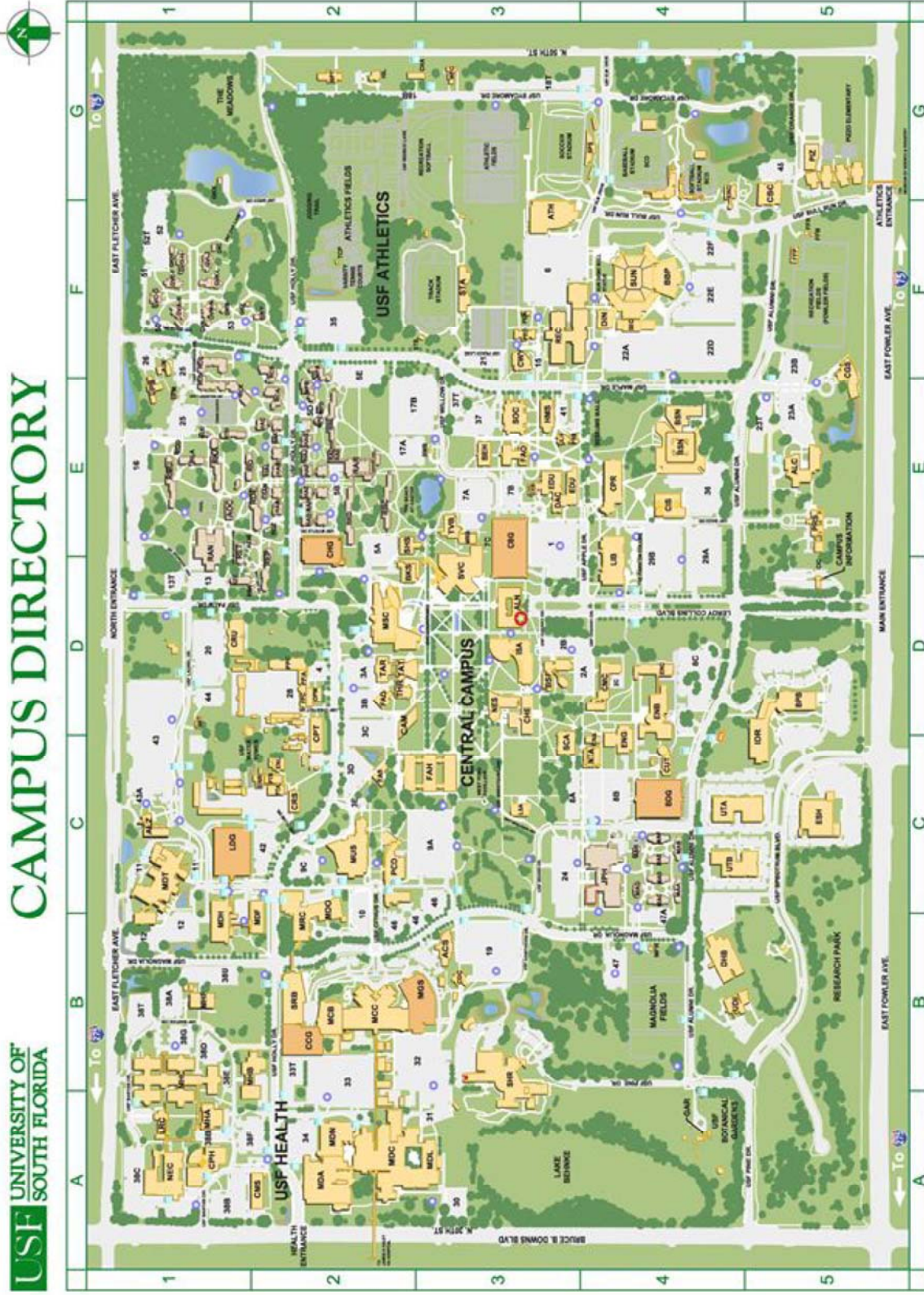
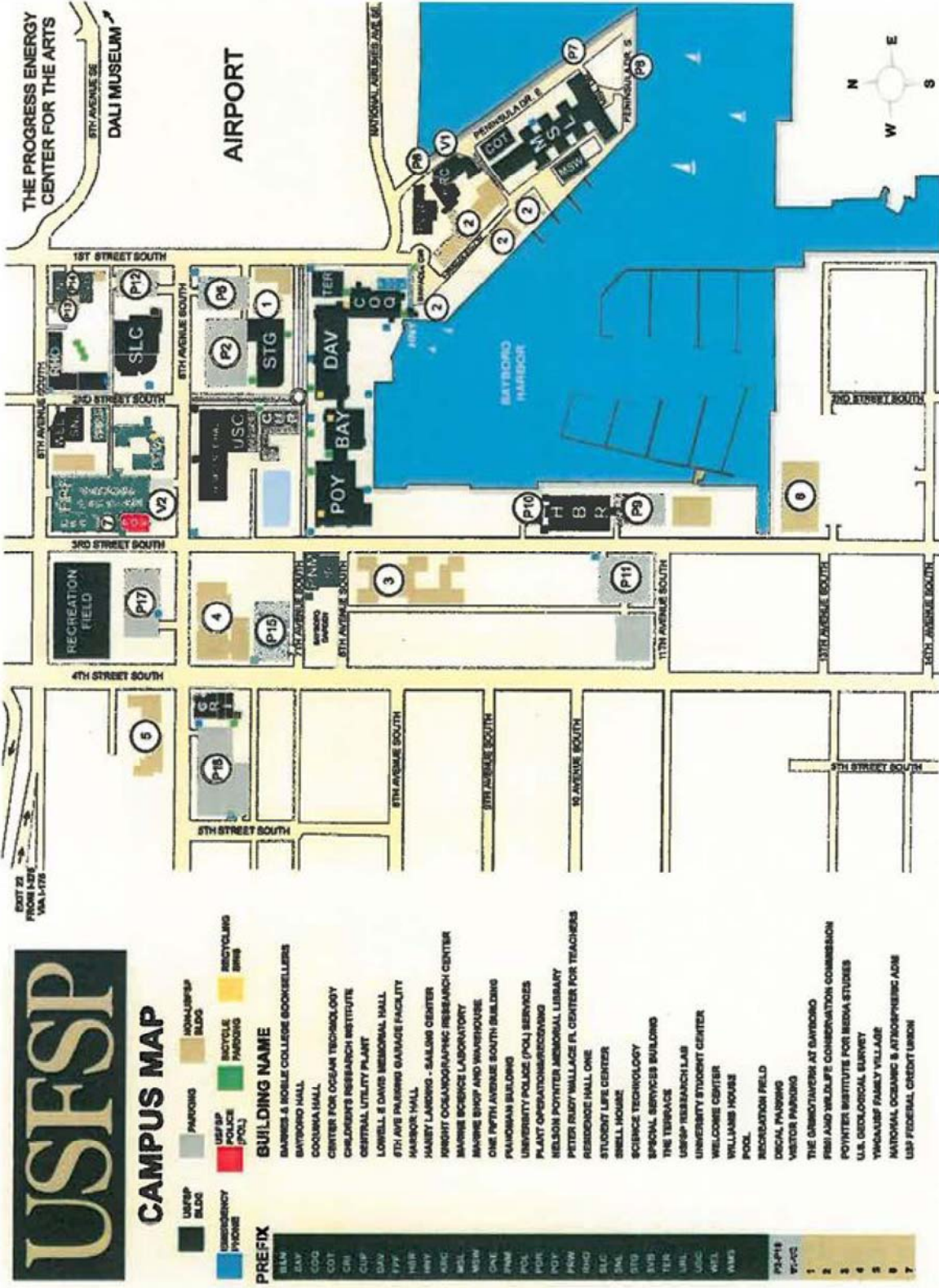


Figure 3: USF St. Petersburg; SITE 0004



IX. Quantitative (Formula) Space Needs

The basic method used to determine the facilities required by a university to accommodate educational programs, student enrollments, personnel, and services, is the Fixed Capital Outlay Space Needs Generation Formula. The Space Needs Formula (formula) provides the three general classifications of space: instructional, academic support, and institutional support. Within these classifications, nine categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, office, and campus support services. While the FTE enrollment projection acts as primary generator, the formula recognizes variation in space requirements derived from discipline grouping, course levels, research programs, and library holdings, as well as faculty, staff, and contract and grant positions. The outcome of running the formula is a campus-wide aggregate of the ten categories of space, based on each individual university's make of students, programs, faculty and staff.

Table 7 reports the results of comparing the generated space needs to the existing eligible satisfactory and unsatisfactory facilities inventory for the main campus.

Table 8, also known as the "Form B", shows the details of these comparison results.

Table 7
Formula Generated Net Assignable Square Feet by Category
USF Tampa; Site 0001

| Space Category | Space Needs By Space Type | Satisfactory Space Inventory | Total Unsatisfactory Space Inventory | Unmet Need |
|------------------------------|---------------------------|------------------------------|--------------------------------------|----------------|
| Instructional | | | | |
| Classroom | 262,251 | 193,126 | 0 | 69,125 |
| Teaching Laboratory | 327,814 | 304,709 | 0 | 23,105 |
| Research Laboratory | 715,350 | 259,003 | 0 | 456,347 |
| Academic Support | | | | |
| Study | 515,052 | 246,097 | 0 | 268,955 |
| Instructional Media | 114,456 | 1,487 | 0 | |
| Auditorium/Exhibition | 65,563 | 41,225 | 0 | 24,338 |
| Teaching Gymnasium | 131,126 | 95,202 | 0 | 35,924 |
| Instructional Support | | | | |
| Office/Computer | 858,420 | 825,207 | 151,859 | -109,633 |
| Campus Support Services | 154,516 | 87,135 | 0 | 67,381 |
| Total | 3,144,548 | 2,053,191 | 151,859 | 948,511 |

Table 7 continued**Formula Generated Net Assignable Square Feet by Category
USF Sarasota-Manatee; Site 0003**

| Space Category | Space Needs By Space Type | Satisfactory Space Inventory | Total Unsatisfactory Space Inventory | Unmet Need |
|-------------------------------------|---------------------------|------------------------------|--------------------------------------|----------------|
| <u>Instructional</u> | | | | |
| Classroom | 11,246 | 13,854 | 0 | 2,608 |
| Teaching Laboratory | 26,843 | 0 | 0 | 26,843 |
| Research Laboratory | 44,738 | 1,389 | 0 | 43,349 |
| <u>Academic Support</u> | | | | |
| Study | 32,211 | 3,082 | 0 | 29,129 |
| Instructional Media | 7,158 | 765 | 0 | 6,393 |
| Auditorium/Exhibition | 5,369 | 2,376 | 0 | 2,993 |
| Teaching Gymnasium | 10,737 | 0 | 0 | 10,737 |
| <u>Instructional Support</u> | | | | |
| Office/Computer | 53,685 | 35,382 | 0 | 18,303 |
| Campus Support Services | 9,663 | 6,522 | 0 | 3,141 |
| Total | 201,650 | 63,370 | 0 | 138,280 |

USF St. Petersburg; Site 0004

| Space Category | Space Needs By Space Type | Satisfactory Space Inventory | Total Unsatisfactory Space Inventory | Unmet Need |
|-------------------------------------|---------------------------|------------------------------|--------------------------------------|----------------|
| <u>Instructional</u> | | | | |
| Classroom | 30,979 | 46,750 | 0 | -15,771 |
| Teaching Laboratory | 58,388 | 22,225 | 0 | 36,163 |
| Research Laboratory | 97,313 | 11,098 | 0 | 86,215 |
| <u>Academic Support</u> | | | | |
| Study | 70,065 | 41,723 | 0 | 28,342 |
| Instructional Media | 15,570 | 2,532 | 0 | 13,038 |
| Auditorium/Exhibition | 11,678 | 1,873 | 0 | 9,805 |
| Teaching Gymnasium | 23,355 | 0 | 0 | 23,355 |
| <u>Instructional Support</u> | | | | |
| Office/Computer | 116,775 | 91,813 | 0 | 20,162 |
| Campus Support Services | 21,020 | 7,065 | 0 | 13,955 |
| Total | 445,143 | 225,079 | 0 | 213,964 |

Table 8a - analysis of Space Need by Category (Form B)
Main Campus; Tampa, Site 0001

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B REVISED

5.15.17

Traditional FTE- 21,854
On-Line FTE- 6,700
TOTAL FTE- 28,554

University of South Florida
Main Campus- Tampa, Site 0001
INCLUDES Health Sciences Center (Does not include College of Medicine)
Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting
Revised: 28-Apr-17

| Space Needs by Space Type* | 2021-2022 | Class-rooms** | Teaching Lab** | Study | Research Lab | Office | Acad/Instr** | Student Academic Support Gym** | Campus Support Services | Total NASF |
|---|-----------|---------------|----------------|---------|--------------|--------|--------------|--------------------------------|-------------------------|------------|
| 1) Current Inventory as of June 30th | | | | | | | | | | |
| A) Satisfactory Space | 383,136 | 304,709 | 346,097 | 259,008 | 658,420 | 61,225 | 1,487 | 0 | 95,202 | 2,038,418 |
| B) Total Unsatisfactory Space | 0 | 0 | 0 | 0 | 15,189 | 0 | 0 | 0 | 0 | 151,869 |
| C) Total Under Construction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL CURRENT INVENTORY | | | | | | | | | | |
| D) Unsatisfactory Space with No Requested Action | 0 | 0 | 0 | 0 | 142,846 | 0 | 0 | 0 | 0 | 142,846 |
| E) Unsatisfactory Space to be Renovated/Reconfigured | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F) Unsatisfactory Space to be Terminated | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| G) Unsatisfactory Space to be Demolished | 0 | 0 | 0 | 0 | 3,072 | 0 | 0 | 0 | 0 | 3,072 |
| TOTAL CURRENT INVENTORY | | | | | | | | | | |
| 2) Projects Funded for Construction thru June 30th | | | | | | | | | | |
| H) Total Under Construction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| I) Total Under Construction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL CURRENT INVENTORY | | | | | | | | | | |
| J) Total Under Construction | 383,136 | 304,709 | 346,097 | 259,008 | 877,066 | 61,225 | 1,487 | 0 | 95,202 | 2,205,650 |
| K) Total Under Construction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| L) Total Under Construction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M) Total Under Construction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL FUNDING INVENTORY | | | | | | | | | | |
| Place/Total Planned Demolition | | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 3,072 | 0 | 0 | 0 | 0 | 3,072 |
| Net Space Needs | | | | | | | | | | |
| | 60,128 | 21,105 | 268,505 | 456,347 | (109,633) | 24,138 | 112,989 | 0 | 35,924 | 988,511 |
| Percent of: | | | | | | | | | | |
| Current Inventory and Funded Projects | 74% | 35% | 46% | 36% | 113% | 63% | 1% #DCV/0 | 79% | 56% | 70% |
| Minus Demolition Space Needs | | | | | | | | | | |

(*Online FTE included from Classroom, Teaching Lab, Auditorium/Rehearsal, and Gymnasium needs.)

| University of South Florida 2021-2022 Main Campus Tampa, Site 0001 | | | | | | | | | | | | |
|--|----------------|-----------------|---------|-----------------|-----------|----------------------|--------------------|--------------------------------|--------------------|--------|-------------------------------|---------------|
| Space Needs by Space Type 2021-2022 | | | | | | | | | | | | |
| Net Space Needs from Form B | | | | | | | | | | | | |
| Percent of Space Needs | | | | | | | | | | | | |
| | Class- room | Teaching Lab | Study | Research Lab | Office | Acad/ Exhibitions | Instruct. Media | Student Academic Support | Student Support | Gym | Campus Support Services | Total NASP |
| 3) Projects Funded for Planning | | | | | | | | | | | | |
| Prop 1) | | | | | | | | | | | | |
| | 69,125 | 23,105 | 269,265 | 453,742 | (111,979) | 38,313 | 112,969 | 0 | 35,324 | 67,281 | 948,511 | 3,144,549 |
| Sub Total Net Space Needs | 73,641% | 92.96% | 47.78% | 36.21% | 112.77% | 62.88% | 1.30% | #DIV/0! | 72.60% | 56.39% | 69,841% | 69,841% |
| Sub Total Percent | | | | | | | | | | | | |
| 4) New Construction Projects | | | | | | | | | | | | |
| Prop 1) | | | | | | | | | | | | |
| | 6,500 | 30,000 | 6,075 | 16,075 | 3,303 | 38,313 | 112,969 | 0 | 35,324 | 60,861 | 59,003 | 27,000 |
| Sub Total Net Space Needs | 76.32% | 92.96% | 47.78% | 36.21% | 112.77% | 62.88% | 1.30% | #DIV/0! | 72.60% | 60.65% | 70.09% | 948,511 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 2) | | | | | | | | | | | | |
| | 16,000 | 30,000 | 6,075 | 16,075 | 3,303 | 38,313 | 112,969 | 0 | 35,324 | 60,861 | 59,003 | 27,000 |
| Sub Total Net Space Needs | 60.02% | 92.96% | 47.78% | 36.21% | 112.77% | 62.88% | 1.30% | #DIV/0! | 72.60% | 60.65% | 70.09% | 948,511 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 3) | | | | | | | | | | | | |
| | 16,000 | 30,000 | 6,075 | 16,075 | 3,303 | 38,313 | 112,969 | 0 | 35,324 | 60,861 | 59,003 | 27,000 |
| Sub Total Net Space Needs | 60.02% | 92.96% | 47.78% | 36.21% | 112.77% | 62.88% | 1.30% | #DIV/0! | 72.60% | 60.65% | 70.09% | 948,511 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 4) | | | | | | | | | | | | |
| | 4,000 | 5,665 | 16,000 | 70,374 | 5,000 | 38,313 | 112,969 | 0 | 35,324 | 60,861 | 75,740 | 104,979 |
| Sub Total Net Space Needs | 47.02% | 92.96% | 47.78% | 36.21% | 112.77% | 62.88% | 1.30% | #DIV/0! | 72.60% | 60.65% | 75.91% | 948,511 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 5) | | | | | | | | | | | | |
| | 21,460 | 3,560 | 25,000 | 35,500 | 5,000 | 38,313 | 112,969 | 0 | 35,324 | 60,861 | 68,869 | 78,743 |
| Sub Total Net Space Needs | 21.16% | 92.96% | 47.78% | 36.21% | 112.77% | 62.88% | 1.30% | #DIV/0! | 72.60% | 60.65% | 75.91% | 948,511 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 6) | | | | | | | | | | | | |
| | 21,165 | 0 | 21,000 | 32,263 | (13,600) | 38,313 | 112,969 | 0 | 35,324 | 20,381 | 628,869 | 40,000 |
| Sub Total Net Space Needs | 91.30% | 100.00% | 57.00% | 54.92% | 114.17% | 49.19% | 1.20% | #DIV/0! | 72.60% | 66.81% | 60.01% | 64,100 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 7) | | | | | | | | | | | | |
| | 0 | 0 | 0 | 0 | 27,000 | 11,200 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total Net Space Needs | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Sub Total Percent | | | | | | | | | | | | |
| 5) Remodeling Projects* | | | | | | | | | | | | |
| Prop 1) | | | | | | | | | | | | |
| | 4,000 | 1,094 | 5,272 | 439 | 134,281 | 0 | 99 | 0 | 0 | 0 | 1,028 | 124,236 |
| Sub Total Net Space Needs | 4.00% | 1.09% | 31.00% | 54.84% | 103.64% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 1.02% | 124,236 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 2) | | | | | | | | | | | | |
| | 17,165 | 0 | 170,000 | 82,617 | (84,700) | 38,313 | 112,969 | 0 | 35,324 | 20,381 | 628,869 | 80,015 |
| Sub Total Net Space Needs | 84.45% | 100.00% | 63.09% | 62.59% | 104.70% | 49.19% | 1.20% | #DIV/0! | 72.60% | 66.81% | 60.01% | 53,000 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 3) | | | | | | | | | | | | |
| | 18,405 | 33,275 | 29,884 | 76,150 | 104,005 | 6,331 | 1,933 | 0 | 0 | 0 | 7,223 | 277,137 |
| Sub Total Net Space Needs | 5.00% | 15.00% | 24.63% | 32.46% | 132.69% | 16.17% | 1.93% | 0.00% | 0.00% | 0.00% | 0.00% | 37,453 |
| Sub Total Percent | | | | | | | | | | | | |
| Prop 4) | | | | | | | | | | | | |
| | 12,165 | 0 | 176,000 | 258,194 | (16,660) | 38,313 | 112,969 | 0 | 35,324 | 20,381 | 591,006 | 81,210 |
| Sub Total Net Space Needs | 96.36% | 100.00% | 66.01% | 63.91% | 106.44% | 49.19% | 1.20% | #DIV/0! | 72.60% | 66.81% | 60.01% | 53,000 |
| Sub Total Percent | | | | | | | | | | | | |

Table 8b - Analysis of Space Need by Category (Form B)
USF Sarasota-Manatee; Site 0003

| ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B REVISED | | | | | | | | | | | | |
|--|-----------|--------------------------|---------------------------|--------|--------------|---------|---------|---------|---------|---------|---------|---------|
| University of South Florida Sarasota - Manatee Campus Site 0003 | | | | | | | | | | | | |
| Not Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting | | | | | | | | | | | | |
| Prepared 20-Apr-17 | | | | | | | | | | | | |
| Space Needs by Space Type ¹ | 2021-2022 | Class-rooms ² | Teaching Lab ³ | Study | Research Lab | Officer | Officer | Officer | Officer | Officer | Officer | Officer |
| | | 11,296 | 26,543 | 32,271 | 44,778 | 53,465 | 5,369 | 7,158 | 0 | 10,727 | 9,643 | 201,600 |
| 3) Current Inventory as of | June 30th | | | | | | | | | | | |
| A) Instructional Space | | 13,264 | 0 | 3,082 | 1,389 | 20,382 | 2,376 | 795 | 0 | 0 | 0 | 63,270 |
| B) Unmanufactured Space | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Unmanufactured Space with No Requested Action | | | | | | | | | | | | |
| 2) Projects Pended for Construction (Not | June 30th | | | | | | | | | | | |
| C) Total Under Construction | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL CURRENT INVENTORY: | | 13,264 | 0 | 3,082 | 1,389 | 20,382 | 2,376 | 795 | 0 | 0 | 0 | 63,270 |
| 2) Projects Pended for Construction (Not | June 30th | | | | | | | | | | | |
| Total Pended Construction | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Plus Total Planned Construction | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Net Space Needs | | 13,264 | 0 | 3,082 | 1,389 | 20,382 | 2,376 | 795 | 0 | 0 | 0 | 63,270 |
| Percent of: | | 12.2% | 0% | 10% | 3% | 6% | 44% | 11% | 0% | 0% | 0% | 31% |

Present of: Current Inventory and Pended Projects
 Minus Demolition
 Space Head
 (Exclude FTE excluded from Classroom, Teaching Lab, Auditorium/Exhibition, and Gymnasium needs.)

| University of South Florida 2021-2022 | | | | | | | | | | | | |
|--|----------------|-----------------|--------------|-----------------|---------------------------------|-----------------------------|-----------------|--------------------------------|---------|-------------------------------|----------|----------|
| Space Needs by Space Type - 2021-2022 | | | | | | | | | | | | |
| Space Type | Class- room | Teaching Lab | Study Lab | Research Lab | Offi- ce/Exhibition Media | Aud/ Exhibition Media | Instruc- tor | Student Academic Support | Gym | Campus Support Services | Total | N/ASF |
| Percent of Space Needs | (12.19%) | (0.00%) | (9.87%) | (3.30%) | (65.01%) | (44.29%) | (10.69%) | (#DIV/0) | (0.00%) | (67.49%) | (31.43%) | (31.43%) |
| 3) Projects Funded for Planning | | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (1,000) | 20,843 | 32,211 | 43,738 | 53,465 | 3,369 | 7,128 | 0 | 0 | 10,727 | 3,141 | 201,650 |
| Sub-Total Percent | 123.19% | 0.00% | 9.87% | 3.30% | 65.01% | 44.29% | 10.69% | #DIV/0 | 0.00% | 67.49% | 31.43% | 31.43% |
| Proj. 2) | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (2,000) | 26,540 | 25,129 | 43,349 | 33,303 | 2,593 | 4,393 | 0 | 0 | 10,727 | 3,141 | 138,280 |
| Sub-Total Percent | 123.19% | 0.00% | 9.57% | 3.19% | 65.31% | 44.25% | 10.69% | #DIV/0 | 0.00% | 67.49% | 31.43% | 31.43% |
| 4) New Construction Projects | | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (12,000) | 8,329 | 2,629 | 75,349 | 13,303 | 173 | 6,393 | 0 | 0 | 0 | 503 | 42,250 |
| Sub-Total Percent | 123.19% | 65.11% | 14.54% | 74.48% | 100.13% | 10.69% | #DIV/0 | 0.00% | 0.00% | 0.00% | 72.67% | 52.30% |
| Proj. 2) | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (12,000) | 8,329 | 2,629 | 75,349 | 13,303 | 173 | 6,393 | 0 | 0 | 0 | 503 | 42,250 |
| Sub-Total Percent | 123.19% | 65.11% | 14.54% | 74.48% | 100.13% | 10.69% | #DIV/0 | 0.00% | 0.00% | 0.00% | 72.67% | 52.30% |
| 5) Remodeling Projects* | | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (12,000) | 8,329 | 2,629 | 75,349 | 13,303 | 173 | 6,393 | 0 | 0 | 0 | 503 | 42,250 |
| Sub-Total Percent | 123.19% | 65.11% | 14.54% | 74.48% | 100.13% | 10.69% | #DIV/0 | 0.00% | 0.00% | 0.00% | 72.67% | 52.30% |
| 6) Renovation Projects** | | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (12,000) | 8,329 | 2,629 | 75,349 | 13,303 | 173 | 6,393 | 0 | 0 | 0 | 503 | 42,250 |
| Sub-Total Percent | 123.19% | 65.11% | 14.54% | 74.48% | 100.13% | 10.69% | #DIV/0 | 0.00% | 0.00% | 0.00% | 72.67% | 52.30% |
| Sub-Total Un satisfactory | | | | | | | | | | | | |
| Total Net Space Needs | (12,000) | 8,329 | 2,629 | 75,349 | 13,303 | 173 | 6,393 | 0 | 0 | 0 | 503 | 42,250 |
| Total Percent of Net Space Needs | 123.19% | 65.11% | 14.54% | 74.48% | 100.13% | 10.69% | #DIV/0 | 0.00% | 0.00% | 0.00% | 72.67% | 52.30% |
| Total Un satisfactory Space | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* Activities that no substantial amount of net facility space is being reappropriated, and that the reappropriated space is currently unsatisfactory, as defined by the university.
 ** Activities that involve more address unsatisfactory space, as defined by the university.

| Category | Remodeling | Renovation | Un satisfactory | Sub-Total |
|--------------------------|------------|------------|-----------------|-----------|
| Classrooms | 0 | 0 | 0 | 0 |
| Teaching Labs | 0 | 0 | 0 | 0 |
| Study Labs | 0 | 0 | 0 | 0 |
| Research Labs | 0 | 0 | 0 | 0 |
| Offices/Exhibition Media | 0 | 0 | 0 | 0 |
| Aud/Exhibition Media | 0 | 0 | 0 | 0 |
| Instructor | 0 | 0 | 0 | 0 |
| Student Academic Support | 0 | 0 | 0 | 0 |
| Gym | 0 | 0 | 0 | 0 |
| Campus Support Services | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 |

For 10/13/2017, the change of existing facilities by reappropriation of space will then use and includes, but is not limited to, the conversion of two classrooms to a common laboratory or the conversion of a closed plan arrangement to an open plan configuration. In 10/13/2017 - the reappropriation or upgrading of existing facilities by reappropriation or replacement of mechanical and equipment includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air conditioning, heating, or mechanical equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. In this space completely out of all space use categories. In completely reuse a facility. Item of all right in satisfactory and unsatisfactory EGO space.

**Table 8c - Analysis of Space Need by Category (Form B)
USF St. Petersburg; Site 0004**

University of South Florida
St. Petersburg Campus without Marine Science Site 0004
Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting
Prepared 20-Apr-17

| Class- room** | Teaching Lab** | Study Lab | Research Lab | Office | Audif. Exhib** | Instruct. Media | Student Academic Support | Gym** | Campus Support Services | Total NASF |
|--|----------------------------|--------------|-----------------|---------|-------------------|--------------------|--------------------------------|--------|-------------------------------|---------------|
| 30,879 | 56,308 | 70,045 | 97,213 | 114,775 | 11,476 | 15,070 | 0 | 23,355 | 21,020 | 465,143 |
| 3) Current Inventory as of June 30th | | | | | | | | | | |
| A) | Satisfactory Space | | | | | | | | | |
| B) | Total Unsatisfactory Space | 46,750 | 22,225 | 43,723 | 11,098 | 9,613 | 1,873 | 2,532 | 7,365 | 225,079 |
| 2) Projects Funded for Construction thru June 30th | | | | | | | | | | |
| TOTAL CURRENT INVENTORY | | | | | | | | | | |
| 2) Projects Funded for Construction thru June 30th | | | | | | | | | | |
| TOTAL FUNDED CONSTRUCTIONS | | | | | | | | | | |
| Plus Total Planned Demolitions | | | | | | | | | | |
| Net Space Needs | | | | | | | | | | |
| Percent of: | | | | | | | | | | |
| Current Inventory and Funded Projects | | | | | | | | | | |
| Minus Demolition | | | | | | | | | | |
| Space Needs | | | | | | | | | | |
| 101% | | | | | | | | | | |
| 30% | | | | | | | | | | |
| 60% | | | | | | | | | | |
| 11% | | | | | | | | | | |
| 85% | | | | | | | | | | |
| 16% | | | | | | | | | | |
| 16% #DIV/0! | | | | | | | | | | |
| 0% | | | | | | | | | | |
| 34% | | | | | | | | | | |
| 52% | | | | | | | | | | |

(*)Online FTEs excluded from Classroom, Teaching Lab, Auditorium/Exhibitors, and Gymnasium needs.)

| University of South Florida 2021-2022 | | | | | | | | | | | | | |
|--|-----------|----------------|-----------------|--------------|-----------------|--------|-----------|--------|----------|--------------------------------|---------|-------------------------------|---------------|
| Space Needs by Space Type | 2021-2022 | Class- room | Teaching Lab | Study Lab | Research Lab | Office | Exhibitor | Media | Instruct | Student Academic Support | Gym | Campus Support Services | Total NAEP |
| Net Space Needs from Form B | (15,771) | 36,163 | 28,342 | 66,215 | 20,162 | 9,605 | 33,038 | 13,038 | 23,355 | 13,655 | 213,964 | 446,143 | |
| Percent of Space Needs | 150.91% | 38.06% | 31.40% | 62.73% | 16.04% | 8.27% | 16.26% | 16.26% | 16.26% | 16.26% | 0.00% | 33.41% | |
| 3) Projects Funded for Planning | | | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (15,771) | 36,163 | 28,342 | 66,215 | 20,162 | 9,605 | 33,038 | 13,038 | 23,355 | 13,655 | 213,964 | 446,143 | |
| Sub-Total Percent | 150.91% | 38.06% | 31.40% | 62.73% | 16.04% | 8.27% | 16.26% | 16.26% | 16.26% | 16.26% | 0.00% | 33.41% | |
| Proj. 2) | | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (15,771) | 36,163 | 28,342 | 66,215 | 20,162 | 9,605 | 33,038 | 13,038 | 23,355 | 13,655 | 213,964 | 446,143 | |
| Sub-Total Percent | 150.91% | 38.06% | 31.40% | 62.73% | 16.04% | 8.27% | 16.26% | 16.26% | 16.26% | 16.26% | 0.00% | 33.41% | |
| 4) New Construction Projects | | | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (15,771) | 36,163 | 28,342 | 66,215 | 20,162 | 9,605 | 33,038 | 13,038 | 23,355 | 13,655 | 213,964 | 446,143 | |
| Sub-Total Percent | 150.91% | 38.06% | 31.40% | 62.73% | 16.04% | 8.27% | 16.26% | 16.26% | 16.26% | 16.26% | 0.00% | 33.41% | |
| Proj. 2) | | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (15,771) | 36,163 | 28,342 | 66,215 | 20,162 | 9,605 | 33,038 | 13,038 | 23,355 | 13,655 | 213,964 | 446,143 | |
| Sub-Total Percent | 150.91% | 38.06% | 31.40% | 62.73% | 16.04% | 8.27% | 16.26% | 16.26% | 16.26% | 16.26% | 0.00% | 33.41% | |
| 5) Remodeling Projects* | | | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (15,771) | 36,163 | 28,342 | 66,215 | 20,162 | 9,605 | 33,038 | 13,038 | 23,355 | 13,655 | 213,964 | 446,143 | |
| Sub-Total Percent | 150.91% | 38.06% | 31.40% | 62.73% | 16.04% | 8.27% | 16.26% | 16.26% | 16.26% | 16.26% | 0.00% | 33.41% | |
| 6) Renovation Projects** | | | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | | | |
| Sub-Total Net Space Needs | (15,771) | 36,163 | 28,342 | 66,215 | 20,162 | 9,605 | 33,038 | 13,038 | 23,355 | 13,655 | 213,964 | 446,143 | |
| Sub-Total Percent | 150.91% | 38.06% | 31.40% | 62.73% | 16.04% | 8.27% | 16.26% | 16.26% | 16.26% | 16.26% | 0.00% | 33.41% | |

* Assumes that no substantial amount of substandard space is being repurposed, and that the repurposed spaces are currently unsatisfactory, as defined by the university.

** Assumes that renovations address unsatisfactory space, as defined by the university.

| Definition: | Remodeling | Renovation | Termination | Demolition | Total Space Inventory | | | | | | | |
|---|------------|------------|-------------|------------|-----------------------|--------|--------|--------|---|---|---|---|
| Is 101501177 - the changing of existing facilities by rearrangement of space and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration. | 14,083 | 23,342 | 70,615 | 22,962 | 7,805 | 13,038 | 16,26% | #DIV/0 | 0 | 0 | 0 | 0 |
| Is 101501180 - the repurposing or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces, air conditioning, heating, or ventilating equipment, fire alarm systems, emergency lighting, electrical systems and complete roofing or roof replacement, including replacement of membrane or structure. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| to take space completely out of all space use categories. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| to completely raise a facility. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| sum of all eligible satisfactory and unsatisfactory B&G space. | 14,083 | 23,342 | 70,615 | 22,962 | 7,805 | 13,038 | 16,26% | #DIV/0 | 0 | 0 | 0 | 0 |

X. Recommendations of Survey Team – April, 2017

RECOMMENDATIONS OF EDUCATIONAL PLANT SURVEY (EPS) TEAM

UNIVERSITY OF SOUTH FLORIDA

Validation Dates: November 15-17, 2016

Needs Assessment Dates: April 10-12, 2017

Survey Team Members: Gloria Jacomino, Team Leader (FIU), Tamera Baughman (FGCU), Itza Frisco (NCF), Kenneth Ogletree (BOG), Taylor Jones (BOG)

Site Improvements Recommendations:

- 1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding all campuses as identified in the adopted Campus Master Plan.
- 1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.
- 1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distribution, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution, and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

The following specific projects are recommended:

- 1.3a All projects presented on tab 4 of the April 10, 2017 workbook.

Remodeling/Renovation Recommendations:

- 2.1 Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.
- 2.2 All significant remodeling/renovation projects must be specifically identified. The projects must identify the space categories affected (i.e. from existing space use to proposed space use). Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental Survey.

Main Campus; Tampa, Site 0001

- 2.2a College of Behavioral and Community Sciences Building (MHC, #0131) Remodel
 - From 89,846 nsf office to 4,000 nsf classroom, 31,000 nsf study, 54,846 nsf research lab.
- 2.2b USF Health MDN, MDC, MDL, MDA (#0115, 0113, 0114, 0116) Remodel
 - Backfill of space vacated by Morsani College of Medicine, from 15,174 nsf classroom, 14,510 nsf office, and 7,769 nsf campus support to 5,000 nsf classroom, 15,000 nsf study, 9,453 nsf research lab, and 8,000 nsf office.

- 2.2c College of Arts and Science Multidisciplinary Complex (CMC, #0025) Remodel
-From 15,000 nsf office to 1,000 nsf classroom, 11,500 nsf study, 2,500 nsf research lab.
- 2.2d Fine Arts Building (FAH, #0010) Remodel
- From 8,000 nsf office to 7,000 nsf study and 1,000 nsf classroom.
- 2.2e Education Building (EDU, #0066) Remodel
- From 35,000 nsf office to 10,000 nsf classroom, 25,000 nsf study.
- 2.2f College of Medicine Renovate/Remodel Medical Research Lab Facility
- This project is part of the college of medicine and does not affect main campus space needs: from 30,000 nsf office to 30,000 nsf research lab.

St. Petersburg Campus; Site 0004

- 2.2g Davis Hall Remodeling (DAV, #2005)
- From 4,800 nsf office to 4,800 nsf study.

Sarasota/Manatee Campus; Site 0003

- 2.2h N/A

New Construction Recommendations:

New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

Main Campus; Tampa, Site 0001

- 3.1 Cybersecurity / Data Center
27,000 nsf (6,500 classroom, 6,500 research lab, 7,500 office, 6,500 campus support).
- 3.2 USF Health Pharmacy
59,083 nsf (16,000 classroom, 10,000 teaching lab, 6,875 study, 16,875 research lab, 9,333 office).
- 3.3 Engineering Research Bldg 4
104,979 nsf (4,000 classroom, 9,605 teaching lab, 16,000 study, 70,374 research lab, 5,000 office).
- 3.4 STEM Research/Learning Center
88,960 nsf (21,460 classroom, 3,500 teaching lab, 25,000 study, 33,500 research lab, 5,000 office, 500 campus support).
- 3.5 Public Safety
40,000 nsf (40,000 campus support).
- 3.6 College of Medicine Center of Excellence for Diabetes & Autoimmune Disorders
This project is part of the college of medicine and does not affect main campus space needs: 64,200 nsf (25,000 clinical, 27,000 research lab, 12,200 office).

St. Petersburg Campus; Site 0004

3.7 STEM Teaching/Research Facility
45,200 nsf (20,600 teaching lab, 5,000 study, 15,600 research lab, 2,000 office, 2,000 aud/exhibition).

3.8 Teaching Gymnasium Facility
33,000 nsf (1,500 teaching lab, 23,000 gymnasium, 8,500 campus support).

Sarasota/Manatee Campus; Site 0003

3.9 Academic STEM Facility
42,250 nsf (18,550 teaching lab, 1,600 study, 14,000 research lab, 4,600 office, 3,000 aud/exhibition, 500 campus support).

Projects Based on Exception Procedure:

The Survey Team is not recommending any projects based on the Exception Procedure at this time, but recognizes that based on projects presented there are several new programs awaiting Board of Governors review and approval. Should any of these programs be approved and require additional space, a supplemental survey will be required.

N/A

Demolition Recommendations:

Pursuant to Board of Governors' Regulation 9.004, Razing of Buildings, demolition projects beneath the \$1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected in the Form B.

The following demolitions have been requested and are recommended:

Main Campus; Tampa, Site 0001

4.1 University Police Building (UPB, #0012) – 7,864 nsf office.

4.2 University Police Training (module) (UPM, 0183) – 1,149 nsf office.

Continuing Survey Recommendations:

These projects were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for completing these projects.

5.1 USF Health Morsani College of Medicine and Heart Health Institute
277,544 nsf (97,585 classroom, 100,389 research lab, 41,581 auditorium/campus support, 29,610 office, 8,379 clinic).

5.2 Interdisciplinary Science Research Lab Build-Out
8,975 nsf (from 8,975 aud/exhibition to 6,635 research lab, 2,340 office).

Special Purpose Center Recommendations:

6.1 N/A

Standard University-wide Recommendations:

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR3. Projects required to repair or replace a building's components are recommended, provided the total cost of the project does not exceed 25% of the replacement cost of the building.

SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

Notes:

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
 - 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.).
 - 2. Reduce square footage in space use categories exceeding 100%.
 - 3. Delete a project or the space in a use category that exceeds 100%.
 - 4. Substitute with other proposed space use categories within the same project.
 - 5. Shift requested project priorities to stay below 100% threshold.
 - 6. Provide a university strategy to support temporary overages.
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

XI: Funding of Capital Projects

The projects recommended by the survey team may be funded based on the availability of funds authorized for such purposes. The primary source available to the university is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Art. XII, § 9(a)(2), Fla. Const., as amended. These funds are appropriated to the State University System pursuant to § 1013.64(4), Fla. Stat., which provides that a list of projects is submitted to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair, and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated to the universities. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees for a total of \$6.76 per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. The projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Division of Colleges and Universities for inclusion within a request to the Legislature for appropriation authority.

Section 1013.74, Fla. Stat., provides authority to accomplish capital projects from grants, and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects.

Table 9 identifies the specific project appropriations made available to the university over the last five years.

**Table 9
Capital Outlay
Allocations
State Appropriations
From 2001-12 through
2016 -17**

| University: | | Appropriation Fiscal Year | | | | | | | | | | Grand Total |
|--------------------|----------------|--|---------------------|----------------------|----------------------|----------------------|----------------------|--|--|--|-----------------------|-------------|
| Site | State Matching | Project Title | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | | | | | |
| USF | PECO | Critical Deferred Maintenance | | \$ 3,174,353 | \$ 3,174,353 | | | | | | \$ 3,174,353 | |
| Tpa 0001 | PECO | Interdisciplinary Science Teaching & Research Facility | | \$ 3,500,000 | | | | | | | \$ 3,500,000 | |
| USF | PECO | Maintenance, Repairs, Renovations and Remodeling | \$ 1,015,700 | \$ 6,185,616 | \$ 5,436,570 | \$ 4,675,740 | \$ 8,256,644 | | | | \$ 26,570,270 | |
| Tpa 0001 | PECO | USF Cardio Vascular Institute | | \$ 12,500,000 | | | | | | | \$ 12,500,000 | |
| Tpa 0001 | PECO | St. Petersburg - College of Business | | \$ 5,000,000 | \$ 10,000,000 | \$ 12,257,660 | | | | | \$ 27,267,660 | |
| Tpa 0001 | PECO | Heart Health Institute | | | \$ 15,000,000 | | | | | | \$ 15,000,000 | |
| Tpa 0001 | PECO | USF Health Mosses College of Medicine | | | \$ 5,000,000 | | | | | | \$ 5,000,000 | |
| Tpa 0001 | PECO | Morsani College of Medicine | | | | | | | | | \$ 39,500,000 | |
| Tpa 0001 | Lottery | USF Cardio Vascular Institute | \$ 6,893,118 | | | \$ 17,000,000 | \$ 22,500,000 | | | | \$ 46,393,118 | |
| Grand Total | | | \$ 7,908,818 | \$ 27,185,616 | \$ 38,611,123 | \$ 33,933,400 | \$ 30,766,644 | | | | \$ 138,396,601 | |

Appendices

A. Overview of the Educational Plant Survey Process

EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW

BOARD OF GOVERNORS
Office of Finance & Facilities
Chris Kinsley, Director

FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA

Revised: October, 2015

Section 1013.31, Florida Statutes, requires that at least once every five years each Board shall arrange for an educational plant survey to aid in providing physical facilities necessary to accommodate its academic programs, students, faculty, staff, and services during the next five-year period.

1. Designation of Responsibility

The University to be surveyed appoints the **Survey Team Coordinator**. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors staff during the survey process. It is recommended, in order to expedite the overall process and to maintain consistency and quality of the overall process, that the coordinator be a staff person from the Board of Governors staff (Board).

It is recommended that the **Survey Team Leader** be requested by the university to be surveyed from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All Team Members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the university during the entire survey process.

The university president appoints the **Survey Team Facilitator** for its university from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates university personnel at the university during the survey process. The Survey Team Facilitator will also coordinate the university activities for the team during the survey process at the university.

For continuity and consistency of the final report, **Survey Team Members** will consist of staff from other universities not being surveyed that year, Board staff, if requested, a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections provided to the university to be surveyed from the Board Office of Planning, Budgeting and Policy Analysis based on university projections approved by the Board. One

undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

The projection out-year for the survey is the fifth year beyond the fiscal 2011-12, the out-year is 2020-21.

3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System.

Staff of the university to be surveyed prepares a list of programs for the survey indicating which existing ones the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula. The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) standard space categories based on the combination of students, programs, faculty and staff unique to the university.

4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the university for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, as well as, building schematics.

Staff of the university which is undergoing the survey and validation team members visit all sites and selected buildings. The buildings to be visited for inventory validation purposes should include any buildings that have not been previously surveyed, buildings which the university desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, university staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the Validation.

An important part of the Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the SUS Space Needs Generation Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the needs assessment team.

5. University Identification of Needs

Administrators of the university which is undergoing the survey and staff prepare lists for each site of needs identified by the university for site acquisition, development, and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the lists of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the university's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the SUS Space Needs Generation Formula approach. This method involves performance levels for space use by the university based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categoric square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula approach, the Survey Team Coordinator ensures the preparation of space needs analyses by the university to be surveyed for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, staff of the university to be surveyed develop requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the university has special problems or extraordinary needs not

supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, university staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility needs beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the university for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the University should not include requests related to these needs.

6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the university. It is supplemented by a current university catalog as well as available information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.

8. Needs Assessment Segment of Survey

The Survey Team Leader and the university to be surveyed make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with university administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the needs assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach and the exception procedure, cost estimates for recommendations, and the university-wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the university, has been recommended and authorized by the Legislature.

10. Written Survey Reports

The University to be surveyed prepares the draft and the final written report of the findings and recommendations of the survey team for review and approval by the University Board of Trustees (UBOTs). After approval by the UBOTs, the university must submit the official copy of the report to the Chancellor, State University System of Florida.

B. Explanation of the Space Needs Generation Formula

The space needs generation formula uses three types of information to determine unmet space needs:

- Workload measures such as enrollment, positions, and library materials
- Space standards including station sizes and utilization levels
- Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

A revised factor list (2010) accompanies this report to provide updated data which has been incorporated to ensure that the factors better represent the current state of the universities.

FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual FTE's requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detail allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space include:

Instructional/Research

Classrooms
Teaching Laboratories
Research Laboratories

Academic Support

Study Facilities
Instructional Media
Auditorium/Exhibition
Teaching Gymnasium

Institutional Support

Student Academic Support
Office/Computer
Campus Support

Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. Related service areas such as projection rooms, telecommunications control booths,

preparation rooms, closets, storage areas, etc. are included in this category if they serve classrooms.

The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

$$.92 \text{ (Space Factor)} \times 15.0 \text{ (Weekly Student Hours Per FTE)} = 13.8 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \text{ or } \frac{22}{40 \times .60} = .92 \text{ NASF}$$

Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped room if they are used primarily or group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

$$7.81 \text{ (Space Factor)} \times 5.0 \text{ (Weekly Student Hours Per FTE)} = 39.05 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \text{ or } \frac{125}{20 \times .80} = 7.81 \text{ NASF}$$

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.

Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

Study Facilities

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The NASF needed for study facilities is based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms) The NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms The NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrels The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate

science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year's acquisitions.

| <u>Non-Law Stacks</u> | <u>Law Stacks</u> |
|---|---|
| 0.10 NASF/volume for the first 150,000 volumes | 0.14 NASF/volume for the first 150,000 volumes |
| 0.09 NASF/volume for the second 150,000 volumes | 0.12 NASF/volume for the second 150,000 volumes |
| 0.08 NASF/volume for the next 300,000 volumes | 0.10 NASF/volume for the next 300,000 volumes |
| 0.07 NASF/volume for all volumes above 600,000 | 0.09 NASF/volume for all volumes above 600,000 |

Study Facilities Service Areas The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

Instructional Media Facilities

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video or audio cassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

Auditorium/Exhibition Facilities

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff, and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

Teaching Gymnasium Facilities

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms

generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollment, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

Student Academic Support Facilities

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

Office/Computer Facilities

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

Campus Support Facilities

Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

Existing Facilities Inventory

The facilities inventory for each university is designed using the format and definitions prescribed in the Postsecondary Education Facilities Inventory and Classification Manual, 2006, published by the U. S. Department of Education, National Center for

Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics area.

C. University Master Plans and Work Plans

Below are links to USF's websites that include the Master Plan and BOG Work Plan for the USF System:

For Tampa (Main) Campus/USF Health, Site 0001:

Master Plan

<http://www.usf.edu/administrative-services/facilities/documents/planning/cdc/cdc-usftpa-master-plan.pdf>

BOG Work Plan

<http://www.usf.edu/ods/documents/workplans/2016-sus-work-plan-usf-tampa.pdf>

For Sarasota Manatee Campus, Site 0003: Master Plan and BOG Work Plan:

Master Plan

http://usfsm.edu/USFSM_2015-Master-Plan_Compiled_102315.pdf

BOG Work Plan

<http://www.usf.edu/ods/documents/workplans/2016-sus-work-plan-usf-sarasota-manatee.pdf>

For St. Petersburg Campus, Site 0004, Master Plan and BOG Work Plan:

Master Plan

<http://www.usf.edu/administrative-services/facilities/documents/planning/cdc/cdc-usfsp-master-plan.pdf>

BOG Work Plan

<http://www.usf.edu/ods/documents/workplans/2016-sus-work-plan-usf-st-petersburg.pdf>

D. Summary of Unsatisfactory Space

| TABLE OF UNSATISFACTORY SPACE - University of South Florida | | | | | | | | | | | | |
|---|------------------------|---|-----------|---------|---------|-----------|-----------------|--------------|--------|----------------|-----------|--|
| NSF BY CATEGORY BY BUILDING BY SITE | | | | | | | | | | | | |
| Site | Blgd. No/Building Name | CLASSROOM | TEACH LAB | STUDY | RES LAB | OFFICE | APD./EXHIBITION | INSTR. MEDIA | GYM | CAMPUS SUPPORT | TOTAL | |
| University Total Current Inventory | | 353,790 | 306,934 | 290,502 | 271,450 | 1,109,061 | 45,474 | 4,784 | 95,202 | 100,722 | 2,478,299 | |
| Unsatisfactory Space | | | | | | | | | | | | |
| Total Unsatisfactory Space | | 3,313% | 0.00% | 0.00% | 0.00% | 1,566,659 | 0.00% | 0.00% | 0.00% | 0.00% | 3,566 | |
| Total Unsatisfactory Space with No Requested Action | | | | | | | | | | | | |
| Total Unsatisfactory Space to be Renovated/Remodeled | | | | | | 147,246 | | | | | 147,246 | |
| Total Unsatisfactory Space to be Terminated | | | | | | 9,013 | | | | | 9,013 | |
| Total Unsatisfactory Space to be Demolished | | | | | | 1,511,899 | | | | | 1,511,899 | |
| Site 0001 - Tampa Campus - Total Unsatisfactory Space | | | | | | | | | | | | |
| Total Unsatisfactory Space with No Requested Action | | | | | | | | | | | | |
| Total Unsatisfactory Space to be Renovated/Remodeled | | | | | | 142,846 | | | | | 142,846 | |
| Total Unsatisfactory Space to be Terminated | | | | | | 9,013 | | | | | 9,013 | |
| Total Unsatisfactory Space to be Demolished | | | | | | | | | | | | |
| No Requested Action | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Renovations/Remodeling | | | | | | | | | | | | |
| 0005 Coll AM2 Multidisciplinary Complex (CMC) | | | | | | 15,000 | | | | | 15,000 | |
| 0006 Education Bldg (EDU) | | | | | | 30,000 | | | | | 30,000 | |
| 0010 Fine Arts Humanities Bldg (FAH) | | | | | | 8,000 | | | | | 8,000 | |
| 0133 Coll Behavioral & Community Sciences Bldg (MHC) | | | | | | 89,246 | | | | | 89,246 | |
| Termination | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Demolition | | | | | | | | | | | | |
| 0012 University Police Building (UPB) | | | | | | | | | | | | |
| 0183 University Police Training module (UPM) | | | | | | 7,564 | | | | | 7,564 | |
| Site 0003 - Sarasota-Manatee - Total Unsatisfactory Space | | | | | | | | | | | | |
| Total Unsatisfactory Space with No Requested Action | | | | | | | | | | | | |
| Total Unsatisfactory Space to be Renovated/Remodeled | | | | | | | | | | | | |
| Total Unsatisfactory Space to be Terminated | | | | | | | | | | | | |
| Total Unsatisfactory Space to be Demolished | | | | | | | | | | | | |
| No Requested Action | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Renovations/Remodeling | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Termination | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Demolition | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Site 0004 - St. Petersburg Campus - Total Unsatisfactory Space | | | | | | | | | | | | |
| Total Unsatisfactory Space with No Requested Action | | | | | | | | | | | | |
| Total Unsatisfactory Space to be Renovated/Remodeled | | | | | | | | | | | | |
| Total Unsatisfactory Space to be Terminated | | | | | | | | | | | | |
| Total Unsatisfactory Space to be Demolished | | | | | | | | | | | | |
| No Requested Action | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Renovations/Remodeling | | | | | | | | | | | | |
| 2005 Doss Hall | | | | | | 4,500 | | | | | 4,500 | |
| Termination | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Demolition | | | | | | | | | | | | |
| N/A | | | | | | | | | | | | |
| Definitions: | | | | | | | | | | | | |
| Renovating | | # 1015.01117 - the changing of existing facilities by rearrangement of space and their use and includes, but is not limited to, the conversion of two classrooms to one. | | | | | | | | | | |
| Remodeling | | # 1015.01118 - the requesting or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, the conversion of two classrooms to one. | | | | | | | | | | |
| Termination | | to close space temporarily out of all space use category. | | | | | | | | | | |
| Demolition | | to demolish a building. | | | | | | | | | | |
| Total Space Inventory | | sum of all eligible satisfactory and unsatisfactory EBC space. | | | | | | | | | | |

E. Building System Condition Survey Forms

Building System Condition Survey Forms have been completed for the USF System Buildings which were 25+ years old at the time of the Inventory Validation for the 2016-2017 Educational Plant Survey. 117 buildings were surveyed using the following form. They can be viewed using the following link:

[http://www.usf.edu/administrative-services/facilities/documents/planning/cdc/cdc-usftpa-link as posted](http://www.usf.edu/administrative-services/facilities/documents/planning/cdc/cdc-usftpa-link-as-posted)

BUILDING SYSTEM CONDITION SURVEY
STATE UNIVERSITY SYSTEM OF FLORIDA

University Name: _____ Date: _____
 Building Name: _____ Building No. : _____
 Building Occupancy Date: _____ Building Age: _____

Building Envelope: _____ Condition Code: _____ (Data Element
 10067)

Window/Glazing: _____ Condition Code: _____ Exterior Wall: _____
 Condition Code: _____ Foundation: _____
 Condition Code: _____ Exterior Doors _____

Building Roof System (See CM-N-16 for Components): _____ Condition Code: _____ (Data Element
 10068)

Mechanical Systems: _____ Condition Code: _____ (Data Element
 10069)

HVAC System: _____ Condition Code: _____ Elevator Systems: _____
 Condition Code: _____

Electrical System: _____ Condition Code: _____ (Data Element
 10070)

Lighting: _____ Condition Code: _____ Grounding: _____
 Condition Code: _____ Internal Distribution _____

Plumbing System: _____ Condition Code: _____ (Data Element
 10071)

Fixtures: _____ Condition Code: _____ Piping: _____
 Condition Code: _____

Building Interior: _____ Condition Code: _____ (No Data
 Element)

Doors: _____ Condition Code: _____ Ceilings: _____
 Condition Code: _____ Walls/Partitions: _____ Floors: _____
 Condition Code: _____

Life Safety Systems: _____ Condition Code: _____ (No Data
 Element)

Fire Alarm: _____ Condition Code: _____ Fire Suppression: _____
 Condition Code: _____ Emergency Generator: _____

Notes: _____

Completed By: _____

Condition Codes:

| | | |
|---|---|--|
| 1 Satisfactory - Building component is suitable for continued use with normal maintenance. minimal capital renewal. The approximate cost is not greater than 25% of the estimate | 2 Replacement - Component should be replaced. | 3 Renewal A - Needs replacement value of the component. |
| 4 Renewal B - Needs more than minimal capital renewal. The approximate cost is greater than 25% but less than 50% of the estimated replacement cost of the component. | 5 Renewal C - Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component. | |

F. State University Checklist for Submitting Educational Plant Survey Reports to the Florida Board of Governors

This checklist is to be used by the university before submitting state university educational plant survey reports pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (✓) beside an item number indicates the answer is “Yes;” an ex (X) beside a number indicates “No.”

1. Name of university: University of South Florida
2. Date of previous five-year survey: February 6 – 7, 2012
3. Date of this survey: Validation: November 15 – 17, 2016;
Needs Assessment: April 10 -12, 2017
4. New survey out year: 2021/2022
5. Was the survey report made publicly available on the university web site and its location relayed to the Board of Governors (BOG)? ✓
6. If the university is printing the survey report, were three copies submitted to the BOG? ✓
7. Was the survey conducted only for official sites, as defined by BOG Regulation 8.009? ✓
8. Is each site, per BOG 8.009, described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? ✓
9. Throughout the report, are sites referred to by name and number? ✓
10. Do FTE figures used in the survey report match those in the five-year planned enrollments? ✓
11. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? ✓
12. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year? ✓
13. Have all space needs been generated correctly? ✓

- 14. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
- 15. Is a copy of a site plan showing building locations attached for each site? ✓
- 16. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? ✓
- 17. Throughout the report, are buildings referred to by number and name? ✓
- 18. Does the survey report contain recommendations for each site? ✓
- 19. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? ✓
- 20. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? ✓
- 21. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned? ✓
- 22. Are the amounts of square feet planned the same as the amounts of square feet needed? ✓

The Educational Plant Survey for University of South Florida was approved

by the University Board of Trustees on _____
Date

University President

Chair, Board of Trustees

Date

Date

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
June 22, 2016**

SUBJECT: Florida Polytechnic University Educational Plant Survey Validation

PROPOSED BOARD ACTION

Review and validate the completed Florida Polytechnic University Educational Plant Survey (EPS).

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of FL Poly, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of section 1013.31, Florida Statutes, were met. In addition to FL Poly and Board staff, the team included staff from FSU and FGCU. The completed Educational Plant Survey Report was approved by the FL Poly Board of Trustees on March 15, 2017. The EPS in its entirety is included as this is FL Poly's first EPS; and the first EPS to be completed using the new Dynamic Capital Planning (DCP) model. The primary EPS recommendation is for one (1) new facility, the Applied Research Center (ARC), and expansion of the existing chiller plant.

This survey covers the period July 1, 2017 through June 30, 2022. At this point, the Applied Research Center has not yet been fully funded. Once the ARC is funded, constructed and placed into operation, it is recommended that the university validate the inventory again once all moves are completed from existing facilities. Although the DCP model indicates that the addition of the ARC will provide space sufficient to allow FL Poly to vacate its existing space at Polk State College, it is only a planning model, and given the FL Poly's scale, the inventory validation may indicate the need for an updated EPS prior to June 20, 2022.

A summary of the Survey Team recommendations is attached (see Survey Team Recommendations). The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended

projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: FL Poly Educational Plant Survey

Facilitators/Presenters: Mr. Chris Kinsley

FLORIDA
POLYTECHNIC
UNIVERSITY



2016 EDUCATIONAL PLANT SURVEY

FACILITIES INVENTORY VALIDATION: OCTOBER 5, 2016

SPACE NEEDS ASSESSMENT: NOVEMBER 14, 2016

EFFECTIVE JULY 1, 2017 – JUNE 30, 2022

Florida Polytechnic University

4700 Research Way Lakeland, FL 33805-8531 | 863.583.9050 | 863.874.8711 | FloridaPolytechnic.org



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EDUCATIONAL PLANT SURVEY TEAM

Survey team members participating in the 2016 Educational Plant Survey at Florida Polytechnic University are as follows:

Facilities Inventory Validation

October 5, 2016

Survey Leader

Lori Pinkerton, Space Management Analyst
Florida State University

Team Members

Tamera Baughman, Coordinator
Construction Projects
Florida Gulf Coast University

Brittany Farrior, Budget Analyst
Florida Board of Governors

Taylor Jones, Facilities Planner
Florida Board of Governors

Ken Ogletree, Senior Project Architect
Florida Board of Governors

Shacarra Sigler, Capital Programs and
Finance Specialist
Florida Board of Governors

Inventory Validation Facilitators

Dr. Randy Avent, University President

David Calhoun, Director Campus Development and
Facilities

Kevin Calkins, Director Office of Institutional Research

Ray Galleno, Executive Director of Business &
Auxiliary Services

Heather Howell, University Registrar

Jhojana Infante, Assistant Director Office of
Institutional Research

Dr. Kathryn Miller, Vice President Academic Support
Services

Rick Maxey, Director of Government Affairs

John White, Campus Architect/Project Manager

Lauren Willison, Director of Admissions

Space Needs Assessment

November 14, 2016

Survey Leader

Lori Pinkerton, Space Management Analyst
Florida State University

Team Members

Tamera Baughman, Coordinator
Construction Projects
Florida Gulf Coast University

Brittany Farrior, Budget Analyst
Florida Board of Governors

Taylor Jones, Facilities Planner
Florida Board of Governors

Ken Ogletree, Senior Project Architect
Florida Board of Governors

Shacarra Sigler, Capital Programs and
Finance Specialist
Florida Board of Governors

Needs Assessments Facilitators

David Calhoun, Director Campus Development
and Facilities

Kevin Calkins, Director Office of Institutional
Research

Jhojana Infante, Assistant Director Office of
Institutional Research

Rick Maxey, Director of Government Affairs

Mark Mroczkowski, Chief Financial Officer

Dr. Terry Parker, Provost & Executive Vice
President



I. INTRODUCTION

An Educational Plant Survey is required by Florida Statutes for all public educational entities. The State University System requires that, at a minimum of every five years, each university report on their existing facilities and also project its future facilities needs for the next five years.

Definitions and Requirements for the Educational Plant Survey

An Educational Plant Survey is defined in s.1013.01 (8) Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide appropriate educational programs and services for each student based on projected capital outlay FTE's approved by the Florida Board Governors.

The term "educational plant" is defined in s.101301(7) F.S., as those areas comprised of the educational facilities, sites, and site improvements, necessary to accommodate students, faculty, administrative staff and the activities of the educational program.

The term "ancillary plant" is defined in s. 1013.01(1) F.S., as an area comprised of the buildings, sites, and improvements necessary to provide such facilities as vehicle maintenance, warehouse, maintenance, or administrative buildings necessary to provide support to an educational program.

A Survey is required at least every five years pursuant to s. 1013.31 (1) F.S. In addition, 1013.64(4)(A) F.S. requires that each remodeling and/or renovation project, included in the Florida Board Governors Three Year PECO Project Priority List, be recommended in a Survey and that the educational specifications for new construction be approved by the Florida Board of Governors before appearing in the first year of the list.

PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16) Florida Statute, a PECO Funded Project is any "site acquisition, site improvement, renovation, remodeling, construction project, funded through this source of revenue and all buildings, equipment, other structures, and educational use area that are built, installed or established must be necessary to accommodate and serve the primary educational institutional program of the University's Board of Trustees".

Surveys may be amended if conditions warrant a change in the construction program. Each revised Educational Plant Survey and each new Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the Board of Trustees (s.1013.31(1)(a) F.S.). Recommendations contained in a survey report are null and void when a new Survey is completed.



II. OVERVIEW OF SURVEY PROCESS

The Purpose of the Educational Plant Survey

The purpose of the Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the Master Plan for the long term physical development of the university, the shorter term Five-Year Capital Improvement Program, and the development of specific building programs prior to submitting a request for funding.

Types of Facilities Addressed in the Survey

The following nine categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Study, Research Laboratory, Office, Auditorium/Exhibit, Instructional Media, Gymnasium, and Campus Support Services. These categories are included within the nationally recognized space classifications, as identified within the Postsecondary Education Facilities Inventory and Classification manual, dated May 2006. The need for merchandising facilities, residential facilities, and special purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

The Survey Process

The survey process is comprised of two main components: the Facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the survey leader from one of the university's sister institutions. Other survey team members include an architect from the Florida Board of Governors and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. [Table 1](#) identifies the main Survey activities and lead responsibilities.

**Table 1****Educational Plan Survey Activities**

| Activity | Responsibility | | |
|--|----------------|--------------------|-------------|
| | University | Board of Governors | Survey Team |
| Establish schedule | ✓ | ✓ | |
| Letter to president | | ✓ | |
| Dates, procedures, responsibilities, designation of University representatives; determine inventory sample for validation | ✓ | | |
| Identification of existing/proposed "ineligible" space | ✓ | | |
| Prepare facilities inventory reports (site/building/room reports) | ✓ | | |
| Coordinate logistics for validation field work | ✓ | | |
| Perform validation (on-site field work) | ✓ | | ✓ |
| Update inventory based on validation | ✓ | | |
| Provide established enrollment projections | | ✓ | |
| Perform formula space needs analysis | ✓ | | |
| Develop proposed projects & justification | ✓ | | |
| Develop survey workbook: schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justifications | ✓ | | |
| Develop comments regarding degree program facility needs | ✓ | | |
| Develop comments regarding proposed projects (CIP & Master Plan) | ✓ | | |
| Coordinate logistics for needs assessment field work | ✓ | | |
| Perform needs assessment (on-site field work): review proposed projects in relation to programs, space needs, data, current inventory, and any special justification | ✓ | | ✓ |
| Exit meeting | ✓ | | ✓ |
| Prepare initial summary of survey recommendations | | | ✓ |
| Prepare final summary of survey recommendations | ✓ | | |
| Prepare written report | ✓ | | |
| Validate survey | | ✓ | |



III. FACILITIES INVENTORY VALIDATION

Purpose of Validation

The main purpose of the Inventory Validation component is to ensure that the facilities inventory data, used in the subsequent Space Needs Assessment component, fairly represents the existing facilities available to support educational programs.

Sampling Technique

The Inventory Validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms are selected from the Physical Facilities Inventory Report, a mainframe-based inventory system that contains data about sites, buildings, and rooms. Every academic semester, changes in the File are reconciled to specific project activity and submitted to the Board of Governors. The buildings selected for Inventory Validation include all buildings constructed and acquired by Florida Polytechnic University since its establishment in 2012 (see [Table 2](#)).

An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room details and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

Functions of Survey Team during Validation

The main function of the team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the objective of the team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process.

The Resulting Adjusted Inventory Data

The resulting inventory file, with any required adjustments, enables preparation of reports used in the Needs Assessment portion of the Survey. Summary reports of building and net assignable space information are included in Section VIII of this report.



Table 2
Buildings Included in Inventory Validation

| Building Number | Building Name | GSF |
|---|--|---------|
| Site 0010 – Florida Polytechnic South – PSC (Joint Use) | | |
| 8700 | Lakeland Academic Center (not surveyed) | 23,439 |
| 8701 | Lakeland Learning Center (not surveyed) | 28,728 |
| 8702 | Lakeland ITFS Tower Shelter (not surveyed) | 160 |
| 8712 | Lakeland Technology Building* | 40,062 |
| Site 0012 – JD Alexander Florida Polytechnic Main Campus | | |
| 1200 | Innovation Science and Technology | 115,889 |
| 1201 | Technology and Admissions Center | 6,232 |
| 1202 | Campus Control Center | 4,637 |
| 1203 | Student Wellness Center | 39,955 |
| Site 0012 – Florida Industrial and Phosphate Research Institute (not surveyed) | | |
| 8400 | F.I.P.R – Administration BLDG | 7,105 |
| 8401 | F.I.P.R – Biological Lab | 2,470 |
| 8402 | F.I.P.R – Metallurgical Lab | 3,874 |
| 8403 | F.I.P.R – Radon BLDG II | 375 |
| 8404 | F.I.P.R – Radon BLDG I | 375 |
| 8405 | F.I.P.R – Storage BLDG | 100 |
| 8406 | F.I.P.R – Covered Walkway | 430 |
| 8407 | F.I.P.R – Educations BLDG | 4,711 |
| *Surveyed for the purposes of assessing office areas and confirm no instructional space is used by Florida Polytechnic University at Polk State College campus. | | |



IV. THE SPACE NEEDS ASSESSMENT

Objective

The object of the Survey Team during the Space Needs Assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. The Space Needs Assessment activity includes an evaluation of the following elements:

- 1- Projects proposed by the university.
- 2- The results of applying a quantitative space needs model.
- 3- Any special justification presented by the university.

University officials provide supporting information and any special justification for the proposed projects to the survey team in the form of a survey workbook and presentations.

Types of Recommendations

The projects proposed by the university include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan that include identification of proposed uses of spaces to be vacated as a result of occupying new buildings and the remodeling of existing buildings.

Space Needs Formula

The Space Needs model applied is the State University System Space Needs Generation Formula (formula). The formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. A more complete explanation of the formula is provided in Appendix B. The most important measure in the formula is full-time-equivalent student enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the formula:

| <u>Instructional/Research</u> | <u>Academic Support</u> | <u>Institutional Support</u> |
|-------------------------------|-------------------------|------------------------------|
| Classrooms | Study Facilities | Office/Computer |
| Teaching Laboratories | Instructional Media | Campus Support |
| Research Laboratories | Auditorium/Exhibition | |
| | Teaching Gymnasium | |

Application of the formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the formula does not support a proposed project, the justification provided by the university is considered.

Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a research and office facility, these type of spaces are regarded as ineligible to meet the space needs generated by the formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that formula space needs are compared to facilities designed to meet those needs. The results of applying the formula for the Florida Polytechnic University survey are identified within Section IX of this report.



V. OVERVIEW OF FLORIDA POLYTECHNIC UNIVERSITY

President

Randy K. Avent, Ph.D.

Accreditation

Florida Polytechnic University was granted the status of candidacy by the Southern Association of Colleges and Schools Commission on Colleges on June 17, 2016 to award baccalaureate, masters degrees.

Degree Programs

- 6 undergraduate degree programs
- 2 graduate degree programs

Colleges

- College of Innovation and Technology
- College of Engineering

Students

- Number of students: 1,281 undergraduate, 31 graduate
- 95% of new students are coming from within Florida counties. The top 3 counties include: Polk, Hillsborough and Broward.
- Average SAT score for new students is 1,672, average ACT score is 26.
- 46% of students live on-campus

Campus Sites

Site 0012 – JD Alexander Florida Polytechnic Main Campus

- 170 acres
- 6 completed buildings (including housing), 3 modulars, and a recreation field

Site 0010 – Florida Polytechnic South – PSC

- Joint-use facility with Polk State College
- Office and computer support space

Site 0047 – Florida Industrial and Phosphate Institute

- 8 acres
- 7 completed buildings and a covered walkway

University's Mission

The mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of science, technology, engineering and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research and collaborative local, regional and global partnerships.



University's Vision

Florida Polytechnic University will be a world-renowned "University of Innovation" for producing dynamic pool of info-tech talent with real-world solutions and capacity to lead global high-tech industries through customized STEM-enriched academic curriculum, operating space and facilities, entrepreneurial research, and interactive business industry partnerships.

University's Guiding Principles

Florida Polytechnic University is the 12th and newest member of the State University System of Florida with an exclusive focus on STEM disciplines and hands-on learning and research. It is Florida Polytechnic University's belief that a university entirely focused on innovation and building close industry partnerships will be more than an institution of higher learning, it will be a powerful economic engine for the community, the state and the nation.

Florida Polytechnic University is committed to responding to the State's growing need for STEM talent and to helping drive Florida's high-tech economy forward. Students are immersed in a cutting-edge polytechnic environment, rich in applied research. Florida Polytechnic University's degree programs and concentrations are industry-engaged, providing graduates with job-ready skills and experience. Thus, the University's unique mission, curriculum, and relationship with industry align the University with the State University System of Florida Board of Governors' primary areas of focus:

1. Teaching and Learning
2. Scholarship, Research and Innovation
3. Community and Business Engagement

In response to the State University System of Florida Board of Governors' goal to increase the number of STEM degrees awarded in state to meet economic and workforce needs, Florida Polytechnic University is committed to placing students in high-tech jobs through a cutting-edge curriculum dedicated to applied research in science, technology, engineering, and mathematics.

Florida Polytechnic University builds strategic partnerships directly with high-tech businesses and industry leaders, giving them the opportunity to help shape the skills and knowledge of future innovators and potential employees by participating in advisory board activities, internship programs, product development, job placement programs, joint research and joint teaching endeavors.

University's Historical Perspective

Florida Polytechnic University was established in 2012 as the state's only public university dedicated exclusively to applied research and learning in the fields of science, technology, engineering and mathematics (STEM).

Its home is a 170-acre campus in Lakeland that's anchored by the Innovation, Science and Technology (IST) Building designed by Spanish architect Dr. Santiago Calatrava. Florida Poly opened for classes in



August 2014 with an inaugural class of 554. The university started its third year of classes in 2017 with more than 1,300 students, and will graduate its first class in January.

Florida Polytechnic South, also known as Poly South, is a temporary joint-use facility with Polk State College per Senate Bill 1994 signed into law on April 20, 2012. As space becomes available at Florida Polytechnic University staff moves to the main campus, it will transfer the space that it vacates to Polk State College. The FIPR site is located at 1855 W Main Street Bartow, Florida 33830. It consists of seven buildings primarily used for the institute's administration, phosphate and metallurgical research, and community/public service purposes.

The university's campus has grown since its founding to include a new dormitory, and a new Wellness Center is projected for opening in fall 2017. A partnership with the Florida Department of Transportation also opened up an expansion opportunity in the form of a future test track for autonomous vehicles and tolling technology.

Organization

Florida Polytechnic University was awarded "Candidacy for Accreditation" status by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in June 2016, and the university will have its official accreditation visit by the SACSCOC committee in February 2017.

Campuses and Other Locations

JD Alexander Florida Polytechnic Main Campus (Site 0012)

Florida Polytechnic University is located in Central Florida and part of what is known as the I-4 Corridor of Florida. The University's was established in 2012 on a 531 acres, 170 on main campus with two additional parcels of 176 and 184 acres. The main campus consist of four (4) constructed buildings, three (3) leased modulars, a recreation field, and two (2) dormitories acquired under a public-private-partnership. The campus is located at 4700 Research Way, Lakeland, Florida 33805. All instruction, research, and general activities conducted by students, faculty and staff take place at the main campus. A description of each building at this site is a follows:

- *Innovation, Science & Technology (IST)*: It is considered the main building on the main campus, located at the north end. Currently all instruction and research activities conducted by faculty and staff take place at this building. Square footage is separated between classrooms, research labs, teaching labs, library, office space for faculty and staff, study areas, and terrace space.
- *Campus Control Center*: Contains the network operations center, the computer mainframe, chiller room, and main electrical room.
- *Technology & Admissions Center*: It was the first building completed on campus and provides administrative office space and auditorium for Enrollment Services (Office of Admissions and Office of Financial Aid).

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POLYTECHNIC
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- *Student Wellness Center*: Primarily used by Auxiliary and Student Services to provide students, faculty and staff with dining and food services, fitness center, health clinic, postal and copy services, bookstore, and Bursar's office.
- *Housing PH1*: First housing building under a Public-Private Partnership (P3); it has a residential bed count of 219 with suite-residential style.
- *Housing PH2*: Completed in summer 2016, it is the second housing building under a Public-Private Partnership. It provides semi suite-residential style living and 539 beds.
- *Modulars*: Three temporary, modular-style buildings located next to the Campus Control

Florida Polytechnic South – PSC (Site 0010)

It is a joint-use facility Polk State College provided by Senate Bill 1994 signed into law on April 20, 2012. Includes three (3) buildings and an ITFS tower, currently it is temporarily used by the University's business offices and computing support. The site is located at 3433 Winter Lake Road, Lakeland, Florida 33803.

Florida Industrial and Phosphate Institute (Site 0047)

The Florida Industrial and Phosphate Research Institute (FIPR Institute) is a legislatively created state research unit within Florida Polytechnic University. This site consists of seven (7) buildings with a covered walkway used by FIPR Institute administration, research, and community education/public service outreach. The FIPR Institute is focused on phosphate-related research, but since 2010 has also broadened its research program into non-phosphate topics such as energy and the mining and processing of minerals other than phosphate.



VI. ACADEMIC DEGREE PROGRAMS

The academic degree programs of the University and student enrollment within the programs generate the primary demand for facilities. The approved programs for the University are identified within [Table 3](#).

Table 3
Academic Degree Programs

| CIP | CIP Title | Program Title | Florida Poly Degree |
|---------|---|--|---------------------|
| 11.0802 | Data Modeling/Warehousing and Database Administration | Advanced Technology | B |
| 11.0899 | Computer Software and Media Applications, Other | Computer Science & Information Technology; Innovation & Technology | BM |
| 14.0101 | Engineering, General | Engineering | M |
| 14.0901 | Computer Engineering, General | Computer Engineering | B |
| 14.1001 | Electrical and Electronics Engineering | Electrical Engineering | B |
| 14.1901 | Mechanical Engineering | Mechanical & Industrial Engineering | B |
| 52.0203 | Logistics, Materials, and Supply Chain Management | Science & Technology Management | B |

Legend: B-Bachelors; M-Masters; A-Advanced Master; E-Engineering; S-Specialist; P-Professional Doctorate; R-Research Doctorate

From State University System of Florida Academic Program Inventory

VII. ANALYSIS OF STUDENT ENROLLMENT

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for survey purposes is the level for the fifth year beyond the year the survey is conducted. For this survey, the projected enrollment used is for academic year 2016-2017.

The University's Board of Trustees approved the University Work Plan which includes planned enrollments for the next five years. This data was provided to the survey team and was used in the survey. [Table 4](#) identifies the Statutorily Required Enrollment Plan (based on State-Fundable Florida FTE), taken from Page 10 of the [2016 Work Plan](#).



Table 5 illustrates student full-time equivalent enrollment for the base (actual) year and planned (outyear 2020-2021) by discipline and level for each site.

Table 4
Enrollment Plan

| | 2014-15 ACTUAL | 2015-16 ESTIMATE | 2016-17 PLAN | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | Planned Annual Growth Rate* |
|---------------------------|-------------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| RESIDENT | | | | | | | | | |
| LOWER | 448 | 779 | 946 | 887 | 905 | 912 | 914 | 927 | -0.4% |
| UPPER | 24 | 52 | 202 | 249 | 254 | 228 | 229 | 233 | 2.9% |
| GRAD I | 15 | 19 | 35 | 47 | 48 | 60 | 60 | 61 | 11.5% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| TOTAL | 487 | 850 | 1,183 | 1,183 | 1,207 | 1,200 | 1,203 | 1,221 | 0.6% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 24 | 28 | 49 | 66 | 68 | 90 | 90 | 91 | 13.2% |
| UPPER | 3 | 2 | 10 | 18 | 19 | 22 | 22 | 22 | 17.1% |
| GRAD I | 4 | 4 | 2 | 4 | 4 | 6 | 6 | 6 | 26.4% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| TOTAL | 31 | 34 | 61 | 88 | 91 | 118 | 118 | 119 | 14.4% |
| TOTAL | | | | | | | | | |
| LOWER | 472 | 807 | 995 | 953 | 973 | 1,002 | 1,004 | 1,018 | 0.5% |
| UPPER | 27 | 54 | 212 | 267 | 273 | 250 | 251 | 255 | 3.8% |
| GRAD I | 19 | 23 | 37 | 51 | 52 | 66 | 66 | 67 | 12.4% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| TOTAL | 518 | 884 | 1,244 | 1,271 | 1,298 | 1,318 | 1,321 | 1,340 | 1.8% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 5.6% |
| UPPER | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 18.1% |
| GRAD I | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.0% |
| GRAD II | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0% |
| TOTAL | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 5.2% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: $(2021-22 \text{ value} \div 2016-17 \text{ value})^{1/5} - 1$.

Table 5
FTE Enrollment Base (Actual) Year and Outyear by Discipline and Level for each site

| All Campuses* | Discipline | Category | Base (actual) 2016-17 | | | Planned 2021-22 | | | Total FTE | |
|---------------|------------|---|---------------------------|---------------------------|----------|-----------------|---------------------------|---------------------------|-----------|----------|
| | | | Lower Level Undergraduate | Upper Level Undergraduate | Graduate | Total FTE | Lower Level Undergraduate | Upper Level Undergraduate | | Graduate |
| | 11 | Computer and Information Sciences and Support Services | 478 | 102 | 19 | 599 | 482 | 121 | 32 | 635 |
| | 14 | Engineering | 488 | 104 | 19 | 611 | 493 | 123 | 33 | 649 |
| | 52 | Business, Management, Marketing, and Related Support Services | 30 | 6 | | 36 | 30 | 8 | 2 | 40 |

*Academic programmatic student FTE only to be capture at Main Campus.



VIII. INVENTORY OF EXISTING SITES AND BUILDINGS

The overview of the university includes a general description of the sites where educational program activity is carried out by the university. This section provides information about buildings located at the sites.

The building information provided in [Table 6](#) includes Status, Condition, Assignable Square Feet (ASF), and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition/space condition identifies whether space is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the university and concurred with by the survey team. Space considered satisfactory is suitable for continued use. Unsatisfactory space is space that does not meet the university's standards or requirements for effectiveness. Space considered unsatisfactory can be classified by the university as either space in need of renovation or remodeling, space to be terminated for use, space scheduled for demolition which includes all modular and portable structures, or space for which there is currently no requested action and is scheduled for continued use as is. If the sum of all unsatisfactory categories exceeds 20% of the total existing space inventory, survey requests for actions on some of these projects must take a higher priority than any new construction.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas which have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

Instructional/Research

Classrooms
Teaching Laboratories
Research Laboratories

Academic Support

Study Facilities
Instructional Media
Auditorium/Exhibition
Teaching Gymnasium

Institutional Support

Office/Computer
Campus Support



Table 6 identifies the amount of satisfactory eligible space, by space type, for each building which supports the above-stated functions. Table 7 shows the assignable square footage of satisfactory space by category and by building. As stated within the Space Needs Assessment section, eligible space refers to whether the space meets a need identified as a formula-generated space need. The buildings included within these tables are only those located on land the university leases from the State of Florida, owns, or land leased for a long term to the university on which buildings have been constructed by the university. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida.

Table 6
Building Inventory Report

| | Site | Bldg. Status | Bldg. Condition | GSF | NASF |
|--|------|--------------|-----------------|---------|--------|
| SITE 0012 – JD Alexander Florida Polytechnic Main Campus | | | | | |
| 1200 Innovation Science and Technology | 0012 | 1 | 1 | 115,889 | 80,085 |
| 1201 Technology and Admissions Center | 0012 | 1 | 1 | 6,232 | 3,905 |
| 1202 Campus Control Center | 0012 | 1 | 1 | 4,637 | 1,170 |
| 1203 Student Wellness Center | 0012 | 1 | 1 | 39,955 | 23,212 |
| 1204 Housing PH 1 | 0012 | - | 0 | - | - |
| 1205 Housing PH 2 | 0012 | - | 0 | - | - |
| 12M1 University Police Modular | 0012 | 3 | 0 | 1,395 | 1,305 |
| 12M2 Campus Development & Facilities Modular | 0012 | 3 | 0 | 3,080 | 2,706 |
| 12M3 Personal Development & Accessibility Svcs Modular | 0012 | 3 | 0 | 1,306 | 1,202 |
| SITE 0010 – Florida Polytechnic South – PSC (Temporary Joint-Use) | | | | | |
| 8700 Lakeland Academic Center | 0010 | 2 | 0 | 23,439 | 5,771 |
| 8701 Lakeland Learning Center | 0010 | 2 | 0 | 28,728 | - |
| 8702 Lakeland ITFS Tower Shelter | 0010 | 2 | 0 | 160 | - |
| 8712 Lakeland Technology Building | 0010 | 2 | 1 | 40,062 | 26,769 |
| SITE 0047 – Florida Industrial and Phosphate Institute | | | | | |
| 8400 F.I.P.R – Administration BLDG | 0047 | 1 | 0 | 7,105 | 5,980 |
| 8401 F.I.P.R – Biological Lab | 0047 | 1 | 0 | 2,470 | 2,470 |
| 8402 F.I.P.R – Metallurgical Lab | 0047 | 1 | 0 | 3,874 | 3,424 |
| 8403 F.I.P.R – Radon BLDG II | 0047 | 1 | 0 | 375 | 375 |
| 8404 F.I.P.R – Radon BLDG I | 0047 | 1 | 0 | 375 | 375 |
| 8405 F.I.P.R – Storage BLDG | 0047 | 1 | 0 | 100 | 100 |
| 8406 F.I.P.R – Covered Walkway | 0047 | 7 | 0 | 430 | 430 |
| 8407 F.I.P.R – Education BLDG | 0047 | 1 | 0 | 4,711 | 3,712 |

Legend:

Building Status: 1 = Permanent, 2 = Temporary Non-Relocatable, 3 = Temporary Relocatable, 4 = Under Construction, 7 = Covered Walkway

Building Condition: 0 = Building not surveyed, 1 = Satisfactory, 6 = Termination



Table 7
Eligible Assignable Square Footage
Satisfactory Space by Category by Building

| Bldg. Number | Building Name | Class-room | Teaching Lab | Study | Research Lab | Office | Aud/Exhib | Instr. Media | Gym | Campus Support Services | Total NASF |
|---|-----------------------------------|------------|--------------|--------|--------------|--------|-----------|--------------|-----|-------------------------|------------|
| SITE 0012 – JD ALEXANDER FLORIDA POLYTECHNIC MAIN CAMPUS | | | | | | | | | | | |
| 1200 | Innovation Science and Technology | 6,088 | 26,432 | 18,636 | 13,469 | 8,955 | 1,808 | - | - | 2,590 | 77,978 |
| 1201 | Technology and Admissions Center | - | - | - | - | 1,955 | 691 | - | - | 1,259 | 3,905 |
| 1202 | Campus Control Center | - | - | - | - | 434 | - | - | - | 736 | 1,170 |
| 1203 | Student Wellness Center | - | - | - | - | 663 | - | - | - | 1,165 | 1,828 |



IX. QUANTITATIVE (FORMULA) SPACE NEEDS

The basic method used to determine the facilities required by a university to accommodate educational programs, student enrollments, personnel, and services, is the Fixed Capital Outlay Space Needs Generation Formula. The Space Needs Formula (formula) provides the three general classifications of space: instructional, academic support, and institutional support. Within these classifications, nine categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, office, and campus support services. While the FTE enrollment projection acts as primary generator, the formula recognizes variation in space requirements derived from discipline grouping, course levels, research programs, and library holdings, as well as faculty, staff, and contract and grant positions. The outcome of running the formula is a campus-wide aggregate of the ten categories of space, based on each individual university's make of students, programs, faculty and staff.

Table 8 reports the results of comparing the generated space needs to the existing eligible satisfactory and unsatisfactory facilities inventory for the main campus.

Table 9, also known as the "Form B", shows the details of these comparison results.

Table 8

Formula Generated Net Assignable Square Feet by Category

| Space Category | Space Needs By Space Type | Satisfactory Space Inventory | Total Unsatisfactory Space Inventory | Unmet Need |
|------------------------------|---------------------------|------------------------------|--------------------------------------|---------------|
| Instructional | | | | |
| Classroom | 12,096 | 6,088 | - | 6,088 |
| Teaching Laboratory | 15,120 | 26,432 | - | (11,312) |
| Research Laboratory | 25,200 | 13,469 | - | 11,731 |
| Academic Support | | | | |
| Study | 18,144 | 18,636 | - | (492) |
| Instructional Media | 4,032 | 0 | - | 4,032 |
| Auditorium/Exhibition | 3,024 | 2,499 | - | 525 |
| Teaching Gymnasium | 6,048 | 0 | - | 6,048 |
| Instructional Support | | | | |
| Student Academic Support | 0 | 0 | - | 0 |
| Office/Computer | 30,240 | 12,007 | - | 18,233 |
| Campus Support Services | 5,695 | 5,750 | - | (55) |
| Total | 119,599 | 84,881 | - | 29,426 |

Board of Governors Committees and Meeting - Facilities Committee

| Net Space Needs from Form B | | 6,008 | (11,312) | (492) | 11,731 | 18,233 | 525 | 4,032 | 0 | 6,048 | 34,718 |
|--|--|--------|----------|---------|----------|---------|--------|-------|-------|-------|----------|
| Percent of Space Needs | | 50.33% | 174.81% | 102.71% | 53.45% | 39.71% | 82.64% | 0.00% | 0.00% | 0.00% | 70.97% |
| 3) Projects Funded for Planning | | | | | | | | | | | |
| Proj. 1) | | | | | | | | | | | |
| Applied Research Center | | 0 | 7,000 | 0 | 32,000 | 21,500 | 0 | 0 | 0 | 0 | 286 |
| Sub Total Net Space Needs | | 6,008 | (18,312) | (492) | (20,269) | (3,267) | 525 | 4,032 | 0 | 6,048 | (26,068) |
| Sub Total Percent | | 50.33% | 221.11% | 102.71% | 180.43% | 110.80% | 82.64% | 0.00% | 0.00% | 0.00% | 105.99% |
| Proj. 2) | | | | | | | | | | | |
| Sub Total Net Space Needs | | 6,008 | (18,312) | (492) | (20,269) | (3,267) | 525 | 4,032 | 0 | 6,048 | (26,068) |
| Sub Total Percent | | 50.33% | 221.11% | 102.71% | 180.43% | 110.80% | 82.64% | 0.00% | 0.00% | 0.00% | 105.99% |
| Proj. 3) | | | | | | | | | | | |
| Sub Total Net Space Needs | | 6,008 | (18,312) | (492) | (20,269) | (3,267) | 525 | 4,032 | 0 | 6,048 | (26,068) |
| Sub Total Percent | | 50.33% | 221.11% | 102.71% | 180.43% | 110.80% | 82.64% | 0.00% | 0.00% | 0.00% | 105.99% |
| Total Net Space Needs | | 6,008 | (18,312) | (492) | (20,269) | (3,267) | 525 | 4,032 | 0 | 6,048 | (26,068) |
| Total Adjusted Inventory | | 6,088 | 33,432 | 18,636 | 45,469 | 33,507 | 2,499 | 0 | 0 | 0 | 145,667 |
| Total Percent of Net Space Needs | | 50.33% | 221.11% | 102.71% | 180.43% | 110.80% | 82.64% | 0.00% | 0.00% | 0.00% | 105.99% |

2017 SUS Space Factors 12 15 18 25 25 3 4 0 6 5



X. RECOMMENDATIONS OF SURVEY TEAM – OCTOBER 5, 2016

Survey Team Members: Lori Pinkerton, Team Leader (FSU), Tamera Baughman (FGCU), Kenneth Ogletree (BOG), Brittany Farris (BOG), Taylor Jones (BOG), Shacarra Sigler (BOG)

Site Improvements Recommendations:

1.1 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.

1.2 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

1.2a Expansion of the University’s existing chiller plant.

Remodeling/Renovation Recommendations:

2.1 Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.

New Construction Recommendations:

Projects Based on Exception Procedure:

The Survey Team recognizes that Florida Polytechnic University (FPU) is a new start-up university. The Survey Team is recommending the following project utilizing the exception procedure. In their needs presentation, FPU presented data demonstrating a need for space supporting a request that will provide additional research and associated spaces. FPU identified companies that have recently partnered with them to collaborate with faculty and students on research. FPU’s focus is on applied research on real world issues.

3.1 Applied Research Center

Demolition Recommendations: N/A

Special Purpose Center Recommendations:

This is a general recommendation for all work necessary to maintain the following facility:

6.1 Florida Industrial Phosphate Research Institute



Standard University-wide Recommendations:

- SR1. Projects for safety corrections are recommended.
- SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR3. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.
- SR4. Projects requiring renovations to space vacated in conjunction with new construction that result in no significant changes in space categories, are recommended.

Notes:

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
 - 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
 - 2. Reduce square footage in space use categories exceeding 100%
 - 3. Delete a project or the space in a use category that exceeds 100%
 - 4. Substitute with other proposed space use categories within the same project
 - 5. Shift requested project priorities to stay below 100% threshold.
 - 6. Provide a university strategy to support temporary overages.
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.



XI. FUNDING OF CAPITAL PROJECTS

The projects recommended by the survey team may be funded based on the availability of funds authorized for such purposes. The primary source available to the university is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Art. XII, § 9(a) (2), Fla. Const., as amended. These funds are appropriated to the State University System pursuant to § 1013.64(4), Fla. Stat., which provides that a list of projects is submitted to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair, and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated to the universities. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. The projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Division of Colleges and Universities for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant "Courtelis Program" Program (CP), established pursuant to § 1013.79, Fla. Stat., provided for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 1013.74, Fla. Stat., provides authority to accomplish capital projects from grants, and private gifts (PF). In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects. Under special legislation, the university has been able to allocate Carry Forward funds (CFWD) for Capital Improvement Projects in its initial years.

The first two housing projects on campus have been completed through a Public-Private Partnership with approval through the Board of Governors.

Table 10 identifies the specific project appropriations made available to the university over its first four years.

**Table 10****Capital Outlay Allocations****State Appropriations****From 2013-14 through 2016-17**

| Project | Location | Phase | Source * | 2013-14 | 2014-15 | 2015-16 | 2016-17 | Total |
|---|------------|-------|----------|--------------------|----------------------|--------------------|---------------------|----------------------|
| Technology Admissions Center | JDA Campus | P,C,E | CFWD | \$1,387,174 | | | | |
| Campus Control Center | JDA Campus | P,C,E | CFWD | \$3,950,000 | | | | |
| Site Development | JDA Campus | P,C,E | CFWD/CP | | \$33,125,000 | | | |
| Innovation, Science & Technology Building | JDA Campus | P,C,E | PECO/CP | | \$77,150,000 | | | |
| Wellness Center | JDA Campus | P,C,E | CFWD/CP | | \$4,359,000 | | | |
| Residence Hall 1 | JDA Campus | P,C,E | PPP | | \$12,000,000 | | | |
| Recreation Fields | JDA Campus | P,C,E | CFWD/PF | | | \$1,070,000 | | |
| Cooling Tower 2 | JDA Campus | P,C,E | CFWD | | | \$541,617 | | |
| Parking Lots 6 & 8 | JDA Campus | P,C,E | CFWD | | | \$1,546,986 | | |
| Residence Hall 2 | JDA Campus | P,C,E | PPP | | | | \$27,000,000 | |
| Wellness Expansion | JDA Campus | P,C,E | CFWD | | | | \$2,275,000 | |
| TOTAL | | | | \$5,337,174 | \$126,634,000 | \$3,158,603 | \$29,275,000 | \$164,604,777 |

*PECO Public/Education Capital Outlay; CP – Courelis Program; PF – Private Funding; CFWD – Carry Forward; PPP – Public Private Partnership



APPENDICES





A. OVERVIEW OF EDUCATIONAL PLANT SURVEY PROCESS

EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW

BOARD OF GOVERNORS
Office of Finance & Facilities
Chris Kinsley, Director
FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA
Revised: January 25, 2011

Section 1013.31, Florida Statutes, requires that, at least once every five years, each University Board of Trustees shall arrange for an Educational Plant Survey to aid in providing physical facilities necessary to accommodate its academic programs, students, faculty, staff, and services during the next five-year period.

1. Designation of Responsibility

The University to be surveyed (the "University") appoints the **Survey Team Coordinator**. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors (the "Board") staff during the survey process. It is recommended in order to expedite the overall process and to maintain consistency and quality that the coordinator be a staff person from the Board.

It is recommended that the **Survey Team Leader** be requested from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All team members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process.

The University President appoints the **Survey Team Facilitator** for its University from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the University activities for the team during the survey process at the University.

For continuity and consistency of the final report, **Survey Team Members** will consist of staff from universities not being surveyed that year and should include a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year. Board staff should also be included.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections based on the work plans submitted annually to the Board by the universities pursuant to Board regulation 2.002. One undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.



3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System. Staff of the University prepare a list of programs for the survey, indicating which existing programs the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula (the "Formula"). The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as, minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) standard space categories based on the combination of students, programs, faculty and staff unique to the University.

4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, (the "Space File") as well as building schematics. The staff of the university and the validation team members visits all sites and selected buildings. The buildings to be visited for Inventory Validation purposes should include any buildings that have not been previously surveyed, buildings which the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, University staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the validation.

An important part of the Inventory Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard per diem for members of the Inventory Validation team.



5. University Identification of Needs

Administrators and staff of the University undergoing the survey prepare lists for each site of needs identified by the University for site acquisition, development and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the list of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the University's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the Formula approach. This method involves performance levels for space use by the University based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categorical square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula, the Survey Team Coordinator ensures the preparation of space needs analyses by the University for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University staff develops requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

In conjunction with the Formula, Space Factors (the "Factors"), have been developed as part of the process and are used to expedite the use of the Formula in determining university space needs. The Factors are periodically reviewed and revised by the Board Office of Finance and Facilities. Each university at the time of its survey, after the Inventory Validation and prior to the Needs Assessment, may make a presentation and request a recommendation from the survey team to revise one or all of their Factors as a result of data or policy actions taken by its Board of Trustees and its university. The presentation should include, at a minimum, data based on the projected space needs using existing factors, a presentation on changes at the University that make the current Factors inappropriate (i.e. the policy action by its Trustees or University), and documentation of what the space impact of the requested revised Factors would be. In addition, a comparison against the other universities in the System should be included.

The Survey Team will review the data and make a recommendation to modify or leave the Factors unchanged as part of their survey recommendations. The team will evaluate the request for consistency with other universities in the system and comparison for similar issues.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the University has special problems or extraordinary needs not supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.



To exercise this option, University staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility needs beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the university for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the university should not include requests related to these needs.

6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the University. It is supplemented by available information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.



8. Needs Assessment Segment of Survey

The Survey Team Leader and the University make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with university administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the Validation and Needs Assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach, modification of Factors and the exception procedure, cost estimates for recommendations, and the university-wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the University, has been recommended and authorized by the Legislature.

10. Written Survey Reports

The University prepares the draft and the final written report of the findings and recommendations of the Survey Team for review and approval by the University Board of Trustees (UBOT's). After approval by the UBOT's, the university must submit the official copy of the report to the Chancellor, State University System of Florida.



B. EXPLANATION OF THE SPACE NEEDS GENERATION FORMULA

The space needs generation formula uses three types of information to determine unmet space needs:

1. Workload measures such as enrollment, positions and library materials
2. Space standards including station sizes and utilization levels
3. Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual

FTEs requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detail allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

Nine space categories are recognized within the formula. The nine categories of assignable space include:

| | | |
|-----------------------------|--------------------------------|-------------------------------------|
| <u>Instructional</u> | <u>Academic Support</u> | <u>Instructional Support</u> |
| Classroom | Study | Office/Computer |
| Teaching Laboratory | Instructional Media | Campus Support Services |
| Research Laboratory | Auditorium/Exhibition | |
| | Teaching Gymnasium | |

Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. Related service areas such as projection rooms, telecommunications control booths, preparation rooms, closets, storage areas, etc. are included in this category if they serve classrooms.

The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy.



These standards result in a space factor of 0.92 NASF per FTE enrolment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

$$0.92 \text{ (Space Factor)} \times 15.0 \text{ (Weekly Student Hours per FTE)} = 13.8 \text{ NASF per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours per Week} \times \text{Occupancy Rate}}$$

$$\text{or } \frac{22}{40 \times 0.60} = 0.92 \text{ NASF}$$

Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specialty designed or equipped rooms if they are used primarily for group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels. The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

$$7.81 \text{ (Space Factor)} \times 5.0 \text{ (Weekly Student Hours per FTE)} = 39.05 \text{ NASF per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours per Week} \times \text{Occupancy Rate}}$$

$$\text{or } \frac{125}{20 \times 0.80} = 7.81 \text{ NASF}$$

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.

Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within



a specific program. Included in this category are labs used for experiments, testing or “dry runs” in support of instructional, research or public service activities. Nonclass public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF needed for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate student FTE.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the

E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions. Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

Study Facilities

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The

NASF needed for study facilities is based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms) The NASF needed for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms The NASF needed for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrels The NASF needed for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate science FTE, and for 50% of the advanced



graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year's acquisitions.

Non-Law Stacks

0.10 NASF/volume for the first 150,000 volumes
 0.09 NASF/volume for the second 150,000 volumes
 0.08 NASF/volume for the next 300,000 volumes
 0.07 NASF/volume for all volumes above 600,000

Law Stacks

0.14 NASF/volume for the first 150,000 volumes
 0.12 NASF/volume for the second 150,000 volumes
 0.10 NASF/volume for the next 300,000 volumes
 0.09 NASF/volume for all volumes above 600,000

Study Facilities Service Areas The NASF need for study service areas is based on 5% of the total NASF needed.

Instructional Media Facilities

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video and audio cassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

Office/Computer Facilities

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables, or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Example of positions not requiring space includes maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students.



The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on a 3 NASF per position.

Campus Support Facilities

Campus support facilities are defined as those area used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

Existing Facilities Inventory

The facilities inventory for each university is designed using the format and definitions prescribed in the Postsecondary Education Facilities Inventory and Classification Manual, 1992, published by the U.S. Department of Education, National Center for Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resources Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

Auditorium/Exhibition Facilities

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

Teaching Gymnasium Facilities

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rings, indoor tracks, indoor stadium fields,



and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollment, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

The room records from the inventory are used to determine the amount of existing square footage in each of the nine assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the nine space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics areas.



C. EXECUTIVE SUMMARY OF THE CAMPUS MASTER PLAN

Florida Polytechnic University is the newest of the state's 12 public universities and the only polytechnic institution in the State University System of Florida. The new Florida Polytechnic campus in Lakeland opened for instruction in August of 2014. To date, campus construction has included the iconic Innovation, Science & Technology (IST) building, the first two campus residence halls, and smaller buildings that currently serve as Admissions Office, Wellness Center and Campus Control Center. Future development will proceed in accordance with this plan, the *Florida Polytechnic University Campus Master Plan 2015-2025*, which updates the 2010-2020 Master Plan that provided a framework for Phase 1 construction on the campus.

Florida Polytechnic University was formally established as Florida's 12th public university on July 10, 2012. Prior to its establishment as an independent university, the institution was part of the University of South Florida and occupied a joint-use campus with Polk State College in Lakeland. This is the first campus master plan prepared for Florida Polytechnic as an independent university.

Florida Statute (§ 1013.30 Fla. Stat.) requires campus master plans to be updated every five years. The statute also requires that plans contain elements relating to future land use, transportation, housing, general infrastructure, conservation, recreation and open space, intergovernmental coordination, and capital improvements. Optional elements may also be addressed; the University's academic mission and program is included in this plan but is not subject to review under the state requirements.

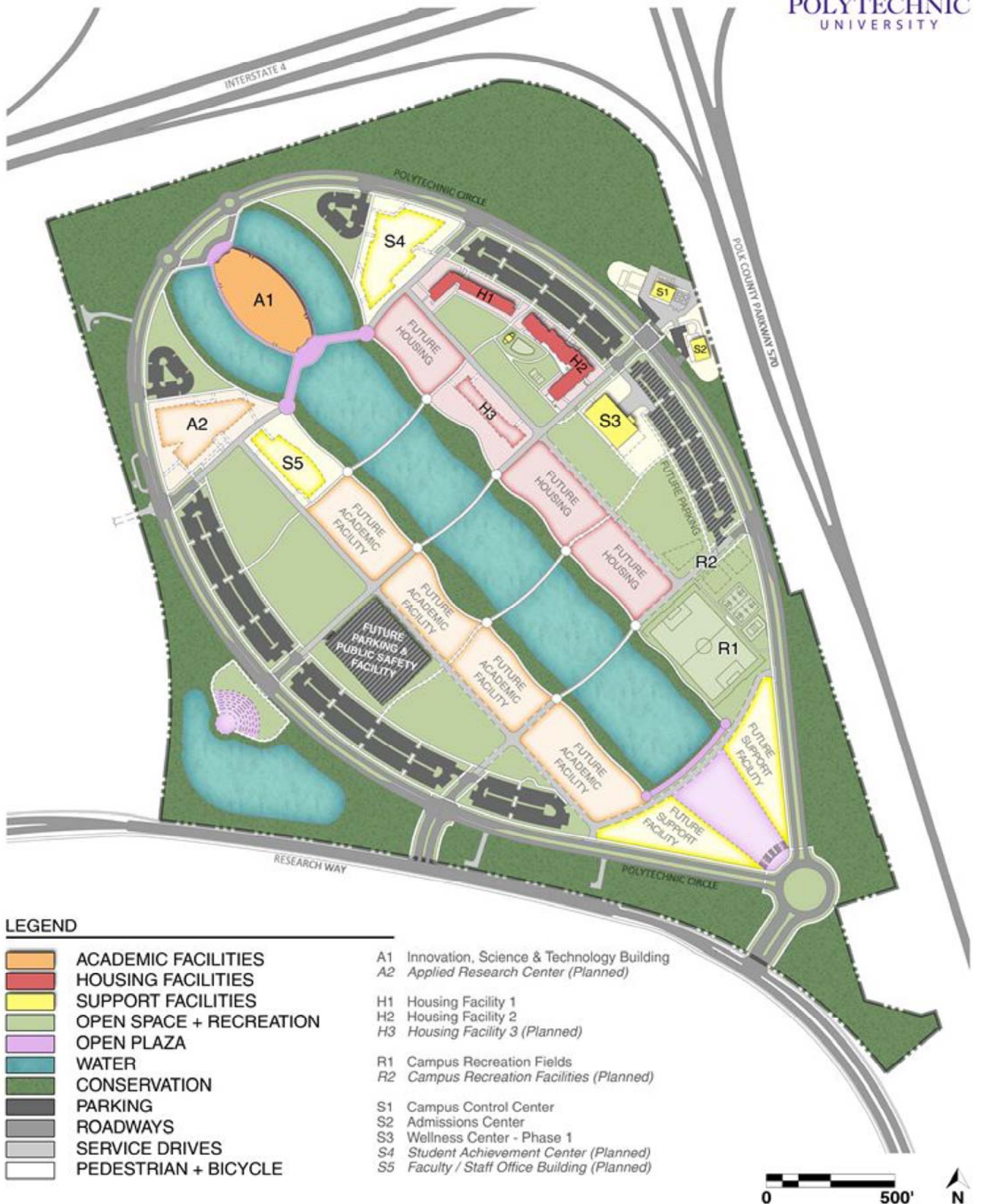
The Campus Master Plan includes goals, objectives and policies for each plan element. Each goal is preceded by a brief introduction and is followed by a series of objectives and policies. Overall, these goals, objectives and policies are intended to guide campus development for the 10-year planning horizon. Goals, objectives, policies and specific plan recommendations are based on supporting data as well as an evaluation of the goals, objectives and policies that were adopted in the 2010-2020 Master Plan (see Appendix 2: Data Collection and Analysis Report and Appendix 3: Evaluation and Appraisal Report for additional details). Illustrative master plan maps and graphics are included in Appendix 1 (Figures).

This plan has been developed in accordance with the requirements of § 1013.30 Fla. Stat. and Chapter 21 of the Florida Board of Governors Regulations. It has also been designed to promote the five guiding principles of Florida Polytechnic – Continuous Innovation, Empowerment, Responsiveness, Collaboration and Courage. It is the hope of all involved with the preparation of the master plan that the Florida Polytechnic campus will promote the University's mission to prepare students for a future where knowledge, innovation, adaptability and high-tech skills are needed to compete in a rapidly changing economy.

The 2015-2025 Campus Master Plan was adopted by the Florida Polytechnic University Board of Trustees on September 7, 2016 and it is available at the following link:

https://floridapolytechnic.org/wp-content/uploads/fpolytechnic_master_plan.pdf

Figure 1.3: FUTURE LAND USE MAP





D. UNSATISFACTORY SPACE

Not applicable for Florida Polytechnic University as there is no unsatisfactory space to be demolished/terminated per Form B (1C).



E. FLORIDA POLYTECHNIC UNIVERSITY PRESIDENT ACKNOWLEDGEMENT OF THE EDUCATIONAL PLANT SURVEY RECOMMENDATIONS





**RECOMMENDATIONS OF EDUCATIONAL PLANT SURVEY (EPS) TEAM
FLORIDA POLYTECHNIC UNIVERSITY**

Date: January 25, 2017

Validation Date: October 5, 2016

Needs Assessment Dates: November 14, 2016

Survey Team Members: Lori Pinkerton, Team Leader (FSU), Tamera Baughman (FGCU), Kenneth Ogletree (BOG), Brittany Fariior (BOG), Taylor Jones (BOG), Shacarra Sigler (BOG)

Site Improvements Recommendations:

- 1.1 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.
- 1.2 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. The project consists of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.
 - 1.2a Expansion of the University's existing chiller plant.

Remodeling/Renovation Recommendations:

- 2.1 Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.

New Construction Recommendations:

Projects Based on Exception Procedure:

The Survey Team recognizes that Florida Polytechnic University (FPU) is a new start-up university. The Survey Team is recommending the following project utilizing the exception procedure. In their needs presentation, FPU presented data demonstrating a need for space supporting a request that will provide additional research and associated spaces. FPU identified companies that have recently partnered with them to collaborate with faculty and students on research. FPU's focus is on applied research on real world issues.

3.1 Applied Research Center

Demolition Recommendations: N/A

Special Purpose Center Recommendations:

This is a general recommendation for all work necessary to maintain the following facility:

6.1 Florida Industrial Phosphate Research Institute

Standard University-wide Recommendations:

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR3. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

SR4. Projects requiring renovations to space vacated in conjunction with new construction that result in no significant changes in space categories, are recommended.

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Notes:

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
 - 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
 - 2. Reduce square footage in space use categories exceeding 100%
 - 3. Delete a project or the space in a use category that exceeds 100%
 - 4. Substitute with other proposed space use categories within the same project
 - 5. Shift requested project priorities to stay below 100% threshold.
 - 6. Provide a university strategy to support temporary overages.
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

Acknowledgement on January 25, 2017



President, Randy Avent



F. STATE UNIVERSITY CHECKLIST FOR SUBMITTING EDUCATIONAL PLANT SURVEY REPORTS TO FLORIDA BOARD OF GOVERNORS FOR REVIEW

Revised January 27, 2017

This checklist is to be used by the university before submitting state university educational plant survey reports pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (✓) beside an item number indicates the answer is "Yes;" an ex (×) beside a number indicates "No."

1. Name of university: Florida Polytechnic University
2. Date of previous five-year survey: N/A
3. Date of this survey: October 5, 2016 (Space Validation) and November 14, 2016 (Needs Assessment)
4. New survey out year: 2022
5. ✓ Was the survey report made publicly available on the university web site and its location relayed to the Board of Governors (BOG)?
6. × If the university is printing the survey report, were three copies submitted to the BOG? Electronic copy was provided
7. ✓ Was the survey conducted only for official sites, as defined by BOG Regulation 8.009?
8. ✓ Is each site, per BOG 8.009, described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains?
9. ✓ Throughout the report, are sites referred to by name and number?
10. ✓ Do FTE figures used in the survey report match those in the five-year planned enrollments?
11. ✓ Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey?
12. ✓ Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year?
13. ✓ Have all space needs been generated correctly?
14. ✓ Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site?
15. ✓ Is a copy of a site plan showing building locations attached for each site?

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- 16. ✓ Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet?
- 17. ✓ Throughout the report, are buildings referred to by number and name?
- 18. ✓ Does the survey report contain recommendations for each site?
- 19. ✓ Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property?
- 20. ✓ Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs?
- 21. ✓ Does the survey report contain a space category aggregate square footage table for each site which shows by the nine space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned?
- 22. ✓ Are the amounts of square feet planned the same as the amounts of square feet needed?

The Educational Plant Survey for Florida Polytechnic University was approved by the University Board of Trustees on March 15, 2017.

M. A. Avent
Dr. Randy K. Avent, University President

Frank T. Martin
Frank T. Martin, Chair, Board of Trustees

5/17/17
Date

May 17, 2017
Date



G. BUILDING SYSTEM CONDITIONS SURVEY FORMS

Not applicable for Florida Polytechnic University as no building was recommended by the Educational Plant Survey for extensive remodeling and/or demolition.





H. SITE INVENTORY REPORT

| Site Number | Site Name/Address/City/County/Zip | Site Type | Site Acreage | Date Established | Number of Buildings |
|-------------|--|-----------|--------------|------------------|---------------------|
| 0012 | JD Alexander Florida Polytechnic Main Campus 4700 Research Way Lakeland Polk 33805 | Main | 530.87 | 2012 | 9 |
| 0047 | Florida Industrial and Phosphate Institute 1855 W Main Street Bartow Polk 33830 | SPC | 8 | 2012 | 8 |

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

Facilities Committee

June 22, 2017

SUBJECT: A Resolution of the Board of Governors requesting the Division of Bond Finance of the State Board of Administration of Florida (the "Division of Bond Finance") to issue revenue bonds on behalf of Florida International University to finance the construction of a dormitory and associated parking garage on the main campus of Florida International University.

PROPOSED COMMITTEE ACTION

Adoption of a resolution approving the issuance of fixed rate, tax-exempt revenue bonds, by the Division of Bond Finance on behalf of Florida International University (the "University"), in an amount not to exceed \$63,000,00 (the "Bonds") for the purpose of financing a dormitory and parking garage on the main campus of Florida International University ("the Project").

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

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The University has submitted a proposal for financing and construction of the Project. The Project will be located in the central, southern area of the Modesto A. Maidique campus of the University and will include 656 beds (640 rentable and 16 for student resident assistants) and 300 parking spaces. The parking spaces at this facility will be available exclusively for on-campus housing residents and will not be designated as part of the University's parking system. The Project is Phase II of a two-phase project, of which Phase I provided approximately 600 beds and opened fall 2014. The total Project cost is expected to be approximately \$66.5 million (plus a 5% contingency).

The University's Board of Trustees has requested approval from the Board of Governors for the Division of Bond Finance to issue up to \$63,000,000 of fixed rate, tax-exempt revenue bonds to finance the construction of the Project, fund a debt service reserve fund, capitalized interest and pay costs of issuing the Bonds. The University's housing system will fund \$16.4 million through a cash contribution toward the Project. The Bonds will mature no more than thirty (30) years after issuance with level annual debt service payments.

The debt service payments will be funded from revenues generated from the operation of the University housing system, after payments of operation and maintenance costs. Operating revenues are generated primarily from housing rental revenues, special event rental revenues, net parking revenues paid by the residents and other miscellaneous collections. The Bonds will be issued on parity with the outstanding FIU Dormitory Revenue Bonds, currently outstanding in the aggregate principal amount of \$93,020,000.

Projections provided by the University indicate that sufficient net revenues will be generated to pay debt service on the Bonds and the outstanding dormitory bonds. The University intends to implement a rate increase of 1% annually through FY 2021-22.

The University's Board of Trustees approved the Project and the financing thereof at its March 3, 2017 meeting.

Supporting Documentation Included:

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

Facilitators/Presenters: Mr. Chris Kinsley

A RESOLUTION REQUESTING THE DIVISION OF BOND FINANCE OF THE STATE BOARD OF ADMINISTRATION OF FLORIDA TO ISSUE REVENUE BONDS ON BEHALF OF FLORIDA INTERNATIONAL UNIVERSITY TO FINANCE THE CONSTRUCTION OF A DORMITORY AND ASSOCIATED PARKING GARAGE ON THE MODESTO A. MAIDIQUE CAMPUS OF FLORIDA INTERNATIONAL UNIVERSITY IN AN AMOUNT NOT TO EXCEED \$63,000,000; AND PROVIDING AN EFFECTIVE DATE

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

BE IT RESOLVED:

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

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

(B) The Board of Trustees of Florida International University (the "University") has requested approval from the Board of Governors for the Division of Bond Finance to issue revenue bonds in an amount not exceeding \$63,000,000 (the "Bonds"), for the purpose of financing: (i) a dormitory; (ii) a parking garage; (iii) capitalized interest, if any; (iv) a debt service reserve fund, if necessary, and (v) certain costs relating to the Bonds (collectively, the "Project"). The foregoing plan to finance the Project is collectively referred to herein as the "Financing Plan".

(C) The Project will be part of the housing system at the University.

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

Governors' Debt Management Guidelines.

(E) The Board of Governors declares that the Project will serve a public purpose by providing student housing and associated parking on the main campus of the University.

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

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

3. Approval of the Bonds. The Board of Governors hereby approves and requests the Division of Bond Finance of the State Board of Administration of Florida (the "Division") to issue the Bonds for the purpose of financing the construction of the Project, in an amount not to exceed \$63,000,000. Proceeds of the Bonds may be used to pay the costs of issuance of such Bonds, to provide for capitalized interest, if any, to fund a debt service reserve, if necessary, and to provide for a municipal bond insurance policy, if any. The Bonds are to be secured by the net revenues of the housing system of the University, which may include but are not limited to, housing rental revenues, special event rental revenues, net parking revenues paid by the residents and other miscellaneous collections, and may additionally be secured by other revenues that are determined to be necessary and legally available. The Division shall determine the amount of the Bonds to be issued and the date, terms, maturities, and other features of a fiscal or technical nature necessary for the issuance of the Bonds. Proceeds of the Bonds and other legally available monies shall be used for the Project, which is authorized by Section 1010.62, Florida Statutes, or such other housing facility project at the University which is authorized by Section 1010.62, Florida Statutes.

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

5. Compliance. The Board of Governors will comply, and will require the University to comply, with the following:

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

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

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

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

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

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

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

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

10. Authorization of Further Actions Consistent Herewith. The members of the Board of Governors, attorneys, or other agents or employees of the Board of Governors are hereby authorized and directed to do all acts and things required of them by this resolution or desirable or consistent with the requirements hereof, to assure the full, punctual and complete performance of all the terms, covenants and agreements

contained in the Bonds and this resolution; including execution of such documents, certificates, contracts and legal opinions and other material delivered in connection with the construction or financing of the Project for use by the University, the issuance of the Bonds or as necessary to preserve the exemption from the taxation of interest on any of the Bonds which are tax-exempt, in such form and content as the Chair, Vice Chair or authorized officers executing the same deem necessary, desirable or appropriate.

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

Adopted this 22nd day of June, 2017.

CERTIFICATE OF THE CORPORATE SECRETARY

The undersigned, Corporate Secretary of the Board of Governors, does hereby certify that the attached resolution relating to the issuance of Bonds by the Division of Bond Finance of the State Board of Administration of Florida is a true and accurate copy as adopted by the Board of Governors on June 22, 2017, and said resolution has not been modified or rescinded and is in full force and effect on the date hereof.

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

Dated: _____, 2017

By: _____
Corporate Secretary

00538599.1

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

Project Summary

**Florida International University
University Housing Project - Parkview II**

Project Description:

Florida International University (the "University") proposes a housing project, Parkview Housing II (the "Project"), which will be constructed on the University's main campus and will provide an additional 656 beds (640 rentable and 16 for student resident assistants). The Project will consist of two-nine level buildings, and will primarily feature four bedroom units, with each bedroom designed for single occupancy, with shared common areas and kitchenettes. In addition, four staff apartments will be provided to house full-time professional staff members and graduate assistants. The building will also accommodate residential life programs. The Project will also include a four-level parking garage with approximately 300 parking spaces and some ancillary space for the residents. The parking spaces at this facility will be available exclusively for on-campus housing residents and will not be designated as part of the University's overall parking system. The revenues generated from parking are directly related to student housing and revenues from resident parking fees for the Project shall be revenues of the housing system.

The Project is included in the current Campus Master Plan; however, depending upon final site recommendation, an amendment to the Campus Master Plan may be required by the University Board of Trustees (the "BOT").

Facility Site Location:

The Project will be located in the central, southern area of the Modesto A. Maidique campus ("MMC") of the University. It will be conveniently located near academic and student services buildings, food services, and the recreation center.

**Projected Start and
Opening Date:**

It is anticipated that construction of the Project will commence in December 2017 and will be completed in May 2019. The University's goal is to be open and available for occupancy in fall 2019.

Approvals:

The Florida International University Board of Trustees (the "BOT") approved the Project on March 3, 2017.

¹Excludes 400 beds on the BBC campus, which operates under a P3 model

Demand Analysis:

As a part of the Student Housing Master Plan Update (Spring 2016), the University underwent an analysis of its existing housing capacity, growth and operational considerations. As a result, the findings revealed that in an effort to achieve the University's strategic objectives, the University must improve the ratio of students living on campus. Currently, the University's student body exceeds 54,000 headcount (Fall 2016), with only 3,254 students or 6.8% living on-campus, the lowest percentage in the State University System (the "SUS"). However, with the completion of this Project the percentage of all students living on campus increases to 7.6%. The University goal is to house 20% of the total full-time student population on-campus by 2020, which requires an additional 3,156 beds.

The purpose of this Project is to further accommodate the University's demand for housing. Currently, the University has 3,184 rentable beds in its housing inventory and a 400-bed dormitory on its Biscayne Bay campus that is operated under a public-private partnership and not a part of the housing system. The University's housing system has operated at 100% occupancy for the past two years. Even though Parkview Housing Phase I opened in fall 2014 with the addition of 620 beds, the University had 957 students on the on-campus housing interest list in need of housing, with 545 students remaining on the waiting list as of the first day of classes. Additionally, growing enrollment, expected to increase by 12% over the next five years, is anticipated to exacerbate the problem of increased student demand for on campus housing.

The University engaged Brailsford and Dunlavey (B&D) to complete an update to the previously completed Student Housing Master Plan (the "Plan") and identify future facility and operational needs at MMC. The study concluded that as of fall 2015, the housing system on MMC provided 500 less beds than needed, when compared to student demand.

The Project is projected to operate with an average of 97% occupancy during the fall and spring semesters and just under 50% occupancy during the summer semester.

The University has sent overflow from its housing system to two apartment complexes adjacent to the MMC. Although off-campus housing is an acceptable alternative for some students, rising costs

and limited availability are prohibitive factors. Off-campus apartment rental rates have increased consistently over the past several years and this trend is expected to continue. In addition, off-campus housing tend to lack student driven amenities, direct student support and flexible lease terms.

The projected rental rates for the Project are competitive with today's off-campus rates, and are anticipated to be even more so when off-campus rates are adjusted for inflation over the next 2-years prior to the opening of the Project. There are two private student housing options located in close proximity to the MMC campus that currently rent at \$969 and \$899 per month for 4-bedroom/4-bath units. Comparably, the fall and spring rental rates for the Project are expected to be around \$4,300 per semester, or approximately \$955 per month when the Project opens in fall 2019.

Study of Private Sector Alternatives:

The University considered a public-private partnership structure during the evaluation process. However, the University does not feel that a multi-system approach to housing on the MMC campus is desirable, as it would require them to bifurcate their existing Housing System. Pursuing this option would involve the University forgoing the control, design input, financial benefit, operational control and the ability to fully integrate the Project with the existing FIU Housing on the MMC campus. Given the University's strong housing system and experience, this Project is considered low-risk and this addition will complement the current housing inventory. Further, the housing system is committed to providing a robust living and learning environment as recommended by the B&D Report, which the University believes is only possible with their direct input, management and operation.

Project Cost and Financing Structure:

The total project cost, which includes construction, design costs, contingency, and furnishing and equipment costs, is estimated at \$66.5 million, and will be funded through bond proceeds and a \$16.4 million contribution from the housing system capital improvement fund. The project will be financed with fixed rate, tax-exempt revenue bonds issued by the Florida State Board of Administration's Division of Bond Finance, on behalf of Florida International University, in an amount not to exceed \$63,000,000. The bond issue will be structured with a 30 year final maturity and level debt service. Approximately

\$4.8 million of the debt will be used to fund capitalized interest during the construction period (roughly 18 months) and approximately \$4.2 million will be used to fund a debt service reserve, with an additional \$3.3 million available, if needed, to fund unanticipated project costs up to 5% over current estimates. If the additional 5% contingency is not needed, the bond size will be reduced accordingly.

(See attachment Estimated Sources and Uses)

Security Structure:

Net housing system revenues will be pledged for the payment of debt service on parity with the system's outstanding \$93 million of dormitory revenue bonds. These revenues are derived primarily from rental income, summer special event rentals, and other miscellaneous collections after deducting operating and maintenance expenses ("Pledged Revenues").

Pledged Revenues and Debt Service Coverage and ROI:

The projected debt service coverages have been calculated using a tax-exempt interest rate of 5%. The projected revenues are based, in part, upon 1% annual rental rate increases through fiscal year 2021-22. Annual operating expenses are expected to increase by no greater than 2% per year.

During the five year period from fiscal years 2011-12 to 2015-16, net revenues grew from \$10.4 million to \$14.1 million. After deducting administrative overhead expenses which are subordinated to debt service and other one-time non-operating expenses associated with repairs and replacement expenses of the system, Pledged Revenues grew from \$11 million to \$17.5 million over this 5-year period. These revenues produced debt service coverage ratios ranging from a high of 1.52x (2015-16) to a low of 1.32x (2013-14) based on net revenues, or a high of 1.88x (2015-16) and a low of 1.50x (2014-15) based on Pledged Revenues. Overall, Pledged Revenues for the housing system have been generally growing. In 2016-17 net revenues are projected to drop to \$11.8 million or a \$2.3 million decrease from \$14.1 million in 2015-16. This weakened position is partially attributable to conservative budget assumptions for personnel related expenses which included vacant positions. The 2017-18 projected personnel related expenses reflect a more realistic expectation of expenditures.

Pledged Revenues are projected to be \$14.7 million in fiscal year 2017-18, an anticipated increase of \$2.2 million from 2016-17. In fiscal year 2019-20, the first year of project operation, Pledged Revenues are expected to be \$19.8 million, with an annual debt service coverage ratio of 1.63x. For the second year of operation, the system is expected to generate Pledged Revenues of \$20 million, with an annual debt service coverage of 1.64x.

It has been assumed that interest payments on the proposed debt through June 2019, during the 18-month construction period, will be provided from proceeds of the debt.

A detailed schedule with the five year history and a five year projection of the Pledged Revenues, annual debt service coverage and maximum annual debt service coverage are included in the Attachment Historical and Projected Pledged Revenues and Debt Service Coverage.

The Project is expected to achieve an internal rate of return (IRR) estimated at 5.54%.

Type of Sale:

The Division of Bond Finance will sell the Bonds through a competitive sale.

Selection of Professionals:

The University has advised that the selection of professionals will follow FIU Standard Operating Procedures and is expected to be completed by second quarter 2017-18.

Analysis and Recommendation:

The project was approved by the BOT on March 3, 2017 and subsequently submitted by the University to the Board of Governors Office and the Division of Bond Finance for review.

The results of the review by the Division of Bond Finance have been incorporated into the project summary, unless otherwise noted.

Based on information provided by the University, Pledged Revenues have historically generated positive debt service coverage and are projected to continue to provide adequate debt service coverage in the future based on what appear to be reasonable assumptions as to revenue and expenditure growth.

It appears that the proposed financing is in compliance with the Florida Statutes governing the issuance of university debt and is in compliance with the Board of Governors' Debt Management Guidelines. Accordingly, staff of the Board of Governors recommends adoption of the resolution authorizing the proposed financing.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FLORIDA INTERNATIONAL UNIVERSITY
Estimated Sources and Uses of Funds
Parkview Housing II**

Sources of Funds

| | |
|---------------------------------------|------------------------------------|
| Bond Par Amount | \$ 63,000,000 |
| Cash Contribution from Housing System | 16,400,000 |
| Interest Earnings | 436,070 |
| Less: Underwriter's Discount | (756,000) |
| Total Sources of Funds | <u><u>\$ 79,080,070</u></u> |

Basis for Amounts

Estimated bond par amount based on fixed, tax-exempt interest rate of 5% for 30 years

Estimated at approximately 1% of par

Uses of Funds

| | | |
|---------------------------|------------------------------------|---|
| Project Cost | \$ 69,831,781 | Planning, Design, Construction & Equipment (\$66.5 million estimate plus 5% contingency) |
| Debt Service Reserve Fund | 4,228,720 | Fully funding maximum annual debt service. Will only be funded if needed. |
| Capitalized Interest | 4,843,179 | Estimated capitalized interest based on a fixed rate of 5% for 18 months |
| Cost of Issuance | 176,390 | Estimated Bond Counsel (\$15,000); DBF Fees (\$75,000); Ratings (\$27,000); and other misc. (\$59,390). |
| | <u><u>\$ 79,080,070</u></u> | |

Board of Governors Committees and Meeting - Facilities Committee

| | STATE UNIVERSITY SYSTEM OF FLORIDA BOARD OF GOVERNORS | | | | | | | | | | | | ATTACHMENT HISTORICAL AND PROJECTED PLEDGED REVENUES AND DEBT SERVICE COVERAGE | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|--|--|
| | FLORIDA INTERNATIONAL UNIVERSITY DORMITORY FACILITY REVENUE BONDS (FU Housing - Parkview II) HISTORICAL AND PROJECTED DEBT SERVICE COVERAGE ¹ | | | | | | | | | | | | | |
| | Historical | | | Budget | | | Projected | | | | | | | |
| | Fiscal Year 2011-2012 | Fiscal Year 2012-2013 | Fiscal Year 2013-2014 | Fiscal Year 2014-2015 | Fiscal Year 2015-2016 | Fiscal Year 2016-2017 | Fiscal Year 2017-2018 | Fiscal Year 2018-2019 | Fiscal Year 2019-2020 | Fiscal Year 2020-2021 | Fiscal Year 2021-2022 | | | |
| Operating Revenues | | | | | | | | | | | | | | |
| University Apartments | \$ 4,992,197 | \$ 3,549,290 | \$ 3,843,294 | \$ 3,397,949 | \$ 4,132,911 | \$ 3,757,504 | \$ 4,206,228 | \$ 4,248,291 | \$ 4,290,773 | \$ 4,333,681 | \$ 4,377,004 | | | |
| Panther Halls | 4,053,860 | 3,580,314 | 3,414,579 | 3,335,693 | 4,104,228 | 4,117,424 | 4,582,920 | 4,628,749 | 4,675,036 | 4,721,787 | 4,769,005 | | | |
| University Towers | 3,765,952 | 3,702,944 | 4,887,357 | 4,967,256 | 3,816,113 | 4,748,300 | 4,363,888 | 4,407,527 | 4,451,602 | 4,496,118 | 4,541,080 | | | |
| Everglades Hall | 2,883,804 | 3,863,440 | 2,773,832 | 3,127,746 | 3,507,526 | 2,908,504 | 2,850,271 | 2,878,773 | 2,907,561 | 2,936,637 | 2,966,003 | | | |
| Lakeview Village | 7,740,108 | 8,678,992 | 8,640,214 | 8,566,430 | 8,258,882 | 7,969,003 | 8,129,821 | 8,211,119 | 8,293,231 | 8,376,163 | 8,459,925 | | | |
| Parkview Hall | - | - | 4,711,028 | 4,865,863 | 6,181,397 | 5,881,492 | 6,543,839 | 6,609,277 | 6,675,370 | 6,742,124 | 6,809,545 | | | |
| Bay Vista Housing | 1,582,600 | 1,899,461 | 1,618,288 | 2,001,513 | - | - | - | - | - | - | - | | | |
| Parkview Hall II (The Project) | - | - | - | - | 61,440 | 90,080 | 75,000 | 75,000 | 171,000 | 171,000 | 171,000 | | | |
| Parkview Hall Parking ² | 641,597 | 702,108 | 569,385 | 582,938 | 476,693 | 388,496 | 470,250 | 404,250 | 404,352 | 408,598 | 412,684 | | | |
| Other | \$ 25,060,118 | \$ 25,976,149 | \$ 30,458,677 | \$ 29,104,906 | \$ 30,567,830 | \$ 29,849,015 | \$ 31,222,217 | \$ 31,462,986 | \$ 38,310,880 | \$ 38,692,281 | \$ 39,077,480 | | | |
| Total Operating Revenue | | | | | | | | | | | | | | |
| Operating Expenses³ | | | | | | | | | | | | | | |
| Personnel Services | \$ 4,595,754 | \$ 4,624,058 | \$ 4,931,804 | \$ 4,677,447 | \$ 4,644,617 | \$ 5,569,275 | \$ 5,005,344 | \$ 5,055,397 | \$ 5,576,738 | \$ 5,637,234 | \$ 5,698,408 | | | |
| Contractual Services | 7,580,158 | 9,887,278 | 10,157,077 | 8,725,346 | 9,497,411 | 9,473,368 | 9,557,348 | 9,653,513 | 9,891,224 | 9,991,548 | 10,092,904 | | | |
| Other Operating Expenses | 2,508,646 | 2,145,634 | 2,617,605 | 2,682,192 | 2,367,229 | 2,991,445 | 2,691,264 | 2,718,177 | 3,908,791 | 3,958,382 | 4,008,679 | | | |
| Total Operating Expenses | \$ 14,684,558 | \$ 16,656,970 | \$ 17,706,486 | \$ 16,084,985 | \$ 16,509,257 | \$ 18,034,088 | \$ 17,254,542 | \$ 17,427,087 | \$ 19,376,773 | \$ 19,587,164 | \$ 19,799,991 | | | |
| Net Operating Revenue | \$ 10,375,560 | \$ 9,319,179 | \$ 12,752,191 | \$ 13,019,921 | \$ 14,068,573 | \$ 11,814,927 | \$ 13,967,675 | \$ 14,035,899 | \$ 18,934,107 | \$ 19,105,117 | \$ 19,277,489 | | | |
| Interest Income | 9,204 | 15,180 | 11,352 | 5,504 | 42,842 | 8,099 | - | - | - | - | - | | | |
| Net Revenue | \$ 10,384,764 | \$ 9,334,359 | \$ 12,763,543 | \$ 13,025,425 | \$ 14,101,415 | \$ 11,823,026 | \$ 13,967,675 | \$ 14,035,899 | \$ 18,934,107 | \$ 19,105,117 | \$ 19,277,489 | | | |
| Adjustment for Administrative Overhead | \$ 635,995 | \$ 691,301 | \$ 785,567 | \$ 763,171 | \$ 725,631 | \$ 750,000 | \$ 757,500 | \$ 765,075 | \$ 850,669 | \$ 859,176 | \$ 867,768 | | | |
| Adjustment for One-Time Capital Expenditures | - | 1,817,145 | 1,231,186 | 793,229 | 2,642,156 | - | - | - | - | - | - | | | |
| Pledged Revenues | \$ 11,020,759 | \$ 11,842,805 | \$ 14,780,296 | \$ 14,584,825 | \$ 17,469,202 | \$ 12,573,026 | \$ 14,725,175 | \$ 14,800,974 | \$ 19,784,776 | \$ 19,964,293 | \$ 20,145,257 | | | |
| Annual Debt Service | | | | | | | | | | | | | | |
| 1998 Bonds | \$ 969,930 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | |
| 2000 Bonds | 561,081 | - | - | - | - | - | - | - | - | - | - | | | |
| 2004 Bonds | 4,295,600 | 4,295,600 | 4,290,850 | 4,296,850 | 4,296,600 | 4,296,600 | 4,296,600 | 4,296,600 | 4,296,600 | 4,296,600 | 4,296,600 | | | |
| 2011 Refunding Bonds ⁴ | 995,518 | 2,273,069 | 2,275,469 | 2,276,519 | 2,271,119 | 2,278,519 | 2,271,769 | 2,276,269 | 2,272,019 | 2,272,019 | 2,272,619 | | | |
| 2012 Bonds ⁴ | 132,705 | 244,750 | 312,976 | 312,869 | 312,706 | 312,369 | 312,576 | 312,569 | 312,569 | 312,569 | 313,019 | | | |
| 2015 Bonds | - | - | - | - | 3,906,388 | 2,015,375 | 2,020,625 | 2,015,125 | 2,018,125 | 2,020,375 | 2,021,775 | | | |
| Proposed 2017 Bonds ⁵ | - | - | - | - | - | - | - | - | - | - | - | | | |
| Total Pledged Revenues | \$ 6,954,584 | \$ 6,811,419 | \$ 9,696,088 | \$ 9,702,238 | \$ 9,304,576 | \$ 7,418,263 | \$ 7,418,163 | \$ 7,418,963 | \$ 11,641,683 | \$ 11,647,633 | \$ 11,653,633 | | | |
| Pledged Revenues after Debt Service and Available for other Expenses/Transfers | \$ 3,430,180 | \$ 2,522,940 | \$ 3,067,455 | \$ 3,323,187 | \$ 4,796,839 | \$ 4,404,763 | \$ 6,549,512 | \$ 6,616,936 | \$ 7,292,424 | \$ 7,457,484 | \$ 7,623,856 | | | |
| Maximum Annual Debt Service | \$ 9,702,238 | \$ 9,702,238 | \$ 9,702,238 | \$ 9,702,238 | \$ 9,304,576 | \$ 7,482,619 | \$ 11,711,339 | \$ 11,711,339 | \$ 11,711,339 | \$ 11,711,339 | \$ 11,711,339 | | | |
| Debt Service Ratios from Net Revenues | | | | | | | | | | | | | | |
| Total Annual Debt Service | 1.49x | 1.37x | 1.32x | 1.34x | 1.52x | 1.59x | 1.88x | 1.89x | 1.63x | 1.64x | 1.65x | | | |
| Maximum Annual Debt Service | 1.07x | 0.96x | 1.32x | 1.34x | 1.52x | 1.58x | 1.19x | 1.20x | 1.62x | 1.63x | 1.63x | | | |
| Debt Service Ratios from Pledged Revenues | | | | | | | | | | | | | | |
| Total Annual Debt Service | 1.58x | 1.74x | 1.52x | 1.50x | 1.88x | 1.69x | 1.99x | 2.00x | 1.70x | 1.71x | 1.73x | | | |
| Maximum Annual Debt Service | 1.14x | 1.22x | 1.52x | 1.50x | 1.88x | 1.68x | 1.26x | 1.26x | 1.69x | 1.70x | 1.72x | | | |

¹ The financial information related to revenues and expenses was provided by the University and has not been audited.

² Includes net revenues from the 284 parking spaces associated with Parkview I and 300 parking spaces for the Parkview II project.

³ Current expenditures include costs associated with salaries, utilities, routine maintenance, supplies and repairs, less depreciation expense.

⁴ Debt service in 2011-12 includes sinking fund accruals on refunded bonds transferred to the escrow accounts. Debt service on the new money portion of the 2012A Bonds excludes capitalized interest in FY 2011-12 and 2012-13.

⁵ Estimated debt service was calculated based on the par amount of \$63M, \$4.8 million capitalized interest, \$4.2 million DSRF and a 5% interest rate. Debt service for 2017-18 and 2018-19 is assumed to be paid from bond proceeds ("capitalized interest").



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Budget and Finance Committee
Marshall Student Center
University of South Florida
4103 USF Cedar Circle
Tampa, Florida 33620
June 22, 2017
9:00 a.m. – 10:00 a.m.**

or

Upon Adjournment of Previous Meetings

**Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Alan Levine
Members: Huizenga, Kitson, Kuntz, Patel, Tripp**

1. **Call to Order and Opening Remarks** **Governor Ned Lautenbach**
2. **Minutes of Committee Meeting** **Governor Lautenbach**
Minutes, March 30, 2017
3. **Performance-Based Funding Allocation** **Mr. Tim Jones**
*Vice Chancellor for
Finance and Administration*
4. **Performance-Based Funding – A Look Back and Forward** **Mr. Jones**
5. **Public Notice of Intent to Amend Board of
Governors Regulations** **Mr. Jones**
 - Regulation 7.001 Tuition and Associated Fees
 - Regulation 7.008 Waivers and Exemptions of Tuition and Fees
6. **Concluding Remarks and Adjournment** **Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2017**

SUBJECT: Minutes of Committee Meeting held March 30, 2017

PROPOSED COMMITTEE ACTION

Approve the minutes from the meeting held on March 30, 2017

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on March 30, 2017 at Florida A&M University.

Supporting Documentation Included: Minutes: March 30, 2017

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 29, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Mr. Ned Lautenbach, Chair, convened the meeting of the Budget and Finance Committee at 2:44 p.m. Members present for roll call were Dan Doyle, Jacob Hebert, Sydney Kitson, Tom Kuntz, Alan Levine, and Norman Tripp. Other board members present included Dick Beard, Wendy Link, Edward A. Morton, and Gary Tyson.

1. **Call to Order**

Mr. Lautenbach called the meeting to order.

2. **Approval of January 26, 2017 Meeting Minutes**

Mr. Kuntz moved that the Committee approve minutes from the January 26, 2017 meeting. Mr. Tripp seconded the motion, and members of the Committee concurred.

3. **Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2017-2018 Operating Budgets**

Mr. Lautenbach asked Mr. Tim Jones to provide present this item.

Mr. Jones stated that Section 1010.60, Florida Statutes, authorizes the issuance of bonds to finance or refinance capital projects authorized by the Legislature. Specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety days preceding the beginning of the fiscal year. Staff has reviewed the income and expenditure statements for the seven universities identified in the packet and there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2017-2018.

Mr. Tripp moved that the Committee approve the auxiliary operating budgets as submitted. Mr. Kitson seconded the motion, and members of the Committee concurred.

4. **Public Notice of Intent to Amend Board of Governors Regulation 9.008 University Auxiliary Facilities with Outstanding Revenue Bonds**

Mr. Lautenbach introduced the next item amending Regulation 9.008. If the Committee approves the amended regulation will be publicly noticed for 30 days with final approval at the next Board meeting.

Mr. Jones noted that based on the conversations we have had over the last couple of meetings in the Facilities Committee regarding university housing and reserves the following changes are recommended:

- a. Authorizes the creation of other reserve accounts in addition to the maintenance and equipment reserve;
- b. Requires income and expenditure statements to be submitted when required by bond covenants;
- c. Requires Board of Trustee approval of operating budgets in advance of submission to the Board;
- d. Provides examples for the use of reserves; and
- e. Provides a policy goal for reserves, specifying that reserves should be focused on sustainability and student affordability with coverage adequate to meet bond covenants or they may be higher to maintain or improve credit ratings. Those are the changes.)

After discussion, Mr. Kuntz asked whether these changes would address the Board's concern regarding increasing housing rates without looking at the whole picture of housing reserves and credit ratings and would this require more scrutiny by the Boards of Trustees?

Mr. Jones replied in the affirmative.

Mr. Tripp moved that the Committee approve the public notice of intent to amend regulation 9.008 as presented. Mr. Kuntz seconded the motion, and members of the Committee concurred.

5. **2018-2019 Legislative Budget Request Guidelines**

Mr. Lautenbach presented the 2018-2019 legislative budget request guidelines for the operating budget. The Facilities Committee will take up the facilities section of the guidelines later today. We normally review these in June, but the 2018 session will start

in January therefore, our timeline needs to be advanced to meet the anticipated legislative due dates for LBRs.

Tim, am I correct that the only changes to the operating budget section at this time is related to due dates for the submission of data?

Mr. Jones replied in the affirmative.

Mr. Levine moved that the Committee approve the 2018-2019 Legislative Budget Request Guidelines for the operating budgets as submitted. Mr. Kitson seconded the motion, and members of the Committee concurred.

6. **Legislative Budget Request Update**

Mr. Lautenbach asked Mr. Jones to give an update on the legislative budget.

Mr. Jones reviewed the House operating and fixed capital outlay project list in the materials, along with the House and Senate Education Committee draft budget recommendations that were released this week.

Mr. Jones also reviewed Senate Bill 2 and House Bill 3 and the potential impact to the Board's performance-based funding model.

With regards to making a change effective July 1, 2017 - Since the universities didn't know about it in order to be effectively retroactive, Governor Link asked if the board was taking a position on the changes. Chancellor Marshall Criser stated we have taken a position on the complexity of the changes and the impact of changing the metrics we have now versus waiting a year. It is possible that the Legislature may want to make the change now.

Governor Link asked what the effects are from the realigning appropriation authority of the legislative toward tuition and fees. Mr. Jones said that the appropriation bill includes the student tuition that the universities collect since 2004. This is a technical change to make the State University System similar to the college system by taking out the tuition authority from the appropriation bill.

7. **Concluding Remarks and Adjournment**

Having no further business, the meeting was adjourned at 3:10 p.m.

Tim Jones, Vice Chancellor
Finance and Administration

Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2017**

SUBJECT: Performance-Based Funding Allocation

PROPOSED COMMITTEE ACTION

The Committee will consider the allocation of performance funds for the 2017-2018 fiscal year.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 5.001
Performance-Based Funding

BACKGROUND INFORMATION

The 2017 General Appropriations Act, pending action by the Governor, includes \$520 million for Performance-Based Incentives. This includes \$245 million in state investments, plus \$275 million in institutional investments to be distributed pursuant to the Board's performance based funding model.

These funds are allocated pursuant to the Board's model based on the performance points earned based on metrics included in the Accountability Report provided to the Board at the March meeting.

Supporting Documentation Included: To Be Provided

Facilitators/Presenters: Mr. Tim Jones

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2017**

SUBJECT: Performance-Based Funding – A Look Back and Forward

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 5.001
Performance-Based Funding

BACKGROUND INFORMATION

A historical look will be presented on the early development of the model, what has transpired since the Board's approval of the model in January 2014, and a look forward at potential changes to the model during the next year.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Tim Jones

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2017**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.001
Tuition and Associated Fees

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.001

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is amended to align with the following proposed revisions:

- 1) Adds existing statutory language related to the differential out-of-state fee.
- 2) Outlines the criteria for submitting proposals to the Board of Governors for implementing a differential out-of-state fee.
- 3) Subsection 7.001(13) Market Tuition Rate is amended to align with and reference amended Regulation 8.002.

The draft amended regulation was shared with the universities for comments.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the August 31, 2017 meeting.

Supporting Documentation Included: Regulation 7.001

Facilitators/Presenters: Mr. Tim Jones

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) Undergraduate tuition per credit hour shall be established pursuant to law.

(4) The Board of Governors may establish tuition for graduate and professional programs and out-of-state fees for all programs pursuant to law.

(a) The university board of trustees may submit a proposal to establish tuition or increase tuition for existing graduate and professional programs, or out-of-state fees pursuant to law. The proposal shall be in a format and submitted by a deadline designated by the Chancellor, and include at a minimum:

1. The program or programs for which the proposed tuition rate will be assessed;
2. The current and proposed tuition rate for the program or programs;
3. The purpose of the proposed tuition rate;
4. The estimated revenue to be generated as a result of the proposed tuition rate; and
5. Identification of how the revenues from the proposed tuition rate will be utilized to support students and the mission of the university.

(5) Associated fees shall include the following fees:

- (a) Student Financial Aid Fee;
- (b) Capital Improvement Fee;
- (c) Health Fee;
- (d) Athletic Fee;
- (e) Activity and Service Fee;
- (f) Non-Resident Student Financial Aid Fee, if applicable;
- (g) Technology Fee;

- (h) other fees approved by the Board of Governors Pursuant to Regulation 7.003(24); and
- (i) Tuition Differential.

(6) 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~~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.

(7) 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~~third-party billing) for the courses in which the student is enrolled as of the end of the drop/add period.

(8) 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.

(9) Tuition and associated fees shall be levied and collected for each student registered in a credit course, unless provided otherwise in Board regulations.

(10) 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 systemwide average of the prior year's cost of undergraduate programs in the state university system using the expenditure analysis.

(11) A university board of trustees may submit a proposal for a block tuition policy to the budget committee for consideration. The proposed block tuition policy for resident undergraduate or graduate students shall be based on the per-credit hour tuition amount. The proposed block tuition policy for nonresident undergraduate or graduate students shall be based on the per-credit-hour tuition and out-of-state fee amount. The block tuition policy can only be implemented beginning with the fall term.

(a) The proposal shall be submitted in a format designated by the Chancellor and include at a minimum:

1. An explanation of the process used to determine the block tuition ranges.
2. An explanation of how the university will ensure that sufficient courses are available to meet student demand.
3. A description of how the policy is aligned with the mission of the university.
4. A declaratory statement that the policy does not increase the state's fiscal liability or obligation.
5. An explanation of any proposed restrictions, limitations, or conditions to be placed on the policy.
6. A clear statement that any student ~~that~~ who is a beneficiary of a prepaid tuition contract, purchased prior to the first fall term in which the block tuition is implemented, will not be included in any block tuition policy and will be billed on a per-credit-hour basis. The university shall work with the Florida Prepaid Board to determine how block tuition will be paid for beneficiaries of prepaid tuition contracts after implementation of block tuition. The university shall report the final resolution to the budget committee.
7. An estimation of the economic impact that implementation of the policy will have on the university and the student by identifying the incremental revenue the university anticipates collecting if this policy is implemented and the financial impact on the typical student subject to the policy.
8. A description of any outcome measures that will be used to determine the success of the policy, including but not limited to, time to degree, course load impact, and graduation rates.

(b) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar days, the university board of trustees may request reconsideration by the Board of Governors'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.

(c) Every five years, the university board of trustees shall review the policy to determine if it has met its intended outcomes and whether the policy should be continued or modified. The university board of trustees shall submit its findings to the Board of Governors.

(12) As a component of the annual university work plan, a board of trustees of a university that has been designated as a preeminent state research university may submit a proposal to the Board of Governors budget committee ~~of the Board of~~

~~Governors~~ by May 31 of each year to establish an increase in the undergraduate tuition differential to be implemented 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 6 percent of the total charged for the aggregate sum of these fees in the preceding fiscal year. The tuition differential may be increased if the university meets or exceeds performance standard targets for that university established annually by the Board of Governors for the following performance standards, amounting to no more than a two percent increase for each performance standard: an increase in the 6-year graduation rate for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System; an increase in the total annual research expenditures; and an increase in the total patents awarded by the U.S. Patent and Trademark Office for the most recent ~~three~~three-year period.

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. If the entire tuition and fee costs of resident students who have applied for and received Pell Grant funds have been met and the university has excess funds remaining, the university may expend the excess portion on undergraduate education.
 - 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(18)), 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.

(c) The budget 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 budget committee will make a recommendation to the Board of Governors.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled Board of Governors meeting. If a university board of trustees' proposal is denied, within five calendar 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 of Governors committee. The Tuition Appeals Committee will meet within ten calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

(e) 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 annually to the Governor and Legislature by February 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 ~~(4)(b)(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 ~~12(14)(b)4~~.

(f) 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.

(g) 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.

(13) Differential Out-of-State Fee - Each university board of trustees is authorized to submit a proposal in accordance with subsection 4 for Board of Governors approval to implement a differential out-of-state fee for the following students:

(a)1. A student from another state that borders the service area of the university;

(b)2. A graduate student who has been determined to be a non-resident for tuition purposes pursuant to ~~section~~ 1009.21, Florida Statutes, and has a .25 full-

time equivalent appointment or greater as a graduate assistant, graduate research assistant, graduate teaching assistant, graduate research associate, or graduate teaching associate; or:

3.(c). A graduate student who has been determined to be a non-resident for tuition purposes pursuant to section. 1009.21, f.s.Florida Statutes, and is receiving a full fellowship.

(143) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit in accordance with Board of Governors Regulation 8.002.

~~when such courses constitute an approved degree program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.~~

~~(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:~~

~~1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.~~

~~2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.~~

~~3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.~~

~~(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot~~

~~period, the Board shall approve no more than five new graduate level degree programs or college credit certificate program proposals per academic year. During November, 2016, the university shall present its findings to the Board budget committee. The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.~~

~~(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:~~

- ~~1. A description of the program and its compliance with the requirements outlined in (15)(a).~~
- ~~2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.~~
- ~~3. A description of similar programs offered by other state university system institutions.~~
- ~~4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.~~
- ~~5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.~~
- ~~6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.~~
- ~~7. An explanation of any differentiation in rate between resident and non resident students paying market tuition rate.~~
- ~~8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.~~
- ~~9. A description of any outcome measures that will be used to determine the success of the proposal.~~
- ~~10. In addition, the following information will be included with the proposal:
 - ~~a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.~~
 - ~~b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state funded courses.~~
 - ~~c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.~~~~

~~d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.~~

~~(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five calendar 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 calendar days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.~~

~~(e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.~~

~~(f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.~~

~~(g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.~~

~~(h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.~~

~~(i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.~~

~~(j) Any increases in tuition to an approved market tuition rate program shall be submitted to the Board for consideration.~~

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly 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, 11-04-10, 01-20-11, 9-15-11, 11-6-14, 9-22-16, _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
June 22, 2017**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees

PROPOSED COMMITTEE ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.008

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is amended to align with the following proposed revisions:

- 1) Classify exemptions and waivers as mandatory or discretionary.
- 2) Clarifies the intent of reporting exemptions and waivers.
- 3) Subsection 7.008(3) Sponsored Credit Institutes is amended to align with and reference amended Regulation 8.002.

The draft amended regulation was shared with the universities for comments.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the August 31, 2017 meeting.

Supporting Documentation Included: Regulation 7.008

Facilitators/Presenters: Mr. Tim Jones

7.008 Waivers and Exemptions of Tuition and Fees

(1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.

(2) Each university shall have an individual designated as the university liaison to handle student issues and/or questions regarding waivers.

(3) The following categories of tuition and fee exemptions and waivers are established pursuant to Florida Statute and are considered mandatory:

(a) Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the officer was employed by a political subdivision of the state.

~~(1)~~1. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within five ~~(5)~~ years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.

~~(2)~~2. Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

~~(3)~~3. Only a student in good standing in his or her respective university may receive the benefits.

~~(4)~~4. A child or spouse receiving benefits under this subsection must be

enrolled according to the customary rules and requirements of the university attended.

(b) Deceased Firefighters Employed by the State or a Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.

1. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within five (5) years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.

2. Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.

3. Only a student in good standing in his or her respective university may receive the benefits.

4. A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(c) Deceased Teacher or School Administrator Employed by a Florida District school Board - Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the teacher or school administrator is killed or is injured and dies as a result of an unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while he or she is engaged in the performance of teaching duties or school

administration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

1. Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.
2. A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in a university must be in good standing with the institution to receive the benefits provided herein.
3. A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

~~(d) Dependent of Deceased/Disabled Veteran—Each university board of trustees shall waive educational expenses for:~~

~~(1) Dependent children either of whose parents entered the Armed Forces and died as a result of service-connected injuries, disease, or disability sustained while on active duty; or has been:~~

~~a. Determined by the United States Department of Veterans Affairs or its predecessor to have a service-connected 100 percent total and permanent disability rating for compensation;~~

~~b. Determined to have a service-connected total and permanent disability rating of 100 percent and is in receipt of disability retirement pay from any branch of the United States Armed Services; or~~

~~c. Issued a valid identification card by the Department of Veterans' Affairs in accordance with s. 295.17, when the parents of such children have been residents of the state for 1 year immediately preceding the death or occurrence of such disability, and subject to the rules, restrictions, and limitations set forth in this section.~~

~~(2) Spouses of deceased or disabled service members, as defined in s. 295.01.~~

(de) Wrongfully Incarcerated – A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university; remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and the original sentencing court has issued its order finding that the person neither committed the act, nor did not aid, abet or act as an accomplice or accessory to

the act or offense.

(~~ef~~) Acceleration – Each university board of trustees shall waive tuition and associated fees for eligible secondary, or home educated, students who enroll ~~earn in postsecondary credit in~~ courses that are creditable toward both a Florida high school diploma and an associate or baccalaureate degree. Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. ~~or students enrolled in a dual enrollment or early admission program.~~

(~~fg~~) Florida Department of Children and Families - Each university board of trustees shall exempt from the payment of tuition and associated fees, including lab fees, any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Families or a relative or nonrelative under section 39.5085, Florida Statutes; who was adopted from the Department of Children and Families after May 5, 1997; or after spending at least ~~six~~ (6) months in the custody of the Department of Children and Families after reaching 16 years of age. Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be exempted. Any student requesting this exemption must provide certification of eligibility from the Department of Children and Families or its contracted providers to the university in which the student seeks to enroll. This exemption shall remain valid up until the time the student reaches the age of 28.

(~~gh~~) Homeless – Each university board of trustees shall waive tuition and associated fees for any student who lacks a fixed, regular, and adequate nighttime residence, excluding university housing, or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(~~hi~~) Child Protection and Child Welfare Personnel – Employees as defined in section 402.403, Florida Statutes, who are enrolled in an accredited master's degree in social work or a certificate program, and maintain at least a grade of 'B' in all courses are exempt from tuition and fees.

~~(a)~~ 1. Eligible employees shall have an approved Department of Children and Families, community-based agency or a subcontractor waiver form stating that the necessary employment qualifications have been met.

(~~ij~~) School Psychology Training Program – Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida

Department of Education certified school psychologist employed by the school system for any graduate student.

(~~j~~k) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

~~(1)~~-1. Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;

~~(2)~~-2. Is currently, or was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and

~~(3)~~-3. Submits to the university the DD-214 form issued at the time of separation from service as documentation that the student has received a Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.

~~(4)~~4. A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(~~k~~l) Non-resident Waiver – Each university board of trustees shall waive out-of-

state fees, including the out-of-state financial aid fee, for students, including, but not limited to, students who are undocumented for federal immigration purposes, who meet the following conditions:

~~(1)~~1. Attended a secondary school in this state for three ~~(3)~~ consecutive years immediately before graduating from a high school in this state;

~~(2)~~2. Apply for enrollment in an institution of higher education with 24 months after high school graduation; and

~~(3)~~3. Submit an official Florida high school transcript as evidence of attendance and graduation.

4. The waiver is applicable for 110 percent of the required credit hours of the undergraduate degree or certificate program for which the student is enrolled.

5. A state university student granted an out-of-state fee waiver must be considered a non-resident student for purposes of calculating the system-wide total enrollment of non-resident students as limited in Regulation 7.006.

6. A student who is granted an out of state fee waiver is not eligible for state financial aid.

7. Each university shall, within the non-resident student enrollment system-wide, prioritize the enrollment of a veteran who is granted an out-of-state fee waiver pursuant to paragraph L over a student who is granted an out-of-state fee waiver under this paragraph.

~~(lm)~~ Veterans – Each university board of trustees shall waive out-of-state fees for honorably discharged veterans of the United States Armed and Reserve Forces (Air Force, Army, Coast Guard, Marines, and Navy) and the National Guard (Army and Air) who physically reside in Florida while enrolled at a university. Persons who are entitled to and uses educational assistance provided by the United States Department of Veterans Affairs also qualify for this waiver if they physically reside in Florida while enrolled at the university in any term beginning after July 1, 2015. Tuition and fees charged to a veteran or person who qualifies for the out-of-state fee waiver under this subsection may not exceed the tuition and fees charged a resident student enrolled in the same program.

~~(mn)~~ Active Duty – Each university board of trustees shall waive out-of-state fees for a person who is an active duty member of the Armed Forces of the United States residing or stationed outside of the state. Tuition and fees charged to a student who qualifies for the out-of-state fee waiver may not exceed the tuition and fees charged to a resident student.

~~(no)~~ Welfare Transition Program – Each university board of trustees shall exempt tuition and fees for any student enrolled in an employment and training program under the welfare transition program. The local workforce development board

shall pay the state university for costs incurred for welfare transition program participants.

(o) State Employees – Each university board of trustees shall waive tuition and fees for state employees, subject to approval by an employee’s agency head or the equivalent, to enroll in up to six credit hours of courses per term on a space-available basis. This does not include persons employed by a state university.

(4) The following general categories of tuition and fee exemptions and waivers are established pursuant to Florida Statute and are considered discretionary:

(a) Florida Linkage Institutes – Each university board of trustees ~~shall~~ may exempt up to 25 full-time equivalent students per year from the payment of out-of-state fee and out-of-state financial aid fee for students enrolled through the Florida Linkage Institutes Program.

(b) A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(c) Intern Supervisors – Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

~~(1)~~1. Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.

~~(2)~~2. Certificates shall be valid for three ~~(3)~~ years from date of issuance.

~~(3)~~3. Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.

~~(4)~~4. To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.

~~(5)~~5. Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.

~~(6)~~6. Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(d) University Employees – Each university board of trustees may allow full-time university employees to enroll up to ~~six~~ 6 credit hours of tuition-free courses

per term on a space available basis.

(e) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years of age or older who are residents of this state and who enroll to audit courses being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over those persons whose fees are waived in all cases where classroom spaces are limited.

(f) Public School Classroom Teacher – Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six (6) credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district’s regular school day.

(g) Sponsored Credit ~~Courses~~~~Institutes~~ and Programs – Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit ~~courses institutes~~ and programs in accordance with Board of Governors Regulation 8.002 and pursuant to a ~~policy-regulation~~ adopted by the university board of trustees under ~~Board Regulation 7.008, and section 1009.26(9), Florida Statutes, and Board Regulation 7.008.~~

~~(a) Sponsored credit institutes and programs are entities where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.~~

~~(b) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account.~~

~~"Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit institutes will be remitted to the university's contract and grants trust fund and/or auxiliary trust funds.~~

~~(c) Funds collected from courses offered through continuing education should be budgeted in the Auxiliary Trust Fund.~~

~~(d) Neither the number of participants nor student credit hours in these~~

~~institutes and programs may be counted for state funding purposes.~~

(h) Non-resident students – Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(i) Admissions Deposit – A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(5) Each university shall report the purpose, number, authority, and value of all fee waivers and exemptions granted annually in a format prescribed by the Board of Governors. For these reporting purposes, there is no differentiation between waivers and exemptions.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91, 11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-17-10, 11-08-12, 11-21-13, 11-06-14, 09-03-15, 9-22-16, ~~_____ 17.~~



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Nomination and Governance Committee
Ballroom
Marshall Student Center
University of South Florida
4103 USF Cedar Circle
Tampa, Florida 33620
June 22, 2017
10:15 a.m. - 10:30 a.m.
or
Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Members: Huizenga, Levine, Tripp

1. **Call to Order and Opening Remarks** **Governor Tom Kuntz**

2. **Minutes of Committee Meeting** **Governor Kuntz**
Minutes, March 30, 2017

3. **Public Notice of Intent to Amend Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection** **Ms. Vikki R. Shirley**
General Counsel

4. **Update on Status of University Boards of Trustees** **Governor Ned Lautenbach**
Review of Presidential Delegations of Authority

**5. Recommendations of Candidates to fill Trustee Vacancies
and Report on Applicant Interviews**

a. University of Central Florida (1 vacancy)

Governor Kuntz
Governor Huizenga
Governor Tripp

b. University of West Florida (1 vacancy)

Governor Lautenbach
Governor Levine
Governor Tripp

6. Concluding Remarks and Adjournment

Governor Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
June 22, 2017**

SUBJECT: Minutes of Committee Meeting held March 30, 2017

PROPOSED COMMITTEE ACTION

Approval of Minutes of the Meeting held on March 30, 2017, at Florida A&M University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the Minutes of the Meeting held on March 30, 2017 at Florida A&M University.

Supporting Documentation Included: Minutes: March 30, 2017

Facilitators/Presenters: Governor Tom Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
NOMINATION AND GOVERNANCE COMMITTEE
GRAND BALLROOM
H. MANNING EFFERSON STUDENT UNION BUILDING
FLORIDA A & M UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 30, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Chair Kuntz convened the meeting of the Nomination and Governance Committee of the Board of Governors on March 30, 2017, at 1:00 p.m., with the following members present: Alan Levin and Norman Tripp.

1. Approval of Minutes of Meeting held May 12, 2016

Mr. Tripp moved approval of the Minutes of the meeting held September 22, 2016, as presented. Mr. Levine seconded the motion, and members of the Committee concurred.

2. Recommendations to fill Trustee Vacancies

Florida International University

Chair Kuntz said the Committee would be taking up one trustee vacancy at Florida International University. He noted the Committee received applications from many qualified applicants and said himself, Mr. Lautenbach and Mr. Huizenga were responsible for vetting the applicants.

Mr. Kuntz recommended the appointment of Mr. Dean Colson subject to attending an orientation and confirmation by the Florida Senate. Mr. Kuntz stated Mr. Colson is the chief executive officer of Colson Hicks Edison. He noted Mr. Colson previously served as chair of the Board of Governors and chair of the Board of Trustees at University of Miami. He shared that Mr. Colson received his bachelor's degree from Princeton University and his law degree from University of Miami School of Law. Mr. Tripp noted that he was pleased Mr. Colson will continue to serve the state of Florida and share his knowledge with the Florida International University Board of Trustees. Mr. Tripp seconded the motion, and members of the Committee concurred unanimously.

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE

March 30, 2017

3. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 1:04 p.m. a.m., March 30, 2017.

Tom Kuntz, Chair

Vikki Shirley
Corporate Secretary

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

Nomination and Governance Committee

June 22, 2017

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection

PROPOSED COMMITTEE ACTION

Approve Public Notice of Intent to Amend Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection, respectively

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Amendments are being proposed to Board of Governors Regulations 1.001 and 1.002 related to University Boards of Trustees Powers and Duties and Presidential Search and Selection, respectively, as follows:

Regulation 1.001, University Board of Trustees Powers and Duties:

1. Requires a copy of the proposed employment contract for a presidential candidate selected by a board of trustees to be submitted to the Board for the confirmation process;
2. Removes the supermajority vote requirement for denying confirmation of a presidential candidate selected by a board of trustees; and
3. Codifies existing practice for renewals of presidential employment contracts to be limited to one-year terms and to come before the Board for confirmation.

Regulation 1.002, Presidential Search and Selection:

1. Clarifies that only a majority vote of a search committee is required to advance qualified presidential applicants to the board of trustees for consideration;
2. Deletes the reference to providing a "detailed term sheet" in lieu of a copy of the proposed employment contract;
3. Requires a copy of the proposed employment contract for a presidential candidate selected by a board of trustees to be submitted to the Board for the confirmation process;

4. Codifies existing practice for the employment contract to be executed after confirmation of the candidate by the Board;
5. Clarifies the responsibilities of the Board of Governors' representative sitting on a search committee;
6. Requires the chair of the board of trustees to describe the material terms of the proposed employment contract; and
7. Removes the supermajority vote requirement for denying confirmation of a presidential candidate selected by a board of trustees.

The amendments to the regulations are being brought to the Board for approval to publish on the Board's website for purposes of receiving public comment.

Supporting Documentation Included: Proposed Amendments to Board Regulations 1.001 and 1.002

Facilitators/Presenters: Ms. Vikki R. Shirley

1.001 University Board of Trustees Powers and Duties

(1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors' regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors' Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.

(2) **Composition of Boards; Membership and Organization.**

- (a) Each university shall be administered by a board of trustees, consisting of thirteen members dedicated to the purposes of the State University System. Each university board of trustees includes six members appointed by the Governor and five members appointed by the Board of Governors, all of whom must be confirmed by the Senate. All trustees are required to attend a Board of Governors orientation session, preferably prior to service on the university board. The chair of the faculty senate, or the equivalent, and the president of Student Government, or the equivalent, are also members. Board of trustee members shall serve staggered terms of five years and may be reappointed for subsequent terms, except for the faculty and student representatives who shall serve for the duration of the term of their respective elected offices. All members are public officers subject to the requirements of the Florida Code of Ethics.
- (b) Each board of trustees shall select its chair and vice chair from the appointed members. Each chair shall serve for two years and may be reselected for one additional consecutive two-year term. Any exception to this term of office must be approved by a two-thirds vote of the board of trustees.
- (c) The duties of the chair shall include presiding at all meetings of the board of trustees, calling special meetings of the board of trustees, attesting to actions of the board of trustees, and notifying the Board of Governors or the Governor, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal as provided in section 1001.71, Florida Statutes.
- (d) The university president shall serve as the chief executive officer and corporate secretary of the board of trustees and shall be responsible to the board of trustees for all operations of the university and for setting

the agenda for meetings of the board of trustees in consultation with the chair.

- (e) Members of the boards of trustees shall receive no compensation but may be reimbursed for travel and per diem expenses as provided in section 112.061, Florida Statutes.
 - (f) Each board of trustees shall establish the powers and duties of the university president.
 - (g) Each board of trustees shall be a public body corporate with all the powers of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law and equity, and to give and receive donations. In all suits against the board of trustees, service of process shall be made on the chair of the board of trustees or on a university designee.
 - (h) Each board of trustees shall be primarily acting as an instrumentality of the state pursuant to section 768.28, Florida Statutes, for purposes of sovereign immunity.
 - (i) Each board of trustees is subject to the public records and open meetings requirements set forth in Article I, section 24 of the Florida Constitution and laws implementing that section.
 - (j) Each board of trustees shall keep and, within two weeks after a board meeting, post prominently on the university's website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee, as provided in section 1001.71, Florida Statutes.
- (3) University Administration and Oversight.
- (a) Each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university's mission which shall be otherwise consistent with the mission and purposes of the State University System as defined by the Board of Governors.
 - (b) Each board of trustees may establish committees of the board to address matters including, but not limited to, academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, and budgets.
 - (c) Each board of trustees shall adopt a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the university's mission. University strategic plans shall be submitted to the Board of Governors for approval.
 - (d) Each board of trustees shall prepare a multi-year workplan/report for the Board of Governors that outlines its 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 systemwide goals. The workplan/report shall reflect the university's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.

- (e) Each board of trustees shall have a policy addressing conflicts of interest for its members.
 - (f) Each board of trustees shall maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met.
 - (g) Each board of trustees may promulgate regulations and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.
 - (h) Each board of trustees is authorized to secure comprehensive general liability insurance.
 - (i) Each board of trustees may provide for payment of the cost of civil actions against officers, employees, or agents of its board.
 - (j) Each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.
 - (k) Each board of trustees may govern traffic on the grounds of the university and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.
 - (l) Each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students, and campus visitors.
 - (m) Each board of trustees is authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research.
- (4) Academic Programs and Student Affairs.
- (a) Each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to:
 1. authorization and discontinuance of degree programs;
 2. articulation and access;
 3. admission and enrollment of students;
 4. minimum academic performance standards for the award of a degree;
 5. student financial assistance;
 6. student activities and organizations;
 7. student records and reports;

8. antihazing, related penalties, and program for enforcement;
9. reasonable accommodation of religious observances; and
10. uniform student code of conduct and related penalties.

Such regulations or policies shall be consistent with any applicable Board of Governors' regulations.

- (b) Each board of trustees shall establish a committee to periodically review and evaluate the student judicial system. At least one-half of the members of the committee shall be students appointed by the student body president.
 - (c) Each board of trustees shall approve the internal procedures of student government organizations.
 - (d) Each board of trustees shall require that institutional control and oversight of its intercollegiate athletics program is in compliance with the rules and regulations of the National Collegiate Athletic Association. The university president is responsible for the administration of all aspects of the intercollegiate athletics program.
- (5) Personnel.
- (a) Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may include but is not limited to: compensation and other conditions of employment, recruitment and selection, nonreappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure, and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment. To the extent allowed by law, university employees shall continue to be able to participate in the state group insurance programs and the state retirement systems.
 - (b) Each board of trustees shall act as the sole public employer with regard to all public employees of its university for the purposes of collective bargaining, and shall serve as the legislative body for the resolution of impasses with regard to collective bargaining matters.
 - (c) Each board of trustees shall select its university president subject to confirmation of the candidate by the Board of Governors and in accordance with the requirements of Regulation 1.002. A presidential search committee shall be appointed to make recommendations to the full board of trustees. The board of trustees shall select a candidate for confirmation by the Board of Governors. Prior to confirmation, the board of trustees shall submit a written description of the selection

process and criteria, ~~and~~ the qualifications of the selected candidate, and a copy of the proposed employment contract to the Board of Governors for its consideration in confirming the candidate. The candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation of the candidate will be considered. Such meeting will be held as soon as practicable to ensure a timely transition. ~~A two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.~~ Renewals of presidential employment contracts shall be subject to confirmation by the Board of Governors and shall be limited to one-year terms.

- (d) In the event that a board of trustees selects an interim president, such selection is subject to confirmation of the candidate by the Board of Governors. If it is determined by the board of trustees to be in the best interests of the university, the interim president selected by the board may be delegated full authority to serve as the interim president during the period prior to confirmation by the Board of Governors. Continued service as interim president requires confirmation by the Board of Governors, and the candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation will be considered. Such meeting will be held as soon as practicable to ensure a timely transition.
 - (e) Each board of trustees shall develop guidelines for the annual evaluation of the president.
 - (f) Each board of trustees shall conduct an annual evaluation of the president. The chair of the board of trustees shall request input from the Chair of the Board of Governors, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the Board of Governors' strategic goals and priorities, and compliance with systemwide regulations.
- (6) Financial Management.
- (a) Each board of trustees shall be responsible for the financial management of its university and shall submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors.
 - (b) Each board of trustees shall establish tuition and fees in accordance with regulations established by the Board of Governors.
 - (c) Each board of trustees shall establish waivers for tuition and fees pursuant to regulations established by the Board of Governors.
 - (d) Each board of trustees shall engage in sound debt management practices for the issuance of debt by the university and its direct

support organizations, and shall comply with the guidelines established by the Board of Governors in connection with the authorization, issuance and sale of university and direct support organization debt.

- (e) Each board of trustees shall account for expenditures of all state, local, federal, and other funds in accordance with guidelines or regulations established by the Board of Governors, and as provided by state or federal law.
 - (f) Each board of trustees may enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.
 - (g) Each board of trustees shall establish policies and procedures for the performance of annual internal audits of university finances and operations. All reports generated from such audits must be submitted to the Board of Governors after review and acceptance by the board of trustees, or its designee.
 - (h) Each board of trustees and each direct support organization shall submit annual financial statements to the Board of Governors.
- (7) Property and Purchasing.
- (a) Each board of trustees and university direct support organization must obtain prior approval from the Board of Governors before entering into a binding contractual obligation to improve real property that will result in the board or the direct support organization seeking a commitment of state funds for the development, construction, operation, or maintenance of an educational or research facility.
 - (b) Each board of trustees shall have the authority to acquire real and personal property and contract for the sale and disposal of same, and approve and execute contracts for purchase, sale, lease, license, or acquisition of commodities, goods, equipment, and contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price.
 - (c) With respect to state-funded real property acquisitions, each board of trustees may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.
 - 1. The board of trustees may secure appraisals and surveys in accordance with the policies and procedures of the Board of Trustees of the Internal Improvement Trust Fund. Whenever the board of trustees finds it necessary for timely property

acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.

2. The board of trustees may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the board of trustees or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the board of trustees.
 3. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired thereafter with state funds shall vest in the Board of Trustees of the Internal Improvement Trust Fund. With respect to all other real property acquired by a university, such property shall be titled in the name of the university board of trustees, or as the trustees of the university may deem appropriate.
- (d) Each board of trustees shall submit to the Board of Governors, for approval, plans for all new campuses and instructional centers.
 - (e) Each board of trustees shall administer a program for the maintenance and construction of facilities.
 - (f) Each board of trustees may exercise the right of eminent domain pursuant to the provisions of chapter 1013, Florida Statutes.
 - (g) Each board of trustees shall be responsible for the use, maintenance, protection, and control of, and the imposition of charges for, university-owned or university-controlled buildings and grounds, property and equipment, name trademarks and other proprietary marks, and the financial and other resources of the university.
 - (h) With respect to any funds or real or personal property designated by will, deed, agreement, or court appointment to be held in trust for the benefit of the university, or its students, faculty members, officers, or employees, or otherwise, or for any educational purpose, a university board of trustees is authorized to act as trustee with full legal capacity as trustee to administer such trust property and, in such event, the title thereto shall vest in the board of trustees as trustee. In all such cases, the university board of trustees shall have the power and capacity to do and perform all things as fully as any individual trustee or other competent trustee might do or perform, and with the same rights, privileges, and duties including the power, capacity, and authority to convey, transfer, mortgage, or pledge such property held in trust and

to contract and execute all other documents relating to said trust property which may be required for or appropriate to the administration of such trust or to accomplish the purposes of any such trust. Nothing herein shall be construed to authorize a board of trustees to contract a debt on behalf of, or in any way to obligate, the state; and the satisfaction of any debt or obligation incurred by the board as trustee under the provisions of this section shall be exclusively from the trust property, mortgaged or encumbered.

- (i) Each board of trustees shall prepare and adopt a campus master plan pursuant to section 1013.30, Florida Statutes.
 - (j) Each board of trustees shall prepare, adopt, and execute a campus development agreement pursuant to section 1013.30, Florida Statutes.
 - (k) Each board of trustees may authorize the rent or lease of parking facilities, provided that such facilities are funded through parking fees or parking fines imposed by a university. A board of trustees may authorize a university to charge fees for parking at such rented or leased parking facilities and parking fines.
 - (l) Each board of trustees shall promulgate regulations that establish basic criteria related to the procurement of commodities and contractual services.
 - (m) Each board of trustees shall be responsible for the fire safety and sanitation of public educational and ancillary plants.
- (8) Miscellaneous Powers and Duties.
- (a) Each board of trustees is authorized to form such corporate entities as are necessary to establish and maintain faculty practice plans for the collection, distribution, and regulation of fees generated by faculty members engaged in the provision of healthcare services to patients as an integral part of their academic activities and employment as faculty. Each such faculty practice plan must be adopted by the board of trustees in accordance with regulations of the Board of Governors and approved by the Board of Governors.
 - (b) Each board of trustees is authorized to establish direct support organizations and university health services support organizations and certify them to use university property, facilities, and services.
 - (c) Each board of trustees may establish educational research centers for child development.
 - (d) Each board of trustees is authorized to protect, develop, and transfer the work products of university personnel and other university agents and contractors, which authority shall include but not be limited to licensing, assigning, selling, leasing, or otherwise allowing the use of or conveying such work products and securing and enforcing patents, copyrights, and trademarks on such products. Each board of trustees

shall have policies and procedures concerning the work products of university personnel that facilitate technology development and transfer for the public benefit. Such policies must include, without limitation, provisions that take into account the contributions of university personnel in the development of work products and that require any proceeds from such work products be used to support the research and sponsored training programs of the university.

- (e) Each board of trustees is responsible for compliance with all applicable laws, rules, regulations, and requirements.
- (f) Each board of trustees shall perform such other duties as provided by the Board of Governors, or as each board of trustees may determine are necessary or appropriate for the administration of the university so long as the trustees comply with any applicable laws and Board of Governors' regulations and policies.

Authority: Section 7(c), Art. IX, Fla. Const.; History: Resolution 1-07-03, New 3-26-09, Amended 09-16-10, Amended _____.

1.002 Presidential Search and Selection

- (1) Pursuant to a delegation of authority from the Board of Governors, each board of trustees is responsible for conducting a search and selecting a candidate to serve as the president of the institution, subject to confirmation of the candidate by the Board of Governors. To ensure that the search process is transparent, robust, and designed to attract highly qualified individuals, each university board of trustees must conduct the search process in accordance with the following criteria:
- (a) The Chair of the board of trustees, in consultation with the Chair of the Board of Governors, shall appoint the members of a search committee comprised of no more than 15 members, one of whom must be a member of the Board of Governors and at least three of whom are members of the board of trustees. Committee members selected to serve on the search committee should consist of individuals from the institution's faculty, the student body, the institution's foundation board, and, if applicable, the institution's financing corporation board. However, none of the individuals selected to serve on the search committee should hold positions that report directly to the president. In addition, the Chair of the board of trustees should consider appointing alumni, donors, and/or members from the community where the institution is located to serve on the search committee. The Chair of the board of trustees will appoint a trustee member of the search committee to serve as chair of the committee.
 - (b) After the search committee is formed, the board of trustees or its designee:
 - i. shall obtain an executive compensation analysis that encompasses all components (salary, benefits, bonuses, and all other forms of remuneration) and that takes into consideration compensation paid to the current president, presidents of peer institutions, as well as other relevant factors (such as market trends, the available qualified pool and relevant competition for candidates), from which the search committee will establish a range of compensation that will be submitted to the board of trustees for approval and use by the board of trustees or its designee in negotiating the employment contract with the final candidate;
 - ii. may retain the services of an executive search firm/consultant, subject to a competitive procurement process or use of a competitively procured, pre-qualified list, if total compensation will exceed the threshold established in Board Regulation 18.001; and any search firm/consultant that is retained should be familiar, or demonstrate its ability to become familiar, with Florida's Sunshine laws in chapters 119 and 286, Florida Statutes, as applicable to executive searches; and
 - iii. shall provide a charge to the search committee that outlines the scope of the search, the estimated timeline for the search, and the committee's responsibilities.
 - (c) The search committee, assisted by the executive search firm/consultant (if retained), will be responsible for:
 - i. oversight of a webpage on the institution's website that includes a link to the home page for meetings of the search committee (notices, agendas and materials), updated lists of persons who have submitted applications, and information on the means of providing stakeholder input, which shall be maintained for purposes of transparency;
 - ii. establishing a calendar of public events for the process as they are planned that takes into account the need to align the timing of the selection process with the

- estimated timeline specified by the board of trustees to the extent feasible, and meeting dates of the board of trustees, and of the Board of Governors for purposes of the confirmation process;
- iii. developing recommended position criteria that are consistent with the institution's mission, strategic plan and aspirational goals, which shall be approved by the board of trustees;
 - iv. approving a marketing plan, that will be submitted to the board of trustees;
 - v. identifying individuals who may apply, be nominated, or recruited, taking into consideration their experience, qualifications and leadership capabilities under the position criteria to produce a pool of qualified applicants;
 - vi. vetting applicants by, at a minimum, ensuring that available public records and online resources are checked in order to narrow the pool of qualified applicants who will be invited to participate in interviews with the search committee and that the references of candidates to be referred to the board of trustees are thoroughly checked;
 - vii. determining, under the position criteria, the applicants to be interviewed by the search committee and conducting those first applicant interviews; and
 - viii. recommending an unranked list of applicants who are qualified under the position criteria to further the institution's mission, goals and priorities for on-campus meetings or forums with faculty, students, and other stakeholders and for consideration and on-campus interviews by the board of trustees. The search committee is required to submit more than two qualified applicants, selected by a majority vote of the search committee, to the board of trustees for consideration, other than in exceptional circumstances making fulfillment of this requirement infeasible. If more than one candidate is not coming forward, the board of trustees must be notified of the reason and may decline to act.
- (d) The board of trustees or its designee, with the assistance of the executive search firm/consultant (if retained), shall then be responsible for:
- i. ensuring that at least a preliminary criminal, financial, education and professional background check is conducted for the candidates who are recommended by the search committee to interview with the board of trustees; ensuring that additional screening of those candidates is conducted by contacting other persons or entities that can provide additional information relevant to the position criteria on the candidate's job performance in his or her current and past positions, an assessment of the candidate's leadership capabilities and management style, ability to work with various stakeholders, and expected effectiveness as an advocate for the institution and the State University System; and ensuring that a background check of the president-elect is finalized prior to recommendation of the president-elect to the Board of Governors for confirmation;
 - ii. selecting final candidates for on-campus meetings with faculty, students, the board of trustees, and other stakeholders;
 - iii. selecting a final qualified candidate under the position criteria as president-elect for recommendation to the Board of Governors for confirmation;
 - iv. drafting an employment contract ~~or a detailed term sheet~~ covering the financial and key performance terms, to be reviewed by the Board of Governors general counsel prior to execution for compliance with state law, that is consistent with the compensation range approved by the board of trustees, and that is contingent upon

- confirmation of the candidate by the Board of Governors ~~(with any term sheet being followed by such a contract); and~~
- v. submitting a written description of the selection process and criteria, the president-elect's qualifications, and a summary of the material copy of the employment contract terms to the Board of Governors for consideration in the confirmation process. The president-elect is not eligible to commence employment with the institution or execute the employment contract prior to confirmation by the Board of Governors. ~~and execution of the employment contract required under subparagraph (1)(d)(iv) with a copy provided to the Board of Governors.~~
- (2) The Board of Governors' member who serves on the search committee shall be responsible for reporting on the progress of the search and selection process at each regularly scheduled meeting of the Board, and shall serve as a member of any search committee subcommittee established for the purpose of analyzing the appropriate range of compensation for the final candidate. As part of the member's report to the Board, the member will keep the Board informed on matters relating to the range of compensation and other material terms of any proposed employment contract discussed by the search committee or the board of trustees during the search process.
- (23) The Chancellor shall brief the president-elect in preparation for the meeting at which the candidate shall be presented to the Board of Governors for confirmation.
- (34) The president-elect shall personally appear before the Board of Governors at a scheduled meeting for an interview as part of the confirmation process. The Chair of the board of trustees, or designee, will describe the search process and the material terms of the proposed employment contract, and introduce the president-elect to the Board. The president-elect should be prepared to respond to questions related to the institution's mission under its strategic plan, general awareness of institutional and system metrics, and any priorities established by the Board of Governors for the institution. ~~As provided in Board of Governors Regulation 1.001(5)(c), a two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.~~

Authority: Section 7(d), art. IX, Fla. Const.; History: New 06-23-16; Amended _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
June 22, 2017**

SUBJECT: Update on Status of University Boards of Trustees Review of Presidential Delegations of Authority

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Vice Chair Lautenbach will provide an update on the status of efforts undertaken by the university boards of trustees to review and update where necessary the authority that has been delegated to the university presidents by their respective boards of trustees.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Ned Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
June 22, 2017**

SUBJECT: Appointment of University Trustees

PROPOSED COMMITTEE ACTION

Appointment of University Trustees for the University Central of Florida and the University of West Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process

BACKGROUND INFORMATION

The University of Central Florida has one trustee vacancy for a term that ended on January 6, 2015.

The University of West Florida has one trustee vacancy that became vacant on February 6, 2017 with a term ending on January 6, 2020.

In accordance with the University Board of Trustee Selection and Reappointment Process, the vacancy was posted for the public on the Board's website and a number of applications were received.

Chair Kuntz assigned Committee members to sub-committees to review the applications from the specific institutions. Each sub-committee member independently vetted the applicants and advised the Corporate Secretary of the applicants advanced to a short list. The sub-committee members will recommend candidates for review and consideration by the full Committee.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Tom Kuntz



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Board of Governors Meeting
Ballroom
Marshall Student Center
University of South Florida
4103 USF Cedar Circle
Tampa, Florida 33620
June 22, 2017
10:30 a.m. - 11:30 a.m.

or

Upon Adjournment of Previous Meetings

1. **Call to Order and Chair's Remarks** **Chair Thomas G. Kuntz**
2. **Minutes of Board of Governors Meetings** **Chair Kuntz**
 - Minutes, March 30, 2017
 - Minutes, May 9, 2017
3. **Legislative Update** **Mr. Brian Logan**
Assistant Vice Chancellor
Public Policy and Advocacy
4. **Public Comment** **Chair Kuntz**
5. **Moffitt Cancer Center** **Dr. Alan F. List**
President/CEO, Moffitt Cancer Center
Dr. Thomas Sellers
Moffitt Cancer Center Director
6. **Confirmation of Reappointment of the President for the** **Chair Kuntz**
University of Central Florida
7. **Task Force on University Research Report** **Governor Fernando Valverde**
 - Public Notice of Intent to Establish Board of Governors Regulation 10.002
Sponsored Research

8. **Strategic Planning Committee Report** **Governor Ed Morton**
• 2017-2018 University Work Plans
9. **Select Committee on Florida Polytechnic University Report** **Governor Wendy Link**
10. **Audit and Compliance Committee Report** **Governor Wendy Link**
• Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2017-2018
11. **Academic and Student Affairs Committee Report** **Governor Norman Tripp**
• Public Notice of Intent to Amend Board of Governors Regulations
 - Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen
 - Regulation 6.006 Acceleration Mechanisms
 - Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities
 - Regulation 8.002 Self Supporting and Market Tuition Rate Program and Course Offerings• Academic Program Items
 - Ph.D. Applied Mathematical Sciences, CIP 27.0301, Florida International University
 - Big Data Analytics, CIP 27.0501, University of Central Florida
 - Doctor of Occupational Therapy, CIP 51.2306, University of Florida
 - Limited Access Status for the Bachelor of Science in Public Relations, Advertising and Applied Communication, CIP 09.0900, Florida International University
 - Limited Access Status for the Bachelor of Science in Digital Communication and Media, CIP 09.0702, Florida International University
 - Limited Access Status for the Bachelor of Arts/Bachelor of Science in Entrepreneurship, CIP 52.0701, Florida State University
12. **Facilities Committee Report** **Governor H. Wayne Huizenga, Jr.**
• University of South Florida Educational Plant Survey Validation
• Florida Polytechnic University Educational Plant Survey Validation
• FIU Housing - Bond Authorization
13. **Budget and Finance Committee Report** **Governor Ned Lautenbach**
• Amended Board of Governors Regulation 9.008 University Auxiliary Facilities with Outstanding Revenue Bonds
• Performance-Based Funding Allocation
• Public Notice of Intent to Amend Board of Governors Regulation 7.001 Tuition and Associated Fees

- Public Notice of Intent to Amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees

14. Nomination and Governance Committee Report **Chair Kuntz**

- Public Notice of Intent to Amend Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection
- Recommendations of Candidates to fill Trustee Vacancies and Report on Applicant Interviews

15. Presidential Search Report

- University of North Florida

Governor Link

16. Concluding Remarks and Adjournment

Chair Kuntz

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)

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

June 22, 2017

SUBJECT: Chair's Report to the Board of Governors and Opening Remarks

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Tom Kuntz, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Tom Kuntz

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

June 22, 2017

SUBJECT: Minutes of Board of Governors Meeting held March 30, 2017 and via Telephone Conference Call on May 9, 2017

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on March 30, 2017 at Florida A&M University; and held via telephone conference call on May 9, 2017.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Board of Governors meeting held on March 30, 2017 at Florida A&M University; and held via telephone conference call on May 9, 2017.

Supporting Documentation Included: Minutes: March 30, 2017; May 9, 2017

Facilitators/Presenters: Chair Tom Kuntz

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 STATE UNIVERSITY SYSTEM OF FLORIDA
 BOARD OF GOVERNORS
 GRAND BALLROOM
 H. EFFERSON MANNING STUDENT UNION BUILDING
 FLORIDA A&M UNIVERSITY
 TALLAHASSEE, FLORIDA
 MARCH 30, 2017

*Video or audio archives of the meetings of the Board of Governors
 and its Committees are accessible at <http://www.flbog.edu/>.*

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MINUTES: FLORIDA BOARD OF GOVERNORS

MARCH 30, 2017

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
GRAND BALLROOM
H. EFFERSON MANNING STUDENT UNION BUILDING
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 30, 2017

1. Call to Order and Chair's Remarks

Chair Thomas Kuntz convened the meeting at 1:05 p.m., on March 30, 2017, with the following members present: Dick Beard; Jacob Hebert; Darlene Jordan; Sydney Kitson; Alan Levine; Wendy Link; Edward Morton; Pam Stewart; Norman Tripp; and Dr. Gary Tyson. Patricia Frost and Dr. Fernando Valverde participated by phone, and Ned Lautenbach joined by phone at 2:10 p.m.

Chair Kuntz thanked President Larry Robinson and Chair Kelvin Lawson for hosting the meeting, and extended a special thanks to the staff at the Florida Agricultural and Mechanical University for their efforts in connection with the meeting. President Robinson and Chair Lawson welcomed the Board, the Chancellor, the university presidents, the FAMU Board of Trustees members and guests to FAMU. Chair Lawson likewise expressed appreciation to the FAMU staff for their assistance with the meeting.

Chair Kuntz announced U.S. News and World Report had recently named Florida the "Best State for Higher Education," based on the state's significant achievements in the areas of graduation rates, low student debt at graduation, and low tuition and fees. He said it is a reflection of much hard work by the Board, the Governor, the Legislature, and the universities and colleges to keep higher education affordable for Florida families.

He also shared great news from the 2015-2016 Annual Accountability Report. The new Cost to the Student affordability metric shows the average cost of earning a bachelor's degree is less than \$15,000 after financial aid is included, and there is a trend of decreasing costs for students at eight universities. In addition, the Report demonstrates the State University System is producing more graduates with STEM or health degrees: at the baccalaureate level, STEM and health degrees have grown by 31% and 52%, respectively; and at the graduate level, STEM and health degrees have grown by 1% and 24%, respectively.

On the research side, Chair Kuntz noted the State University System surpassed Pennsylvania in research expenditures. This reflects considerable progress in one

MINUTES: FLORIDA BOARD OF GOVERNORS

MARCH 30, 2017

academic year and he commended the Vice Presidents for Research for improving the System's research portfolio.

In closing, Chair Kuntz indicated there are a few areas requiring some clarification with regard to presidential contracts, renewals, and voting, which he had been waiting to address when there were no ongoing presidential searches. He asked Chancellor Criser to work with the Board's General Counsel, Ms. Shirley, to make some tweaks to the Board's processes so everyone is on the same page when it comes to presidential contracts, renewals, and voting.

2. Minutes of Board of Governors Meeting

A. Board of Governors Meeting held January 26, 2017

Mr. Tripp moved approval of the Minutes of the meeting held on January 26, 2017, as presented. Mr. Morton seconded the motion, and the members concurred unanimously.

3. Visit from the Honorable Joe Negron, President of the Florida Senate

The Honorable Joe Negron, President of the Florida Senate, addressed the Board during a break in the Audit and Compliance Committee meeting, starting at 10:52 a.m. on March 30, 2017. Chair Kuntz thanked President Negron for his support and personal commitment to enhancing the State University System. President Negron commented on the great ranking recently released by U.S. News and World Report and commended the universities for the success they have achieved to date with modest support from the Legislature.

He said it was great to be back at FAMU. He visited FAMU on the first day of his university listening tour and was impressed with the talented students and FAMU's commitment to increasing its graduation rate. He explained the Legislature, through performance funding, is looking to incentivize the four-year graduation rate and he appreciates the work of this Board and the universities in trying to make that happen. He believes encouraging students to take 15 hours per semester and funding Bright Futures scholarships for summer terms will make an enormous difference in graduation rates. He credited Governor Scott for including Bright Futures scholarship funding for summer terms in the Governor's recommended budget.

President Negron complimented UWF's work with their part-time students to help them graduate in four years without debt. He said increasing the four-year graduation rate will enhance our national reputation. In the Senate budget, there is an 80% increase in merit-based financial aid, together with a proposal to fund Bright Futures scholarship funds at 100% with a \$300 textbook and instructional materials stipend. There is also an

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increase proposed for Florida Student Assistance Grants to help students with financial need. He recognizes some students will need to work, but the goal is to help students graduate in less than six years. President Negrón noted that although the number of students increased by 50,000 over the last decade, state funding only increased by \$142 million. As a result, tuition was increased to pay for the additional students and he agrees with Governor Scott that the cost of tuition should be held down. He also believes the state should pay its fair share and the Senate budget includes funds for recruiting faculty and for graduate or professional programs in law, business and medicine, which should assist with enhancing the State University System's national reputation and attracting talented faculty and students.

President Negrón discussed expanding the National Merit Scholarship program. When Senator Benacquisto approached him three years ago, Florida had no National Merit Scholars. Working with then Senate President Andy Gardiner and former Senator John Thrasher, they created a scholarship fund, named after Senator Benacquisto, to attract National Merit Scholars. Today, an estimated 932 National Merit Scholars are expected to attend a Florida university next year and he hopes that number will exceed 1,000 by the end of his term as Senate President.

In conclusion, President Negrón thanked the Board for the opportunity to speak with them and thanked those members who attended the listening sessions on his university tour. He is proud of what the universities are doing and their role as key economic drivers for the state.

4. Chancellor's Report

Chancellor Criser introduced Mr. Brian Logan, the new Assistant Vice Chancellor of Public Policy and Advocacy, to provide a legislative overview. Mr. Logan thanked Mr. Tim Jones, Vice Chancellor of Finance and Administration, for presenting an overview of the proposed legislative budget in the Budget and Finance Committee meeting, stating he would be focusing on policy issues. Senate Bill 2 and House Bill 3 address the Board's priority to extend Bright Futures scholarships to students attending summer terms. Senate Bill 2 passed and has been sent to the House and House Bill 3 has two more committee stops, which they are monitoring closely. They are also actively engaged on bills that would authorize Florida and Florida institutions to participate in a nationwide reciprocity agreement known as the State Authorization Reciprocity Agreement (SARA). The bills are moving through both chambers with unanimous support and they are working with all stakeholders to address any issues.

Similarly, he stated bills that would provide a public records/open meetings exemption for information technology security measures are moving through both chambers with unanimous support. They are also monitoring the computer coding bills, which would require universities to accept high school credits in computer coding as a substitute for

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foreign language admission requirements. Mr. Logan explained they are working with the bill sponsors on a holistic approach designed to reach an amicable solution that will work for the State University System. Likewise, they are actively engaged on the Civics literacy bill in an effort to maintain consistency with the ongoing efforts in the System.

Chancellor Criser said Mr. Logan joined the Board staff this year and he and Ms. Renee Fargason, Assistant Director of Public Policy and Advocacy, have been working tirelessly all session. He stated the Board office will be losing Ms. Paige Beles, our University Trustee Coordinator, who is getting married, but has gained Ms. Cora Merritt as the new University Trustee Coordinator, who was previously with the Florida College System.

He directed members to a document placed at their seats which contains a compilation of information on each of the 12 universities. The document was produced in response to a query Governor Jordan received and shows how the universities contribute to improving student life, Florida's economy, and making Florida a great place to raise a family. He thanked Ms. Emily Sikes, Director of Workforce Education and Economic Development, for compiling the information.

Chancellor Criser recognized the students employed by the Board office who were in attendance at the meeting. In an effort to broaden their work experience at the Board, he asked Ms. Kristie Harris, Director of University Budgets, to develop a Student Leadership Program to increase their understanding of the work of the Board and its impact on the State University System. He also thanked Lauren Sumners, one of the student interns, for her work on the "Safer, Stronger, Smarter" campaign. Ms. Sumners led the development of a promotional video for that campaign, which was then played for members and the audience.

5. Think Florida

Chair Kuntz introduced the distinguished panel for the Think Florida feature which included Ms. Cissy Proctor, the Executive Director of the Florida Department of Economic Opportunity (DEO), Mr. Mark Wilson, the President and CEO of the Florida Chamber of Commerce, and Mr. Bob Ward, the President and CEO of the Council of 100. He said the intent of the panel is to be interactive and turned to Chancellor Criser as the moderator for the panel.

Chancellor Criser asked the panelists to provide their view of how the State University System could better assist them in fulfilling the charge of their respective organizations. Ms. Proctor pointed to a project spearheaded by the DEO's Bureau of Labor Management Statistics, which is designed to measure the gap between the skills Florida employers need and available talent in Florida. During the pilot program which covered Broward County, they found a large gap in the soft skills employers are

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looking for such as understanding the supervisory structure and being punctual. DEO is now expanding the survey statewide and requiring a 70% response rate to increase the confidence in the survey findings. Once the survey is completed, the results will be distributed to the Board of Governors, the Council, and the Chamber to identify the gaps and ways to fill them.

Chancellor Criser next asked Mr. Wilson to update the Board on the progress the Chamber is making on its 2030 Jobs Report and what we can do to support the Chamber's initiative. Mr. Wilson said Florida's population is at approximately 20 million people and expected to increase by another six million over the next 13 years. To remain at the 5% unemployment rate, Florida will need to add two million new net jobs, recognizing that over the next 13 years, Florida will lose one million jobs to automation and increases in productivity. In his view, Florida needs to "back plan" in 2017 in order to be globally competitive in 2030.

The Chamber's new "Florida Jobs 2030" report is based on the Chamber's six pillars – with the talent pillar being the most important. The report highlights a few key areas the state needs to work on. First and foremost, the business community needs to do a better job of communicating its needs over the next ten years. Second, statewide career awareness and counseling needs to improve. He commented on how difficult it is for students and parents to find information about job and career opportunities. In addition, employers need to provide students with work experience earlier, starting with high school. He believes a public dashboard should be developed for students, parents, employers and policymakers that forecasts what the jobs of the future will look like and the pathways to get there.

Chancellor Criser thanked Mr. Ward for the Council's involvement in statewide policy-making and its appreciation of the universities' role in that process. Mr. Ward said the Council's mission is to create a better Florida that benefits all Floridians. Two years ago, the Council polled employers on their workforce needs to understand whether that pipeline is being filled. The poll showed that employers are providing remediation to employees so they possess the basic skills needed for the workforce. Mr. Ward said the universities need to be appropriately equipped to give students the skills and training necessary to adequately prepare them for the workforce. The Council is also looking at research and development at our universities. Of the twelve universities, five of them are hard drivers of research (UF, USF, FSU, UCF, and FIU). Mr. Ward believes their successes must be replicated across the System in order to compete globally.

Mr. Kitson thanked the panelists for their focus on job creation and championing higher education in Florida. Noting that 1 in 10 jobs are created in Florida and that we have lower unemployment, lower taxes and lower regulation, he asked the panelists to describe the headwinds facing the state. Ms. Proctor responded we need to maintain the focus on keeping the state competitive for businesses, and at the state agency level,

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that means responding to businesses promptly when issues arise. She indicated we also need to maintain a diversified economy and champion Enterprise Florida's efforts to grow businesses in Florida. Unlike the rest of the country, Florida is experiencing growth in advanced manufacturing jobs and the state needs to continue to invest in this type of strategic business growth.

Mr. Levine commented that given the influx of new residents to Florida in the next six years, Florida could end up with a larger service sector unless the state produces a more skilled workforce. He explained the Higher Education Coordinating Council (HECC) established an educational attainment goal of 55% for persons between the ages of 25 and 64 who should possess a two or four year degree or a high quality certificate. He invited the panelists to let him know how HECC could help with their initiatives. Mr. Levine also referenced a recent recommendation of the Select Committee on 2+2 Articulation for the creation of a one-stop website to provide information to high school students to assist with articulation and developing clear pathways. Mr. Levine said this website could be expanded to provide students with information Mr. Wilson had described previously regarding job opportunities.

Mr. Levine asked what the colleges and universities are doing to assess the needs by business sector and how that information is being communicated to students. Ms. Stewart responded that K-12 and Florida College System schools do a good job meeting with businesses to make sure they are preparing students for the workforce. She commented on the difficulty of assessing training needs eight years into the future and remarked on the importance of being nimble. Ms. Link indicated the colleges are positioned to quickly respond to local workforce needs based on available data in their communities.

Mr. Hebert pointed out the gap between what a student learns as part of a baccalaureate degree program in Computer Science or Information Technology and the skills a student needs for jobs in those fields. He inquired what could be done to connect students with more entry level jobs in those areas. Mr. Wilson responded it may be necessary to rethink how we teach and suggested including a position within a company as part of the curriculum for a degree. Mr. Ward commented that one area the System may want to focus on is looking at particular skillsets that are needed but have yet to be developed in Florida.

Ms. Jordan mentioned the success of Northeastern University's Co-op Program and challenged the presidents and the provosts to think about developing a similar program that would benefit both students and businesses. Dr. Tyson added at the university department level, the departments have relationships with local businesses and frequently discuss what skillsets are needed for those businesses.

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Chair Kuntz thanked the panelists for their valuable insights and asked the Chancellor to provide more opportunities for ongoing dialogue with representatives from the Department of Economic Opportunity, the Florida Chamber, and the Council of 100.

6. Public Comment

Chair Kuntz asked Ms. Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated no requests for public comment had been received.

7. Consideration of Amendments to the Board of Governors Operating Procedures

Chair Kuntz referred to Ms. Shirley for an explanation of the amendments to the Board's Operating Procedures. She stated the Operating Procedures are being amended to transfer the responsibilities of the Health Initiatives Committee to the larger Strategic Planning Committee in light of the Board's adoption of the Strategic Plan for Health. The implementation and monitoring of that plan will become the responsibility of the Strategic Planning Committee.

Mr. Morton moved to approve the amendments to the Board of Governors Operating Procedures as presented. Dr. Tyson seconded the motion, and the members concurred unanimously.

8. Confirmation of Reappointment of the President for the University of South Florida

Chair Kuntz said on March 9, 2017, the University of South Florida Board of Trustees unanimously reappointed Dr. Judy Genshaft to serve as the president of USF. The appointment extends Dr. Genshaft's contract through June 30, 2018. Chair Kuntz turned to Mr. Lamb, the Chair of the University of South Florida Board of Trustees, to present President Genshaft for confirmation.

Mr. Lamb stated the USF Board of Trustees unanimously supported an extension of President Genshaft's contract as she enters her 17th year with the university. While her accomplishments are included in the Board's agenda packet, he wanted to share his perspective on the growth of USF under Dr. Genshaft's leadership. USF's vision is to become an AAU member and the university is well on its way toward achieving that goal. USF's growth in research, its access and student successes, the substantial growth in student graduation rates, its consistent performance in the top quartile of the performance funding model, and the university's enhanced national recognition have all been accomplished under President Genshaft's leadership.

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He explained the USF Board of Trustees spent much time reviewing the new contract and that it is consistent with the Board's one-year renewal expectation. While the contract includes a compensation increase, it ties a higher percentage of compensation to performance on the preeminence and performance-based funding metrics. Mr. Lamb asked for the Board's support in confirming President Genshaft's reappointment.

Mr. Morton moved approval of the reappointment of President Genshaft for the University of South Florida. Mr. Beard seconded the motion, and the members concurred unanimously. President Genshaft said it is very confirming to have the support of this Board and her board, and she looks forward to working together for continued success.

9. Confirmation of Appointment of the President for Florida Gulf Coast University

Chair Kuntz stated the next item for consideration is the confirmation of the appointment of the President of Florida Gulf Coast University. On February 28, 2017, the Florida Gulf Coast University Board of Trustees selected Dr. Michael Martin to serve as its next president. On behalf of the FGCU Board of Trustees, Chair Goodlette submitted a letter requesting confirmation of Dr. Martin, and information concerning the appointment is contained in the agenda packet.

Chair Kuntz outlined the process for the confirmation hearing. First, Mr. Morton, as the Board's representative on the FGCU Presidential Search Committee, will discuss the search process and provide his perspective; second, members will hear from Chair Goodlette and Dr. Martin; and third, there will be a discussion about the proposed employment contract.

Mr. Morton said the search process, which began over a year ago, initially culminated in only two candidates being forwarded to the FGCU Board of Trustees, which did not satisfy the Board of Governors' requirement to forward more than two candidates. Subsequently, the search committee cast a wider net and additional applications were reviewed by the committee, which then narrowed the pool to ten applicants. Following interviews of the applicants, the search committee forwarded a number of candidates to the FGCU Board of Trustees for consideration. Mr. Morton indicated he attended the FGCU Board of Trustees meeting where, after a thorough vetting of the candidates, Dr. Michael Martin was unanimously selected by the board. Mr. Morton endorsed Dr. Martin's selection, citing Dr. Martin's impressive experience, enthusiasm, and his ability to connect with faculty and students.

Chair Goodlette thanked the Board for the opportunity to present Dr. Martin for confirmation and also thanked President Bradshaw for his leadership over the last ten years. He expressed appreciation for the diligent work of the FGCU Presidential Search

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Committee, Mr. Morton's dedicated service on the search committee, and the Chancellor and Ms. Shirley for their insight and input.

Chair Goodlette provided an overview of Dr. Martin's distinguished career in higher education, which spans over 40 years. Dr. Martin is currently the Chancellor Emeritus and Senior Fellow of the Colorado State University System and previously served as the Chancellor of the Colorado State University System and the Louisiana State University. He also served as the President of New Mexico State University; the Vice President for Agriculture and Natural Resources, University of Florida; and the Vice President for Agricultural, Food, and Environmental Sciences, University of Minnesota. Chair Goodlette stated Dr. Martin's leadership and talents will benefit FGCU and the State University System, and he respectfully requested confirmation of Dr. Martin as the next president of FGCU.

Chair Kuntz recognized Dr. Martin for his comments. Dr. Martin thanked Chair Goodlette, the FGCU Board of Trustees, and Mr. Morton for their support. He has spent 46 years in public higher education and while he has much to learn about FGCU, he commended President Bradshaw for positioning the university well for the future. Dr. Martin next outlined the credo that guides his actions. First, he is committed to affordable access and student success, with a focus on retention, graduation, placement and permanent connectivity, which is critical to building a workforce with sufficient higher education attainment. Second, he values diversity in all of its forms because diversity is a necessary component of a great university. Third, excellence is a journey that must be pursued daily in order to progress. Fourth, transparency and accountability are necessary to maintain student and public support. Fifth, it is important to reward and acknowledge those who serve the institution well and to be responsive and sensitive to the community the university serves. He said he is honored to have the opportunity to become a part of FGCU and to participate in that most interesting experiment. Dr. Martin committed to work hard to carry on the progress made by President Bradshaw.

Chair Kuntz opened the floor to members for questions or comments. Mr. Levine said he worked with Dr. Martin in his capacity as the Chancellor of Louisiana State University when Mr. Levine served as the Secretary of Health in Louisiana and together they accomplished a lot. He described Dr. Martin as a "no nonsense" person and said he is enthusiastic about the selection. He asked Dr. Martin if he was committed to FGCU being compliant with the direction of the Board of Governors' Strategic Plan and if he is prepared to lead the university and its board toward those objectives. Dr. Martin responded affirmatively, stating they will revisit the university's Strategic Plan to ensure it fully aligns with the larger objectives of public higher education in the state.

Mr. Kitson said he first met President Bradshaw ten years ago and thanked him for all he has done for the university and for Southwest Florida. Mr. Kitson asked Dr. Martin

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what he meant by the word “experiment”? Dr. Martin said he views all universities as being experiments from the standpoint that if you invest in the intellectual capability of individuals, the larger society advances.

Mr. Tripp asked Dr. Martin to describe where he sees the university heading in the next five to ten years, noting his concern over conversations at the FGCU trustee level about the university opening professional schools, especially given the university’s struggle to perform at the highest level on the performance funding metrics. Dr. Martin responded that first the university must perform well on what is core to its mission and focus on significantly improving the outcomes of its students. In his view, a university should not start new programs until it is fully capable of managing its existing programs. He indicated that for now, FGCU is a regional institution with an important role to play in the region, and it needs to focus on new programs or growing existing programs that are responsive to the region. He sees more opportunity to develop additional undergraduate and some graduate programs which fit that niche. He acknowledged professional schools are wonderful to have but faculty and facilities for those schools are unique and a university cannot get there until it performs well on its current path. He plans to focus on programs that fit within the unique nature of Southwest Florida for the next five years and explore ways to ensure students remain in the region and have productive careers.

Mr. Tripp described the State University System as being unique and working best when each university plays an appropriate role in making the System strong. He asked Dr. Martin to explain how he views his role in the System and how he will approach working with the other presidents. Dr. Martin indicated he knows several of the presidents and as a cooperative and collaborative person, he looks forward to working with them as a team. His practice is to engage in collaboration with other institutions for the mutual benefit of the students they serve. While at New Mexico State, he worked with the community colleges to reduce redundancy and strengthen programs.

Mr. Tripp asked for his view on the 2+2 system with the Florida College System and how FGCU could bring more transfer students into the university. Based on his work in community, 4-year and graduate colleges, Dr. Martin believes the 2+2 system is right for certain students and emphasized that the corridor for articulation should be as simple and fluid as possible. He cited, as an example, his work with the former president of the Baton Rouge Community College to create a “Bears to Tigers” track for students to move from the community college into LSU. He attributed the defined corridor for improving the enrollment of students at both institutions.

Chair Kuntz next turned to the issue of the proposed employment contract. After noting the Board’s charge for oversight of the university, he indicated he had conversations with Chair Goodlette about the proposed contract. One aspect of the contract he found troubling was the potential for an additional \$700,000 bonus to be

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paid out in the fifth year at the discretion of the FGCU Board of Trustees. He said the rest of the terms were fairly consistent in terms of the dollar amounts with other presidents' contracts. He advised Chair Goodlette he was uncomfortable with the FGCU Board of Trustees having the discretion to award, in addition to the salary, the annual bonus, and the housing allowance, an additional \$700,000 bonus because that placed the amount of compensation out of the norm of other institutions. They discussed a compromise such that any bonus approved by the FGCU Board of Trustees that exceeded \$350,000 would come to the Board of Governors for approval. He noted this seemed appropriate, particularly in light of the recent legislative hearing on executive compensation in the State University System because it would provide an additional degree of oversight. However, when the FGCU Board of Trustees voted on the proposed contract, they amended the language of the contract to remove the requirement that the Board of Governors would have to approve any bonus over \$350,000. While Chair Kuntz is very comfortable with Dr. Martin as the next president, he is not comfortable with the contract as written and believes it would be appropriate to condition confirmation of Dr. Martin on the FGCU Board of Trustees changing the contract so that any FOCUS bonus over a particular amount would require Board of Governors' approval.

Chair Goodlette acknowledged the conversations, but emphasized the FOCUS bonus is "up to" \$700,000, which means it could be far less. He also recalled the result of their conversations was for the Board of Governors to be consulted if the FGCU Board of Trustees recommended more than \$350,000. Chair Kuntz responded the conversations started with the Board of Governors having approval authority and while he reached the point where he could accept a consultative role for the Board, he now feels more strongly about requiring Board of Governors' approval.

Mr. Tripp said he was in Tallahassee several weeks ago and met with a chairperson of an appropriations committee in the House of Representatives. He said it was clear there was concern that the executive salaries and bonuses may seem expensive and somewhat out of line to taxpayers. Mr. Tripp expressed his disagreement with a \$700,000 bonus, stating he could not support that amount, even though the funds will come from the FGCU Foundation. He would prefer to see Foundation funds used for student assistance and hiring high caliber faculty.

Mr. Levine apologized to Dr. Martin, but said this should have been worked out before now. Mr. Levine explained while the Board of Governors delegates authority to the boards of trustees, it does not delegate its responsibility so there is a role for the Board, which is to determine whether it can approve the contract. He said FGCU has had two instances of run-away contracts that Dr. Martin will have to deal with. The recommendation was made to eliminate those agreements and it has not been done. Mr. Levine said he does not think the presidents are paid too much given their expansive responsibilities, but he is inclined to support Chair Kuntz's proposal.

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Mr. Lautenbach indicated he had the opportunity to meet with Dr. Martin and believes he will be a great president. But, Mr. Lautenbach agreed with Chair Kuntz that the Board's role should not be consultative, but should be one of approval. Mr. Kitson likewise supported Chair Kuntz's proposal.

Mr. Tripp made a motion to confirm the appointment of Dr. Martin as the next President of Florida Gulf Coast University contingent upon the Florida Gulf Coast University Board of Trustees amending the Employment Agreement to require the Board of Trustees to consult and obtain approval from the Board of Governors if the Board of Trustees seeks to award Dr. Martin a FOCUS Performance Bonus that exceeds \$350,000 prior to awarding any bonus to Dr. Martin. Confirmation will be effective once the Florida Gulf Coast University Board of Trustees submits a revised Employment Agreement to the Chancellor and the Chancellor notifies the Board of compliance with this requirement. Mr. Kitson seconded the motion, and the members concurred unanimously.

10. Higher Education Coordinating Council Report

Chair Kuntz called on Mr. Levine for a report on the activities of the Higher Education Coordinating Council (HECC). Mr. Levine stated the HECC's priority is the educational attainment goal that was discussed earlier during the Think Florida presentation.

11. Innovation and Online Committee Report

Chair Kuntz recognized Mr. Morton for the Innovation and Online Committee report. Mr. Morton presented two action items for Board approval.

A. 2016 Annual Report for Online Education

Mr. Morton moved approval of the 2016 Annual Report for Online Education. Mr. Tripp seconded the motion, and the members concurred unanimously.

B. Implementation of the 2025 Strategic Plan for Online Education

Mr. Morton reported on the recommendations coming forward from the Committee for the implementation of the 2025 Strategic Plan for Online Education which included: creating a statewide approach for providing quality course reviews and designations; creating an online program inventory and mechanisms to encourage sharing programs and courses; increasing usage and reducing costs of open access textbooks; supporting pilot projects for new online education innovations; facilitating system-wide collaboration on software; establishing a proctoring network; ensuring equivalent

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access to student services; providing a professional development course for faculty; and referring an issue to the HECC on securing resources for technology for students.

Mr. Morton moved to approve the recommendations for the implementation of the 2025 Strategic Plan for Online Education, which was seconded by Mr. Levine. Dr. Tyson indicated he supports all of the recommendations but has reservations about the implementation of the recommendation that creates a faculty oversight committee, which functions as a course overview committee. He is concerned about how membership of the committee is going to be determined. He noted if this was done at the university level, it would be accomplished through the Faculty Senate. He believes the better way to increase faculty buy-in is for the appointments to come from the various Faculty Senates. Mr. Levine suggested the Presidents be required to consult with their respective Faculty Senates because he agreed there should be collaboration between administration and faculty on this recommendation. Mr. Lautenbach agreed, stating this suggestion will be taken up by the Committee. Having no further discussion on the pending motion, the members concurred unanimously.

12. Budget and Finance Committee Report

Chair Kuntz recognized Mr. Levine for the Budget and Finance Committee report. Mr. Levine presented four action items for Board approval.

- A. Public Notice to Approve Board of Governors Regulation 9.014 Collegiate License Plates Revenues

Mr. Levine moved approval of amendments to Board of Governors Regulation 9.014 Collegiate License Plates Revenues. Ms. Jordan seconded the motion, and the members concurred unanimously.

- B. Auxiliary Facilities that have Bond Covenants requiring Approval of Estimated 2017-2018 Operating Budgets

Mr. Levine moved approval of the estimated 2017-2018 Operating Budgets for auxiliary facilities that have bond covenants requiring approval of the budgets. Mr. Hebert seconded the motion, and the members concurred unanimously.

- C. Public Notice of Intent to Amend Board of Governors Regulation 9.008 University Auxiliary Facilities with Outstanding Revenue Bonds

Mr. Levine moved to approve the public notice of intent to amend Board of Governors Regulation 9.008 University Auxiliary Facilities with Outstanding Revenue Bonds. Mr. Hebert seconded the motion, and the members concurred unanimously.

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D. 2018-2019 Legislative Budget Request Guidelines

Mr. Levine moved to approve the 2018-2019 Legislative Budget Request Guidelines for the operating budget, as submitted. Mr. Hebert seconded the motion, and the members concurred unanimously.

13. Facilities Committee Report

Chair Kuntz called on Mr. Beard for the Facilities Committee report. Mr. Beard stated the Facilities Committee discussed the capital planning process, the P3 Guidelines, and 17 major projects completed in 2016. The Committee asked staff to work with university representatives over the summer to develop recommendations for improvements to the P3 Guidelines for consideration by the Board later this year. Mr. Beard then reported on three action items.

A. 2018-2019 Fixed Capital Outlay Legislative Budget Request Guidelines

Mr. Beard moved approval of the 2018-2019 Legislative Budget Request Guidelines for Fixed Capital Outlay. Mr. Tripp seconded the motion, and the members concurred unanimously.

B. Second Amendment to the 2017-2018 State University System Fixed Capital Outlay Legislative Budget Request

Mr. Beard moved approval of the Second Amendment to the 2017-2018 State University System Fixed Capital Outlay Legislative Budget Request. Mr. Tripp seconded the motion, and the members concurred unanimously.

C. University of Central Florida/Hospital Corporation of America Joint Venture Hospital Proposal

Mr. Beard reported there was extensive discussion about the University of Central Florida/Hospital Corporation of America Joint Venture Hospital Proposal and asked Mr. Chris Kinsley, Assistant Vice Chancellor for Finance and Facilities, to provide an overview of the changes discussed during the Committee meeting. Mr. Kinsley explained the Resolution was revised to insert appropriate references to the "Board of Governors" and the "UCF Board of Trustees" to distinguish between the two different boards; to clarify in Section 2B that Board of Governors' approval is required if the university or any university entity proposes to incur debt as defined in section 1010.62, Florida Statutes, or otherwise pledge or guaranty the repayment of any debt associated

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with the Project; to add a new sentence to the end of Section 2D to clarify the university is not precluded from allowing the Joint Venture Company to use equipment, fixtures, buildings, space, or facilities on the university's campus if the Joint Venture Company compensates UCF for its use at fair market value; to revise Section 2E to clarify the Hospital is subject to Certificate of Need approval and must meet all applicable Certificate of Need requirements as determined by the Agency for Health Care Administration; and to make the date of the Resolution effective immediately.

Mr. Beard moved to adopt a Resolution approving a public-private partnership between UCF Academic Health, Inc., and Columbia Park Healthcare System, Inc., a subsidiary of Hospital Corporation of America, to establish a joint venture hospital adjacent to the University of Central Florida College of Medicine at Lake Nona, subject to the terms and conditions contained in the Resolution with the changes as described by the staff. Mr. Tripp seconded the motion, and the members concurred unanimously.

14. Select Committee on 2+2 Articulation Report

Chair Kuntz recognized Mr. Levine for the Select Committee on 2+2 Articulation report. Mr. Levine said the Select Committee heard from Florida Atlantic University President John Kelly and Broward College President David Armstrong, Jr. about the 2+2 articulation program between the two schools.

A. Improving 2+2 Articulation Implementation Plan

Mr. Levine provided an overview of the three strategies recommended by the Committee for improving 2+2 articulation which included: developing a comprehensive web-based 2+2 advising toolkit; encouraging universities to improve and expand existing 2+2 enhancement programs and report back to the Board; and implementing a 2+2 data and information toolkit at both the institutional and System levels. Mr. Levine moved approval of the strategies in the implementation plan. Ms. Link seconded the motion, and the members concurred unanimously.

15. Task Force on University Research Report

Chair Kuntz recognized Ms. Jordan for the Task Force on University Research report. Ms. Jordan said the Task Force heard from Dr. Gary Ostrander, the Vice President of Research at Florida State University, who presented information on the return on investment derived from research activities. Ms. Jordan also presented one action item for approval.

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A. Public Notice of Intent to Establish Board of Governors Regulation 10.002
Sponsored Research

Ms. Jordan reported a new regulation pertaining to university sponsored research was drafted by a work group comprised of Board staff, university vice presidents for research, and university general counsels. Ms. Jordan moved approval of the public notice of intent to establish Board Regulation 10.002 Sponsored Research. Mr. Beard seconded the motion, and the members concurred unanimously.

16. Academic and Student Affairs Committee Report

Chair Kuntz recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp stated the Committee was provided with updated data from Dr. Christy England, Associate Vice Chancellor for Academic Research and Policy, which reflects the increased student demand for mental health counseling services. He reported the State University System Council of Academic Vice Presidents requested, by resolution, a workshop on performance funding and Mr. Tripp referred that request to the Budget and Finance Committee for consideration.

17. Select Committee on Florida Polytechnic University Report

Chair Kuntz recognized Ms. Link for the Select Committee on Florida Polytechnic University report. Ms. Link said the Committee received an update from President Avent. The Southern Association of Colleges and Schools (SACS) Committee site visit for initial accreditation occurred on February 13-16, 2017, and the Committee Report was sent to the SACS Committee on Compliance and Reports and to the university on March 1, 2017. SACS had no recommendations to be addressed by the university and Florida Polytechnic's request for accreditation is on the SACS June agenda. President Avent also provided updates on some outstanding issues raised at a previous meeting of the Committee.

18. Audit and Compliance Committee Report

Chair Kuntz called on Ms. Link for the Audit and Compliance Committee report. Ms. Link reported the Committee discussed the results of the performance-based funding data integrity audits which concluded that university controls adequately ensure the completeness, accuracy and timeliness of data submissions and that the audits provided a reasonable basis of support for the universities' data integrity certifications. Six of the reports contained findings, but none were judged to be material. The Committee also heard an update on the universities' implementation of an effective compliance program, which is to be in place at each university by November 2018. The final item was a presentation by Mr. Joe Maleszewski, the Board's Inspector General, related to a

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whistle-blower investigation concerning the Florida Gulf Coast University Board of Trustees.

A. Florida Gulf Coast University Board of Trustees Whistle-blower Report

The complainant levied eight allegations against the FGCU Board of Trustees related to retaliation, harassment, and violations of laws, regulations, and university policies. Some of the findings were sustained and FGCU will provide a written plan of corrective action to address the twelve recommendations in the Report. Two findings required Board action and Ms. Link moved for the chair of the FGCU Board of Trustees to not simultaneously serve as the Audit Chair and that the board of trustees address the best practice that an Audit and Compliance Committee be designated as an autonomous committee; and secondly, that the FGCU Board of Trustees immediately correct the improper election of the Faculty Senate President as its Vice Chair, which was contrary to Board of Governors and university regulations. Mr. Kitson seconded the motion, and the members concurred unanimously.

The Committee also recommended that Florida Gulf Coast University work with the Board of Governors to address continuing concerns with the university's strategic plan. Finally, Ms. Link reported the Committee will meet prior to the June meeting to establish clear expectations of trustees and education that extends beyond the Board of Governors' existing orientation for new trustees; as well as establishing a process to address significant issues that may arise with trustees related to compliance with laws, regulations, policies, and established expectations.

19. Strategic Planning Committee Report

Chair Kuntz called on Mr. Morton for the Strategic Planning Committee report. Mr. Morton stated the Committee heard a presentation on the State University System 2015-2016 Annual Accountability Report, which requires Board approval.

A. State University System 2015-2016 Annual Accountability Report

Mr. Morton highlighted a few key areas from the Report relating to positive trends for four-year and six-year graduation rates; a positive shift toward increasing STEM and Programs of Strategic Emphasis at both the baccalaureate and graduate levels; an increase in the academic progress rates; an increase in students earning degrees without excess hours; an increase in research and development expenditures and executed licenses and options; an increase in the number of bachelor's degrees awarded; and a lower than predicted number of graduate degrees awarded. Mr. Morton moved approval of the State University System 2015-2016 Annual Accountability Report. Ms. Jordan seconded the motion, and the members concurred unanimously.

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20. Nomination and Governance Committee Report

A. Recommendation of Candidate to fill Trustee Vacancy

Chair Kuntz moved the appointment of Mr. Dean Colson to serve on the Florida International University Board of Trustees in the seat currently held by Mr. Albert Maury for a term that runs from March 30, 2017 to January 6, 2021. This appointment is subject to confirmation by the Senate and the appointee attending an orientation session conducted by the Board office. Mr. Tripp seconded the motion, and the members concurred unanimously.

21. Concluding Remarks and Adjournment

Chair Kuntz announced the next in-person meeting of the Board is scheduled for June 20-22, 2017, at the University of South Florida. He encouraged members to attend in person because the Board will be considering the annual university work plans.

Having no further business, the meeting was adjourned at 3:22 p.m. on March 30, 2017.

Thomas G. Kuntz, Chair

Vikki Shirley,
Corporate Secretary

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BY TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
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*Video or audio archives of the meetings of the Board of Governors
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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BY TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
MAY 9, 2017

1. Call to Order and Chair's Remarks

Chair Thomas Kuntz convened the meeting at 2:00 p.m., on May 9, 2017, with the following members present and answering roll call: Vice Chair Ned Lautenbach; Dick Beard; Patricia Frost; H. Wayne Huizenga, Jr.; Darlene Jordan; Sydney Kitson; Ed Morton; Pam Stewart; Norman Tripp; and Dr. Gary Tyson.

Chair Kuntz stated the purpose of the call is to provide members with a legislative update. He described the session as being positive overall and thanked Chancellor Criser and his team for their efforts to keep him informed of developments during session.

2. Public Comment

Chair Kuntz asked the Board's General Counsel Vikki Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated no requests for public comment had been received.

3. Legislative Update

Chancellor Criser thanked the staff for their hard work during session. He reported that all of the university trustees going through the confirmation process were confirmed by the Senate last week and that Senate Bill 374, which came out of the legislative budget conference process, passed yesterday. Chancellor Criser categorized Senate Bill 374 by three broad topics related to students, research, and additional accountability. With regard to students, he said the bill increases the amount of the award to students receiving scholarships under the Florida Academic Scholars program; provides funding for Bright Futures scholarships for summer terms; doubles the state match for First Generation scholarships; and expands the scope of the Benacquisto National Merit Scholarship to out-of-state National Merit Scholars as a recruitment tool for Florida institutions. The bill also creates the Florida Farmworkers Scholarship to assist students who may not otherwise have a financial pathway into a Florida college or university and requires boards of trustees to develop proposals for block tuition that will encourage students to take additional credit hours across the

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academic year. In addition, Senate Bill 374 includes language to strengthen 2+2 articulation between Florida colleges and universities.

The bill also revises two metrics in the performance-based funding model: graduation rate is changed from six years to four years and access rate is revised to require the Board to establish benchmarks to reward institutions with access rates at 50% or higher. He noted the bill delays implementation of those changes until 2018 so the current performance-based funding metrics will be applied for this year. The graduation rate metric for preeminent state research universities was also revised from a six year graduation rate of 70% to a four year graduation rate of 60%. Like the changes to the performance-based funding metrics, the change to the preeminence graduation rate metric is not effective until next year.

With regard to research, Chancellor Criser explained the bill establishes two new programs: the World Class Faculty & Scholar Program and the State University Professional and Graduate Degree Excellence Program. The World Class Faculty & Scholar Program is targeted to all of the universities and awards \$70 million to the universities to reinforce faculty for research. The Professional and Graduate Degree Excellence Program targets programs in medicine, law, and business and awards \$50 million to universities that qualify. Chancellor Criser stated both programs will raise Florida's prominence nationally.

The Legislature also acted upon the Board's proposal to elevate the status of New College of Florida by providing an additional \$5.4 million in funding; although the related capital request was not funded.

With regard to accountability, Chancellor Criser noted the bill specifies new requirements for direct support organizations related to the use of state funds, financial disclosure, and governance. Under the new language, each board of trustees' chair is required to appoint at least one member to a direct support organization's board of directors and executive committee.

Chancellor Criser said we were successful in our endeavor to seek additional funding for the performance-based funding model. The Legislature added \$20 million to performance funding for a total of \$520 million. The Legislature also appropriated \$13.3 million for university developmental research schools, which is important to the success of our K-12 students.

Chancellor Criser explained he will work with staff and the universities over the summer to examine block tuition, stating there is no requirement to have only one plan for the State University System. He emphasized the underlying impetus is to eliminate financial barriers for students who want to complete an undergraduate degree in four years. Mr. Kitson asked if other states have block tuition. Chancellor Criser said North

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Caroline and Michigan do, and Florida did in the 1990s, and they will look at what other states have adopted.

Chair Kuntz expressed appreciation to the Legislature for acting on two of the Board's greatest priorities over the last two years: performance-based funding and research. He views this as an excellent opportunity to advance the State University System. He also noted while the Legislature did not fund the Board's request for additional mental health counselors and security measures, he wants to discuss strategies to address these two areas of need at the June board meeting.

Chancellor Criser reported under Senate Bill 374 the Board is required to conduct a study to look at different methodologies for allocating the state's investment in performance-based funding. The study is due to the Legislature by December 1, 2017, and he plans to look at various methodologies over the summer.

Mr. Chris Kinsley, the Assistant Vice Chancellor of Finance and Facilities, provided a report on legislative funding for fixed capital outlay projects. Mr. Kinsley reported 21 projects received funding from a combination of Public Education Capital Outlay and General Revenue funds. Of those projects, 8 of the 10 projects on the Board's primary list of approved projects received funding, and 9 of the 16 projects on the Board's supplemental list received funding. Total funding equaled approximately \$264 million, with \$160.7 million appropriated for named projects; \$45.6 million for renovations and remodeling; \$45 million for Capital Improvement Trust Fund projects; and \$13.3 million for university developmental research schools. Chair Kuntz inquired whether funding was appropriated for any projects that were not on the Board's lists. Mr. Kinsley responded in the affirmative and described the four projects that received funding which were not considered by the Board.

Mr. Brian Logan, the Assistant Vice Chancellor of Public Policy and Advocacy, reported on the substantive bills filed during the session. House Bill 501, which provides public records and open meetings exemptions for university information technology security plans, policies, audits, and risk assessments, passed unanimously. Similarly, House Bill 859, which provides authorization for the state to join a nationwide reciprocity agreement for distance education, passed unanimously. In addition, House Bill 1079, which provides public records and open meetings exemptions for university emergency management plans passed. Mr. Logan explained language that was in the Civics bill was added to House Bill 7069 which passed, and Senate Bill 396, which requires universities to provide students with certain information on their student loans, also passed. Bills that did not pass include a bill that would have authorized persons to carry firearms on university campuses; a bill that would have reduced the excess hour surcharge; and a bill that would have impacted the use of state funds.

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Mr. Beard inquired about the University of South Florida's preeminence status. Chair Kuntz explained in order to be designated as a preeminent university, the university has to meet 11 of the 12 preeminence metrics. The University of South Florida currently meets 10 of the 12 metrics. One of the metrics requires a six year graduation rate of 70%, which USF has not met. During session, language was proposed to revise the graduation rate from six years to a four year rate of 50%. Chair Kuntz stated President Negrón did not consider a four year graduation rate of 50% as sufficient for preeminence so the final bill contained a four year graduation rate of 60%. Chair Kuntz further explained that USF only would have been preeminent this year had the graduation rate been changed to four years at 50% and if the change in the metric been effective for implementation this year. Mr. Beard thanked him for the explanation.

Chancellor Criser advised members he would be sending a legislative summary to members shortly.

4. Concluding Remarks and Adjournment

Chair Kuntz reported the next in person meeting of the Board is scheduled for June 20-22, 2017, at the University of South Florida.

Having no further business, the meeting was adjourned at 2:58 p.m. on May 9, 2017.

Tom Kuntz, Chair

Vikki Shirley,
Corporate Secretary

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

June 22, 2017

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall M. Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Marshall M. Criser III

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

June 22, 2017

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Tom Kuntz

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

June 22, 2017

SUBJECT: Presentation by Moffitt Cancer Center

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Thomas Sellers, the Director for Moffitt Cancer Center, will present information to the Board of Governors relating to Precision Medicine, Immunotherapy, and Adaptive Therapy.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Thomas Sellers, Director

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

June 22, 2017

SUBJECT: Confirmation of Reappointment of the President for University of Central Florida

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. John Hitt as the president of the University of Central Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

Subsection 1001.706(6)(a), Florida Statutes, provides, "The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected."

On May 18, 2017, the Board of Trustees of the University of Central Florida approved an amendment to Dr. Hitt's employment contract, unanimously reappointing Dr. Hitt to serve as the president of the University of Central Florida. The reappointment extends the term of Dr. Hitt's contract through June 30, 2018, and Chair Marcos Marchena is requesting confirmation of Dr. Hitt's reappointment by the Board of Governors.

Under Dr. Hitt's leadership as president of the University of Central Florida, the university has grown from a commuter school serving 21,200 students to a residential research university serving more than 63,000 students. Expanding access to a higher education has long been a paramount goal of President Hitt's and under his leadership, UCF entered into a partnership with six state colleges to create the *DirectConnect* program. Under the *DirectConnect* program, students with an associate of arts or associate of sciences degree from one of the colleges are guaranteed automatic admission to UCF. This program has been tremendously successful and is a national model for other universities both in Florida and nationwide.

Additional highlights of Dr. Hitt's leadership of the University of Central Florida are included in the Board materials.

Supporting Documentation Included: 1. Letter from the University of Central Florida Board of Trustees Chair
2. Leadership Highlights
3. Summary of Contract Renewal Changes

Facilitators/Presenters: Chair Thomas G. Kuntz
Chair Marcos Marchena



Board of Trustees

May 26, 2017

Thomas G. Kuntz, Chair
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Dear Chair Kuntz:

Dr. John C. Hitt has served as President of the University of Central Florida since March 1, 1992. The Florida Board of Governors has ratified his appointment as president pursuant to the provisions of Section 5(c) of Board of Governors regulation 1.001.

Dr. Hitt's performance and dedication as the university's president have been outstanding. Proof of his performance can be found on the attached statement titled "A History of President Hitt's Accomplishments at UCF."

The University of Central Florida's Board of Trustees at its May 18, 2017, meeting has unanimously approved his "Eight Amended and Restated Employment Agreement," which is attached.

We understand that pursuant to Section 1001.706(6)(a), Florida Statutes, the Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as means of acknowledging that system cooperation is expected. Accordingly, we respectfully request that the Board of Governors confirm this reappointment.

Do not hesitate to contact me or the university's Office of General Counsel if you have any questions or desire any further information concerning this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Marcos R. Marchena".

Marcos R. Marchena, Chairman
University of Central Florida Board of Trustees

c: Dr. John C. Hitt, President

John C. Hitt

University of Central Florida

A History of President Hitt's Accomplishments at UCF

John C. Hitt became the University of Central Florida's fourth president on March 1, 1992. Since that time he has

1. provided the university with extraordinary vision,
2. affected higher education as well as society in a profound way,
3. developed significant and impactful partnerships regionally and nationally,
4. seized opportunities to expand and evolve higher education,
5. and demonstrated the ability to position UCF for the future.

1. President Hitt has provided UCF with a vision for its success and advancement.

President Hitt's vision is for UCF to be a nationally known metropolitan research university for the 21st century, complementing the land-grant universities of the 19th and 20th centuries. In an extension of the land grant mission, the mission of the research university is to provide access to an affordable and high-quality education, to support its city-state by the service and research it produces, and to advance the economy of its region.

To attain this vision, President Hitt established five goals for the university when he became president in 1992, and those goals have remained constant:

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

Guided by his five goals, President Hitt has transformed UCF and made the university synonymous with economic progress and prosperity in Central Florida. In doing so, he has become an iconic figure. Upon President Hitt's 20th anniversary at UCF in 2012, former Florida governor Jeb Bush remarked, "Simply stated, I believe Walt Disney and John Hitt have done more to transform Central Florida into a vibrant, dynamic place than any two people." In a profile of him in 2013, *Orlando Life Magazine* said, "In Central Florida, John Hitt is a Gandalf among Hobbits. He is the most respected and revered among us, the elder statesman of class and accomplishment."

President Hitt marked his 25th year at UCF on March 1, and he is currently the longest-serving president in the State University System of Florida. He has awarded more degrees at one state university than any other president in Florida history.

President Hitt has also become nationally recognized for making UCF a 21st-century model for how a university can provide a high-value education that is accessible, affordable, and life-changing. As a first-generation student himself, President Hitt knows the transformational power of higher education.

In 1992, when President Hitt joined UCF, it was an open-admissions, commuter school serving 21,200 students. Its enrollment ranked fifth in Florida and 115th in the nation. By fall of 2016, UCF's student enrollment had tripled to 64,318, making UCF the most popular student choice in Florida and the second-largest university in the nation. In 1992, graduate enrollment was 2,951; it is 8,066 today. In 1992, the university awarded 4,539 degrees; this past year it awarded more than 16,000. Then, UCF awarded 33 doctoral degrees; last year, it awarded more than 420. UCF has more than 250,000 alumni, 81 percent of whom have degrees awarded by President Hitt. And in 1992, 867 students lived on campus; today, more than 11,600 students reside in university-affiliated housing.

As proud as President Hitt is of expanding access to UCF for the 3.6 million citizens in the service-region served by the university, he is more proud of the increased quality of the education provided by

John C. Hitt

University of Central Florida

UCF. The average undergraduate SAT score in 1992 was 1011, the honors program numbered 410 students, and there were 18 National Merit Scholars.

This year, the average SAT score for incoming freshmen was 1262, the Burnett Honors College enrolled more than 1,900 students (with a freshman average SAT score of 1408), and 289 National Merit Scholars attended UCF. The first-year retention rate has increased from 75 percent to 89 percent, and the six-year graduation rate has risen from 47 percent to 70 percent. UCF receives more student applications than any other state university in Florida.

The 25 years of President Hitt's stewardship of UCF have come to the attention of the nation. The 2016 *U.S. News & World Report* college rankings listed UCF as one of the "Most Innovative" universities in America alongside institutions such as Harvard, Stanford, Duke, and MIT. The magazine also ranked 22 graduate programs among the top 100 in the nation in their fields. The Counselor Education program earned UCF's highest ranking at 7th. *Kiplinger's* and *The Princeton Review* ranked UCF as one of the nation's best values in higher education. *The Princeton Review* also named UCF's Video Game Graduate Program second in North America. The online program of the Department of Criminal Justice was ranked first in the nation by Bestcolleges.com. And the quality of the Rosen College of Hospitality Management program, the largest in the nation, was ranked seventh in the world by eHow.com. UCF is one of 25 public universities with the Carnegie Foundation's highest designation in both categories of community engagement and very high research activity.

President Hitt, an offensive lineman as an undergraduate, is especially proud that the student-athlete graduation rate of 93 percent ranked UCF first among NCAA Division I public institutions in the country in 2016-17. The combined GPA of student-athletes was 3.2, marking the 19th consecutive semester in which UCF student-athletes earned a 3.0 GPA or higher.

2. President Hitt has had a positive impact on higher education and society in general.

In 2015, *Washington Monthly Magazine* named President Hitt one of the 10 most innovative university presidents in America. In 2013, largely because of President Hitt's leadership, UCF was recognized as one of six universities in the nation to be named a "Next Generation University" by the New America Foundation. The Foundation report noted that "only a handful of leaders have tried to build a more inclusive and less expensive system. Rather than focus on the race for prestige that rewards exclusivity, these leaders are building the Next Generation University, one that is structured to better serve tomorrow's students."

Shortly afterward, President Hitt teamed with Arizona State University president, Michael Crow, and nine other presidents of large, public research universities, which span the geographic, economic, and social diversity of the country, to create the University Innovation Alliance. With the financial support of the Gates, Lumina, and other foundations, the Alliance functions as its own innovation cluster to develop, document, and nationally disseminate practical models for the widespread implementation of high-impact solutions and approaches to student success. Most recently, the Department of Education expressed its confidence in the Alliance by awarding it an \$8.9 million First in the World grant to continue its collaboration.

At about the same time that the presidents formed the University Innovation Alliance on the national level, President Hitt joined with the presidents of Florida International University (Miami) and the University of South Florida (Tampa) to form the Florida Consortium of Metropolitan Research Universities. Serving 63 percent of the state's population and 70 percent of the state's ethnic and racial minorities, the consortium seeks to increase the number of graduates in high-demand areas, increase the number of underrepresented and limited-income students graduating with the skills and credentials required by Florida employers, and educate the opinion leaders and legislators of the state about the importance of the three universities to Florida's economic and social health.

John C. Hitt

University of Central Florida

Long recognized for his significant leadership and impact on Central Florida and its economy, President Hitt has twice been named No. 1 on *Orlando Magazine's* list "50 Most Powerful People" and repeatedly appears among the Top Ten on that list. He has become a nationally known figure in education and innovation, but Central Florida will always be central to his mission.

President Hitt has said of UCF's enrollment growth, "We've grown to offer access and opportunity to qualified students, and we won't stop until we can't do that any longer." To this end, six area state colleges have formed a consortium with UCF to provide the best example in the nation of efficient articulation from state college to university. Through a program aptly called *DirectConnect to UCF*, consortium students with an associate of arts or associate of sciences degree are guaranteed automatic admission to UCF. *DirectConnect* provides for the alignment of courses, UCF advising on the state college campuses for students who have enrolled in the program, and common access to records. To date, approximately 140,000 state college students have expressed interest in *DirectConnect*, and this past year, 10,108 transfer students took advantage of this access to UCF.

This nationally recognized program has become a model emulated by universities in Florida, Ohio, Georgia, Hawaii, Arizona, Virginia, and Vermont. It has been called a "seamless pipeline of social mobility" by *POLITICO Magazine* and was featured on the *PBS News Hour*.

A national leader in higher education innovation, an effective champion for the metropolitan research university model, and an advocate for increased access to higher education for all through unprecedented partnerships with other universities and state colleges, President Hitt's innovative leadership is aptly described by the ITHAKA S+R report, *Breaking the Iron Triangle at the University of Central Florida*: "UCF has arguably come closer than any institution in the country to breaking the iron triangle of cost, quality, and access Though these changes have developed over the course of twenty years at UCF, they have been guided by intentionally designed processes . . . and sustained by a culture that celebrates access and innovation."

3. President Hitt demonstrates collaborative partnerships within the campus and externally.

From the beginning of his tenure at UCF, President Hitt stressed that partnerships would make UCF a vital force for the advancement of higher education and economic prosperity. In his 1992 inaugural address, he said, "In the highly competitive world of the '90s and the 21st century, single institutions will not command the resources necessary to solve major problems. They must find common cause with individuals and other institutions of society and combine resources to address and resolve the pressing problems confronting our state, our nation, and the world. Partnership is the key to achievement of UCF's goals."

President Hitt's partnership approach has driven many of the initiatives that most distinguish UCF. These signature projects include *DirectConnect to UCF*, the UCF College of Medicine and the Medical City, the Florida High Tech Corridor, the national University Innovation Alliance, and the Florida Consortium of Metropolitan Research Universities.

These following alliances are among the other examples that support the president's goal for UCF to be America's Leading Partnership University, a status that became more distinctive in 2013 when UCF obtained the U.S. trademarks for that phrase and for the phrase, America's Partnership University.

In 2015-16, UCF partnered with more than 450 businesses and governmental units to support 7,655 students who participated in academic service-learning courses, which generated 131,965 hours of student labor valued at more than \$3 million. Also, 8,847 students earned credit for internship experiences, and 3,718 students participated in co-operative education, working with 1,521 employers. Previously, such successes earned the university the Program of the Year Award from the National Society for Experiential Education.

John C. Hitt

University of Central Florida

In 2015 and 2016, *Aviation Week* rated UCF first among universities in the number of engineers it supplies to the aerospace and defense industries. Part of that success is due to a collaboration with Lockheed Martin. UCF supplies the defense contractor with more than 500 engineering interns each year. On an average, six of 10 interns who complete the program are offered full-time jobs at Lockheed, which has helped UCF to become Lockheed's top university supplier of talent in America.

In another example of partnership, UCF's Florida Interactive Entertainment Academy in downtown Orlando is the centerpiece of a world-class graduate program in video-game design and production. The Academy was established in 2005 when video-game leader Electronic Arts invested in elite facilities and advanced programs to enable UCF to produce the talented professionals it needed. The City of Orlando donated property for an emerging media center, and the state Legislature aided with funding. The Academy has since graduated more than 400 digital-media professionals, who work for premier video-game companies around the world.

Among the numerous civic partnerships that support President Hitt's goal of being America's leading partnership university are:

1) Junior Achievement of Central Florida. The University of Central Florida is the largest university partner of Junior Achievement in the world. In 2015-16, 1,118 UCF students tutored more than 20,162 students in 104 elementary and middle schools in a four-county region.

2) WUCF TV. Motivated by a spring 2011 announcement that the public television station serving Central Florida was to be sold to a private entity and that public television would be abandoned, UCF—with President Hitt's strong endorsement—partnered with Brevard Community College and PBS to establish primary affiliation with the PBS television network. Today, WUCF TV is the primary PBS station for all of Central Florida and reaches approximately 4 million viewers.

3) Community Nursing Coalitions. Undergraduate students in the College of Nursing participate in a community-based curriculum in which students are engaged with economically disadvantaged residents across five counties. Approximately 500 nursing students and faculty provide more than 30,000 hours of service each year.

Support of the arts has been a goal of President Hitt's since his arrival at UCF. Among the many artistic partnerships he has supported is the Orlando Shakespeare Theater in Partnership with UCF, which receives financial, faculty, and student support from the university. Last year, more than 300,000 people attended productions on one of three stages in a venue owned by the City of Orlando and donated to the theater. Another noteworthy artistic partnership is with the Orlando Repertory Theater. Formerly the Civic Theater of Orlando, it was saved from closing by President Hitt's leadership, and it now produces award-winning shows for young audiences. In 2008, it received the prestigious Neighborhood Builders' Award from the Bank of America, and *Education Magazine* ranked it among the top national children's theaters.

The partnership approach of President Hitt and UCF has gained national attention. For instance, former President Bill Clinton has told audiences throughout the world about the successes of UCF and Orlando through partnerships. In his address to UCF graduates in May 2013, Clinton said that the triumphs of UCF and Orlando "are all testimony to the fact that no matter how smart we are, how righteous we are, how close to the truth we are, we all do better when we work together, when we share prosperity, when we share responsibilities, when we share leadership."

4. President Hitt is a futurist comfortable in uncovering and seizing opportunities to advance higher education.

Under President Hitt's leadership, UCF is being recognized nationally as a champion for expanding access to an affordable and impactful education for people from all socio-economic backgrounds.

John C. Hitt

University of Central Florida

On September 21, 2015, a front-page headline in the *Washington Post* said: “At UCF, bigger is better. Packed Florida college, with a focus on cost and access, storms higher ed.” The story described UCF and Arizona State University as in the “vanguard of an insurgency that aims to demolish the popular belief that exclusivity is a virtue in higher education. They stand for access on a grand scale, arguing that breakneck growth serves a nation in desperate need of a better educated workforce. They are also pursuing a new financial model that enables public universities to thrive when state support dwindles.”

President Hitt has embraced partnerships, innovation, and growth with quality as means to boost access to education, increase student opportunities, enhance UCF, provide talent for the workforce, and expand community prosperity.

For instance, when most people said it could not be done, President Hitt secured approval from the Florida Board of Governors and the Florida Legislature to establish the UCF College of Medicine that opened in the fall of 2009. Once again partnering with community leaders, he raised more than \$100 million in donations and matching funds to prove that this community was serious in its support of medical education in the region.

The college, which has received full accreditation, trains much-needed doctors. It is at the heart of a cluster of medical businesses and research companies that constitute the Medical City at Lake Nona. The Medical City is a source of hope for future medical solutions, and it is well on its way to generating the 30,000 jobs and \$460 million in annual tax revenue as initially projected. The Medical City is said by many to have had the biggest economic impact on Central Florida since Walt Disney World.

In March 2017, the Board of Governors approved plans by UCF to partner with the Hospital Corporation of America to build a 100-bed teaching hospital at Lake Nona. HCA will invest \$175 million to build the hospital and begin operations. UCF will hold a 20 percent stake in the hospital with shared governance of operations. No state money will be used for construction, and UCF will not incur any debt. The hospital could open as early as 2020.

President Hitt has a knack for spotting opportunities that will benefit the university and the community now and for generations to come. When he arrived at UCF, for example, the Central Florida Research Park adjacent to the university campus was on the verge of bankruptcy. Thanks to President Hitt’s direct intervention in 1993, the 1,027-acre Research Park today is ranked among the top 10 research parks in the nation. It is home to 126 companies, most of which have relationships with the university, and these companies employ approximately 10,000 people with an average salary of \$82,000.

The impact of these collaborations is best found in the Partnership I, Partnership II, and Partnership III buildings in the park. These three multi-story buildings are jointly shared by the university’s Institute for Modeling and Simulation and the U.S. Department of Defense. A fourth partnership building is under development. The partnership buildings unite academic, industry, and government professionals to enhance national security, and they—along with the Research Park—anchor Florida’s thriving \$4.8 billion Florida modeling and simulation industry.

President Hitt has championed online learning. In the 2016-17 year, 60,958 students, or 81 percent of all students who registered for a class at UCF, enrolled in one or more online courses. In addition, 42.2 percent of all student credit hours produced were generated by online classes. Students at UCF can complete 21 undergraduate and 28 graduate online programs, as well as eight undergraduate and 29 graduate online certificates. A national-model professional development program for faculty has trained more than 2,000 UCF faculty members in the design and production of online courses.

Among other awards, UCF’s online program has won the United States Distance Learning Association’s 21st Century Award for Best Practices (2015), the Sloan Consortium’s Excellence in Institution-Wide Online Learning Award (2012), the Gomory Award for Quality Online Education (2008), and the Systemic Progress in Teaching and Learning Award from EDUCAUSE (2005). Florida TaxWatch (2014) awarded the online learning initiative two Prudential-Davis Productivity Awards, which recognize Florida state government employees for productivity, innovation, and saving taxpayer money. Because of

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his leadership with UCF's leading-edge work in online education, President Hitt was named chair of the State University System of Florida's Task Force for Strategic Online Education, which is charged with developing a strategic plan for Florida's state universities in online learning.

5. President Hitt has positioned UCF to thrive in an uncertain future.

President Hitt has been a consistent and aggressive advocate for the university's role in the economic development of Central Florida in order to assure a thriving future for the university. The university, he has said, "must stand alongside our neighbors with shared resources and a common commitment to improving the quality of life by expanding the opportunities for prosperity in the future." President Hitt leads the state universities in pursuing substantive measures to diversify the service economy of Florida, as well as to manage the change that diversification creates. Presidential support for a variety of economic development strategies includes:

1) UCF's nationally award-winning Business Incubator Program. It has served approximately 350 clients and currently has seven sites, helping to create more than 400 jobs at an average salary of approximately \$60,000 and with a \$2.4 billion impact on the region.

2) GrowFL, an economic gardening project for the support of second-tier companies. It has served more than 900 clients and resulted in the creation of 10,942 jobs since its establishment in 2009. Participating companies have contributed more than \$941.6 million to Florida's economy.

3) The Florida High Tech Corridor. Inspired by President Hitt, it now includes three state universities, 14 community and state colleges, and 23 county governments. In nearly 20 years, it has worked with 360 companies and 300 faculty members to fund more than 1,350 grants that have led to 3,276 new jobs and a regional economic impact of approximately \$1.3 billion.

4) The UCF Office of Technology Transfer. It collaborates with industry and new start-up businesses to commercialize the intellectual property developed by UCF inventors.

Adding "Commercialization" to the name of the Office of Research and Commercialization, authorized by President Hitt, clearly signals the university's commitment to applied research that supports the regional economy. The success of this focused research was demonstrated in 2016 when UCF ranked 19th among U.S. public universities for the strength of its patents by the National Academy of Inventors and the Intellectual Property Owners Association. In 2015-16, the university was granted 90 new patents, bringing the total to more than 925 patents issued since 1989. All but one of those patents were obtained after President Hitt became the leader of UCF.

Positioning the university to thrive in the future, President Hitt has also been a strong advocate for diversity and inclusivity of the university's student population. In 1992, minority enrollment was 17 percent. In fall 2016, 44 percent of students at the university came from non-majority populations, including 25 percent Hispanic students. UCF also enrolls more Jewish students than any other public university in the nation with the exception of Rutgers.

Energy dependence and environmental degradation threaten the future. President Hitt has committed the university to climate neutrality by no later than 2050, and he has joined with other progressive educational leaders in the Leadership Circle of the American College and University President's Climate Commitment. In support of the goals of this organization, President Hitt has authorized the establishment of a Department of Sustainability and Energy Management to be responsible for these issues with \$1 million of seed money to design and implement energy-saving strategies. The university achieved a campus-wide reduction of 80.4 million kWh in electricity, 22.7 million ton-hrs of chilled water, and 388,446 therms of natural gas since the 2005-06 baseline year. These reductions have resulted in a cost savings of \$17.8 million.

The Florida Solar Energy Center plays an important role in repositioning the energy resources of the nation. The recipient of 244 patents and numerous awards, the Center has earned over \$130 million in grant awards since its inception. The Center's 95 professional researchers and 55 staff members work with

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industry, non-profit organizations, private sponsors, and national laboratories to exploit renewable solar energy.

One goal of the sustainability movement embraced early by President Hitt reduces the number of private cars traveling to and from the Orlando campus. With his leadership, UCF adopted a shuttle-bus system that serves 15 off-campus student communities and last year logged more than 1.8 million boardings between off-campus residences and on-campus bus depots.

Two recent major projects directly address President Hitt's ability and willingness to manage change to create a positive future. In 2017, the Florida Advanced Manufacturing and Research Center, a multi-million dollar facility, celebrated its grand opening in Osceola County, Florida. In years ahead, the center will advance the production of smart sensors and create thousands of new jobs for Central Florida. And a UCF Campus is under construction in downtown Orlando in collaboration with the City of Orlando and Valencia College. When the campus opens in fall 2019, it is projected to serve more than 7,700 students and generate \$400 million in annual gross economic impact to the community when the campus is fully operational.

The many accomplishments documented in this statement are corroborated by two highly respected professionals in the field of higher education.

Peter McPherson, president of the Association of Public and Land-grant Universities, said, "John Hitt's accomplishments at the University of Central Florida personify the vision of a modern public university. From the classroom to the research laboratory to driving the Central Florida economy, President Hitt's vision, drive, and leadership have been outstanding."

Edward M. Elmendorf, a senior vice president with the American State Colleges and Universities, said, "John Hitt Has been the unwavering force behind one of the most remarkable success stories in American public higher education . . . His entrepreneurial drive has engendered astounding success in steering UCF to become one of the fastest-growing, most-pioneering public universities."

Thank you for this opportunity to address the highly successful tenure of President John C. Hitt at the University of Central Florida.

President Hitt's Contract Renewal Changes

- Change the effective date to July 1, 2017, and revise all dates accordingly.

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

June 22, 2017

SUBJECT: Establish Board of Governors Regulation 10.002 Sponsored Research

PROPOSED BOARD ACTION

Consider for approval establishment of Board of Governors Regulation 10.002 Sponsored Research

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Under the "Guidance and Oversight Function" of the *State University System of Florida Board of Governors Operational Audit, Report No. 2017-048 (November 2016)* a finding was that the Board of Governors needed to enhance regulations to help the State University System (SUS) conform to statutory requirements regarding sponsored research. As a result, a workgroup comprised of Board Staff, SUS Vice Presidents for Research, and SUS General Councils met and drafted Board of Governors Regulation 10.002 Sponsored Research.

Notice of Intent to establish the Regulation was approved by the Board of Governors on March 30, 2017. The time required between Notice of Intent and final approval has been satisfied. The Chair of the SUS Task Force on University Research will provide a recommendation to the full Board.

Supporting Documentation Included: Regulation 10.002 Sponsored Research

10.002 Sponsored Research

- (1) University boards of trustees are authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research.
- (2) Each university shall annually certify to the Board of Governors that it has policies in place to negotiate, enter into, and execute research contracts including, but not limited to, policies for solicitation and acceptance of research grants and research donations, policies for the collection of fees and research donations in the context of university sponsored research, and policies relating to the appropriate use of research funds.
- (3) Each certification will further provide that reasonable control and monitoring systems are in place for research activities to comply with applicable laws and the mission and long term plans of the university. The certification will be submitted to the Board of Governors by October 1 of each calendar year.
- (4) The certification form will be signed, to the best of the certifying official's knowledge, by the most senior officer responsible for research as designated by the President and the annual certification will be reported to the board of trustees.

Authority: Section 7(d), Art. IX, Fla. Const.; History - New _____.

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

June 22, 2017

SUBJECT: Approval of 2017-18 University Work Plans; Approval of UF Preeminent State Research University Annual Status Update; Approval of FSU Preeminent State Research University Annual Status Update; Approval of UCF Emerging Preeminent State Research University Annual Status Update; Approval of USF Emerging Preeminent State Research University Annual Status Update

PROPOSED COMMITTEE ACTION

Consider for approval those portions of 2017-18 University Work Plans associated with the 2017-18 academic year and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation. Consider for approval UF Preeminent State Research University Annual Status Update. Consider for approval FSU Preeminent State Research University Annual Status Update. Consider for approval UCF Emerging Preeminent State Research University Annual Status Update. Consider for approval USF Emerging Preeminent State Research University Annual Status Update

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 2.002; Section 1001.7065, Florida Statutes

BACKGROUND INFORMATION

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with the annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

Each University Work Plan is intended to 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. The Work Plan outlines the university's strategic direction, top priorities, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The “Strategy” section of the University Work Plan includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. Sections on metrics indicate how the universities are performing in key areas. The “Operations” section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2017-18 as well as in out-years.

Over the course of two days universities made brief presentations on their Work Plans, after which Committee members had the opportunity to engage in discussion and questioning. The Committee considered for approval those portions of 2017-18 University Work Plans associated with the 2017-18 academic year, and reviewed out-year portions of University Work Plans, noting any areas for further dialogue and deliberation. University Work Plans can be accessed at http://www.flbog.edu/board/workplan/2017_workplan.php.

In the context of their Work Plan presentations UF and FSU provided Annual Status Updates to demonstrate that they are meeting or exceeding legislatively stipulated goals for academic and research excellence in order to maintain their Preeminent State Research University status. In the context of their Work Plan presentations UCF and USF provided Annual Status Updates to demonstrate that they are meeting or exceeding legislatively stipulated goals for academic and research excellence in order to maintain their Emerging Preeminent State Research University status.

The Committee Chair will provide recommendations to the full Board of Governors for its consideration.

Supporting Documentation Included:

In Strategic Planning Committee

Materials

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

June 22, 2017

SUBJECT: State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2017-2018

PROPOSED BOARD ACTION

Discussion and approval of the State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2017-2018

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 20.055, Florida Statutes

BACKGROUND INFORMATION

The Chair of the Audit and Compliance Committee will report on the results of the Audit Committee meeting held June 21, 2017. The Audit Committee reviewed the OIGC Annual Work Plan and is presenting it to the Board of Governors with a recommendation for approval.

Supporting Documentation Included: Information located in the Audit and Compliance Committee materials

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

June 22, 2017

SUBJECT: Public Notice of Intent to Amend Regulation 6.002, Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 6.002, Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 6.002 has been amended to provide clarity and align minimum admissions test score requirements with those required for college-level coursework, as described in Board of Governors Regulation 6.008. A summary of the proposed changes to this regulation is included below:

- Eliminates Table One of the current regulation and replaces it with a statement indicating that a student may be considered for standard admission if the student has a 2.50 or higher grade point average (current requirement), presents an official SAT and/or ACT, qualifies for college-level placement per Board Regulation 6.008, and meets the high school credits listed in the new Table One.
- Clarifies the 2016 Redesigned SAT and minimum ACT composite score required for students who are graduates of a high school educational program that is not measured in Carnegie Units.
- Clarifies that a student must be eligible for college-level work per Board of Governors Regulation 6.008 in order to be eligible for the Talented Twenty designation.
- Eliminates vague concordance test outdated essay language.

Draft amendments have been reviewed by the university General Counsels, the Council of Academic Vice Presidents, university admission directors, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Public Notice of Intent to Amend Regulation 6.006, Acceleration
Mechanisms

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 6.006, Acceleration
Mechanisms

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 6.006 has been amended to recognize one additional accelerated mechanism (i.e., Defense Language Proficiency Test). This new mechanism was recognized by the Articulation Coordinating Committee (ACC) through its approval of the most recent version of the *Articulation Coordinating Committee Credit-By-Exam Equivalencies* document at its May 17, 2017 meeting. The addition of this mechanism provides for consistent treatment of examinations throughout public postsecondary education in Florida.

Per the Statewide Articulation Agreement and Board of Governors Regulation 6.006, Acceleration Mechanisms, universities recognize satisfactory performance on examinations as identified by the ACC guidelines as approved by the Board of Governors.

The draft amendment has been reviewed by the Council of Academic Vice Presidents and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and
Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Public Notice of Intent to Amend Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 6.008, Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board of Governors Regulation 6.008 has been amended to align college placement assessment with the scores approved for the Florida College System by the State Board of Education, through Rule 6A-0315. The strike-all amendment reorganizes the format of Regulation 6.008 while maintaining much of the currently approved policy. Outside of the reformatting, a summary of the proposed changes to this regulation is included below:

- Specifies the minimum test scores required for college-level placement by the SAT offered March 1, 2016, and thereafter (i.e. 2016 Redesigned SAT), thereby aligning with the requirements for college-level preparatory assessment for Florida College System institutions.
- Clarifies that state university students may take developmental coursework as transient students at Florida College System institutions while also taking university coursework for which they are otherwise qualified.
- Expands the confidentiality of educational records and retains their exemption from public disclosure legal citations.
- Affirms that developmental education coursework does not count within the official program length nor does it apply to excess hours towards the degree.

Draft amendments have been reviewed by the university General Counsels, the Council of Academic Vice Presidents, university admission directors, and other state university staff. The office did receive suggestions back and slight modifications were made as deemed appropriate. Pursuant to the regulation procedure adopted by the Board at its

meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Public Notice of Intent to Amend Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Strike all of existing Regulation 8.002 to create a substantially new regulation that addresses continuing education (college credit and non-credit), sponsored credit courses and programs, and market tuition rate courses and programs. Regulation subsections 7.001 (13) and 7.008 (3) will be amended to align with and reference the revised regulation 8.002. The new language has been developed in consultation with members of the Council of Academic Vice Presidents.

The substantially new regulation:

1. Defines continuing education as an Auxiliary Enterprise of the university; differentiates between non-credit and college credit offerings and provides a process for setting tuition and fees for each; and establishes certain criteria and limitations on the offering of college credit continuing education courses and programs.
2. Defines sponsored credit courses and programs; provides authority for university boards to waive any tuition or fees not paid by the sponsoring entity; requires that sponsored credit courses and programs be budgeted in the auxiliary enterprise accounts or contract and grants accounts as appropriate.
3. Defines market tuition rate courses and programs; provides a process for approval of new graduate degree programs established only as market tuition rate programs; provides a process of approval for majors and certificates under existing graduate degree programs to be approved as market tuition rate; provides certain criteria and limitations for programs and certificates offered as market tuition rate; provides for an appeal process of any adverse Board of

Governors decision; and provides a process for changing the approved tuition for market tuition rate programs, majors, and certificates.

4. Requires that credit hours generated and degrees granted be reported in the State University Data System for college credit continuing education, sponsored credit courses and programs, and market tuition rate courses and programs separate from those funded through the E&G budget entity.

Draft amendments have been reviewed by the university General Counsels, the Council of Academic Vice Presidents, university admission directors, and other state university staff. The office did receive suggestions back and slight modifications were made as deemed appropriate. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice by publication on its Internet Web site at least 30 days before adoption of the proposed regulation.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Ph.D. in Applied Mathematical Sciences at the Florida International University, CIP Code 27.0301

PROPOSED COMMITTEE ACTION

Consider approval of the Ph.D. in Applied Mathematical Sciences at the Florida International University, CIP Code 27.0301

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The Florida International University (FIU) is proposing to offer a PhD in Applied Mathematical Sciences. The program will have a broad scope within mathematical sciences with an emphasis on applications. The program will require the completion of 75 credit hours beyond a bachelor's degree.

The PhD in Applied Mathematical Sciences would be the second such program to be offered by a Florida university, but it is unique as it will require students to complete a one semester paid internship outside of the university. The purpose of the program is to train young mathematicians for careers as professional researchers and educators.

The FIU Board of Trustees approved the program on December 1, 2016. If approved by the Board of Governors, the program will be implemented in Fall 2017.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Ph.D. in Big Data Analytics at the University of Central Florida, CIP Code 27.0501

PROPOSED COMMITTEE ACTION

Consider approval of the Ph.D. in Big Data Analytics at the University of Central Florida, CIP Code 27.0501

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Central Florida (UCF) is proposing a Ph.D. in Big Data Analytics. The proposed program will have a strong emphasis in statistical computing, with potential concentrations in bioinformatics, banking, healthcare, education, manufacturing, and other data intensive disciplines. The program will require the completion of 72 credit hours beyond a bachelor's degree.

The program would be the first PhD in Big Data Analytics to be offered in the state of Florida, but it would share the CIP code with two existing PhD in Statistics programs (CIP 27.0501), offered by UF and FSU. The program will train researchers with a statistics background to analyze massive, structured or unstructured data to uncover hidden patterns, interesting, actionable associations and other useful information to enhance decision making.

The UCF Board of Trustees approved the program on March 16, 2017. If approved by the Board of Governors, the program will be implemented in Fall 2018.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Doctor of Occupational Therapy at the University of Florida, CIP Code 51.2306

PROPOSED COMMITTEE ACTION

Consider approval for the Doctor of Occupational Therapy at the University of Florida, CIP Code 51.2306.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Florida (UF) is proposing a Doctor of Occupational Therapy (OTD). This degree would replace the existing Master of Occupational Therapy program in the College of Public Health and Health Professions. The OTD is designed to prepare professional level occupational therapy practitioners with clinical practice knowledge and skills, leadership and advocacy skills, and advanced knowledge to inform clinical practice.

The proposed Doctor of Occupational Therapy would be the first such doctoral program to be offered by a public university in the state of Florida. The program will require completion of 108 credit hours.

The UF Board of Trustees approved the program on March 17, 2017. If approved by the Board of Governors, UF will implement the program effective Spring 2018.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Limited Access Status for the Bachelor of Science in Public Relations, Advertising, and Applied Communication (CIP 09.0900) at the Florida International University

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the Bachelor of Science in Public Relations, Advertising, and Applied Communication (CIP 09.0900) at the Florida International University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The Florida International University (FIU) seeks limited access status for the proposed Bachelor of Science in Public Relations, Advertising, and Applied Communication. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is based on the requirement that students master advanced knowledge and skills. The program also requires the completion of skills courses and access to labs and licensed software, which demand lower enrollment limits. Florida College System transfer students will not be disadvantaged by the screening process.

The FIU Board of Trustees approved the limited access status for the Bachelor of Science in Public Relations, Advertising, and Applied Communication on December 1, 2016. If approved by the Board of Governors, the limited access status will become effective Fall 2017.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Limited Access Status for the Bachelor of Science in Digital
Communication and Media at Florida International University, CIP Code
09.0702

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the B.S. in Digital Communication and Media at Florida International University, CIP Code 09.0702.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

Florida International University (FIU) is requesting limited access status for the Bachelor of Science in Digital Communication and Media. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is based on the requirement that students master advanced knowledge and skills. The program also requires the completion of skills courses and access to labs and licensed software, which demand lower enrollment limits. Florida College System transfer students will not be disadvantaged by the screening process.

The FIU Board of Trustees approved limited access for the program on December 1, 2016. If approved by the Board of Governors, FIU will implement limited access status for the program effective Fall 2017.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2017

SUBJECT: Limited Access Status for the Bachelor of Art/Bachelor of Science in Entrepreneurship at the Florida State University, CIP Code 52.0701

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the Bachelor of Art/Bachelor of Science in Entrepreneurship at the Florida State University, CIP Code 52.0701.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The Florida State University (FSU) is requesting limited access status for the Bachelor of Art/Bachelor of Science in Entrepreneurship. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

From 2008 to the present, the FSU entrepreneurship program has experienced a steady stream of applicants. Each year the number of applicants exceeded the number of slots available. The university moved the Entrepreneurship major from the College of Business to the Entrepreneurial School and estimates that the number of student applicants to the program will continue to increase. Therefore, limited access is requested to ensure that enough resources are available to provide students with an excellent education. Florida College System transfer students will not be disadvantaged by the screening process.

The FSU Board of Trustees approved limited access for the program on February 22, 2017. If approved by the Board of Governors, FSU will implement limited access status for the program effective Fall 2017.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

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

June 22, 2016

SUBJECT: University of South Florida Educational Plant Survey Validation

PROPOSED BOARD ACTION

Review and validate the completed University of South Florida Educational Plant Survey.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of USF, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of section 1013.31, Florida Statutes, were met. In addition to USF and Board staff, the team included staff from FIU, FGCU and NCF. The completed Educational Plant Survey (EPS) Report was approved by the USF Board of Trustees on June 8, 2017, and is included as a supporting document.

This survey covers the period July 1, 2017 through June 30, 2022.

This EPS is the first to be completed under the new Dynamic Capital Planning (DCP) model for USF. With regards to the DCP's impact on the Tampa Campus EPS, two observations are noted. The first is that the DCP model calls for significantly less space at the USF Tampa Campus. (For EPS purposes, the Tampa Campus includes USF Health, but excludes the College of Medicine Downtown Campus). For the Tampa Campus, the 2012 EPS indicated an unmet space need of 1,500,000 NASF. The 2017 EPS indicates that the unmet need has been reduced to 950,000 NASF.

Second, USF Tampa is a Carnegie classified "Highest Research Activity" institution, with over \$500 Million in annual grant activity. As such, its space needs go well beyond the basic teaching bench needs associated with the DCP, which is FTE driven.

Accordingly, it is important to recognize the USF has and will continue to have extensive space needs to improve and expand research space that is not directly connected with FTE growth.

For USF St. Petersburg, the DCP had little impact on total space needs, with both the 2012 and 2017 EPS indicating a total need of approximately 450,000 NASF. However, the addition of new space on the St. Petersburg Campus has reduced the unmet need to a little over 200,000 NASF.

For USF Sarasota-Manatee, while the 2012 EPS included no recommendations for additional space, the 2017 EPS indicates an unmet space need of 138,000 NASF.

Summary of Survey Team Recommendations (Main Campus, unless noted):

Remodeling/Renovation:

- 2.2a College of Behavioral and Community Sciences Building (MHC, #0131)
- 2.2b USF Health MDN, MDC, MDL, MDA Remodel (#0115, 0113, 0114, 0116)
- (Backfill of space vacated by Morsani College of Medicine)
- 2.2c College of Arts and Science Multidisciplinary Complex (CMC, #0025)
- 2.2d Fine Arts Building (FAH, #0010)
- 2.2e Education Building (EDU, #0066)
- 2.2f College of Medicine Renovate/Remodel Medical Research Lab Facility
- 2.2g Davis Hall Remodeling (DAV, #2005) (St. Petersburg Campus)

New Construction:

- 3.1 Cybersecurity / Data Center
- 3.2 USF Health Pharmacy
- 3.3 Engineering Research Building 4
- 3.4 STEM Research/Learning Center
- 3.5 Public Safety
- 3.6 College of Medicine Center of Excellence for Diabetes & Autoimmune Disorders
- 3.7 STEM Teaching/Research Facility (St. Petersburg Campus)
- 3.8 Teaching Gymnasium Facility (St. Petersburg Campus)
- 3.9 Academic STEM Facility (Sarasota-Manatee Campus)

Demolition:

- 4.1 University Police Building (UPB, #0012) – 7,864 nsf office.
- 4.2 University Police Training (module) (UPM, 0183) – 1,149 nsf office.

Continuing Survey Recommendations:

These projects were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for completing these projects:

- 5.1 USF Health Morsani College of Medicine and Heart Health Institute (Downtown)
- 5.2 Interdisciplinary Science Research Lab Build-Out

The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: Information located in the Facilities Committee materials

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

June 22, 2016

SUBJECT: Florida Polytechnic University Educational Plant Survey Validation

PROPOSED BOARD ACTION

Review and validate the completed Florida Polytechnic University Educational Plant Survey (EPS).

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An educational plant survey is required at least once every five (5) years for all public educational entities, including state universities. At the request of FL Poly, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of section 1013.31, Florida Statutes, were met. In addition to FL POLY and Board staff, the team included staff from FSU and FGCU. The completed Educational Plant Survey Report was approved by the FL Poly Board of Trustees on March 15, 2017. The EPS in its entirety is included as this is FL Poly's first EPS; and the first EPS to be completed using the new Dynamic Capital Planning (DCP) model. The primary EPS recommendation is for one (1) new facility, the Applied Research Center (ARC), and expansion of the existing chiller plant.

This survey covers the period July 1, 2017 through June 30, 2022. At this point, the Applied Research Center has not yet been fully funded. Once the ARC is funded, constructed and placed into operation, it is recommended that the university validate the inventory again once all moves are completed from existing facilities. Although the DCP model indicates that the addition of the ARC will provide space sufficient to allow FL Poly to vacate FL Poly's scale, the inventory validation may indicate the need for an updated EPS prior to June 20, 2022.

A summary of the Survey Team recommendations is attached (see Survey Team Recommendations). The complete EPS Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: Information located in the Facilities Committee materials

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

June 22, 2017

SUBJECT: A Resolution of the Board of Governors requesting the Division of Bond Finance of the State Board of Administration of Florida (the "Division of Bond Finance") to issue revenue bonds on behalf of Florida International University to finance the construction of a dormitory and associated parking garage on the main campus of Florida International University.

PROPOSED BOARD ACTION

Adoption of a resolution approving the issuance of fixed rate, tax-exempt revenue bonds, by the Division of Bond Finance on behalf of Florida International University (the "University"), in an amount not to exceed \$63,000,00 (the "Bonds") for the purpose of financing a dormitory and parking garage on the main campus of Florida International University ("the Project").

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

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

The University has submitted a proposal for financing and construction of the Project. The Project will be located in the central, southern area of the Modesto A. Maidique campus of the University and will include 656 beds (640 rentable and 16 for student resident assistants) and 300 parking spaces. The parking spaces at this facility will be available exclusively for on-campus housing residents and will not be designated as part of the University's parking system. The Project is Phase II of a two-phase project, of which Phase I provided approximately 600 beds and opened fall 2014. The total Project cost is expected to be approximately \$66.5 million (plus a 5% contingency).

The University's Board of Trustees has requested approval from the Board of Governors for the Division of Bond Finance to issue up to \$63,000,000 of fixed rate, tax-exempt revenue bonds to finance the construction of the Project, fund a debt service reserve fund, capitalized interest and pay costs of issuing the Bonds. The University's housing system will fund \$16.4 million through a cash contribution toward the Project. The Bonds will mature no more than thirty (30) years after issuance with level annual debt service payments.

The debt service payments will be funded from revenues generated from the operation of the University housing system, after payments of operation and maintenance costs. Operating revenues are generated primarily from housing rental revenues, special event rental revenues, net parking revenues paid by the residents and other miscellaneous collections. The Bonds will be issued on parity with the outstanding FIU Dormitory Revenue Bonds, currently outstanding in the aggregate principal amount of \$93,020,000.

Projections provided by the University indicate that sufficient net revenues will be generated to pay debt service on the Bonds and the outstanding dormitory bonds. The University intends to implement a rate increase of 1% annually through FY 2021-22.

The University's Board of Trustees approved the Project and the financing thereof at its March 3, 2017 meeting.

Supporting Documentation Included: Information located in the Facilities Committee materials

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

June 22, 2017

SUBJECT: Approval of Amended Board Regulation 9.008 University Auxiliary
Facilities with Outstanding Revenue Bonds

PROPOSED BOARD ACTION

Approve amended Board Regulation 9.008 University Auxiliary Facilities with Outstanding Revenue Bonds

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1013.02(b), Florida Statutes; Board Regulation Development Procedure

BACKGROUND INFORMATION

This regulation was created on December 6, 2007, and has not been amended since its creation.

The proposed revisions include:

- a. Authorizes the creation of other reserve accounts in addition to the maintenance and equipment reserve;
- b. Requires income and expenditure statements to be submitted when required by bond covenants;
- c. Requires Board of Trustee approval of operating budgets in advance of submission to the Board;
- d. Provides examples for the use of reserves; and
- e. Provides a policy goal for reserves, specifying that reserves should be focused on sustainability and student affordability with coverage adequate to meet bond covenants or they may be higher to maintain or improve credit ratings.

No public comments were received.

Supporting Documentation Included: Amended Regulation 9.008

9.008 University Auxiliary Facilities with Outstanding Revenue Bonds.

(1) Certain outstanding state university system bond issues for auxiliary facilities have covenants that state: "The Board of Governors shall annually, at least ninety (90) days preceding the beginning of each fiscal year, or at any other time as requested by the Board of Administration, prepare a detailed budget providing reasonable estimates of the estimated current revenues and expenses of the university during the succeeding fiscal year and setting forth the amount to be deposited in the (facility name) Maintenance and Equipment Reserve Fund. The budget shall be adopted by the Board of Governors and shall not be changed during the fiscal year except by the same procedure by which it was adopted."

(2) In order to satisfy bond covenant requirements specified in (1), it is necessary for each university to develop and submit, in advance of the annual submission of institutional budgets in August, operating budget detail approved by the University Board of Trustees for auxiliary facilities with such bond covenants and to report the anticipated amount to be deposited in the (facility) Maintenance and Equipment Reserve Fund(s). The reserve fund amount for each auxiliary bond issue shall be determined by each university's Board of Trustees in accordance with institutional policy and/or bond covenant requirements. Other reserve accounts may be established as warranted including, but not limited to, a debt service reserve and a general liability reserve.

(3) Universities shall prepare an Income and Expenditure Statement, in a format provided by the Board of Governors, for each auxiliary bond issue (or series issue as amended) ~~containing these bond covenants.~~ However, only where specifically required by bond covenants must these Income and Expenditure Statements be submitted to the Board for approval. The required annual submission date shall be established by the Board General Office, but shall be no later than ninety (90) days prior to the beginning of the fiscal year reporting period. The financial information provided will be presented to the Board of Governors for approval as soon as meeting scheduling permits.

(4) When required by bond covenants, the operating budget for auxiliary facilities must be approved by the Board of Trustees in advance of submission to the Board of Governors, must identify the planned beginning and ending reserve amounts, and planned use of reserves. Reserves may be used as authorized by the approved Income and Expenditure Statements including, but not limited to, such items as planned or unplanned capital expenditures for related auxiliary facilities, capital planning, mitigation of interest rate risk, temporary cash flow purposes, or other purposes related to the auxiliary programs. In determining the appropriate level of auxiliary facility reserves, the focus should be on the long-term sustainability and affordability to the student of the auxiliary program. Coverage should be adequate to comply with bond covenants, and each university may establish higher target coverage levels where needed to maintain or improve credit ratings.

Authority: Section 7(d), Art. IX, Fla. Const., Specific Bond Covenant Language, State Bond Act, Section 11(d), Art. VII, Fla Const., History-New 12-6-04, Amended 6-22-17

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

June 22, 2017

SUBJECT: Performance-Based Funding Allocation

PROPOSED BOARD ACTION

The Committee will consider the allocation of performance funds for the 2017-2018 fiscal year.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 5.001
Performance-Based Funding

BACKGROUND INFORMATION

The 2017 General Appropriations Act includes \$520 million for Performance-Based Incentives. This includes \$245 million in state investments, plus \$275 million in institutional investments to be distributed pursuant to the Board's performance based funding model.

These funds are allocated pursuant to the Board's model based on the performance points earned based on metrics included in the Accountability Report provided to the Board at the March meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee materials

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

June 22, 2017

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.001
Tuition and Associated Fees

PROPOSED BOARD ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.001

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is amended to align with the following proposed revisions:

- 1) Adds existing statutory language related to the differential out-of-state fee.
- 2) Outlines the criteria for submitting proposals to the Board of Governors for implementing a differential out-of-state fee.
- 3) Subsection 7.001(13) Market Tuition Rate is amended to align with and reference amended Regulation 8.002.

The draft amended regulation was shared with the universities for comments.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the August 31, 2017 meeting.

Supporting Documentation Included: Information located in the Budget and Finance Committee material

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

June 22, 2017

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 7.008
Waivers and Exemptions of Tuition and Fees

PROPOSED BOARD ACTION

Approve the public notice of intent to amend Board of Governors Regulation 7.008

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

This regulation is amended to align with the following proposed revisions:

- 1) Classify exemptions and waivers as mandatory or discretionary.
- 2) Clarifies the intent of reporting exemptions and waivers.
- 3) Subsection 7.008(3) Sponsored Credit Institutes is amended to align with and reference amended Regulation 8.002.
- 4) Other technical changes as needed.

The draft amended regulation was shared with the universities for comments.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the August 31, 2017 meeting.

Supporting Documentation Included: Information located in the Budget and Finance Committee material

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

June 22, 2017

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection

PROPOSED BOARD ACTION

Approve Public Notice of Intent to Amend Board of Governors Regulations 1.001 and 1.002 relating to University Board of Trustees Powers and Duties and Presidential Search and Selection, respectively

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Amendments are being proposed to Board of Governors Regulations 1.001 and 1.002 related to University Boards of Trustees Powers and Duties and Presidential Search and Selection, respectively, as follows:.

Regulation 1.001, University Board of Trustees Powers and Duties:

1. Requires a copy of the proposed employment contract for a presidential candidate selected by a board of trustees to be submitted to the Board for the confirmation process;
2. Removes the supermajority vote requirement for denying confirmation of a presidential candidate selected by a board of trustees; and
3. Codifies existing practice for renewals of presidential employment contracts to be limited to one-year terms and to come before the Board for confirmation.

Regulation 1.002, Presidential Search and Selection:

1. Clarifies that only a majority vote of a search committee is required to advance qualified presidential applicants to the board of trustees for consideration;
2. Deletes the reference to providing a "detailed term sheet" in lieu of a copy of the proposed employment contract;
3. Requires a copy of the proposed employment contract for a presidential candidate selected by a board of trustees to be submitted to the Board for the confirmation process;
4. Codifies existing practice for the employment contract to be executed after

- confirmation of the candidate by the Board;
5. Clarifies the responsibilities of the Board of Governors' representative sitting on a search committee;
 6. Requires the chair of the board of trustees to describe the material terms of the proposed employment contract; and
 7. Removes the supermajority vote requirement for denying confirmation of a presidential candidate selected by a board of trustees.

The amendments to the regulations are being brought to the Board for approval to publish on the Board's website for purposes of receiving public comment.

Supporting Documentation Included: Information included in Nomination and Governance Committee materials

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

June 22, 2017

SUBJECT: Appointment of University Trustees

PROPOSED BOARD ACTION

Appointment of University Trustees for the University Central of Florida and the University of West Florida

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process

BACKGROUND INFORMATION

The University of Central Florida has one trustee vacancy for a term that ended on January 6, 2015.

The University of West Florida has one trustee vacancy that became vacant on February 6, 2017 with a term ending on January 6, 2020.

In accordance with the University Board of Trustee Selection and Reappointment Process, the vacancy was posted for the public on the Board's website and a number of applications were received.

Chair Kuntz assigned Committee members to sub-committees to review the applications from the specific institutions. Each sub-committee member independently reviewed the applications and made a recommendation to the full Committee.

Supporting Documentation Included: None