

## Appendix A

### Higher Education Services Contract for Florida State University and the University of Florida Five Year State-Related Pilot Program

#### History:

The Legislature has provided increasing autonomy to the State Universities for a number of years. The universities were given the authority to carry forward year-end balances, received appropriations in lump sums and special categories, and were granted position flexibility. This past year, the Legislature made universities a public body corporate. This change provided the universities with their own boards of trustees and the flexibility to manage personnel systems, along with the requirement that we separate from the state treasury, and develop separate accounting systems.

#### Next Step:

Under the “state-related plan” the Legislature would grant general revenue and lottery funds in the amount of \$571,403,137 to the University of Florida (including Special Units) and \$293,917,371 to Florida State University (including funds for the medical school).

In return for the appropriated funds, UF-E&G will provide instruction for at least 48,000 students taking 1,232,432 student credit hours, FSU-E&G will provide instruction for at least 36,000 students taking 956,176 student credit hours, and both universities will provide advising, research, public service, normal maintenance, administrative, student services and safety and security services in a efficient and productive manner. The Legislature can purchase additional or diminished student enrollment through general revenue adjustments that will be provided at \$8,067 per undergraduate FTE and \$17,171 per graduate FTE.

UF-IFAS will serve as the primary research, development, and extension provider for Florida’s \$63 billion/per year natural resource industries (including, agriculture, forestry, fisheries, aquaculture and major parts of tourism.) It will also provide research-based programs, which serve youth and community development, environmental protection, and statewide water quality at 16 sites (RECs). Additionally, IFAS will continue to deliver extension programs available to every Floridian through 73 county extension offices in the state’s 67 counties, and foster and expand the legislatively mandated partnership between the federal government, the state government and county government. IFAS’s credit education programs are part of the E&G budget.

UF-HSC will provide instruction for 1,113 medical, dental, and veterinary medicine professional students attending the University of Florida, to include advising, research, public service, normal maintenance, and administrative services in an efficient and productive manner. Adjustments to enrollment will be at \$22,334 per professional headcount.

Sovereign immunity will be retained by both universities under this new state-related status.

General revenue funds in the amount of \$24,209,522 (included in the figure above for FSU) shall be provided for the FSU medical school. Additional funds as outlined in the plan submitted to the Legislature on November 14, 1999 will also be provided pursuant to the phase-in schedule. The plan shall continue to be phased-in through 2006-07 resulting in 480 medical students by 2008-09.

Special assignments to the university shall be considered additions to the student contract. In addition, funds to support salary increases, new building operation and maintenance and employee benefit adjustments will be provided through annual increases not less than the Higher Education Price Index.

The two universities will be accountable to the Legislature, the Governor and the public through an annual review of performance standards. As an example, this report will include measures for graduation rates, number of degrees by level, the proportion of students receiving bachelors degrees with 120% or less of college credit requirements, and the ability of the universities to meet the enrollment plan.

If either university is under-enrolled by more than 2% of their enrollment targets; funds will be returned to the State at the guaranteed student amounts plus a 2½ % penalty.

Annual PECO funds shall be provided based on each university's last 10-year average PECO appropriations.

The University's Board of Trustees may fix the rates charged students of the University for matriculation, tuition, fees and other necessary charges. In-state undergraduate tuition will not be increased for the first year of the contract.

There will be no effect to university personnel in regards to tenure, employment, retirement, or insurance plans.

This State will provide Bright Futures scholarships to students at rates provided to private institutions in Florida. Both FSU and UF will guarantee that need-based Bright Futures students will receive sufficient financial aid to make up the difference. Non-need based students will have to pay the difference between the average state university costs and the amount charge by the "state-related" institutions as is currently the process utilized by the private universities of the state.

This contract will not impact the Prepaid Tuition Program.

This contract guarantees job offers to teaching and nursing graduates. Full tuition will be returned to our Florida students who do not get a job offer in those fields.

Regarding the Matching Gift Programs, the universities will only seek funding from the Legislature for single gifts greater than \$600,000. All commitments under these programs prior to the contract will be funded by the Legislature.

## Appendix B

### University Flexibility Highlights

Issue	Prior to Reorganization	After Reorganization
<b>Administrative Flexibility</b>		
Legal Entity Status	State agency	Public corporation
Personnel Systems	Board of Regents prescribed uniform personnel system to be used by all universities	Universities may establish their own systems in accordance with law and state board rule
Collective Bargaining	One set of terms and conditions bargained centrally for all universities by BOR	University boards of trustees collectively bargain locally
Purchasing/Contracting/ Management Information Systems	BOR prescribed systems to be used by all universities	Universities may establish their own systems in accordance with law and SBE rule
Eminent Domain	Board of Regents could exercise the right of eminent domain with approval from the SBE	University boards may exercise the right of eminent domain with approval of the SBE
Financial Management Systems	Universities, like all state agencies, were required to utilize the state systems.	Universities must establish their own systems; however, information required for Legislative budgeting and state level information systems must be prepared using the standard financial reporting procedures that were used for the 2000-2001 fiscal year reports, pursuant to s. 1011.90(4).
<b>Financial Flexibility</b>		
Deposit of Funds Outside the State Treasury/Investment of Funds	Most university funds were required to be deposited in the State Treasury, with limited exceptions (private funds, faculty practice plan funds, etc.)	Universities may deposit funds in a qualified depository for public funds as defined by law.
Expenditure of Appropriated Funds	Funds were appropriated in large Lump Sum categories that had to be subsequently transferred and tracked into various expenditure accounts prior to use.	Pursuant to s. 1011.40(4), funds are appropriated as grants-in-aid for disbursement by the State Board of Education to each university twice monthly (for 2003-04, this applies only to the six universities that have implemented their own financial management systems; the remaining six will receive quarterly disbursements this year, pursuant to Section 2 of the bill that implements the General Appropriations Act). Expenditures can be made directly from the grant-in-aid.

Issue	Prior to Reorganization	After Reorganization
Carry Forward Funds	Universities could not carry forward from one fiscal year to the next more than 5% of their total operating budget. Expenditures of carry forward funds were restricted to certain nonrecurring purposes.	The 5% cap has been eliminated, but universities must notify the SBE when the unencumbered balance in the general fund goes below 5%.
Discretionary Tuition and Fees	If permitted in the General Appropriations Act (GAA) to spend the revenue, universities could implement a fee schedule to raise revenue 10% above or below the revenue generated by the standard fee authorized in the GAA. The Legislature rarely gave this authority, so all universities charged the same matriculation and tuition fees.	Universities may set fees within the GAA. For example, in the FY 2003-04 GAA, the Legislature authorized the boards of trustees to increase resident fees by up to 6.5% (except for undergraduate) and to increase all nonresident fees by up to 6.5%.
Position and Rate Controls	As with all state agencies, the number of positions and associated rate (i.e., salaries) were controlled at the state level.	Positions and rate are now controlled by each university.

## Appendix C

### Case Studies in Other States

#### UNIVERSITY OF DELAWARE Fact Sheet

Overview: A state-assisted, privately-governed institution, the University of Delaware was founded as a private academy in 1743, received its collegiate charter from the state in 1833, and was designated one of the nation's historic land-grant colleges in 1867. UD's charter states that UD is a corporation and "shall have all the powers and franchises incident to a corporation" (University of Delaware, 1989).

Size: The University enrolls over 16,000 undergraduates and nearly 3,000 graduate students. Currently, 56% of UD's students are non-residents

Carnegie Classification\*: Doctoral/Research Universities—Extensive

Location: The main campus is located in the northwest corner of the state in the town of Newark.

Contract: No formal contract exists between the state and the University of Delaware regarding multi-year contract grants.

Tuition Policy:

Authority to set: Complete authority for raising tuition resides in the Board of Trustees. Once tuition is set by the Board of Trustees, it does not require approval by other governing bodies. As a courtesy, the Board of Trustees informs the legislature and the Governor when tuition will be increased. The Board of Trustees is appointed and elected; UD has 28 trustees on its board.

Level of tuition: 2003-04 Undergraduate tuition and fees: Resident – \$5,890; Non-Resident - \$15,420 (based upon 30 credits per year).

Financial Aid Policy: The state does offer scholarships for need-based students. The Delaware Higher Education Commission is part of the Department of Education and provides financial aid assistance to students.

Link to tuition: No direct links exist between Financial Aid programs and tuition policies.

Performance Expectations: No performance measures are required. However, UD usually offers information on its gains when asking for appropriations.

Penalties: No formal penalties exist for non-performance.

Enrollment Growth: No additional funds are provided specifically for enrollment growth.

Budget Cuts: UD is not shielded from state budget cuts.

Other: In 2002-03 UD received 19.8% of its revenues from state appropriations. All state budgets for 2003-04 were cut by 3%. Soon after that announcement, the UD Board of Trustees announced that tuition would be increasing. Tuition at UD increased for the 2003-04 academic year by 9.8%.

Sources: (Office of the Controller General of Delaware, personal communication, July 11, 2003)  
(Chronicle of Higher Education, 2003; University of Delaware, 1989, 2003)

\* See Carnegie Classification explanation of classifications

## COLORADO SCHOOL OF MINES Fact Sheet

Overview: The Colorado School of Mines (CSM) is a public research university devoted to engineering and applied science and offers degrees at the undergraduate and graduate level. CSM has the highest admissions standards of any university in Colorado.

Size: 3,350 students attend the Colorado School of Mines.

Carnegie Classification\*: Specialized Institutions—Schools of engineering and technology.

Location: CSM is located in the city of Golden just 13 miles west of Denver.

Contract: Colorado statutes allow CSM to operate using a performance contract which includes budget flexibility. The contract is between CSM's Board of Trustees and the Commission on Higher Education. Statutes require that the contract be approved by the legislature and that it be in effect until June 30, 2011. A Block Grant is provided to support resident students and is based on enrollment and inflation; enrollment must increase at least 2% to receive an enrollment block grant.

### Tuition Policy

Authority to set: While the statutes indicate that the Board of Trustees has the authority to set tuition, any recommended increase must be approved by the Legislature via budget authority provided in the appropriations bill. The Board of Trustees cannot recommend an increase in tuition more than two times the Denver Consumer Price Index (CPI).

Level of tuition: 2003-04 Undergraduate tuition and fees: Resident – \$6,433; Non-Resident - \$19,030 (based upon 30 credits per year). CSM has the highest in-state tuition of all state schools in Colorado.

### Financial Aid Policy

Link to tuition: In the performance agreement, CSM agrees to maintain the level of funding for financial aid at a level no less than the FY 2001-02 level of \$8,850,000. In addition, CSM agrees to increase the level of financial aid for resident students consistent with the annual increase in tuition and state financial support.

Performance Expectations: The contract must have measurable goals and include specific issues. The Board of Trustees agrees to enhance the quality of the institution, strengthen the financial status, improve retention rates, and establish high admissions standards. The Commission on Higher Education agrees to relinquish its program approval authority to the Board, relinquish its tuition recommendation authority, and relinquish its Quality Indicator System (QIS) and performance funding requirements.

Penalties: No formal penalties exist for non-performance.

Enrollment Growth: A Block Grant is provided to support resident students. Enrollment must increase at least 2% to receive enrollment growth funding.

Budget Cuts: The performance contract does not shield CSM from budget cuts. For 2004, CSM received a smaller cut than other institutions. However, in 2003, the institution's cut was the same as that received by other institutions.

Other:

Sources: (Chronicle of Higher Education, 2003; Colorado Commission on Higher Education, 2003)

\* See Carnegie Classification explanation of classifications

**ST. MARY'S COLLEGE OF MARYLAND**  
**Fact Sheet**

Overview: 4-year, small, residential, liberal arts college with approximately 1800 students. (St. Mary's is not religiously affiliated.) By action of the Maryland State Legislature in 1964, St. Mary's College of Maryland was authorized to become a public, four-year college with its own Board of Trustees. Later in 1992, St. Mary's was designated an honors college. As part of the Maryland system of higher education, St. Mary's operates under the provisions of State Law, including the applicable policies and regulations of the Maryland Higher Education Commission and other State agencies. Within this framework, the authority to govern St. Mary's College of Maryland is vested in the Board of Trustees of the College.

Size: Approximately 1800 students attend St. Mary's.

Carnegie Classification\*: Baccalaureate Colleges—Liberal Arts

Location: 70 miles southeast of Washington, in St. Mary's City, Maryland.

Contract: While there is no contract, Legislation allows St. Mary's to function as an autonomous unit. The Governor is required to request the prior year's budget, plus inflation, but the Legislature is not bound by that request.

Tuition Policy

Authority to set: St. Mary's can set its tuition.

Level of tuition: 2003-04 Undergraduate tuition and fees: Resident – \$8,803; Non-Resident - \$15,123 (based upon 30 credits per year). Beginning in 2002-03 the Board of Trustees adopted a tiered-tuition system where freshman are charged more than sophomore, juniors and seniors.

Financial Aid Policy

Link to tuition: There is no requirement that financial aid be linked to tuition increases. However, St. Mary's allocates a percentage of the tuition increase for financial aid to need-based students.

Performance Expectations: There are no performance standards in the legislation, but St. Mary's must submit an annual report on performance.

Penalties: No formal penalties exist for non-performance.

Enrollment Growth: No additional funding for enrollment growth is provided; enrollment has grown almost 20% since the contract has been in effect.

Budget Cuts: St. Mary's is not shielded from budget cuts.

Other: 36% of revenues come from State appropriations; 30% of revenues come from tuition and fees.

See Carnegie Classification explanation of classification.

Sources: (Chronicle of Higher Education, 2003; St. Mary's College of Maryland, 2003)

**PENNSYLVANIA STATE UNIVERSITY**  
**Fact Sheet**

Overview: Penn State was founded in 1855 as an agricultural college. The Pennsylvania legislature designated Penn State as the Commonwealth's sole land-grant institution in 1863. Although the University is privately chartered by the Commonwealth, it was from the outset considered an "instrumentality of the state," that is, it carries out many of the functions of a public institution and promotes the general welfare of the citizenry. The legislature has made regular appropriations in support of the University since 1887. Penn State is one of four "state-related" universities (along with the University of Pittsburgh, Temple University, and Lincoln University), institutions that are not state-owned and -operated but that have the character of public universities and receive substantial state appropriations. The University also has four special-mission campuses: *Penn State Great Valley*, near Philadelphia, offers only master's degree programs; *The Pennsylvania College of Technology in Williamsport*, became a wholly owned affiliate of Penn State in 1989 and offers associate and baccalaureate degree studies with a strong emphasis on technology; *The College of Medicine*, whose first graduating class was in 1971; and *The Dickinson School of Law* in Carlisle, which was founded in 1834, has been affiliated with Penn State since 1997.

Size: The University's 24 campuses comprise 81,000 students. The University Park campus is the administrative and research hub.

Carnegie Classification\*: *Pennsylvania State University, University Park* - Doctoral/Research Universities—Extensive; *Pennsylvania State University College of Medicine* - Specialized Institutions—Medical schools and medical centers; *Pennsylvania State University Erie* - Master's Colleges and Universities II *Pennsylvania State University Great Valley, and Harrisburg* - Master's Colleges and Universities I.

Location: In addition to the main campus at University Park campus, Penn State has 23 campuses across the Commonwealth.

Contract: There is no contract, but there is legislation appropriating funds and specifying annual reporting requirements.

Tuition Policy

Authority to set: Penn State sets the tuition levels for all its campuses. Tuition rates vary among the 24 campuses, with University Park charging the highest for undergraduates. Higher rates also apply for upper division students – students who have accumulated 60 or more credits.

Level of tuition: 2003-04 Undergraduate tuition and fees: Resident – \$9,434; Non-Resident - \$18,922 (based upon 30 credits per year)

Financial Aid Policy

Link to tuition: There are no requirements related to the amount of funds allocated to financial aid.

Performance Expectations: There are no performance standards in the legislation, only reporting requirements. The annual report (required by legislation), must include: number of faculty and

professional staff; total salary by function; student credit hours; courses by level; credits required for degrees; number of degrees awarded; revenue & expenditures; financial statements, etc.

Penalties: No formal penalties exist for non-performance.

Enrollment Growth: Penn State is not guaranteed funding for enrollment growth.

Budget Cuts: Even though Penn State is “state-related” it is not shielded from budget cuts. In 2002-03, Penn State and the other three state-related institutions had a mid-year budget cut, but the public universities did not. Penn State also had a 3% cut in 2001-02. In 2001-02 62% of the General Funds came from Tuition and fees.

Other: In 11 of the last 30 years, tuition increases have been 9 percent or more.

Sources: (Chronicle of Higher Education, 2003; Penn State University, 2003)

\* See Carnegie Classification explanation of classifications

## STATE UNIVERSITY SYSTEM - FLORIDA Fact Sheet

Overview: The State University System of Florida is comprised of 11 universities. In July of 2001, the Board of Regents was succeeded by a new governance structure created by the Legislature to combine the three separate education systems – public schools, community colleges and state universities. This new K-20 system is designed to provide seamless education for Floridians and to make education governance more flexible, adaptable and student-centered, with an emphasis on accountability. Under this K-20 system, each public university has a Board of Trustees, which oversees operations of the institution, similar to the boards of trustees that have existed at community colleges for many years. Setting policy for the entire K-20 system is the State Board of Education and the Commissioner of Education.

In January 2003, The Board of Governors was created by the passage of constitutional amendment 11 to coordinate the State University System. The Board consists of 17 members, 14 of whom are appointed by the Governor. The Board of Governors also strengthens and supports the role of the 11 individual University Boards of Trustees.

Size: The SUS served 248,494 students in the 2001-02 academic years. 225,000 students were in-state residents.

Carnegie Classification\*: Includes Doctoral/Research Universities—Extensive, Doctoral/Research Universities—Intensive, Master's Colleges and Universities I, and Baccalaureate Colleges—Liberal Arts.

Location: The 11 universities are located throughout Florida. The institutions and their main campus are: Gainesville - the University of Florida; Tallahassee - Florida State University and Florida A&M University; Tampa - the University of South Florida; Boca Raton - Florida Atlantic University; Pensacola - the University of West Florida; Orlando - the University of Central Florida; Miami - Florida International University; Jacksonville - the University of North Florida; Fort Myers - Florida Gulf Coast University, and Sarasota - New College of Florida, which the 2001 Legislature created from what had been a branch campus of the University of South Florida.

Contract: No contract currently exists.

### Tuition Policy

Authority to set: Tuition is controlled by the legislature. Universities may set fees within limits established in the General Appropriations Act.

Level of tuition: 2003-04 Undergraduate tuition and fees: Resident – \$2,874; Non-Resident - \$13,652 (based upon 30 credits per year)

Financial Aid Policy: In addition to federal aid and various scholarships offered by each university, Florida offers, need-based and merit-based aid.

Link to tuition: No links exist between tuition and need based financial aid at this time. Bright Futures Scholarships are directly linked to tuition as the Legislature funds the scholarships. The number of scholarships will vary annually depending upon tuition; if tuition increases there are few numbers of scholarships.

Performance Expectations: Universities are expected to submit reports to the legislature each year on the set of measures established annually by the legislature.

Penalties: Since no contract exists at this time, contract penalties do not exist for non-performance.

Enrollment Growth: No funds were provided for enrollment growth for FY 2003-04.

Budget Cuts: Under the current system, all universities are subject to budget cuts at the discretion of the legislature.

Other: After the reorganization in 2001, universities gain considerable administrative and financial flexibility. For more specific information see the *University Flexibility Highlights* on page 8.

Sources: (Chronicle of Higher Education, 2003; Florida Department of Education - Division of Colleges and Universities, 2002)

\* See Carnegie Classification explanation of classifications

## CARNEGIE CLASSIFICATION Fact Sheet

The 2000 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. The 2000 edition classifies institutions based on their degree-granting activities from 1995-96 through 1997-98.

### Doctorate-granting Institutions

**Doctoral/Research Universities—Extensive:** These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines.

**Doctoral/Research Universities—Intensive:** These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

### Master's Colleges and Universities

**Master's Colleges and Universities I:** These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines.

**Master's Colleges and Universities II:** These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 20 or more master's degrees per year.

### Baccalaureate Colleges

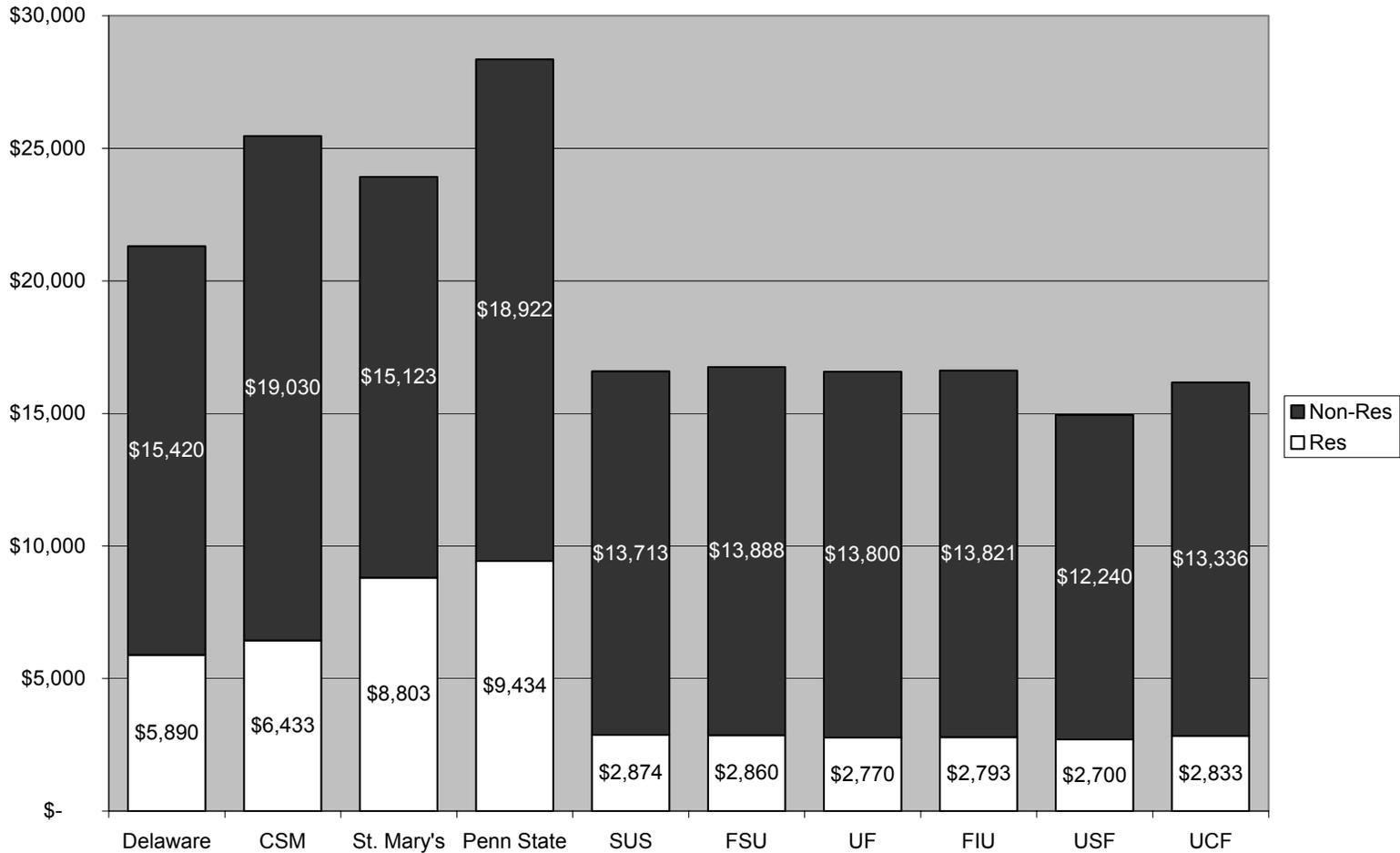
**Baccalaureate Colleges—Liberal Arts:** These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded at least half of their baccalaureate degrees in liberal arts fields.

### Specialized Institutions

**Schools of engineering and technology:** These institutions award most of their bachelor's or graduate degrees in technical fields of study.

Source: (Carnegie Foundation for the Advancement of Teaching, 2003)

**2003-04 Undergraduate Tuition & Fees at the University of Delaware, Colorado School of Mines (CSM),  
St. Mary's College of Maryland, Penn State University, the Florida SUS, and 5 Florida Universities  
Based on 30 credit per year (8/5/03)**



Source: Florida Department of Education, 2003; University of Delaware, 2003; Colorado School of Mines, 2003; St. Mary's College of Maryland, 2003; Penn State University, 2003

## Appendix D

### UF/FSU Funding Simulation

**Appendix D**  
**University of Florida - State Funding Increase Comparison - Contract vs. Actual**

		1999-00	2000-01	2001-02	2002-03	2003-04
<b>I</b>	<b>Actual Appropriations</b>					
<b>A.</b>	<b>Base Appropriations</b>	\$ 376,292,458	\$ 411,849,441	\$ 436,258,172	\$ 438,533,156	\$ 446,460,825
	<b>a. Continued workload commitments</b>					
	Enrollment by Level - Total	29,223	30,493	30,493	32,414	32,325
	Lower	10,110	10,780	10,780	11,550	11,394
	Upper	12,426	12,454	12,454	12,936	13,033
	Grad I	5,792	5,933	5,933	5,931	5,801
	Grad II	895	1,326	1,326	1,997	2,097
<b>B.</b>	<b>Funding Increases</b>					
<b>1</b>	<b>Continuation Costs</b>					
	Salary Increases					
	% of Increase	2.8%	2.5%	2.5%	2.5%	2.0%
	Cost	\$ 6,354,119	\$ 5,566,954	\$ 4,504,330	\$ 6,009,312	\$ 3,269,423
	Annualization of Salary Increases	\$ 622,540	\$ 582,795	\$ 1,805,385	\$ 2,676,232	\$ 2,013,482
	FRS Adjustment	\$ (2,229,805)	\$ (14,737,946)	\$ (1,512,720)	\$ (6,155,938)	\$ 2,722,786
		98-99 FRS = 16.45%	99-00 FRS = 10.15%	00-01 FRS = 9.15%	01-02 FRS = 7.30%	02-03 FRS = 5.76%
		99-00 FRS = 10.15%	00-01 FRS = 9.15%	01-02 FRS = 7.30%	02-03 FRS = 5.76%	03-04 FRS = 7.39%
	Other					
	Health Insurance Adjustments	\$ 3,982,459	\$ 978,410		\$ 3,247,402	\$ 3,900,604
	Casualty/Fire Insurance Adjustments	\$ 7,232	\$ (218,201)	\$ 102,270	\$ 575,245	\$ (150,518)
<b>2</b>	<b>Enrollment Growth</b>					
	Funding Rate					
	Lower Level	\$ 6,392	\$ 6,551	\$ 5,379	\$ 6,066	
	Upper Level	\$ 9,415	\$ 9,727	\$ 8,709	\$ 7,846	
	Graduate I	\$ 15,219	\$ 16,255	\$ 14,387	\$ 13,264	
	Graduate II	n/a	\$ 25,056	\$ 22,010	\$ 20,240	
	Enrollment Growth in FTE					
	Lower Level	-	670	216	554	0
	Upper Level	675	-	217	265	0
	Graduate I	275	90	315	197	0
	Graduate II		431	-	66	0
	Graduate III					
	Enrollment Growth Funding	\$ 7,804,629	\$ 16,651,256	\$ 7,583,655	\$ 8,115,355	\$ 0
<b>3</b>	<b>Maintenance &amp; Oper. of New Bldgs</b>	\$ 217,644	\$ 796,660	\$ 1,263,863	\$ 275,188	\$ 661,910
<b>4</b>	<b>New, Improved, and Phased-in Programs</b>	\$ 16,736,458	\$ 11,027,191	\$ (4,739,197)	\$ 7,341,267	\$ (11,498,551)
<b>5</b>	<b>Tuition and Fees Increases</b>	\$ 3,406,725	\$ 3,786,612	\$ 6,090,627	\$ 8,663,609	\$ 16,216,713
<b>6</b>	<b>Budget Reductions</b>	\$ (1,345,018)	\$ (25,000)	\$ (12,823,229)	\$ (22,820,003)	\$ (7,303,417)
<b>7</b>	<b>Major Gifts</b>					\$ 12,498,959
	<b>Total Budget</b>	\$ 411,849,441	\$ 436,258,172	\$ 438,533,156	\$ 446,460,825	\$ 468,792,216

**University of Florida - State Funding Increase Comparison - Contract vs. Actual**

		1999-00	2000-01	2001-02	2002-03	2003-04
<b>II Contract Funding (If in place for past 5 years)</b>						
A.	Base Appropriations	\$ 376,292,458	\$ 407,400,820	\$ 429,111,799	\$ 449,413,993	\$ 466,314,293
	Less Student Fees	\$ 85,377,545	\$ 97,504,615	\$ 105,326,999	\$ 116,442,344	\$ 132,659,057
	Adjusted Base	\$ 290,914,913	\$ 309,896,205	\$ 323,784,800	\$ 332,971,649	\$ 333,655,236
a.	Continued workload commitments					
	Enrollment in FTE					
	Lower	10,110	10,780	10,780	11,550	11,394
	Upper	12,426	12,454	12,454	12,936	13,033
	Grad I	5,792	5,933	5,933	5,931	5,801
	Grad II	895	1,326	1,326	1,997	2,097
B.	Funding Increases					
1	Continuation Costs					
	Salary Increases					
	% of Increase	2.80%	2.50%	2.50%	2.50%	2.00%
	Cost	\$ 6,354,119	\$ 5,566,954	\$ 4,504,330	\$ 6,009,312	\$ 3,269,423
	FRS Adjustment	\$ (2,229,805)	\$ (14,737,946)	\$ (1,512,720)	\$ (6,155,938)	\$ 2,722,786
	Other					
	Health Insurance Adjustments	\$ 3,982,459	\$ 978,410	\$ 0	\$ 3,247,402	\$ 3,900,604
	Casualty/Fire Insurance Adjustments	\$ 7,232	\$ (218,201)	\$ 102,270	\$ 575,245	\$ (150,518)
2	Enrollment Growth					
	Funding Rate					
	Undergraduate Rate	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067
	Graduate Rate	\$ 17,171	\$ 17,171	\$ 17,171	\$ 17,171	\$ 17,171
	Enrollment Growth in SCH - UG	675	670	433	819	0
	Enrollment Growth in SCH - Grad	275	521	315	263	0
	Enrollment Growth Funding	\$ 10,167,250	\$ 14,350,981	\$ 8,901,876	\$ 11,122,846	\$ 0
3	Maintenance and Operation of New Building	\$ 217,644	\$ 796,660	\$ 1,263,863	\$ 275,188	\$ 661,910
4	New, Improved, and Phased-in Programs					
	Florida Center for Library Automation		\$ 4,775,000		\$ 1,000,000	
	SUS National Aerospace Science/Tech/Educ Center			\$ 500,000		
5	Tuition and Fees Increases	\$ 3,406,725	\$ 3,786,612	\$ 6,090,627	\$ 8,663,609	\$ 16,216,713
6	Budget Reductions	\$ (1,345,018)	\$ (25,000)	\$ (12,823,229)	\$ (22,820,003)	\$ (7,303,417)
7	Major Gifts					\$ 12,498,959
8	Higher Education Price Index (HEPI)					
	Percent	3.70%	2.40%	4.10%	4.80%	4.80%
	Amount	\$ 10,763,852	\$ 7,437,509	\$ 13,275,177	\$ 15,982,639	\$ 16,015,451
C.	Penalties	within 2%	within 2%	within 2%	within 2%	
	Enrollment Declines					
	Total Contract Estimate	\$ 407,616,916	\$ 430,111,799	\$ 449,413,993	\$ 467,314,293	\$ 514,146,204
<b>III Actual Over/(Under) Contract Estimate</b>		\$ 4,232,525	\$ 6,146,373	\$ (10,880,837)	\$ (20,853,468)	\$ (45,353,988)

**Florida State University - Funding Increase Comparison - Contract vs. Actual**

		1999-00	2000-01	2001-02	2002-03	2003-04
<b>I</b>	<b>Actual Appropriations</b>					
<b>A.</b>	<b>Base Appropriations</b>	\$ 268,385,385	\$ 292,748,577	\$ 336,296,976	\$ 317,237,973	\$ 345,997,370
	<b>a. Continued workload commitments</b>					
	Enrollment by Level - Total	21,418	22,466	23,512	24,835	24,835
	Lower	7,661	8,346	8,983	9,600	9,600
	Upper	9,561	9,753	9,993	10,582	10,582
	Grad I	3,713	3,740	3,316	3,446	3,446
	Grad II	483	627	1,220	1,207	1,207
<b>B.</b>	<b>Funding Increases</b>					
<b>1</b>	<b>Continuation Costs</b>					
	Salary Increases					
	% of Increase	2.8%	2.5%	2.5%	2.5%	2.0%
	Cost	\$ 5,066,020	\$ 4,074,495	\$ 4,291,721	\$ 4,555,017	\$ 2,576,726
	Annualization of Salary Increases	\$ 1,620,752	\$ 1,329,758	\$ 1,437,523	\$ 1,934,031	\$ 1,518,339
	FRS Adjustment	\$ (1,565,532)			\$ (2,364,328)	\$ 1,919,547
	Other					
	Health Insurance Adjustments	\$ 2,920,602			\$ 2,241,372	\$ 2,946,212
	Casualty/Fire Insurance Adjustments	\$ 537,319			\$ (1,179,987)	\$ 240,959
<b>2</b>	<b>Enrollment Growth</b>					
	Funding Rate					
	Lower Level	\$ 6,392	\$ 7,651	\$ 5,772	\$ 6,066	\$ 0
	Upper Level	\$ 9,415	\$ 9,696	\$ 8,664	\$ 7,846	\$ 0
	Graduate I	\$ 15,219	\$ 16,176	\$ 15,417	\$ 13,264	\$ 0
	Graduate II	n/a	\$ 26,970	\$ 23,933	\$ 20,240	\$ 0
	Enrollment Growth in FTE					
	Lower Level		685	637	617	0
	Upper Level		192	240	432	0
	Graduate I	135	27	169	155	0
	Graduate II		144		63	0
	Enrollment Growth Funding	\$ 2,048,554	\$ 10,744,087	\$ 8,361,862	\$ 9,839,447	
<b>3</b>	<b>Maintenance &amp; Oper. of New Bldgs</b>	\$ 21,329	\$ 211,363	\$ 1,878,447	\$ 467,760	\$ 910,470
<b>4</b>	<b>New, Improved, and Phased-in Programs</b>	\$ 34,834,868	\$ 30,216,695	\$ 3,726,489	\$ 8,620,096	\$ 3,266,389
<b>5</b>	<b>Tuition and Fees Increases</b>	\$ 2,713,853	\$ 3,045,689	\$ 5,133,380	\$ 5,148,631	\$ 11,426,328
<b>6</b>	<b>Budget Reductions</b>	\$ (1,566,307)		\$ (13,676,211)		\$ (5,449,097)
<b>7</b>	<b>Major Gifts</b>					\$ 6,205,814
	<b>Total Budget</b>	<b>\$ 315,016,843</b>	<b>\$ 342,370,664</b>	<b>\$ 347,450,187</b>	<b>\$ 346,500,012</b>	<b>\$ 371,559,057</b>

**Florida State University - Funding Increase Comparison - Contract vs. Actual**

		1999-00	2000-01	2001-02	2002-03	2003-04
<b>II Contract Funding (If in place for past 5 years)</b>						
<b>A.</b>	<b>Base Appropriations</b>	\$ 268,385,385	\$ 293,699,245	\$ 327,362,866	\$ 342,987,105	\$ 367,006,100
	<b>Less Student Fees</b>	\$ 67,764,379	\$ 79,560,757	\$ 87,916,304	\$ 98,494,300	\$ 111,259,065
	<b>Adjusted Base</b>	\$ 200,621,006	\$ 214,138,488	\$ 239,446,562	\$ 244,492,805	\$ 255,747,035
<b>a.</b>	<b>Continued workload commitments</b>					
	Enrollment in FTE					
	Lower	7,661	8,346	8,983	9,600	9,600
	Upper	9,561	9,753	9,993	10,582	10,582
	Grad I	3,713	3,740	3,316	3,446	3,446
	Grad II	483	627	1,220	1,207	1,207
<b>B.</b>	<b>Funding Increases</b>					
<b>1</b>	<b>Continuation Costs</b>					
	Salary Increases					
	% of Increase	2.80%	2.50%	2.50%	2.50%	2.00%
	Cost	\$ 5,066,020	\$ 4,074,495	\$ 4,291,721	\$ 4,555,017	\$ 2,576,726
	FRS Adjustment	\$ (1,565,532)	\$ 0	\$ 0	\$ (2,364,328)	\$ 1,919,547
	Other					
	Health Insurance Adjustments	\$ 2,920,602	\$ 0	\$ 0	\$ 2,241,372	\$ 2,946,212
	Casualty/Fire Insurance Adjustments	\$ 537,319	\$ 0	\$ 0	\$ (1,179,987)	\$ 240,959
<b>2</b>	<b>Enrollment Growth</b>					
	Funding Rate					
	Undergraduate Rate	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067	\$ 8,067
	Graduate Rate	\$ 17,171	\$ 17,171	\$ 17,171	\$ 17,171	\$ 17,171
	Enrollment Growth in SCH - UG	0	877	877	1,049	0
	Enrollment Growth in SCH - Grad	135	171	169	218	0
	Enrollment Growth Funding	\$ 2,318,085	\$ 10,011,000	\$ 9,976,658	\$ 12,205,561	\$ 0
<b>3</b>	<b>Maintenance and Operation of New Building</b>	\$ 21,329	\$ 211,363	\$ 1,878,447	\$ 467,760	\$ 910,470
<b>4</b>	<b>New, Improved, and Phased-in Programs</b>					
	Basic Sciences Program Expansion	\$ 20,247,377	\$ 20,200,000			
	Branches, Centers & Partnerships		\$ 431,750	\$ 486,000	\$ 753,300	
	Chiropractic Medicine		\$ 1,000,000	\$ 500,000	\$ 600,000	
	Ringling Museum/Dance		\$ 2,250,000			
	Asolo Conservatory				\$	\$ 1,000,000
	Florida Center for Reading Research				\$	\$ 1,593,600
<b>5</b>	<b>Tuition and Fees Increases</b>	\$ 2,713,853	\$ 3,045,689	\$ 5,133,380	\$ 5,148,631	\$ 11,426,328
<b>6</b>	<b>Budget Reductions</b>	\$ (1,566,307)	\$	\$ (13,676,211)	\$	\$ (5,449,097)
<b>7</b>	<b>Major Gifts</b>	\$ 0	\$ 0	\$ 0	\$ 0	\$ 6,205,814
<b>8</b>	<b>Higher Education Price Index (HEPI)</b>					
	Percent	3.40%	2.40%	4.10%	4.80%	4.80%
	Amount	\$ 6,821,114	\$ 5,139,324	\$ 9,817,309	\$ 11,735,655	\$ 12,275,858

<b>C. Penalties</b>				(275.16) UG	(405.34)		
Enrollment Declines				GR			
<b>Total Contract Estimate</b>	\$ 305,899,245	\$ 340,062,866	\$ 345,770,170	\$ 367,740,782	\$ 402,652,517		
<b><u>III Actual Over/(Under) Contract Estimate</u></b>	\$ 9,117,598	\$ 2,307,798	\$ 1,680,017	\$ (21,240,770)	\$ (31,093,460)		

Notes: Matriculation and Fees assumed the same as provided by Legislature. Non-recurring funds are backed out of actual and contract. Special appropriations are identified under contract.

## Appendix E

### Summary of Tuition and Fee Information from the July 16, 2003 AASCU State Budget Tuition Update

<b>ALABAMA</b>	
<b>ALASKA</b>	The University of Alaska Board of Regents approved a 10 percent tuition increase for the 2003-2004 academic year.
<b>ARIZONA</b>	The Arizona Board of Regents voted to approve a \$1,000 (39.9 percent) resident undergraduate tuition increase for 2003-2004.
<b>ARKANSAS</b>	Resident undergraduate tuition increases for 2003-2004 in the University of Arkansas System will range from 5.9 percent at the Pine Bluff campus to 8.4 percent at the Monticello campus.
<b>CALIFORNIA</b>	UC Regents and CSU Trustees had proposed resident undergraduate fee increases of approximately 25 percent for 2003-2004, but are reconsidering plans in anticipation of further budget reductions.
<b>COLORADO</b>	The Colorado Commission on Higher Education has proposed 2003-2004 resident tuition increases of up to 6 percent for regional universities and up to 9 percent for research universities (except CU) after Gov. Owens vetoed a budget provision allowing for 10% increases
<b>CONNECTICUT</b>	Connecticut State University System trustees approved a 14.5 percent (\$335) tuition increase for resident undergraduate students for 2003-2004.
<b>DELAWARE</b>	The University of Delaware will increase resident undergraduate tuition by 11 percent (\$580) for 2003-2004.
<b>FLORIDA</b>	
<b>GEORGIA</b>	On May 21, the University System of Georgia Board of Regents approved resident undergraduate tuition increases for 2003-2004 of 10 percent (\$202) at regional universities and state colleges, and 15 percent (\$418) at research universities.
<b>HAWAII</b>	
<b>IDAHO</b>	Student charges at the state's public universities will increase \$267 to \$312 for 2003-2004.
<b>ILLINOIS</b>	The University of Illinois Board of Trustees approved a 5 percent

	tuition increase for 2003-2004 on June 27, following Gov. Blagojevich's call to reject an 8 percent increase proposed by university leaders.
<b>INDIANA</b>	Tuition and fee increases at the state's public universities average 16.2 percent for resident undergraduates for 2003-2004.
<b>IOWA</b>	
<b>KANSAS</b>	The University of Kansas and Kansas State University plan to seek tuition increases of 20 percent for 2003-2004. Other proposed increases for the coming year range from 9 percent at Fort Hays State to 18.8 percent at Wichita State. The Kansas Board of Regents approved the increases on June 26.
<b>KENTUCKY</b>	University of Kentucky trustees voted on March 18 to raise resident tuition and fees 14.4 percent (\$572) for 2003-2004; Morehead State trustees have authorized a 15-18 percent increase, Eastern Kentucky trustees will consider a 9.5 percent increase, and Northern Kentucky is proceeding with a 16.4 percent increase.
<b>LOUISIANA</b>	The University of Louisiana System is proposing a 3 percent tuition increase for 2003-2004.
<b>MAINE</b>	University of Maine System trustees will consider a proposal in June that will boost average 2003-2004 resident undergraduate tuition and fees an average of 7.1 percent (\$338).
<b>MARYLAND</b>	University System of Maryland regents voted on July 11 to approve a 2003-2004 tuition proposal that would raise rates up to 22 percent over 2002-2003 levels.
<b>MASSACHUSETTS</b>	UMass trustees voted on March 12 to raise resident fees by \$1,000 for 2003-2004 at the system's four undergraduate campuses (an increase of 15.4 percent to 19.5 percent). The State Board of Higher Education voted on June 10 to freeze tuition for 2003-2004, and will ask campuses to use restraint in fee increases.
<b>MICHIGAN</b>	Leaders of Michigan Technological University, Saginaw Valley State University, and Oakland University have indicated that 2003-2004 tuition increases will likely top 10 percent; other state university have not yet commented on prospective tuition increases.
<b>MINNESOTA</b>	Minnesota State Colleges and Universities (MnSCU) Trustees have proposed a 13.9 percent (approximately \$400) increase in resident undergraduate tuition for 2003-2004. University of Minnesota regents voted on June 26 to raise resident undergraduate tuition 12.4 percent to 14.7 at the system's campuses. Lawmakers limited the

	universities to an increase of no more than 15 percent for 2003-2004.
<b>MISSISSIPPI</b>	The state's College Board voted on May 15 to keep 2003-2004 tuition rates at 2002-2003 levels, but approved room and board increases ranging from \$80 to \$390 for the year.
<b>MISSOURI</b>	On May 22, the University of Missouri Board of Curators approved a 19.8 percent increase in resident undergraduate tuition for 2003-2004, an increase of approximately \$1,000 for full-time students.
<b>MONTANA</b>	Regents of the state university system have approved a plan that will keep 2003-2004 resident undergraduate tuition charges slightly above or below current levels, with increases ranging from 4.7 percent to 12.2 percent slated for 2004-2005.
<b>NEBRASKA</b>	University of Nebraska Regents voted on June 7 to increase tuition 15 percent for 2003-2004 and 12 percent for 2004-2005.
<b>NEVADA</b>	According to a plan approved by the Board of Regents in April 2002, resident undergraduate tuition will increase 7.6 percent for 2003-2004.
<b>NEW HAMPSHIRE</b>	University System of New Hampshire trustees have approved a 6.8 percent resident undergraduate tuition increase for the fall 2003 semester (approx. \$150 at Keene State College and Plymouth State University). Spring rates will depend on the outcome of continuing budget negotiations.
<b>NEW JERSEY</b>	As part of the FY04 budget deal, state colleges and universities must hold 2003-2004 tuition increases to 9 percent or less to receive their full state funding.
<b>NEW MEXICO</b>	According to data supplied to the State Higher Education Executive Officers (SHEEO), state higher education funding will increase 7 percent from FY03 to FY04
<b>NEW YORK</b>	SUNY trustees approved a \$950 increase in resident undergraduate tuition for 2003-2004 (28 percent), mirroring the Legislature's recommended increase. CUNY trustees approved a 25 percent increase (\$800).
<b>NORTH CAROLINA</b>	A compromise FY04 budget approved by the Legislature calls for a 5 percent resident and non-resident tuition increase at the state's universities for 2003-2004.
<b>NORTH DAKOTA</b>	The Legislature has approved an increase in the existing tuition cap for public colleges and universities. Public campuses will be allowed

	to increase 2003-2004 resident undergraduate tuition up to 9.9 percent (12.9 percent for The Ohio State University), provided that the campuses use the proceeds for need-based aid or technology improvements. The governor has indicated that he supports the higher limit.
<b>OKLAHOMA</b>	The State Regents for Higher Education approved 2003-2004 tuition increases on June 30 that will mean an average tuition/fee increase of \$429 for resident undergraduates at the state's regional universities and an increase of just over \$800 for resident undergraduates at the University of Oklahoma and Oklahoma State University.
<b>OREGON</b>	The Oregon Board of Higher Education is scheduled to approve 2003-2004 tuition rates on July 18. Several state universities are proposing two rounds of 2003-2004 tuition increases, one in the fall and another in the spring. Fall increases will boost resident undergraduate tuition by as much as 32 percent over 2002-2003 levels.
<b>PENNSYLVANIA</b>	The State System of Higher Education's board of governors is considering a proposal to increase resident undergraduate tuition 5 percent (\$220) for 2003-2004, but has deferred final action on that proposal at the request of the governor. On July 11, Penn State trustees approved a 9.8 percent (\$788) resident undergraduate increase for 2003-2004.
<b>RHODE ISLAND</b>	
<b>SOUTH CAROLINA</b>	Planned 2003-2004 undergraduate tuition increases at the state's public universities range from 15 percent at USC-Columbia to 37 percent at USC-Beaufort. Winthrop University will increase tuition by 19 percent (\$1,052 per year), Francis Marion University plans a 17.5 percent increase, and Coastal Carolina University will likely raise tuition 19 percent. South Carolina State University has decided to forgo a tuition increase in favor of a 9-day employee furlough.
<b>SOUTH DAKOTA</b>	At its meeting on March 13, the South Dakota Board of Regents voted to raise resident tuition and fees 5.8 percent for 2003-2004.
<b>TENNESSEE</b>	The Tennessee Board of Regents approved 2003-2004 tuition/fee increases ranging from 14 to 19 percent (an increase of approximately \$400 for undergraduate students).
<b>TEXAS</b>	Gov. Perry has signed a law that allows the state's colleges and universities to set their own tuition rates, effective in the fall.

<b>UTAH</b>	The Utah Board of Regents finalized 2003-2004 resident tuition increases at a meeting on March 14. Those increases range from 6 percent at the College of Eastern Utah to 20.5 percent at Southern Utah University.
<b>VERMONT</b>	
<b>VIRGINIA</b>	According to the State Council for Higher Education, resident tuition and instructional fees at the state's public colleges and universities will increase an average of 19.1 percent for 2003-2004 over 2002-2003 levels.
<b>WASHINGTON</b>	The Legislature has authorized resident undergraduate tuition increases of 7 to 9 percent for 2003-2004.
<b>WEST VIRGINIA</b>	On April 24, the Higher Education Policy Commission set maximum limits for 2003-2004 tuition increases, with four-year institutions facing limits of 7.5 percent to 9.5 percent, depending on the institution.
<b>WISCONSIN</b>	University of Wisconsin System regents approved a plan that would increase resident undergraduate tuition \$700 at the Madison and Milwaukee campuses and \$500 at other system campuses, an increase of about 18 percent.
<b>WYOMING</b>	Resident undergraduate tuition will increase 2.5 percent (to \$2,997) at the University of Wyoming for 2003-2004.

## Appendix F

### Customer Satisfaction Surveys

#### SUMMARY

- *CEPRI's study of the five Florida universities participating in the University Contract Study revealed that all five institutions are conducting student and employer satisfaction surveys and all have participated in at least one national student survey. (See attached chart)*
- *While all five institutions conduct a survey of its graduating students, the frequency varies from each semester to once every five years.*
- *Similarly, all institutions conduct an employer satisfaction survey; however, the frequency varies among institution. In addition, some institutions conduct the employer satisfaction survey at the institution OR department level.*
- *Participation in national student surveys also varies among institutions as the surveys are costly (a minimum of \$7500 per national student survey).*
- *SACS accreditation does not require colleges or universities to conduct student or employer satisfaction surveys.*
- *The Florida Education and Training Placement Information Program (FETPIP) collects information on Florida students in the K-12 system through graduate school and employment. Florida universities cannot identify their students from another university's students as this information is not collected by FETPIP. Thus, the responsibility is on each individual institution to track its students.*

#### NATIONAL STUDENT SURVEYS

- *Participation in national student surveys (examples listed below) allows institutions to utilize an established survey instrument and obtain national comparisons. This does not come without a cost. Fees will vary for each institution, as each university may want to collect a certain number of complete surveys. Participating institutions can expect to spend a minimum of \$7500 per survey, which would allow 3,000 students from the institution to complete the web based survey. The fee would include a limited amount of analysis including: Institutional report, a national benchmark report, and some statistical analysis. Additional survey analysis can be purchased. Institutions can add their own questions for an additional fee.*

#### NSSE – National Survey of Student Engagement: (National Survey of Student Engagement, 2003)

- The survey asks undergraduates about how they spend their time, what they feel they have gained from classes, their assessment of the quality of their interactions with faculty and friends, and other important activities.
- Designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results will provide an estimate of how undergraduates spend their time and what they gain from attending college.

CSEQ – College Student Experiences Questionnaire: (College Student Experiences Questionnaire, 2003)

- Assesses the quality of effort students expend in using the resources and opportunities provided by the institution for their learning and development.
- Quality of effort is a key dimension for understanding student satisfaction, persistence, and the effects of attending college. The more students engage in educational activities the more they benefit in meaningful ways in their learning and development.

CSXQ –College Student Expectations Questionnaire: (College Student Expectations Questionnaire, 2003)

- Adapted from the CSEQ, the College Student Expectations Questionnaire (CSXQ) Second Edition assesses new student goals and motivations. New students hold important expectations about how and with whom they will spend their time in college.
- These expectations provide clues about how they will interact with peers and faculty members, behaviors that directly affect achievement and satisfaction with college. Institutions also have expectations for student performance.
- When paired with the CSEQ, which can be administered as a posttest measure toward the end of the school year, the institution can assess the degree to which student and institutional expectations are met.

CIRP – Cooperative Institutional Research Program:(Cooperative Institutional Research Program, 2003)

- Designed to provide community colleges, four-year colleges, and universities a cost-effective method of collecting comparative data on their entering students for use in institutional decision-making, research, and assessment activities.

SSI – Student Satisfaction Inventory: (Noel Levitz Inc., 2003)

- Measures student satisfaction and the importance of campus issues to students. It has helped hundreds of campuses identify where they need to focus their retention efforts to improve student retention.
- Measures the satisfaction of students on a wide variety of topics.
- Ranks the importance of each item of concern, using a 12-scale system.

### **SACS EXPECTATIONS**

- *The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) does not specifically require colleges or universities to survey students and employers for accreditation or accreditation renewal. However, institutions must evaluate expected outcomes and student success.*
- SACS is the regional body for accreditation of higher education institutions in the southern states awarding associate, baccalaureate, master's, or doctoral degrees.
- The following are the expectations for accreditation and maintaining accreditation (Commission on Colleges - Southern Association of Colleges and Schools, 2003).
  - The Commission requests submission of the Quality Enhancement Plan at the beginning of the tenth year. Engaging the wider academic community and

addressing one or more issues that contribute to institutional improvement, the plan should be focused, succinct, and limited in length.

- The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.
- The institution must evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates

### **FLORIDA EDUCATION AND TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP)**

- *FETPIP's data collection is a very useful tool in assessing where Florida students in the k-12 system go. FETPIP not only follows students through high school, but also throughout their entire college experience, including graduate degrees. This information is extremely valuable to the State of Florida. However, information regarding which Florida higher education institution the respondent attended is not collected. As a result, Florida universities cannot identify their students from another university's students. Thus, the responsibility is on each individual institution to track its students.*
- **Background:** The acronym F.E.T.P.I.P describes the Florida Education and Training Placement Information Program, which is administered by the Florida Department of Education. This automated system collects, maintains and disseminates placement and follow-up information. Since its establishment in 1988, the scope of the program has expanded to include quarterly as well as annual information. The data collected concern the educational histories, placement and employment, military enlistments, and other measures of success of former participants in Florida's educational and workforce development programs. FETPIP's method of data collection replaces conventional survey-type techniques, and provides aggregated outcomes in an accurate, timely and cost effective manner (Florida Education and Training Placement Information Program, 2003).
- **Data Use:** FETPIP data provide information to answer questions of accountability. One of the benefits of having the FETPIP system is that data are collected that can help facilitate comparisons.
- Data can provide career information for students and counselors
- Employment and/or education outcomes of one training program can be compared to those of another.
- Employment results can be examined in terms of the training programs that feed them.
- Program outcomes can be compared by race, sex, age or income level.
- Earnings can be compared across various education levels
- The level of public assistance can be compared between graduates, dropouts and others

## Student and Employer Satisfaction Surveys for the University Contract Study

School	Institutional Surveys			National Survey Participation				
	Name of Survey	Description	Frequency	NSSE	CSEQ	CSXQ	CIRP	SSI
UF	Graduating Student Survey	In 2003, UF will be using a web survey. Students that have applied for graduation will be sent an email asking them to go to the survey website to fill out the survey. Prior to 2003, the survey was conducted by telephone. UF attempted to reach students before graduation.	Once every 5 years	No	Periodically	No	Periodically	No
	Employer Survey	Some individual colleges conduct Employer Surveys, but Employer Surveys are not coordinated on an institutional level.	Periodically by department or college					
FSU	Student Survey of Recent Graduates	A survey of graduating undergraduates. Surveys are sent to graduates using the Alumni office's database.	Periodically	No	Periodically	No	Annually	No
	Employer Survey	This survey was an Employer Opinion Survey of Employers of 1996 FSU Bachelor's degree Alumni (conducted in 2003). FSU graduates provide the Institutional Research office with the employer's name and mailing address. Therefore, the student filling out the recent graduate survey could opt not to provide their employer's name and address. It is difficult to do a survey of graduate students because many students may have attended another institution for their undergraduate degree, therefore, it is difficult to attribute which institution is responsible for the "good" feedback, and which is responsible for any "negative" feedback.	Periodically					
USF	Graduating Student Survey	Graduating students are asked to fill out the survey when applying for graduation. A survey is given to undergraduates (in the fall) and graduate students (in the spring). Beginning in 2001-02 USF conducted this survey on-line. They will continue to do this survey on-line in the future.	Annually	No	No	No	No	Participated in 1999. No plans to participate again
	Employer Satisfaction Survey	At this time Employer Satisfaction Surveys are not conducted on an institutional level. USF has talked about doing it on an institutional level, but no plans are underway. Some colleges conduct their own Employer Surveys.	Periodically by department or college					

NSSE – National Survey of Student Engagement; CSEQ – College Student Experiences Questionnaire; CSXQ –College Student Expectations Questionnaire; CIRP – Cooperative Institutional Research Program; SSI – Student Satisfaction Inventory

**Student and Employer Satisfaction Surveys for the University Contract Study (cont.)**

School	<u>Institutional Surveys</u>			<u>National Survey Participation</u>				
	Name of Survey	Description	Frequency	NSSE	CSEQ	CSXQ	CIRP	SSI
UCF	Graduating Seniors Survey & Graduating Graduates Survey	Students are given this survey to fill out when applying for graduation.	3 times per year (after every semester)	Periodically	Periodically	Periodically	Periodically	Once every three years
	Employer Survey	The last survey was in 2000. The next one will probably be in 2004/05. The Employer Survey was sent to major employers. The next time the survey is conducted UCF is hoping to send the Employers Survey along with the alumni survey and ask the alumni to give the survey to their supervisor	Periodically					
	First Destination Survey	Asks students about their next step after graduation (i.e. future employment or graduate school). This survey is conducted three times a year. Students are given this survey to fill out when they pick up their graduation tickets.	3 times per year (after every semester)					
FIU	Survey of Graduating Seniors & Survey of Graduating Graduates	Both undergraduates and graduate students are surveyed. The Registrar provides a list of all students who have applied for graduation. Students are emailed and asked to fill out the survey. There is a 17% response rate. In past years, the survey was mailed out.	Annually for the last 3 years	No	No	No	Periodically	No
	Employer Survey	The survey was conducted for the first time in the summer of 2002. Surveys are sent to employers who have worked with the Career Center	2002 was the first time					
	Student Satisfaction Survey	The survey is emailed to all current students	Annually for the last 3 years					

NSSE – National Survey of Student Engagement; CSEQ – College Student Experiences Questionnaire; CSXQ –College Student Expectations Questionnaire;  
 CIRP – Cooperative Institutional Research Program; SSI – Student Satisfaction Inventory  
 Sources: University Institutional Research Office, personal communication, July 2003)

## Appendix G

### Higher Education Act (HEA) Reauthorization

HEA will expire on September 30, 2004. This impending expiration requires that the 108th Congress consider extending, or “reauthorizing,” the HEA in 2003–04. This would be the eighth HEA reauthorization; previous reauthorizations occurred in 1968, 1972, 1976, 1980, 1986, 1992, and 1998. Each reauthorization offers Congress, the Department of Education (ED), and the higher education community an opportunity to reexamine the purposes of the Act and the programs that serve those purposes. The HEA authorizes the federal government's major student aid programs, as well as other significant initiatives (Almanac of Policy Issues, 2003).

HEA programs and activities fall primarily into four main categories: (Almanac of Policy Issues, 2003).

- student financial aid,
- services to help students complete high school and enter and succeed in postsecondary education,
- aid to institutions, and
- aid to improve K-12 teacher training at postsecondary institutions.

There are seven titles in the HEA: (Almanac of Policy Issues, 2003).

- Title I — General Provisions
- Title II — Teacher Quality Enhancement Grants
- Title III — Institutional Aid
- Title IV — Student Assistance
- Title V — Developing Institutions
- Title VI — International Education Programs
- Title VII — Graduate and Postsecondary Improvement Programs

**Possible Issues for Reauthorization** (Almanac of Policy Issues, 2003).

Although program authorizations in the HEA do not expire until FY2004, there is growing interest in the U. S. Congress in the issues that might be considered during the reauthorization process.

- college costs and prices,
- federal tax benefits,
- standards and accountability,
- need analysis,
- distance education,
- teacher quality and quantity,
- student loans, and
- Pell Grants.
- Effectiveness of the HEA programs in increasing post-secondary access
- Factors influencing college prices and the appropriate federal role, if any, in addressing price increases

- Impact on HEA student aid programs of the growth in federal tax benefits for post-secondary expenses
- Measures that might be used to hold participating institutions accountable for educational outcomes; and
- Impact of the growth in post-secondary distance education.

In addition, the Congress *may* address issues specific to individual HEA programs.

- For the HEA's major sources of postsecondary education support — Pell Grants and FFELs/ DLs, these issues may include the following.
  - Among potential Pell issues, the Congress may consider targeting Pells to the first 2 years of enrollment to reduce reliance on loans in those years.
  - Issues for FFELs/ DLs may include whether current loan limits should be raised, and whether the current framework of FFELs and DLs should be maintained or modified.

### **Most Recent Developments**

- On February 8, 2002, S. 1762 was signed into law as P. L. 107-139. This legislation amends the Higher Education Act by extending the interest rate structure currently in effect for federal student loans through June 2006, and repealing a replacement interest rate structure scheduled to take effect on July 1, 2003. This legislation also changes the interest rate charged to borrowers on new loans, as of July 1, 2006, from a variable rate based on market conditions to a fixed rate of 6.8% for student borrowers and 7.9% for parent borrowers (Almanac of Policy Issues, 2003).
- On July 16, 2002, the House failed to approve H. R. 4866 (Fed Up Higher Education Technical Amendments of 2002) under suspension of the rules. This legislation makes a series of technical amendments to the Higher Education Act, many stemming from recommendations submitted to the House 21<sup>st</sup> Century Competitiveness Subcommittee by the higher education community regarding regulatory impediments that limit access to federal student aid (Almanac of Policy Issues, 2003).
- FY2002 supplemental appropriations legislation (P. L. 107-206), as signed into law on August 2, 2002, includes \$1 billion to help meet a shortfall in the Pell Grant program (Almanac of Policy Issues, 2003).
- Representatives Boehner (OH) and McKeon (CA) authored a report in September 2003, entitled *The College Costs Crisis: A Congressional Analysis of College Costs and Implications for America's Higher Education System*. The report finds that “America’s higher education system is in crisis. Decades of uncontrolled cost increased are pushing the dream of a college degree further out of reach for need students. The crisis requires a dramatic response.” The report cites rising costs as a major problem with higher education. As a result, the community is “loosing patience with higher education”(Boehner & McKeon, September 5, 2003).
- Representative Howard “Buck” McKeon (R-CA), chairman of the Congressional subcommittee in charge of this year’s HEA Reauthorization will be introducing the

Affordability in Higher Education Act of 2003. The legislation will “hold higher-education institutions accountable for their expenses with the goal of making sure that all qualified students can attend. The proposal includes a new college-affordability demonstration program and legislation that would help students transfer credits between institutions. But the centerpiece is the "college-affordability index," which will serve as a standard measure to determine if colleges are raising their tuition and fees beyond reasonable rates” (McKeon, July 11, 2003).

## Appendix H

### Program Classification Structure

**1.0 INSTRUCTION** - The instruction category includes expenditures for all activities that are part of an institution's instruction program. Expenditures for credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; and regular, special, and extension sessions should be included. Expenditures for departmental research and public service that are not separately budgeted should be included in this classification. This category excludes expenditures for academic instruction when the primary assignment is administration - for example, academic deans. However, expenditures for department chairpersons and administrators for whom instruction is an important role are included.

This category includes the following subcategories:

**20110 - 1.1 GENERAL ACADEMIC INSTRUCTION.**

This subcategory includes expenditures for formally organized and/or separately budgeted instructional activities that are carried out during the academic year and offered for credit as part of a formal post secondary education degree or certificate program. Open university, short courses, and home study activities falling within this classification and offered for credit are included. However, this subcategory does not include instructional offerings that are part of programs leading toward degrees or certificates at levels below the higher education level, such as adult basic education.

**20120 - 1.2 VOCATIONAL/TECHNICAL INSTRUCTION.**

This subcategory includes expenditures for formally organized and/or separately budgeted instructional activities that are carried out during the academic year, and are offered for credit as part of a formal post secondary education degree or certificate program. Open university, short courses, and home study falling within this classification and offered for credit are included. However, this subcategory does not include instructional offerings that are part of programs leading toward degrees or certificates at levels below the higher education level, such as adult basic education.

**20130 - 1.3 SPECIAL SESSION INSTRUCTION.**

This subcategory includes expenditures for formally organized and/or separately budgeted instructional activities (offered either for credit or not for credit) that are carried out during a summer session, interim session, or other period not common with the institution's regular term. This subcategory classifies expenditures made solely as a result of conducting a special session (such as faculty salaries associated with the special session).

**20140 - 1.4 COMMUNITY EDUCATION.**

The subcategory includes expenditures for formally organized and/or separately budgeted instructional activities that do not generally result in credit toward any formal postsecondary degree or certificate. It includes noncredit instructional offerings carried

out by the institution's extension division as well as noncredit offerings that are part of the adult education or continuing education program. This subcategory also includes expenditures for activities associated with programs leading toward a degree or certificate at a level below the higher education level, such as adult basic education.

#### **20150 - 1.5 PREPARATORY/REMEDIAL INSTRUCTION.**

This subcategory includes expenditures for formally organized and/or separately budgeted instructional activities that give students the basic knowledge and skills required by the institution before they can undertake formal academic course work leading to a post secondary degree or certificate. Such activities, supplemental to the normal academic program, generally are termed preparatory, remedial, developmental, or special educational services. These instructional offerings may be taken prior to or along with the course work leading to the degree or certificate. They are generally noncredit offerings, although in some cases credit may be given and the credit requirements for the degree or certificate increased accordingly. Only offerings provided specifically for required preparatory or remedial skills or knowledge should be included in this category. For example, if students may satisfy preparatory requirements by taking offerings provided primarily for other than remedial or preparatory purposes, those offerings should be classified elsewhere.

**2.0 RESEARCH** - The research category includes all expenditures for activities specifically organized to produce research, whether commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution. Subject to these conditions, the category includes expenditures for individual and/or project research as well as that of institutes and research centers. This category does not include all sponsored programs nor is it necessarily limited to sponsored research, since internally supported research programs, if separately budgeted, might be included in this category under the circumstances described. Expenditures for departmental research that are separately budgeted specifically for research are included in this category. Nationally, the research category does not include expenditures for departmental research that are not separately budgeted. However in Florida departmental research and individual or project research are combined and reported. Research includes the following subcategories:

#### **21210 - 2.1 INSTITUTES AND RESEARCH CENTERS.**

This subcategory includes expenditures for research activities that are part of a formal research organization created to manage a number of research efforts. While this subcategory includes agricultural experiment stations, it does not include federally funded research and development centers, which should be classified as independent operations. (These centers are listed in 2.2.)

#### **21220 - 2.2 INDIVIDUAL AND PROJECT RESEARCH.**

This subcategory includes expenditures for research activities that are managed within academic departments. Such activities may have been undertaken as the result of a research contract or grant or through a specific allocation of the institution's general resources.

**3.0 PUBLIC SERVICE** - The public service category includes funds expended for activities established primarily to provide noninstructional services beneficial to individuals and groups external to the institution. These activities include community service programs (excluding instructional activities) and cooperative extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, radio and television, consulting, and similar noninstructional services to particular sectors of the community. This category includes the following subcategories:

**22310 - 3.1 COMMUNITY SERVICE.** This subcategory includes expenditures for activities organized and carried out to provide general community services, excluding instructional activities. Community service activities made available to the public, various resources and special capabilities that exist within the instruction. Examples include conferences and institutes, general advisory services and reference bureaus, consultation, testing services (for example, soil testing, carbon dating, structural testing), and similar activities. The activities included in this subcategory are generally sponsored and managed outside the context of both the agricultural and urban extension programs and of the institution's public broadcasting operation.

**22320 - 3.2 COOPERATIVE EXTENSION SERVICE.** This subcategory includes expenditures for non-instructional public service activities established as the result of cooperative extension efforts between the institution and outside agencies such as the U.S. Department of Agriculture's extension service and the affiliated state extension services. This subcategory is intended primarily for land grant colleges and universities and includes both agricultural extension and urban extension services. The distinguishing feature of activities in this subcategory is that programmatic and fiscal control is shared by the institution with the Department of Agriculture's extension service, the related state extension services, and agencies of local government.

**22330 - 3.3 PUBLIC BROADCASTING SERVICES.** This subcategory includes expenditures for operation and maintenance of broadcasting services operated outside the context of the institution's instruction, research, and academic support programs. Excluded from this subcategory are broadcasting services conducted primarily in support of instruction (classified in the subcategory 4.5 - Ancillary support) and broadcasting services operated primarily as a student service activity (classified in the subcategory 5.2 - Social and cultural development).

**4.0 ACADEMIC SUPPORT** - The academic support category includes funds expended to provide support services for the institution's primary missions: instruction, research, and public service. It includes the retention, preservation, and display of educational materials, for example, libraries, museums, and galleries; the provision of services that directly assist the academic functions of the institution, such as demonstration schools associated with a department, school, or college of education; media such as audiovisual services and technology such as computing support; academic administration (including academic deans but not department chairpersons) and personnel development providing administration support and management direction to the three primary missions; and separately budgeted support for course and curriculum development. This category includes the following subcategories:

**20410 - 4.1 LIBRARIES.**

This subcategory includes expenditures for organized activities that directly support the operation of a catalogued or otherwise classified collection.

**20420 - 4.2 MUSEUMS AND GALLERIES.**

This subcategory includes expenditures for organized activities that provide for the collection, preservation, and exhibition of historical materials, art objects, scientific displays, etc. Libraries are excluded.

**20430 - 4.3 EDUCATIONAL MEDIA SERVICES.**

This subcategory includes expenditures for organized activities providing audiovisual and other services that aid in the transmission of information in support of the institution's instruction, research, and public service programs.

**20440 - 4.4 ACADEMIC COMPUTING SUPPORT.**

This subcategory includes expenditures for formally organized and/or budgeted activities that provide computing support to the three primary programs of instruction, research and public service. Excluded from this category is administrative data processing, which is classified as institutional support.

**20450 - 4.5 ANCILLARY SUPPORT.**

This subcategory includes expenditures for organized activities that provide support services to the three primary programs, but are not appropriately classified in the previous subcategories. Ancillary support activities usually provide a mechanism through which students can gain practical experience. An example of ancillary support is a demonstration school associated with the school of education. The expenditures of teaching hospitals are excluded.

**20460 - 4.6 ACADEMIC ADMINISTRATION.**

This subcategory includes expenditures for activities specifically designed and carried out to provide administrative and management support to the academic programs. This subcategory is intended to separately identify only expenditures for activities formally organized and/or separately budgeted for academic administration. It includes the expenditures of academic deans (including deans of research, deans of graduate schools, and college deans), but does not include the expenditures of department chairpersons (which are included in the appropriate primary function categories). The subcategory also includes expenditures for formally organized and/or separately budgeted academic advising. Expenditures associated with the office of the chief academic officer of the institution are not included in this subcategory, but should be classified as institutional support.

**20470 - 4.7 ACADEMIC PERSONNEL DEVELOPMENT.**

This subcategory includes expenditures for activities that provide the faculty with opportunities for personal and professional growth and development to the extent that such activities are formally organized and/or separately budgeted. This subcategory also includes formally organized and/or separately budgeted activities that evaluate and reward professional performance of the faculty. Included in this subcategory are sabbaticals, faculty awards, and organized faculty development programs.

**20480 - 4.8 COURSE AND CURRICULUM DEVELOPMENT.**

This subcategory includes expenditures for activities established either to significantly improve or to add to the institution's instructional offerings, but only to the extent that such activities are formally organized and/or separately budgeted.

**5.0 STUDENT SERVICES** - The student services category includes funds expended for offices of admissions, enrollment management, and the registrar and activities with the primary purpose of contributing to students' emotional and physical well being and intellectual, cultural, and social development outside the context of the formal instruction program. It includes expenditures for student activities, cultural events, student newspapers, intramural athletics, student organizations, counseling and career guidance (excluding informal academic counseling by the faculty), and student aid administration. This category includes the following subcategories:

**20510 - 5.1 STUDENT SERVICES ADMINISTRATION.**

This subcategory includes expenditures for organized administrative activities that provide assistance and support (excluding academic support) to the needs and interests of students. This subcategory includes only administrative activities that support more than one subcategory of student activities and/or that provide central administrative services related to the various student service activities. In particular, this subcategory includes services provided for particular types of students (for example, minority students, veterans, and handicapped students). Excluded from this subcategory are activities of the institution's chief administrative officer for student affairs, whose activities are institution wide and therefore should be classified as institutional support.

**20520 - 5.2 SOCIAL AND CULTURAL DEVELOPMENT.**

This subcategory includes expenditures for organized activities that provide for students' social and cultural development outside the formal academic program. This subcategory includes cultural events, student newspapers, intramural athletics, student organizations, etc.

**20530 - 5.3 COUNSELING AND CAREER GUIDANCE.**

This subcategory includes expenditures for formally organized placement, career guidance, and personal counseling services for students. This subcategory includes vocational testing and counseling services and activities of the placement office. Excluded from this subcategory are formal academic counseling activities (academic support) and informal academic counseling services (instruction) provided by the faculty in relation to course assignments.

**20540 - 5.4 FINANCIAL AID ADMINISTRATION.**

This subcategory includes expenditures for activities that provide financial aid services and assistance to students. This subcategory does not include outright grants to students, which should be classified as scholarships and fellowships.

**20560 - 5.6 INTERCOLLEGIATE ATHLETICS.**

Expenditures for an intercollegiate athletics program are included in this subcategory if the program is not operated as an essentially self-supporting operation (in which case all the related expenditures would be reported as auxiliary enterprises).

**20570 - 5.7 STUDENT RECRUITMENT, ADMISSIONS, AND RECORDS.**

This subcategory includes expenditures for activities related to the identification of prospective students, the promotion of attendance at the institution, and the processing of application for admission. In addition, this subcategory includes those activities the institution carries out to maintain, handle, and update records for currently enrolled students as well as for those who were previously enrolled.

**6.0 INSTITUTIONAL SUPPORT** - The institutional support category includes expenditures for central executive level activities concerned with management and long-range planning for the entire institution, such as the governing board, planning and programming, and legal services; fiscal operations, including the investment office; administrative data processing; space management; employee personnel and records; logistical activities that provide procurement, storerooms, safety, security, printing, and transportation services to the institution; support services to faculty and staff that are not operated as auxiliary enterprises; and activities concerned with community and alumni relations, including development and fund raising. Appropriate allocations of institutional support should be made to auxiliary enterprises, hospitals, and any other activities not reported under the educational and general heading of expenditures. This category includes the following subcategories:

**01610 - 6.1 EXECUTIVE MANAGEMENT.**

This subcategory includes expenditures for all central, executive level activities concerned with management and long-range planning for the entire institution (as distinct from planning and management for any one program within the institution). All officers with institution wide responsibilities are included, such as the chancellor, chief academic officer, chief business officer, chief student affairs officer, and chief development officer. This subcategory includes such operations as executive direction (for example, governing board), planning and programming, and legal operations.

**01620 - 6.2 FISCAL OPERATIONS.**

This subcategory includes expenditures for operations related to fiscal control and investments. It includes the accounting office, bursar's office, and internal and external audits, and also includes such "financial" expenses as allowances for bad debts and short-term interest expenses.

**01630 - 6.3 GENERAL ADMINISTRATION AND LOGISTICAL SERVICES.**

This subcategory includes expenditures for activities related to general administrative operations and services (with the exception of fiscal operations and administrative data processing). Included in this subcategory are personnel administration, space management, purchase and maintenance of supplies and materials, campus wide communication and transportation services, general stores, and printing services.

**01640 - 6.4 ADMINISTRATIVE COMPUTING SUPPORT.**

This subcategory includes expenditures for computer services that provide support for institution wide administrative functions.

**01650 - 6.5 PUBLIC RELATIONS/DEVELOPMENT.**

This subcategory includes expenditures for activities to maintain relations with the community, alumni, or other constituents and to conduct activities related to institution wide development and fund raising.

**7.0 OPERATIONS AND MAINTENANCE OF PLANT** - The operation and maintenance of plant category includes all expenditures of current operating funds for the operations and maintenance of the physical plant, in all cases the net amount charged to auxiliary enterprises, hospitals, and independent operations. It includes all expenditures for operations established to provide services and maintenance related to grounds and facilities. Also included are utilities, fire protection, property insurance, and similar items. It does not include expenditures made from the institutional plant fund accounts. This category includes the following subcategories:

**96700 - 7.1 PHYSICAL PLANT ADMINISTRATION.**

This subcategory includes expenditures for administrative activities that directly support physical plant operations. Activities related to the development of plans for plant expansion or modification, as well as plans for new construction, should be included in this subcategory.

**96700 - 7.2 BUILDING MAINTENANCE.**

This subcategory includes expenditures for activities related to routine repair and maintenance of buildings and other structures, including normally recurring repairs and preventive maintenance.

**96700 - 7.3 CUSTODIAL SERVICES.**

This subcategory includes expenditures related to custodial services in buildings.

**96700 - 7.4 UTILITIES.**

This subcategory includes expenditures related to heating, cooling, light and power, gas, water, and other utilities necessary for operation of the physical plant, excluding the Central Power Plant.

**96700 - 7.5 LANDSCAPE AND GROUNDS MAINTENANCE.**

This subcategory includes expenditures related to the operation and maintenance of landscape grounds.

**96700 - 7.6 MAJOR REPAIRS AND RENOVATIONS.**

This subcategory includes expenditures related to major repairs, maintenance, and renovations. Minor repairs should be classified as building maintenance.

**96700 - 7.7 PHYSICAL PLANT.**

This subcategory includes expenditures related to the operation and maintenance of utilities and other mechanical and electrical functions of the physical plant.

**96700 - 7.8 RENTAL SPACE.**

This subcategory includes expenditures related to the rent of space by the University.

**96700 - 7.9 SAFETY SERVICES.**

This subcategory includes expenditures related to the provision of safety to the University.

**8.0 SCHOLARSHIPS AND FELLOWSHIPS** - The scholarships and fellowships category includes expenditures for scholarships and fellowships from restricted or unrestricted current funds in the form of grants to students, resulting from selection by the institution or from an entitlement program. The category also includes trainee stipends, prizes, and awards. Trainee stipends awarded to individuals who are not enrolled in formal course work should be charged to instruction, research, or public service. If the institution has custody of the funds and does not select a recipient, and there is no entitlement program, the funds should be accounted for and reported in the agency funds group rather than in the current funds group. Recipients of grants are not required to perform service to the institution as consideration for the grant, nor are they expected to repay the amount of the grant to the funding source. When services are required in exchange for financial assistance, as in the College Work Study program, charges should be classified as expenditures of the department or organizational unit to which the service is rendered. Aid to students in the form of tuition or fee remissions also should be included in this category. However, remission of tuition or fees granted because of faculty or staff status, or family relationship of students to faculty or staff, should be recorded as staff benefit expenditures in the appropriate functional expenditure category. This category includes the following subcategories:

**30810 - 8.1 SCHOLARSHIPS.**

This subcategory includes grants-in-aid, trainee stipends, tuition and fee waivers, and prizes to undergraduate students.

**30820 - 8.2 FELLOWSHIPS.**

This subcategory includes grants-in-aid and trainee stipends to graduate students. It does not include funds for which services to the institution must be rendered, such as payments for teaching.

**30830 - 8.3 PELL GRANTS.**

This subcategory includes Pell grants and SEOG grants to undergraduate students, as well as institutional repayments of Pell grants.

**30840 - 8.4 REMISSION OF FEES.**

This subcategory includes the remission of tuition or fees.

**9.0 OTHER ACTIVITIES**

**37910 - 9.1 AUXILIARY ENTERPRISES.**

This subcategory includes the activities of entities that exist to furnish goods or services to the students, faculty, or staff, and that charge a fee directly related to, although not

necessarily equal to, the cost of the goods or services provided. As a general rule, these entities do not directly relate to the institution's primary missions: instruction, research, and public service. Further breakdown of this subcategory is as follows:

- 9.11 Student Housing
- 9.12 Health Service
- 9.13 University Press
- 9.14 Other Auxiliary Enterprises
- 9.15 Parking Services

### **92920 - 9.2 OUTSIDE WORK STUDY AGENCIES.**

This subcategory includes the expenditures of the work study programs funded by outside agencies.

### **Classification of Instructional Programs (CIP)**

The Classification of Instructional Programs (CIP) is a complementary classification system to the PCS system that provides a taxonomy for classifying the discipline of instructional programs. The purpose of CIP is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. CIP was originally developed by NCES in 1980, with revisions occurring in 1985 and 1990. The 2000 edition of the CIP (CIP-2000) is the third revision of the taxonomy and presents an updated taxonomy of instructional program classifications and descriptions.

- 01. Agriculture, Agriculture Operations, and Related Sciences.
- 02. Agricultural Sciences.
- 03. Natural Resources and Conservation.
- 04. Architecture and Related Services.
- 05. Area, Ethnic, Cultural, and Gender Studies.
- 09. Communication, Journalism, and Related Programs.
- 10. Communications Technologies/Technicians and Support Services.
- 11. Computer and Information Sciences and Support Services.
- 12. Personal and Culinary Services.
- 13. Education.
- 14. Engineering.
- 15. Engineering Technologies/Technicians.
- 16. Foreign languages, literatures, and Linguistics.
- 19. Family and Consumer Sciences/Human Sciences.
- 21. Technology Education/Industrial Arts.
- 22. Legal Professions and Studies.
- 23. English Language and Literature/Letters.
- 24. Liberal Arts and Sciences, General Studies and Humanities.
- 25. Library Science.
- 26. Biological and Biomedical Sciences.
- 27. Mathematics and Statistics.
- 28. Reserve Officer Training Corps (JROTC, ROTC).
- 29. Military Technologies.
- 30. Multi/Interdisciplinary Studies.
- 31. Parks, Recreation, Leisure, and Fitness Studies.
- 32. Basic Skills.

33. Citizenship Activities.
34. Health-related Knowledge and Skills.
35. Interpersonal and Social Skills.
36. Leisure and Recreational Activities.
37. Personal Awareness and Self-Improvement.
38. Philosophy and Religious Studies.
39. Theology and Religious Vocations.
40. Physical Sciences.
41. Science Technologies/Technicians.
42. Psychology.
43. Security and Protective Services.
44. Public Administration and Social Service Professions.
45. Social Sciences.
46. Construction Trades.
47. Mechanic and Repair Technologies/Technicians.
48. Precision Production.
49. Transportation and Materials Moving.
50. Visual and Performing Arts.
51. Health Professions and Related Clinical Sciences.
52. Business, Management, Marketing, and Related Support Services.
53. High School/Secondary Diplomas and Certificates.
54. History
55. French/Canadian Language and Literature/Letters
60. Residency Programs.

## Appendix I

### Data Collection

#### SUMMARY

- *So far there are no problems with institutions reporting the same data that was required under the Board of Regents or while using a new operating system chosen by the institution (PeopleSoft, or SCT). It is too early to tell if there will be any problems, but institutions are working together and with the DOE to maintain the same level and quality of data reported.*

#### DETAILS

- The Data Dictionary is housed and maintained by the Department of Education. The Data Dictionary was in place under the Board of Regents and still exists because of Florida Statutes which state that “the State Board of Education shall continue to collect and maintain, at a minimum, the management information databases for state universities, and all other components of the public K-20 education system as such databases existed on June 30, 2002” (S. 1001.03, F.S.).
- Universities must submit information to the Department of Education in a specified format that allows for data comparison and compilation. The Department of Education displays on its website the information needed from institutions six weeks in advance. Therefore, institutions are submitting different data each week throughout the year. A listing of the topic areas and brief description are attached. There is an addendum that details all elements within the data dictionary and their corresponding File category (Florida Department of Education, personal communication, August 25, 2003).
- The Department of Education requesting office ensures the quality of the information through “checks.” Here the DOE looks for information that is not feasible, for example, a student’s social security number cannot be 000-00-000 or two students cannot have the same social security number (Florida Department of Education, personal communication, August 25, 2003).
- According to the Department of Education, currently there are no problems with institutions using different software programs. All institutions are using one of two systems (PeopleSoft, or SCT) (Florida Department of Education, personal communication, August 25, 2003).
- 5 institutions have moved off of the State Comptroller’s system so far (as of July 1, 2003)
  - USF
  - FAU

- UCF
  - FGCU
  - NCF
- 6 institutions will move off of the State Comptroller's system July 1, 2004
  - UF
  - FSU
  - FAMU
  - UWF
  - FIU
  - UNF
- Once institutions move off of the State Comptroller's system (financial) then their Personnel system will be moved off 6 months later -- except for FIU who will move off Personnel one year later (Florida Department of Education, personal communication, August 25, 2003).
- FIU will change its entire system, (Student, financial, human resources, payroll). FIU is the only institution changing all systems at the same time (Florida Department of Education, personal communication, August 25, 2003).
  - FIU has a contingency plan and will stay on with the state's payroll for up to one year.
  - FIU has hired project managers that have expertise in major system changes.
- All institutions are sharing information and talking to each other throughout the transitioning process (Florida Department of Education, personal communication, August 25, 2003).

## Statutes Which Apply to the Department of Education Data Collection

August 2003

### Section 1001.02

New language:

(Duties of State Board of Education – SBE)

“(2)(s) To establish a detailed procedure for the implementation and operation of a system wide K-20 technology plan that is based on a common set of data definitions.”

New language:

(Duties of State Board of Education – SBE)

“(7) (c) Establish an effective information system that will provide composite data concerning the community colleges and state universities and ensure that special analyses and studies concerning the institutions are conducted, as necessary, for provision of accurate and cost-effective information concerning the institutions.”

### Section 1001.03

New language:

(Duties of State Board of Education – SBE)

(9) MANAGEMENT INFORMATION DATABASES.--The State Board of Education shall continue to collect and maintain, at a minimum, the management information databases for state universities, and all other components of the public K-20 education system as such databases existed on June 30, 2002.

### Section 1001.11

New language:

(Duties of Commissioner of Education)

4) The commissioner shall develop and implement an integrated K-20 information system for educational management in accordance with the requirements of chapter 1008.

### Section 1001.74

New language:

(re: duties of the University Boards of Trustees)

(16) Each board of trustees shall maintain an effective information system to provide accurate, timely, and cost-effective information about the university.

New language:

(re: duties of the University Boards of Trustees)

(40) Each board of trustees may adopt rules and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.

### Section 1001.75

New language:

(University Presidents; powers and duties)

(17) Maintain all data and information pertaining to the operation of the university, and report on the attainment by the university of institutional and statewide performance accountability goals.

**Section 1008.31**

New language:

(Accountability, K-20)

(4) SYSTEMWIDE DATA COLLECTION.--School districts and public postsecondary educational institutions shall maintain information systems that will provide the State Board of Education and the Legislature with information and reports at a level of comprehensiveness and quality no less than that which was available as of June 30, 2001.

**Section 1011.4105**

New language:

(University ERP system implementations)

1011.4105 Transition from state accounting system (FLAIR) to university accounting system.--

(1) Universities and colleges under the supervision of the State Board of Education shall use the state accounting system (FLAIR) for fiscal year 2002-2003. The universities shall not be required to provide funds to the Department of Banking and Finance for the utilization of FLAIR.

(2) Beginning with the 2003-2004 fiscal year any university may transition from FLAIR to the university's accounting system.

(3) To accomplish the transition from FLAIR to a university's accounting system the university board of trustees must submit to the State Board of Education a plan developed in cooperation with the State Comptroller (Chief Financial Officer.) The plan must contain the actions the university will take, or has taken, to implement this transition. The plan must provide time lines for completion of actions and the target date the university will have implemented and tested parallel systems with appropriate audit and internal controls in place that will enable the university to satisfactorily and timely perform all accounting and reporting functions required by State and Federal law and rules of the State Board of Education.

(4) When a university is ready to transition from FLAIR to its own system, the State Board of Education shall verify that the system the university has implemented and tested is adequate for the university, the university has appropriate audit and internal controls in place, the university has the resources required to operate and maintain the system, and that the university and the State Comptroller (Chief Financial Officer) are prepared to implement the transition. The State Board of Education shall submit to the Executive Office of the Governor and the Chairs of the Appropriations Committees of the Senate and House of Representatives confirmation of this verification and the date the transition will be effective. Transition for any university shall not take place until after the State Board of Education has submitted this confirmation.

(5) The State Board of Education in cooperation with each university and the Department of Banking and Finance shall develop a plan and establish the deadline for all universities to have completed the transition from FLAIR. The Board shall submit a copy of this plan to the Executive Office of the Governor and the Chairs of the Appropriations Committees of the Senate and House of Representatives.

## Data Dictionary Files & Brief Description

- Admissions File
  - Topic: Admissions data
  - Examples: Demographics, ethnicity/race, standardized tests scores, admissions status, high schools, and GPA.
  
- College Prep File
  - Topic: Remediation
  - Examples: Remediation area, remediation completion method, community college, and high school.
  
- Expenditure Analysis
  - Topic: Allocation of financial resources
  - Examples: Instruction and research activities, college, cost activity, and account/department number
  
- Hours to Degree File
  - Topic: Number of hours/course students take to graduate
  - Examples: demographics, ethnicity/race, common course prefix, common course number, last institution code, grade awarded, degree – level granted, fee classification – residency, student birth year, number of degree program changes, hours to degree, and repeat indicator
  
- Instructional Activity File
  - Topic: Course meeting logistics
  - Examples: Course section number, beginning time of course, ending time of course, day of class meeting, building number, room number, common course number, state fundable credits, and total student credit hours for course section.
  
- Instruction & Research Data
  - Topic: Financial elements related to instruction and research
  - Examples: Faculty rank, racial ethnic group, gender, term identifier, course section number, course credit hours, instruction and research activities, college, total fundable student credit hours, contact hour modifier, program discipline, employee contact hours, and tenure status.
  
- Limited Access File
  - Topic: Students participating in limited access programs
  - Examples: Gender, racial/ethnic group, limited access category, year, month, limited access degree programs and limited access admissions.
  
- Operating Budget File
  - Topic: Allocation of operating budget
  - Examples: Appointment status, university hire date, salary dollars, pay grade, pay plan, base rate, collective unit bargaining unit code, retirement code, account/

department number – employee, budgeted weeks of activity, step number – USPS, budget year identifier, state fund type, salary change type, and pay grade ranges – SUS, commitment type.

- Physical Facilities Space File
  - Topic: Use of facilities and space
  - Examples: Building number, room number, room program, room capacity, building joint-use indicator, building construction type, building construction year, building condition, building mechanical system condition, building electrical system condition, and building plumbing system condition.
  
- Retention File
  - Topic: Student retention
  - Examples: gender, racial/ethnic group, current term load, CLEP Credit, GPA, High School GPA, full-time, part-time, number of degree program changes, institution next attended, hours earned, and hours attempted
  
- Salary Category File
  - Topic: Instructional employees salary and information
  - Examples: appointment status, account/department, rank, salary dollars, gender, racial/ethnic group, degree – highest level held, tenure status, citizenship, and health insurance provider code
  
- Student Financial Aid File
  - Topic: Student who apply for financial aid
  - Examples: gender, racial/ethnic group, family income, financial aid need, financial aid award program identifier, source of funds, and need based aid flag
  
- Student Data Course File
  - Topic: Information regarding courses that students take
  - Examples: Gender, racial/ethnic group, degree sought, current term load, transfer credits, fee classification, common course number, state fundable credits, and date of last attendance
  
- SUPERS (State University Personnel/Employee Records System) File
  - Topic: Personnel and employee records information
  - Examples: Submission Header, Social Security Change, Salary Change, Other Personal Services (OPS), Employee Demographics, Deduction, Budget Position, Appointment\Resource Commitment
  
- Teacher Education File
  - Topic: Students in teacher preparation programs
  - Examples: Gender, racial/ethnic group, degree granted, degree program category, fee classification – residency, SAT score, Florida Teacher Certification Examinations (FTCE) professional knowledge exam, FTCE subject area exam, GPA – general education component, state approved teacher prep program, and admission/completion information.

### **Examples of Measures Possible with Available University Data**

- The nation and county of origin, residency status, high school, age, race, sex, admission status, high school grade point average, and ACT or SAT test score of each entering first time in college student.
- The degree program, class level, and degrees awarded to each student.
- The common course number, term, discipline, level and credit hours associated with every class taken by every student.
- Each student's grade in each class and overall grade point average.
- The number of students in each class.
- Who taught each class.
- An estimate of the cost of each class.
- The discipline and mode of instruction of each class.
- The credit hours and student contact hours associated with each class.
- The location and time of day each class was offered.
- The percent of each faculty member's time and salary spent on instruction in each class, and on research, public service, and other academic activities.
- The salary, full time equivalence of appointment, title, programmatic purpose, date of employment by the state, date of employment by the institution, birth date, bargaining unit, benefits, and account(s) paying the salary of each faculty and staff position.
- The rank, tenure status, date granted tenure, and highest degree awarded each faculty.
- The type, source and amount of all financial aid awards to each student by year and term.
- Each fee waiver received by each student and the amount and justification for the waiver.
- The dependency status and family income of each student receiving need-based student financial aid.
- The beginning of the year budget and an end of the year total of the expenditures by category of expenditure related to every account at each university and budget entity.
- The primary function served through each account and a summary of expenditures by expenditure category on each function.
- Annual expenditures by functional area and by discipline and level of course for each university and budget entity.
- The size, programmatic purpose and utilization, university and budget entity affiliation, capacity, building and floor location, and condition of each room owned by the university system.
- The age, date of acquisition, address, type of construction, condition, size, and date of alteration of each building.
- The name, location address, number of buildings, parking capacity and budget entity associated with each facility site.