

1-1-2011

## 2011 Work Plan USF Polytechnic

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**2011 Update to the  
University of South Florida Polytechnic  
Work Plan**

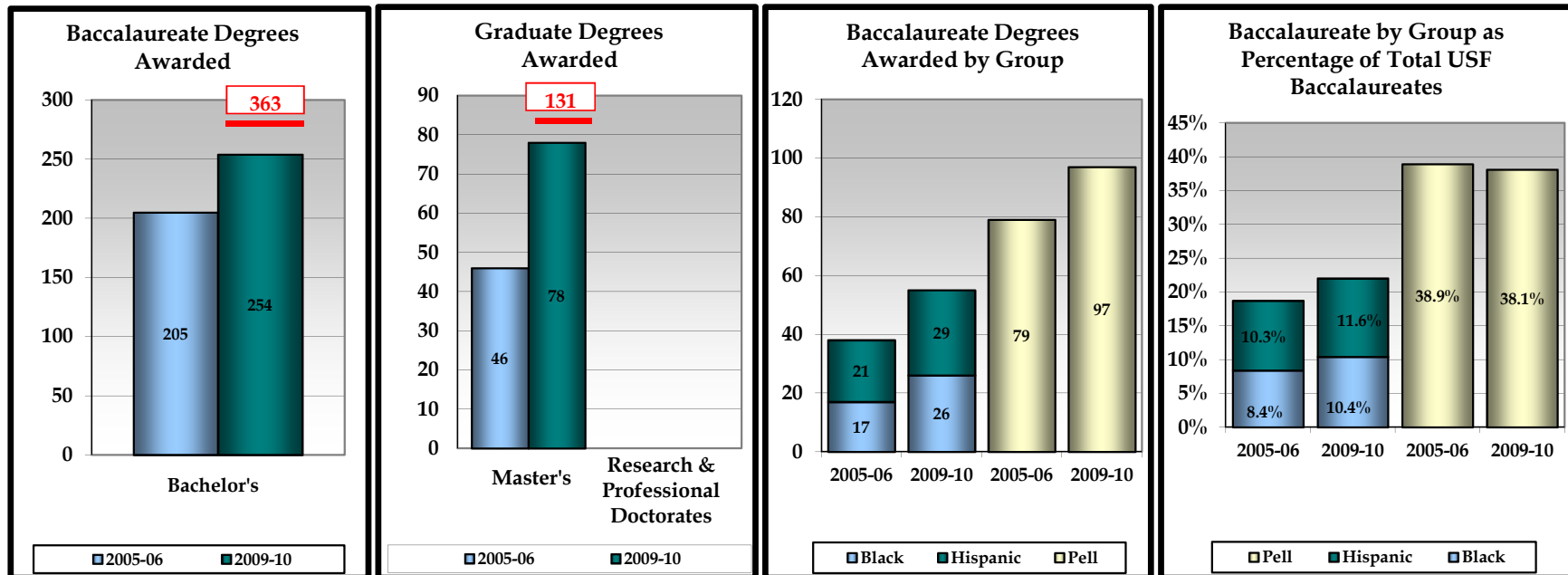
**Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they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

## University of South Florida 2010 Annual Report

### USF Polytechnic

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

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

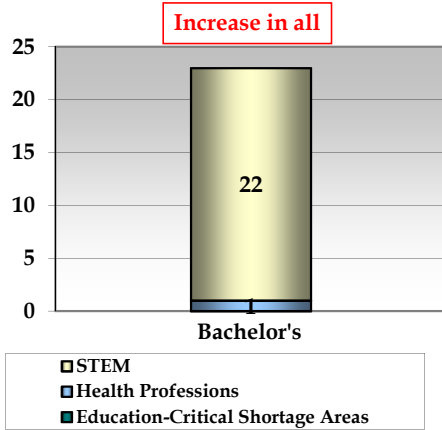


2012 - 2013 Projected Institutional Contributions in RED PRINT.

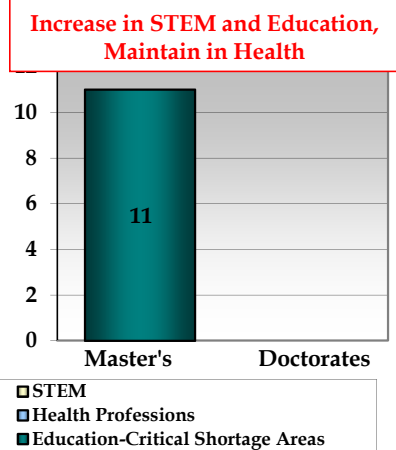
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:  
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS (with 2010 University Work Plan "Targets" in Red)**

**USF Polytechnic**

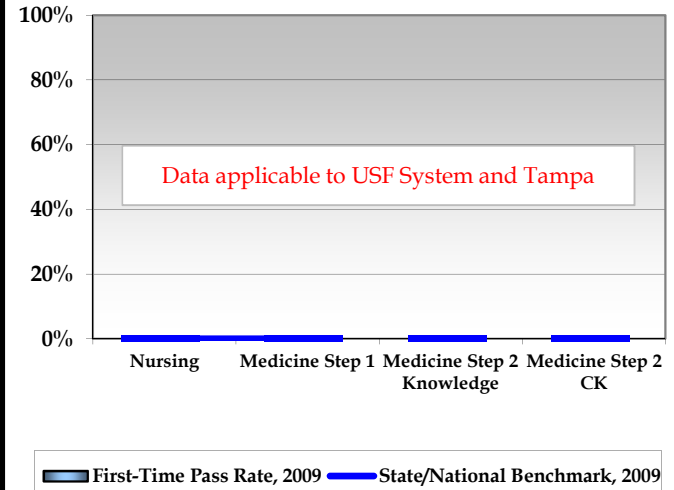
**Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10**



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



**Licensure Pass Rates**



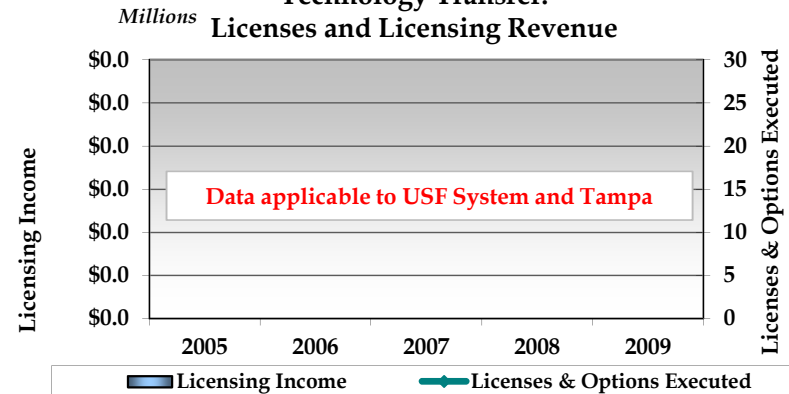
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:  
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

**(2010 University Work Plan "Targets" in Red)**

**Academic Research and Development Expenditures**



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

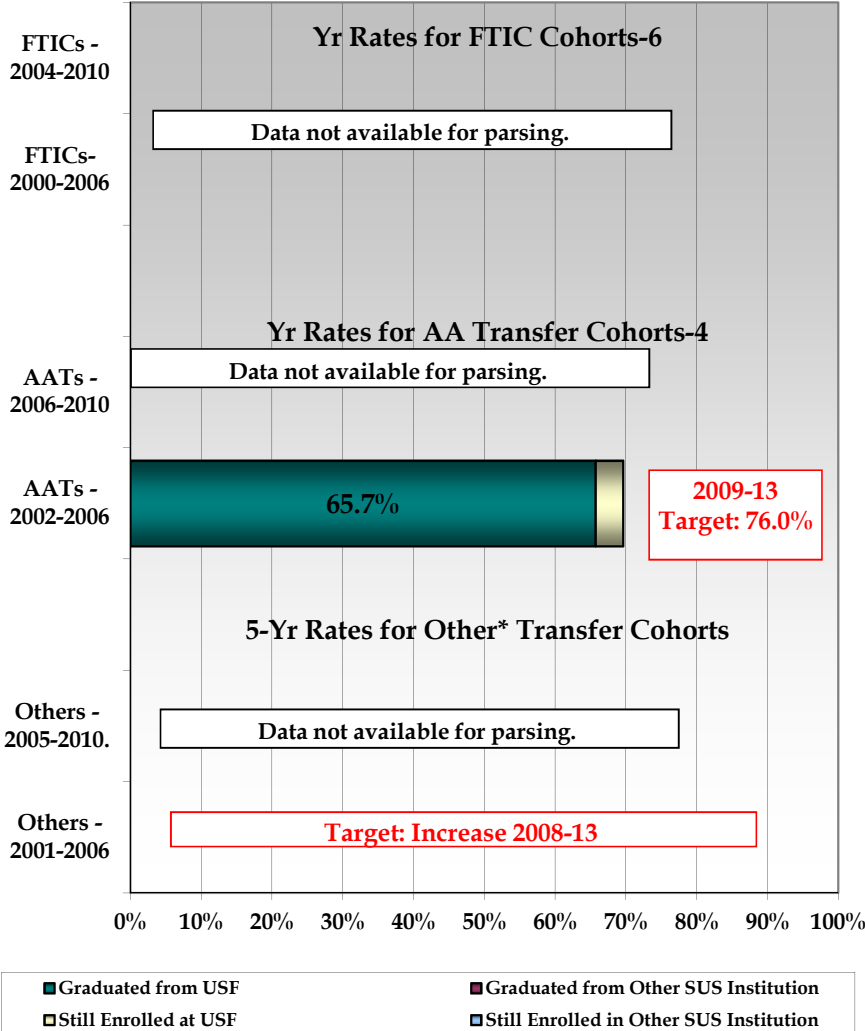


**Projected Institutional Contributions in RED PRINT**

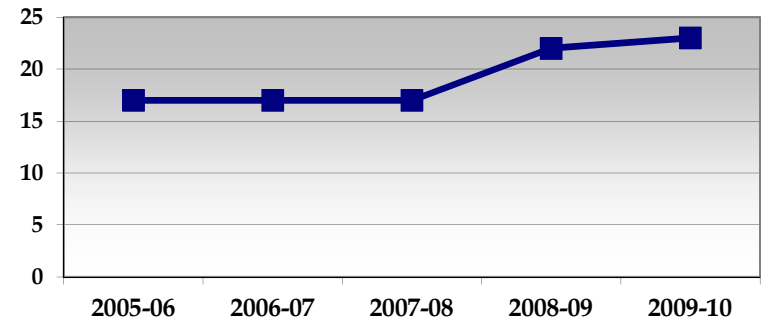
**(2012 - 2013 for TOTAL Degrees in Areas of Strategic Emphasis; 2012 for NCLEX; 2011 -2012 for R&D, Licences, and Licensing Revenue).**

USF Polytechnic

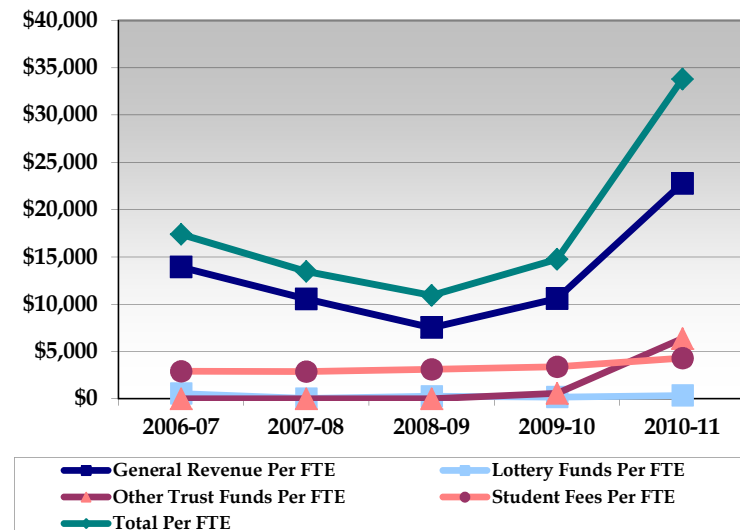
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Funding Per Student FTE\*\*



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

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

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

## Select Data Tables from the 2009-2010 Annual Report

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

Degrees Awarded	2005-06		2006-07		2007-08		2008-09		2009-10													
Baccalaureate	205		226		233		299		254													
Master's and Specialist	46		80		66		103		78													
Research Doctoral	NA		NA		NA		NA		NA													
Professional Doctoral	NA		NA		NA		NA		NA													
<b>Comparison with Peers*</b>	<p>USF Polytechnic has two developmental peers: Arizona State University Polytechnic and University of Wisconsin-Stout. USP Polytechnic utilizes this term "developmental peer" as we transition from an upper level liberal arts institution into the 4 year polytechnic model of applied learning and applied research. In other words, we are developing towards the similar polytechnic mission/model as ASU Poly and Wisconsin-Stout Poly.</p> <p>Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available. USFP and Wisconsin-Stout are developing a polytechnic consortium called "PolyDasher" to gather metrics specific to our polytechnic missions. The University of Wisconsin-Stout reported a student body of 9,017 in fall 2009. In 2009-2010 UW-Stout awarded 1,424 baccalaureate degrees and 283 master's degrees.</p> <table border="1"> <thead> <tr> <th>Degrees Awarded</th> <th>USF Poly</th> <th>ASU Poly</th> <th>Wisconsin-Stout</th> </tr> </thead> <tbody> <tr> <td>Baccalaureate</td> <td>254</td> <td>945</td> <td>1,424</td> </tr> <tr> <td>Master's</td> <td>78</td> <td>248</td> <td>283</td> </tr> </tbody> </table>										Degrees Awarded	USF Poly	ASU Poly	Wisconsin-Stout	Baccalaureate	254	945	1,424	Master's	78	248	283
Degrees Awarded	USF Poly	ASU Poly	Wisconsin-Stout																			
Baccalaureate	254	945	1,424																			
Master's	78	248	283																			
<b>Baccalaureate Degrees Awarded to Underrepresented Minorities</b>	<b>2005-06</b>		<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>													
	#	%	#	%	#	%	#	%	#	%												
Hispanic	21	10.3	20	9.3	24	10.2	28 Increase*	9.5	29	11.6												
Non-Hispanic Black	17	8.4	23	10.7	27	11.5	35 Increase*	11.9	26	10.4												
Pell Grant Recipients	79	38.9	89	41.2	92	40.7	104 Maintain*	35.4	97	38.1												
<b>Comparison with Peers*</b>	<p>Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available at this time. At UW-Stout baccalaureate degrees awarded data were not parsed by demographics other than gender. These data are being sought through the "PolyDasher" Consortium and modified IPEDS reports.</p>																					
<b>Degrees Awarded in Select Areas of Strategic Emphasis</b>	<b>2005-06</b>		<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>													
STEM (Baccalaureate)	22		17		20		18		22													
STEM (Graduate)	3		1		1		0		0													
Health Professions (Baccalaureate)	0		2		1		5		1													

Health Professions (Graduate)	0	0	0	2	0					
Education–Critical Shortage (Bacc.)	0	0	0	0	0					
Education–Critical Shortage (Grad.)	12	19	22	28	11					
<b>Comparison with Peers*</b>	Arizona State University does not parse data by campus, so information on degrees awarded at ASU Polytechnic is not available. In 2009-2010 at UW-Stout 38 baccalaureate degrees and 6 master’s degrees were awarded in Engineering; 117 baccalaureate degrees and 18 in Information Technology; and 27 baccalaureate degrees and 9 master’s degrees in applied science. Of these degrees awarded by UW-Stout 24 baccalaureate and 20 master’s degrees were in Health Professions, and 62 baccalaureate and 3 master’s degrees were in Education-Critical Shortage areas.									
<b>Undergraduate Retention and Graduation Rates from Same Institution</b>	<b>By 2006</b>		<b>By 2007</b>		<b>By 2008</b>		<b>By 2009</b>		<b>By 2010</b>	
	<b>Grad</b>	<b>Still Enr</b>	<b>Grad</b>	<b>Still Enr</b>	<b>Grad</b>	<b>Still Enr</b>	<b>Grad</b>	<b>Still Enr</b>	<b>Grad</b>	<b>Still Enr</b>
Fed.Def.: 6-Yr Rates Full-Time FTICs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUS Def.: 6-Yr Rates - FTICs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SUS Def.: 4-Yr Rates - AA Transfers										
SUS Def.: 5-Yr Rates - Others										
<b>Comparison with Peers*</b>	NA									
<b>Licensure Exam Pass Rates</b>	<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>		<b>Year 4</b>		<b>Year 5</b>	
Nursing (2005-06 Through 2009-10)	NA		NA		NA		NA		NA	
Medicine – Step 1 (2006 – 2010)	NA		NA		NA		NA		NA	
Medicine – Step 2 Clinical Knowledge (2005-06 Through 2009-10)	NA		NA		NA		NA		NA	
Medicine – Step 2 Clinical Skills (2005-06 Through 2009-10)	NA		NA		NA		NA		NA	
<b>Comparison with Peers*</b>	NA									
<b>Academic Research and Development Expenditures</b>	<b>2004-05</b>		<b>2005-06</b>		<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>	
Federal Only ( <i>Thousand \$</i> )	\$		\$		\$		\$		\$	
Total – All Sources ( <i>Thousand \$</i> )	\$		\$		\$		\$		\$	



<b>Comparison with Peers*</b>	NA
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Technology Transfer	2005	2006	2007	2008	2009
Licenses & Options Executed	NA	NA	NA	NA	NA
Licensing Income	NA	NA	NA	NA	NA
Comparison with Peers*	NA				
<b>OTHER KEY OUTPUT OR OUTCOME METRICS</b>					
Comparison with Peers*					
<b>Based on Review of Data Trends on Key Output or Outcome Metrics Identified Here and/or in Annual Report, Three (3) Areas of Concern/Areas Needing Improvement</b>					
<p>(1) <b>Increase the number of baccalaureate degrees awarded.</b> A SACS request for substantive change is in process for allowing a freshmen cohort in 2012 and the first freshmen class in 2013 following SACS accreditation. The general education curriculum and faculty hires are in process. In addition, new concentrations in applied science and general studies are coming on line now with additional baccalaureate degrees under development following SACS accreditation. Significant effort towards recruitment, persistence and retention are underway to serve our current pool of transfer students.</p>					
<p>(2) <b>Increase the number of master's degrees awarded.</b> The completion of approval of the M.S. in Information Technology is at the BOG level with a plan implementation of fall 2011. As with the baccalaureate degrees, additional faculty hires and curriculum development are in process for implementation of new master's programs following SACS accreditation.</p>					

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

## **UPDATES TO 2010 UNIVERSITY WORK PLAN**

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

### **Change:**

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

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

### **Significant updates:**

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

### **Unique Challenges:**

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

### **USF Polytechnic and the USF System:**

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

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

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

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

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

## Enrollment Planning

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

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

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

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

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

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

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



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

**SITE:**

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

**SITE:**

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

**SITE:**

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

*For the sum of the remaining physical locations with fewer than 150 current or planned State-fundableFTE enrollments.*

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

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

*For the sum of current or planned State-fundableFTE enrollments not served at a physical location.*

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

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

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

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Metric(s)/Timeline/Expected Outcomes
#1(Required) - Improve baccalaureate retention and graduation. (CONTINUING)	<ul style="list-style-type: none"> <li>Continue implementation of Hobson’s Communication and Retention management systems.</li> <li>Increase the number of academic advisors to provide enhanced service to undergraduate students.</li> <li>Continue to monitor course offerings to ensure scheduling of courses required for majors and degree completion.</li> </ul>	<ul style="list-style-type: none"> <li>Full implementation expected by December 2011. Retention reports will inform and assist interventions.</li> <li>Expect full complement of advisors by spring 2012 (2 vacancies in process &amp; 2 additional in hiring plan).</li> <li>Weekly enrollment management sessions (beginning 5 weeks out from term) to monitor and initiate immediate changes to enhance enrollment and process improvements.</li> </ul> <p>Expected Outcomes/Timeline: By 2014-15, a 3% increase in retention is expected with graduation rate increasing by 4%.</p>

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

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
#2 (Required) - STEM education and engineering; interdisciplinary with business and innovation management, and applied research in Alternative Energy and Biofuels Technologies (CONTINUING)	<ul style="list-style-type: none"> <li>Hire Experienced Faculty to Develop an Interdisciplinary Engineering Degree Program and Establish a Center for Applied Research in Alternative Energy and Biofuels Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Faculty will have identified talent and capacity to deliver the polytechnic mission: interdisciplinary and applied learning; application in cutting-edge research and technology to real world needs; and collaborative partnerships that support</li> </ul>

	<ul style="list-style-type: none"> <li>• Hire experienced faculty to develop a degree program and establish an applied research center that aligns with critical needs identified in the SUS Strategic Plan: STEM education and engineering, with potential further interdisciplinary opportunity in business and innovation management.</li> <li>• To enhance capacity to move quickly to deliver new academic programs and expand research initiatives subsequent to separate SACS accreditation.</li> <li>• Expand and/or create academic programs that focus on applied learning, applied research, applied technology, and interdisciplinary approaches in a polytechnic model.</li> </ul>	<p>economic, social and community development.</p> <ul style="list-style-type: none"> <li>• Academic programs will reflect a commitment to interdisciplinary learning and research engagement. The Center for Applied Research and Alternative Energy and Biofuels Technology will provide opportunities for interactive, problem and solution based learning and for application of innovative research and technology.</li> </ul> <p>Expected Outcomes/Timeline: Resources in place and approval process completed for implementation of Interdisciplinary System Engineering for start of AY 2012-13. The Center of Alternative Engineering and Biofuels Technologies will be housed in the High Tech Research, Innovation and Business Incubator &amp; Learning Labs, one of the first buildings planned for the new I-4 campus in 2013.</p>
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Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad. Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
					\$1,632,567			\$1,632,567	

Institutional Goal [Indicate whether NEW or CONTINUING]	Implementation Strategies	Expected Outcomes/Metric(s)/Timeline
<p><b>#3 (Required)</b> - New /Enhanced Degree Programs, Faculty resources and support requirements (NEW)</p>	<ul style="list-style-type: none"> <li>• Establish a faculty hiring plan that includes faculty to enhance Innovation and Technology Programs, Education Programs, and Human and Social Sciences Programs for AY 2012-2013 searches.</li> <li>• Provide the support required for curriculum and delivery of academic</li> </ul>	<ul style="list-style-type: none"> <li>• USF Polytechnic’s academic structure will enable USF Polytechnic (following USF System degree and approval procedures and SACS and Board of Governors notification and approval requirements) to develop new degree programs in a polytechnic model, including programs in identified economic development industry sectors and in the five areas of distinction</li> </ul>

			programs.			identified in Goal 3 of the USFP Strategic Plan. Expected Outcomes/Timeline: Following the SACS accreditation (late 2012) and the degree program approval process, new degree programs within the Polytechnic model will assist in meeting the identified economic development industry sectors.			
<b>Proposed Funding Source: 2011-12</b>				<b>Proposed Funding Source: 2012-13</b>					
<b>State/ Tuition Revenue (est.)</b>	<b>Other (Identify Revenue Source - e.g., Private)</b>	<b>Undergrad Tuition Differential Revenue (est.)</b>	<b>Total from 2011-12</b>	<b>Undergrad Tuition Differential Revenue (est.)</b>	<b>Legislative Budget Request (State Funds)</b>	<b>State/ Tuition Revenue (est.)</b>	<b>Other (Identify Revenue Source - e.g., Private)</b>	<b>Total from 2012-13</b>	<b>2012-13 to 2016-17 PECO/ Courtelis Request</b>
<b>Institutional Goal [Indicate whether NEW or CONTINUING]</b>			<b>Implementation Strategies</b>			<b>Expected Outcomes/Metric(s)/Timeline</b>			
#4 - Continue strategic hiring, general education curriculum and academic program development for implementation of a Freshman Pilot Cohort in 2012 and a Freshman Class in 2013. (CONTINUING)			<ul style="list-style-type: none"> <li>Establish a faculty hiring plan that includes faculty in general education content areas for AY 2011-2012 searches.</li> <li>Establish a faculty committee for the development of the general education curriculum, complete curriculum development and approval processes.</li> <li>Establish a First Year Experiences Committee to identify facilities and student services and supports needed for implementation of the Freshman Pilot Cohort in 2012 and transition to a Freshman Class in 2013.</li> <li>Develop and implement a freshmen recruitment and marketing plan.</li> </ul>			<ul style="list-style-type: none"> <li>Some general education faculty already hired with plans to add required full time faculty in 2011-12 (pending budget).</li> <li>Faculty committee will have cohort gen ed complete by May 2011 and 2013 class complete by December 2011. Will monitor progress through the approval process.</li> <li>Committee began work in February 2011 with ongoing process planning through early spring 2012. Anticipate early admission for 2012 pilot. Committee works from a project planning document that incorporates action steps and target expectations.</li> <li>Plan is constantly monitored against expectations.</li> </ul> <p>Expected Outcomes: To have the resources in place to implement the Freshmen Pilot Cohort in 2012 and the Freshmen Class in 2013.</p>			
<b>Proposed Funding Source: 2011-12</b>				<b>Proposed Funding Source: 2012-13</b>					

State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$4,125,000			\$4,125,000			\$4,405,000		\$4,405,000	
Institutional Goal [Indicate whether NEW or CONTINUING]			Implementation Strategies			Expected Outcomes/Metric(s)/Timeline			
#5 - Complete separate SACS accreditation and develop revised or new degree programs for implementation in 2012-2013. (CONINUING)			<ul style="list-style-type: none"> <li>Complete Compliance Certification and SACS Accreditation site visit in 2012.</li> <li>Establish program development committees in academic divisions to complete degree program revisions and/or new program proposals by December 2011, and complete program approval processes by March 2012.</li> <li>Develop new degree program marketing and recruitment materials by March 2012.</li> <li>Complete new faculty hires where needed for implementation of revised or new degree programs by June 2012 for start in August 2012.</li> </ul>			<ul style="list-style-type: none"> <li>Accreditation approval by December 2012.</li> <li>Meet expected timeline with close coordination with approval process and resource allocation.</li> <li>Recruitment materials will meet expected timeline and strategy.</li> <li>22 new faculty hired in 2009-10 and an additional 37 searches in process for hire. Additional hires will be dependent upon resources.</li> </ul> <p>Expected Outcomes: SACS accreditation in late 2012 with new degree programs ready for implementation in 2012-13.</p>			
Proposed Funding Source: 2011-12				Proposed Funding Source: 2012-13					
State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Undergrad Tuition Differential Revenue (est.)	Total from 2011-12	Undergrad Tuition Differential Revenue (est.)	Legislative Budget Request (State Funds)	State/ Tuition Revenue (est.)	Other (Identify Revenue Source - e.g., Private)	Total from 2012-13	2012-13 to 2016-17 PECO/ Courtelis Request
\$70,000			\$70,000			\$60,000		\$60,000	

**OPTIONAL: Universities may add one or two additional goals.**

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

## 2010 - 2011 Tuition Differential Update

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

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



## Fall 2011 Request for an Increased Tuition Differential Fee

**University: POLYTECHNIC**

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

### **INSERT the following Documents:**

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

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

**University Tuition Differential**

Budget Entity: 48900100 (Educational & General)

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

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

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

\*\*Provide details for "Other Categories" used.

REVISED 5-13-2011



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

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

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

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

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

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

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

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

<input type="checkbox"/> <b>Access to and Production of Degrees</b> <i>(Examples of issues that might support this goal could include services such as outreach programs, new enrollment growth, new e-learning opportunities, or increased financial aid to improve student access; academic tracking, advising, tutoring, supplemental instruction, or other support services to improve undergraduate retention and graduation; or enhanced support to develop competitive recruitment packages for recruiting and retaining outstanding graduate and professional students.)</i>
<input type="checkbox"/> <b>Meeting Statewide Professional and Workforce Needs</b> <i>(Examples of issues that might support this goal could include services that focus on the recruitment and retention of highly qualified students and faculty in disciplines associated with high-skill, high-wage jobs (e.g., STEM fields) or other areas of strategic emphasis in the State University System.)</i>
<input checked="" type="checkbox"/> <b>Building World-Class Academic Programs and Research Capacity</b> <i>(Examples of issues that might support this goal could include focused support for academic programs on the cusp of national or international preeminence; support to achieve specialized accreditation in specific disciplines; new and/or expanded research initiatives built on the core strengths of the institution; or focused support to more quickly move cutting-edge university research to application and/or commercialization.)</i>
<input type="checkbox"/> <b>Meeting Community Needs and Fulfilling Unique Institutional Responsibilities</b> <i>(Examples could include issues important to a region or specific to an institution's mission – e.g., extension services, service learning initiatives, lifelong learning opportunities, community engagement initiatives, or targeted degree programs to meet regional needs.)</i>

**I. Need and Justification:**

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

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

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

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

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

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

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

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

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

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

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

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

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

## II. Description:

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

B.S. Interdisciplinary Engineering - 2013

M.S. Energy and Environmental System Engineering - 2016

4. Other outcomes:

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

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

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

**III. Facilities:**

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

YES

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

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

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

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