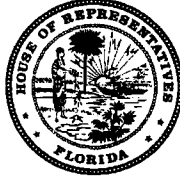




Higher Education Appropriations Subcommittee Meeting Packet

**January 26, 2011
9:00 a.m. – 12:00 p.m.
Reed Hall**



The Florida House of Representatives

APPROPRIATION COMMITTEE

Higher Education Appropriations Subcommittee

Dean Cannon
Speaker

Marlene O'Toole
Chair

MEETING AGENDA

Reed Hall

January 26, 2011

- I.** Meeting Called To Order
- II.** Opening Remarks by Chair
- III.** Estimating Conference Updates
- IV.** Agency LBR Schedule VIII-B Presentation
- V.** ARRA Expenditure Updates
- VI.** Office of Program Policy and Government Accountability (OPPAGA) Workforce Report Overviews
- VII.** Union Catalog Search Capability Update
- VIII.** Distance Learning Report Overview
- IX.** Closing Remarks
- X.** Meeting Adjourned

Estimating
Conference Updates

Education Estimating Conference Updates

Florida College System Enrollment
Student Financial Aid



January 26, 2011

Consensus Estimating Conferences

- Began in the 1970s – established in Florida Statutes in 1985 (ss. 216-133-126-138, F.S.)
- Principals: Senate, House, Governor and Office of Economic & Demographic Research
- Principals
 - preside over sessions
 - convene session
 - request information
 - specify topics to be included
 - agree or withhold agreement
 - release official information
 - interpret official information and monitor errors in official information



Consensus Process

- Provides official information for the purposes of state planning and budgeting system that must be used by each state agency and the judicial branch in carrying out its duties.
 - Sections 216.134 – 216.135, *Florida Statutes*
 - Process requires unanimous agreement of all principals
 - Each principal has a veto
 - Each principal can provide a proposed forecast
 - Agencies provide proposed forecasts and other information upon request



Default Tuition Increase Rate: Dec-over-Dec Consumer Price Index

- EDR must report actual December over December rate of inflation to Senate, House, Governor, State Board of Education 1st March
- **Reported rate for FY 2011-12 = 1.5%**
- Unless otherwise provided in General Appropriations Act, this is the default tuition and fees rate increase for SUS, Florida Colleges and Workforce Education programs.
- See ss. 1009.22, 1009.23 and 1009.24, F.S.

Florida College Enrollment Estimating Conference

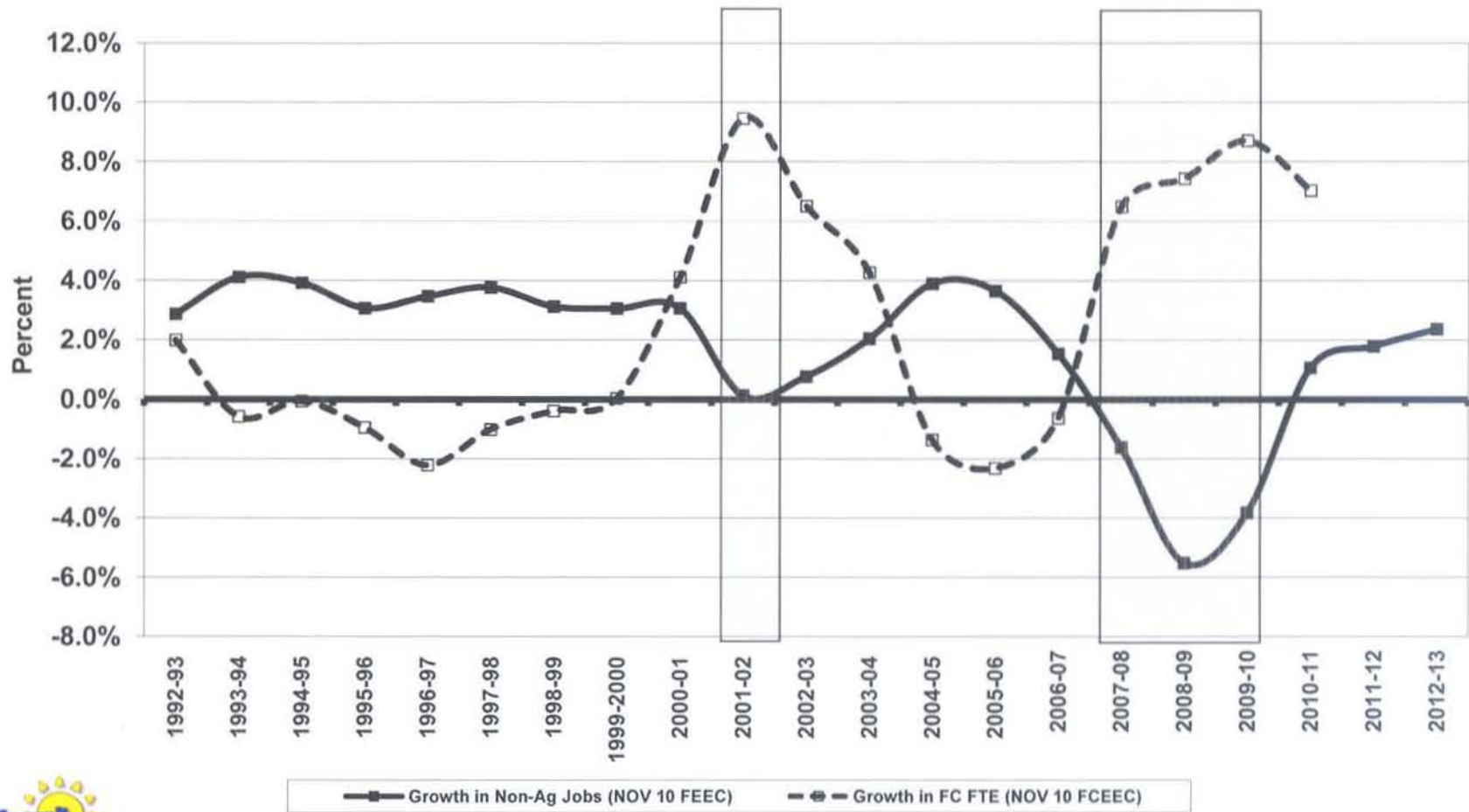
- Conference met on November 9, 2010
- Next meeting March 2
- Adopted full-time equivalent (FTE) enrollment estimates for current year (FY 2010-11)
- New task for conference – estimating upper-level college enrollment
- Law change – Continuing Workforce Education FTE excluded; CWE now fee-supported



Program	OLD EST. Mar 2010 FTE Est. FY 2009-10	Actual FTE FY 2009-10	NEW EST. Nov 2010 FTE Est. FY 2010-11	FTE Growth	% FTE Growth
Lower-level AA, AS, Cert, Adult Ed, etc.	360,978	359,900	375,367	15,467	4.3%
Upper-level BA	No estimate adopted	5,377	8,041	2,664	49.5%
Total	360,978	365,277	383,408	18,131	5.0%
Total without CWE FTE	351,972	355,207	383,408	28,201	7.9%



Compare Growth in Community College FTE with Growth in Florida Jobs



Student Financial Aid Estimating Conference

- Conference met on November 12, 2010
- Next meeting in March 2011
- Adopted estimates for specific student financial aid programs
- New duty of the conference required by CS/CS/SB 762 (Ch. 2009-98, L.O.F.):
 - “....develop[ing]...official information relating to...the national average of tuition and fees at public postsecondary institutions...”



National Average of Tuition and Fees

- Conference adopted October 2010 College Board national averages report as official information at November meeting
- For public two-year institutions, adopted \$3,076 (average excluding California)
 - Highest in Florida \$2,847.00 at seven colleges / Lowest \$2,538.60 at NW Florida College
- For public four-year institutions, adopted \$7,605
 - Highest in Florida \$5,237.80 at FSU / Lowest \$4,469.70 at New College



Student Financial Aid Estimating Conference

Programs considered by the conference:

- Bright Futures Scholarship Programs
- Wm. L. Boyd IV Florida Resident Access Grant (FRAG)
- Access to Better Learning and Education (ABLE)
- Florida Student Assistance Grants (FSAG)
- Children/Spouses of Deceased/Disabled Veterans



Bright Futures Awards

- Appropriated FY 09-10 Awards = 177,438
- Actual FY 09-10 Awards = 177,612
- Appropriated FY 10-11 Awards = 181,802

Appropriated 10-11 over FY 09-10 actual = 4,190

Growth over FY 09-10 actual = 2.4 %

- Est. Nov. 10 SFA FY 10-11 Awards = 180,996

Est. Nov. 10 over FY 09-10 actual = 3,384

Growth over FY 09-10 actual = 1.9 %

Bottom Line: Currently running slightly underestimate

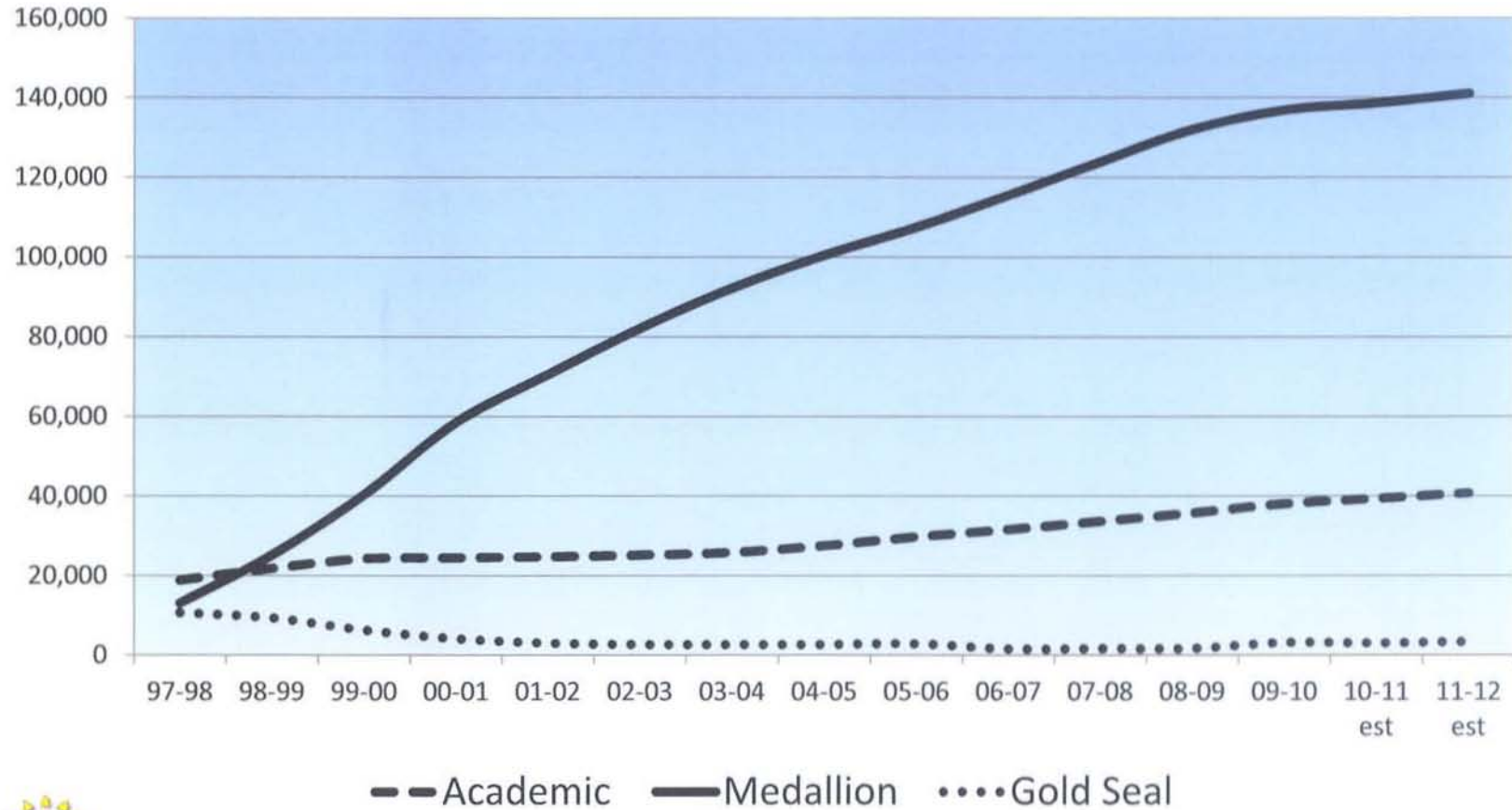


2010 Bright Futures Legislation

- New policy – Flat award amounts set in GAA
- New policy – Different rate for upper-level and lower-level state college awards
- New policy – Covers 100% instead of 120% hours
- New policy – Reduce length of time award may be used from 7 to 5 years
- New policy – One restoration allowed only after first year
- New policy – Phased-in increase in SAT/ACT score required for initial eligibility
- New program – One semester of graduate level under certain conditions

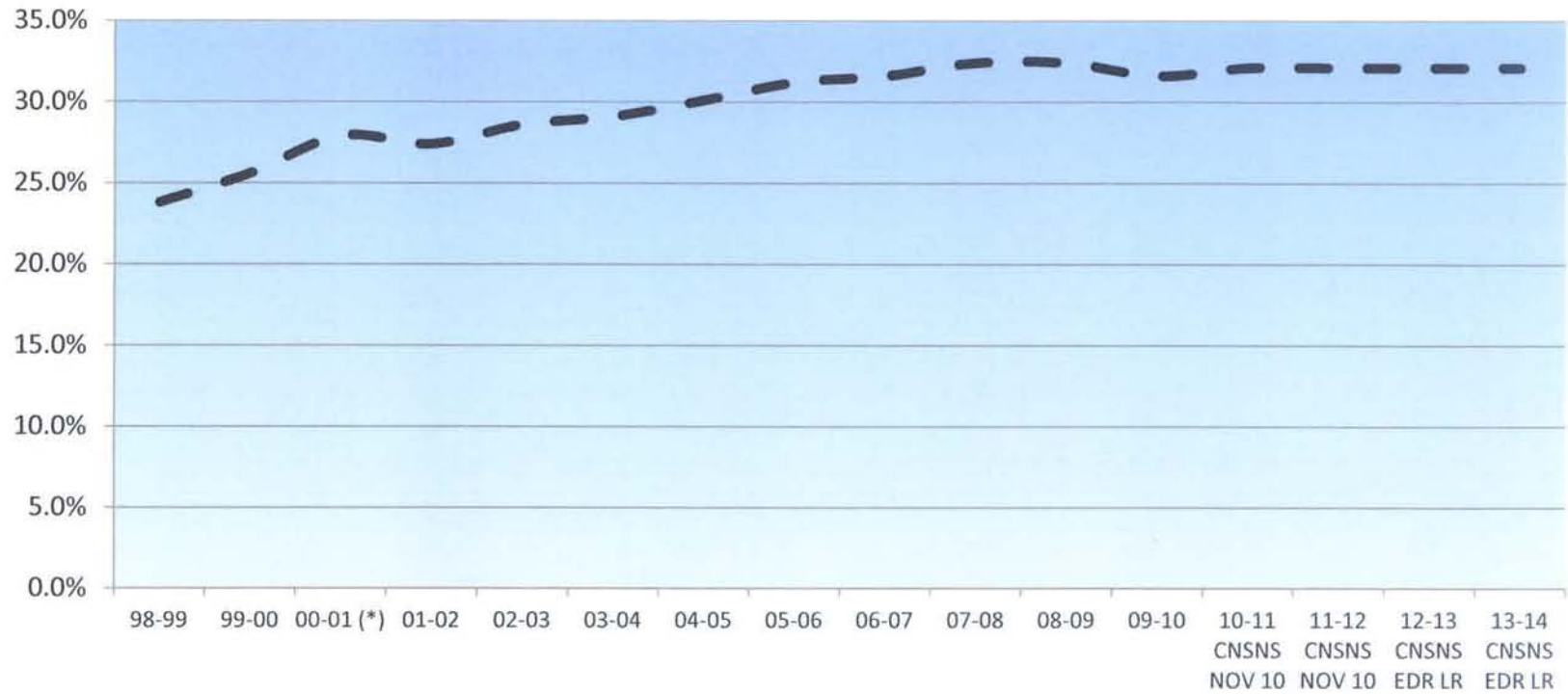


Bright Futures History – Number of Awards



Bright Futures Initial Awards as % of Prior Year High School Graduates

BF Initials / Prior Yr HS Grads



— BF Initials / Prior Yr HS Grads



Student Financial Aid Programs

Program	FY 09-10 Actual	Nov 10 FY 2010-11 est.	Nov 10 FY 2011-12 est.
Wm. L. Boyd, IV, Florida Resident Access Grant (FRAG)	33,506 FTE	34,523 FTE 3% increase	35,559 FTE 3% increase
Access to Better Learning and Education (ABLE)	3,963 FTE	4,289 FTE 8 % increase	4,632 FTE 8% increase
Children/Spouses of Deceased/Disabled Veterans	741	743 0% increase	824 11% increase



Student Financial Aid Programs, cont.

Program	FY 09-10 Actual	Nov 10 FY 2010-11 est.	Nov 10 FY 2011-12 est.
FL Student Assist. Grants (FSAG)			
Public	86,940	141,133	141,133
Private	12,832	15,771	15,771
Post-Secondary	13,656	16,858	16,858
Career Education	3,615	4,493	4,493
TOTAL	117,043	178,255	178,255
Otherwise Eligible	61,212	-	-



FOR MORE INFORMATION

- Details for all Consensus Estimating Conferences can be found at the Office of Economic and Demographic Research (EDR) website at:
 - <http://edr.state.fl.us>



Agency LBR Schedule
VIII-B



State University System of Florida
2011-2012 Legislative Budget Request
Schedule VIII-B
Budget Reduction Exercise

House Higher Education Appropriations
Subcommittee Meeting
January 26, 2011
9:00 am - 12:00 pm

State University System of Florida
Schedule VIII-B Budget Reduction Exercise
Fiscal Year 2011-2012

University	2010-11 Education & General (E&G) State Budget ¹	Less Federal Stimulus for 2010-11	2010-11 Education & General (E&G) State Budget - Less Stimulus	2010-11 Recurring E&G State Funds ²	15% Reduction 2011-12 ³
University of Florida	\$350,900,281	(\$24,962,688)	\$325,937,593	\$322,846,799	(\$48,427,020)
Florida State University	\$289,561,864	(\$20,268,504)	\$269,293,360	\$267,048,660	(\$40,057,299)
Florida A&M University	\$113,284,500	(\$8,460,902)	\$104,823,598	\$98,959,126	(\$14,843,869)
University of South Florida	\$211,499,314	(\$14,491,582)	\$197,007,732	\$195,206,909	(\$29,281,036)
University of South Florida - St. Pete Campus	\$24,350,316	(\$1,842,058)	\$22,508,258	\$22,330,354	(\$3,349,553)
University of South Florida - Sarasota/Manatee Campus	\$12,944,290	(\$968,456)	\$11,975,834	\$11,882,443	(\$1,782,367)
University of South Florida - Polytechnic Campus	\$36,931,687	(\$678,080)	\$36,253,607	\$36,152,707	(\$5,422,906)
Florida Atlantic University	\$165,534,115	(\$11,630,612)	\$153,903,503	\$152,740,969	(\$22,911,145)
University of West Florida	\$61,340,998	(\$4,321,645)	\$57,019,353	\$56,591,556	(\$8,488,733)
University of Central Florida	\$252,313,534	(\$17,542,813)	\$234,770,721	\$232,404,696	(\$34,860,704)
Florida International University	\$198,271,093	(\$13,635,669)	\$184,635,424	\$182,138,500	(\$27,320,775)
University of North Florida	\$80,921,836	(\$5,602,324)	\$75,319,512	\$74,772,120	(\$11,215,818)
Florida Gulf Coast University	\$49,354,583	(\$3,428,533)	\$45,926,050	\$45,582,154	(\$6,837,323)
New College of Florida	\$16,587,452	(\$1,178,450)	\$15,409,002	\$14,790,857	(\$2,218,629)
New Florida Initiative	\$10,000,000	-	\$10,000,000	-	-
SUB-TOTAL	\$1,873,795,863	(\$129,012,316)	\$1,744,783,547	\$1,713,447,850	(\$257,017,178)
University of Florida - Institute of Food/Agricultural Science	\$131,035,076	-	\$131,035,076	\$131,035,076	(\$19,655,261)
University of Florida - Health Science Center	\$108,891,034	(\$6,927,333)	\$101,963,701	\$99,963,701	(\$14,994,555)
University of South Florida - Health Science Center	\$66,865,727	(\$4,351,772)	\$62,513,955	\$61,513,955	(\$9,227,093)
Florida State University - Medical School	\$39,052,201	(\$2,858,522)	\$36,193,679	\$35,193,679	(\$5,279,052)
University of Central Florida - Medical School	\$21,371,858	(\$661,664)	\$20,710,194	\$19,710,194	(\$2,956,529)
Florida International University - Medical School	\$26,069,321	(\$859,244)	\$25,210,077	\$24,210,077	(\$3,631,512)
Moffitt Cancer Center	\$10,889,781	(\$1,775,400)	\$9,114,381	\$9,114,381	(\$1,367,157)
Institute of Human & Machine Cognition	\$1,502,953	(\$492,500)	\$1,010,453	\$1,010,453	(\$151,568)
Distance Learning	\$278,859	-	\$278,859	\$278,859	(\$41,829)
Student Financial Assistance	\$16,800,890	-	\$16,800,890	\$16,800,890	(\$2,520,134)
Research Commercialization	\$2,000,000	-	\$2,000,000	-	-
SUB-TOTAL	\$424,757,700	(\$17,926,435)	\$406,831,265	\$398,831,265	(\$59,824,690)
TOTAL	\$2,298,553,563	(\$146,938,751)	\$2,151,614,812	\$2,112,279,115	(\$316,841,868)
		-6.4%			

¹ includes recurring and non-recurring general revenue, lottery, and federal stimulus; risk management excluded for this exercise

² recurring general revenue and lottery funds

³ 15 percent calculated based on FY 2010-11 recurring general revenue and lottery funds

**State University System of Florida
Schedule VIII B Budget Reduction Plans¹
2011-2012 Legislative Budget Request**

- Faculty, graduate assistants, and post-doctoral employee reductions
 - impact on university research activities

- Administrative positions reduced in various units:
 - General Counsel
 - Provost Office
 - University Relations
 - Business and Fiscal Affairs
 - Information Technology
 - Human Resources
 - Audit & Compliance Review
 - Law Enforcement and Safety

- Reduction of services in various university program components:
 - Academic Administration
 - Academic Advising
 - Student Services
 - University Support
 - Plant Maintenance
 - Libraries/ Audio Services
 - Research (includes Type 1 Institutes and Centers)
 - Financial Assistance

- Reduction in academic programs, course offerings, summer school offerings
 - potential to affect graduation and retention rates substantially

- Department/college consolidations

- Suspension of technology and software improvement efforts

1 | 2011-2012 LBR Budget Reduction Plans, by university, are available upon request.

University Reductions and Efficiencies
Undertaken by the Universities

State University System of Florida
Examples of University Actions and/or Efficiencies
Made to Deal with Budget Reductions

- 85 Degree programs terminated (ex. educational psychology, rehabilitation counseling, art education, scenic design, geology, engineering technology, industrial engineering, etc.)
- 67 Degree programs suspended (ex. philosophy, geology, math & science teacher education, foreign language programs, business managerial economics, etc.)
- 100+ Institute and Center closures or in “inactive” status
- Department/college mergers
- Reduced funding for library support
- Postponement of technology upgrades and system module implementations
- Reduced hours of operations for student computer labs and help desk services
- Faculty / staff position reductions
 - Critical vacant positions remain unfilled
- Administrative reductions in various units
 - General Counsel
 - Provost Office
 - University Relations
 - Business Affairs
 - Information Technology
 - Human Resources
 - Audit & Compliance Review
- Shared services initiatives
 - Sustainable - Energy Management
 - Builders Risk Management Insurance

State University System of Florida
Examples of Operations that have been Privatized or Outsourced

- Food Service
- Vending
- Lawn Maintenance
- Bookstores
- Transportation Services
- Garbage Collection
- Print Shops
- Mail Services
- Laundry
- Security (special event and non-main campus locations)
- Residence Hall Management
- Custodial Services
- Building/Elevator Maintenance
- Photo Copying
- Payroll
- Collections
- Employee Assistance Program
- Specialized legal and accounting services (tax, benefit plans as examples)
- Investment management, treasury services (investment / financial advisors)
- Phone Service



State University System Efficiencies

Universities were requested to provide examples of the efficiencies they have undertaken or are in the process of initiating. The following one-page summaries highlight each individual universities accomplishment.

The Delta Cost Project report¹ on Trends in College Spending looks at college and university spending from 1998-2008 and focuses on three areas:

- Where does the money come from?
- Where does it go?
- What does it buy?

We are all familiar with 'Where does the money come from?' Student tuition, state appropriations, private gifts, auxiliary enterprises, and federal and state contracts and grants make up the primary revenue sources. As expected, cuts in state appropriations have led to significant tuition increases.

The expenditure of these funds are categorized in standard expense categories; instruction, research, student services, public service, academic support, institutional support, and operations and maintenance. In summary, the report reflects an increase in education and related costs, increases in research spending, and no significant increase in public service spending.

Educational opportunities, degree production and research are the primary expenditure of the funds, with degree and completion ratios as the main performance measure used to gauge educational out-put.

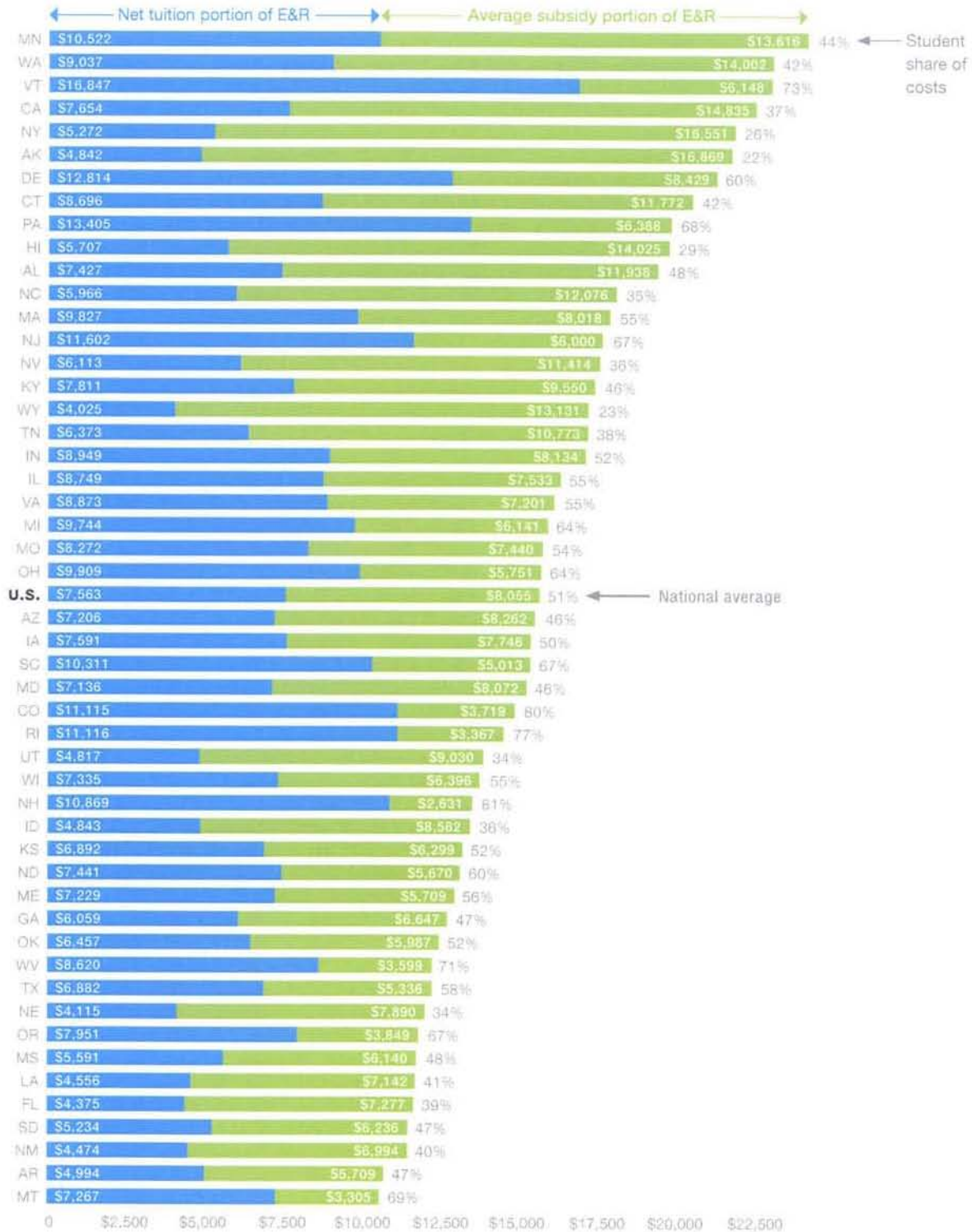
The following chart is a summary of the educational spending per full-time equivalent (FTE) student for each state. Florida is one of the most efficient users of its available resources as Florida ranks 46th in average spending per FTE student, with students contributing 39% and the state 61%.

¹ The complete report can be found at: <http://www.deltacostproject.org>

Figure 13

A snapshot of state subsidy patterns for education and related expenses—public research sector

Average E&R spending, net tuition, and subsidy per FTE student at public research institutions by state, AY2008



Source: Delta Cost Project IPEDS state database, 2003–2008.



Florida A&M University Efficiencies

- Suspend Low Productivity Programs
 - During the past year the Division of Academic Affairs has conducted an intensive productivity study of all academic degree programs at the university. As part of this activity, including discussions with deans and input from faculty, the Provost will recommend suspending a number of low productivity programs. This will enable the university to redistribute some limited resources, while maintaining productive programs.
- Initiate Distance Learning Partnership
 - The University is entering into a collaborative partnership with a foundation to initiate, market and implement distance learning degree programs that will enable the university to reach more students in a cost effective manner.
- Examine Institutes and Centers
 - The University reviewed all the Institutes and Centers to determine if state funds are being utilized in the most effective manner to meet the mission of the institution. This evaluation will allocate state funds in relation to productivity.
- The FAMU Leadership Team has endorsed an improvement effort that is currently underway in the Division of Administrative and Financial Services (DAFS). The Transformation through Technology Enhancements (T3E) project will leverage fully the capabilities of our PeopleSoft system so that we can dramatically improve our core business processes. Successful completion of this project will result in significant improvements in major systems like hiring, accounts payable, purchasing, cash management, travel, and asset management. These improvements will benefit every unit of the University. As a result of this project, we expect:
 - Faster processing of travel reimbursement requests
 - More efficient and timely purchasing process
 - More efficient and timely payment of bills
 - Better control and management of assets
 - Better streamlined recruitment and hiring of employees
 - Greatly simplified financial statement development
 - Efficient and effective overall financial management and reporting processes
- The Siemens contract completed its first year in May 2010. At this time, Siemens has completed 100% of the lighting retrofit (lights and lighting accessories replacements), 100% of the pipe insulation, and 40% of the steam traps' replacements (completion expected by the end of September). Siemens was expected to complete 100% of the three (3) tasks in the first year. Siemens submitted a report last week indicating that the project, in the first year, had saved \$223,106 versus the \$80,580 projected savings in the first year.



Florida Atlantic University Efficiencies

Efficiencies Achieved

- Revamped business processes including vendor payments with a consequent savings in personnel costs while raising service levels.
- Eliminated academic and university support positions to preserve faculty instructional time and effort; concentrated faculty activity on instruction and away from administrative assignments.
- Reduced energy consumption and food waste following an extensive energy audit.
- Maximizing class enrollments and instructor and room utilization. All colleges are engaged in this university-wide enrollment management effort.
- Course demand is closely monitored and new sections are opened to meet demand only when existing sections are approaching capacity.
- Academic services have been reviewed and consolidated on partner campus to provide efficient services and meet student needs while expending fewer resources.

Efforts Underway

- Increasing number of students served in large lectures to further conserve on instructional assignments and maximize faculty productivity.
- Adjustments to staff assignments to create off-peak personnel savings.
- Studying ways to make partner campuses more efficient.
- On-going campus energy conservation and sustainability measures including minimum LEED Silver certification on all major construction.

Efforts Planned

- Increasing reliance on lower cost instructional personnel to teach lower division students.
- Maximizing research productivity of senior faculty with consequent increases in sponsored research awards and expenditures.
- Reallocating faculty resources to areas of greatest need, demand, and payoff.



Florida Gulf Coast University Efficiencies

In response to the need to preserve resources, both natural and financial, Florida Gulf Coast University has enacted a number of programs that serve to reduce costs and work towards environmental improvements.

The University recently retrofitted Parking Garage I with LED lighting, replacing inefficient lighting originally installed. This retrofit is estimated to save \$34,000 in annual energy costs. Given the success and ease of this program, it will be rolled out to additional garages in the near future. In housing, incandescent lights have been replaced with compact fluorescent bulbs, yielding additional energy savings. Additionally, classrooms and common areas will have motion sensors installed, thus reducing the use of lighting and electricity. In conjunction with this effort, the University has raised temperature set points and adjusted facility usage to lower electrical costs. The combination of these initiatives project to save in excess of \$130,000 annually

The implementation of the solar field at Florida Gulf Coast University is expected to reduce reliance on supplied electric power by nearly 18%. The reductions in energy purchased not only reduce costs, but provide a hedge against future price increases in electricity. Supplementing the photovoltaic initiative is the retrofitting of the university residence halls with solar thermal; thereby, saving thousands of dollars as hot water is now heated by the sun. Similarly, the university/county swimming pool takes advantage of ground water temperature differences to heat the pool water in the winter and cool the pool water in the summer. Finally, university housing is replacing air conditioner units with more efficient, environmentally friendly compressors.

There are numerous other energy savings initiatives across campus. For example FGCU operates one of the largest ice thermal storage plants in Florida. This plant makes ice at night at cheaper electricity costs and then uses the ice during the peak daytime hours to make chilled water for the buildings. There are also the solar powered trash compactors throughout campus that reduce the need to empty the bins, thus saving in custodial costs. Printers, appliances and computer monitors are all required to be purchased with energy star ratings. Buildings are all constructed to LEED standards with most recent construction pushing platinum certification.

These initiatives, in combination with awareness programs for our students, faculty and staff, provide not only for lower energy consumption but the ability to put financial resources where they add the greatest value.



Florida International University Efficiencies

Energy Conservation: FIU has implemented various initiatives to help reduce the consumption of energy through the different campuses. Some of these projects are: Motion sensing switches, Energy management controls, Chill-water temperature monitoring, Use of water-efficient urinals, Replace lift-station meters (sewage system), Standardize the use of energy saving lights, Replace metal halide bulbs in Parking Garage 5 with fluorescent bulbs, and the MMC residence halls have upgraded network systems for air-conditioning to be better able to respond to energy concerns. Additionally, the University has closed on Fridays for 6 weeks during the summer over the last two years.

Natural Gas Conversion: Converted from current LPG fuel system to natural gas that has a lower average cost in the market. This includes MMC residence halls.

Owner Direct Purchase: Negotiate prices on purchasing items in construction projects to reduce the cost of the items through tax savings and bypassing the contractors.

Renegotiating of Construction and Maintenance Contracts: Renegotiated Minor Construction contracts with lower overhead percentages as well as lower profit; used State University System's risk insurance contract negotiated by FAU at a reduced cost; renegotiated lower rates in Landscaping and Uniforms Contracts

Vehicle Reduction: Reduced the number of vehicles by 35%

Voice Communications Reduction: FIU reduced 103 lines (telephone landlines, fax lines, and modem lines) by consolidating and sharing resources.

Fire alarm Notification System: Elimination of 133 analog phone lines by replacing them with IP based network lines.

Restructure Duplicating Center: Operation of facilities and services were contracted with Toshiba as a part of the RFP for coping services.

Online Catalog: Reduction of printed materials.

Reorganization of Purchasing Services: The separation of Contracts Management/Competitive Solicitations and General Purchasing Units has resulted in efficiencies in contracts management, streamlined the competitive solicitation process, and spend pool analysis.

Recycling: The students have adopted a national program for re-cycling. They have put together a movie festival highlighting the go-green initiative and have added bins throughout our campuses.



Florida State University Efficiencies

Significant changes in the level of available resources, from mid-year 2007-08 to beginning of year 2010-11, have resulted in externally forced efficiencies. On a per student basis, cumulative reductions over the period of \$85 million equate to \$3,171 less to spend per annual student FTE's and caused the deletion of some 800 salaried positions.

Per the 2010 USNWR Survey of Top 50 Publics, FSU ranked 44th in tuition and fees and state support per student.

Although reductions may have a lagging, future impact on a number of university measures, the university is nevertheless maintaining a high level performance in degree production.

At the National Level

Per the most recent (2008-09) ranking of public, very high research universities, FSU ranked 8th in the annual production of baccalaureate degrees at 7, 630-- and first for African Americans at 862.

NIH funding increased by 142% in four years, from \$13 million to \$31 million in 2009-10.

Total C&G expenditures increased by over \$22.0 million to \$184.5 million over the same period above.

Internally...

Examples of self-driven efficiencies abound; a few are listed below.

Implementation and Expansion of Strategic Sourcing Best Practices in Purchasing

- Contracts currently in place with Office Max, FedEx, GovConnection, Hewlett Packard & VWR International

Adherence to Energy Savings Program

- Participated in performance contracting with Johnson Controls for almost \$25.8 million in savings beyond implementation costs over a 12-year period for main campus E&G buildings; almost \$483,400 in savings beyond implementation cost over a 4-year period for main campus housing; and just under \$42,000 in savings beyond implementation cost over a 1-year period at Ringling in Sarasota
- Established construction standards targeted at reducing electricity, gas and water consumption
- Experienced 14.2% decrease in electrical rates and 5.0% decrease in natural gas rates
- Achieved reduction in the cost per square foot for all E&G utilities from a prior year \$3.63 to an estimated \$3.25 for FY 2009-10

Enhancement of Enterprise Resource Planning (ERP) System with Implementation of Two Upgrades

- Implemented and upgraded both Financial and Human Resources Applications

Continued Efficiencies with Grainger Store Operation

- Operation begun in 2001 brought Facilities' Supply Stores to the campus, saving dollars and personnel time because employees can now purchase items on campus rather than having to drive elsewhere.



New College of Florida Efficiencies

New College continually looks for new efficiency opportunities and frequently reviews current operations and procedures in an effort to improve campus wide operations. A prime example of a long standing operational efficiency involves sharing operating costs associated the following academic and administrative support functions with USF Sarasota-Manatee, whose campus is immediately adjacent to the College's campus: Jane Bancroft Cook Library, Student Counseling and Wellness Center, Police Services, and Campus Bookstore Services. In another shared services function, the College and FSU Ringling Museum have co-located their chiller plants in the same facility, providing each other with back up chilled water capacity and other benefits.

Examples of Efficiencies Implemented During the Past Two Years

- ✓ Restructured Finance & Administration, General Counsel, Student Affairs, Residence Life, Humanities Division, Custodial, and Maintenance staffing resulting in recurring annual savings in excess of \$500,000.
- ✓ Significant progress has been made in reducing consumption of purchased utilities (electricity, natural gas, water and sewer) despite ever increasing per unit costs. 40% of the College's gross square feet is at least 40 years old. An electronic campuswide energy management system is now in place to monitor and control heating and air conditioning in various buildings. Many buildings have been retrofitted with more efficient HVAC, lighting, window and roof systems, yielding recurring annual savings in excess of \$150,000.
- ✓ Renegotiated contracts with various software companies, internet and telecommunications providers resulting in recurring annual savings in excess of \$40,000.
- ✓ Cook Library has replaced many print journal subscriptions with electronic versions saving \$50,000 annually and is now a member of the Rapid Inter-Library Loan consortium which provides electronic journal articles quickly and free of charge. The Library is also taking advantage of a statewide contract with Coutts, a major book vendor, which will provide 8% to 10% deeper discounts than other discount providers.
- ✓ Environmental Health and Safety (EH&S) has enhanced user training and deployed hazardous waste consolidation and substitution measures which have reduced the College's hazardous waste stream and associated costs by 10%.
- ✓ Postal Services implemented a new sorting process to qualify for a pre-sorted discount rate for flats, resulting in recurring annual savings totaling \$8,000.

Efficiencies Currently Underway or Being Considered

- ✓ Installation of a new well water system to supply both NCF and FSU Ringling Museum cooling tower needs for chillers is almost complete. Combined annual recurring savings involving domestic water is estimated at \$80,000 to \$100,000 annually.
- ✓ With increased use of temporary and part time positions, the College is implementing a FICA alternative plan, generating an estimated \$8,000 in annual FICA tax savings and providing a retirement plan for part time employees.
- ✓ The College is evaluating installing solar hot water heating systems in residence halls, which may save an estimated 50% of gas utility costs (an estimated 3-4 year pay back). The College is also considering deployment of Natural Gas Turbine technology that other SUS institutions have embraced with potential energy savings of 25% (an estimated 4-5 year pay back) for each application. Chilled water storage and LED lighting options are also being explored.



University of Central Florida Efficiencies

The University of Central Florida has distributed over \$79 million of budget cuts uniformly across all of its academic and administrative units, who were then expected to apportion cuts within their own respective areas. Savings from this decentralized approach have been achieved primarily through faculty and staff attrition, deferral or elimination of unfilled positions, reductions of discretionary equipment and travel expenditures, and reductions and/or deferral of general operating expenditures.

Most recently, the university also initiated a number of energy savings projects, including lighting retrofits, building automation system reviews, energy competitions and a thermal energy storage project. Total 2009-10 savings for E&G and other budgets are estimated to be \$1.3 million.

In addition to implementing such cost reduction measures, units have been allowed to carry forward unspent fund balances resulting from delayed hires and purchases to build a reserve of non-recurring funds that is currently being used to address the ongoing budget reductions and loss of federal stimulus funds. This allows us to temporarily augment budgets until projected tuition revenues will negate the need to regularly draw upon one-time reserves.

The cost reduction measures and the flexibility afforded by the non-recurring reserves have helped minimize layoffs and program closures. However, state-mandated cuts of more than a few percentage points will require us to reevaluate how we ensure the university's long-term success.



University of Florida Efficiencies

- Approximately 18 months ago, UF initiated an energy reduction program by recommissioning campus buildings. Recommissioning means returning the building to its original operating specifications. We have completed the process on approximately 23% of our square footage, and this has saved over \$600,000 in recurring utility costs. The ROI will be recovered in three years or less.
- Energy Awareness Program. This program encourages building occupants to conserve energy by turning off lights, printers, etc.
- Vehicle Reduction Program. UF has expanded the Zip car program as an alternative to bringing cars on campus. UF has reduced ownership of state cars and students bringing cars to campus.
- Textbook Rental Program. This program goes “live” this Fall with savings to students of up to 50%.
- The university eliminated the payout of unused sick leave for newly hired employees. The savings from this benefits change will take a decade to begin realizing, but it will eventually save millions of dollars.
- Among the FY 2009-10 budget measures approved by the BOT to achieve efficiencies and cost-savings: merger of departments of Operative Dentistry and Dental Biomaterials; closure of Educational Psychology program and associated degrees; closure of Documentary Institute; merger of Department of Communication Sciences and Disorders and Department of Communicative Disorders; closure of Rehabilitation Counseling Division; merger of Student Mental Health with Counseling Center
- As part of UF’s Strategic Sourcing project (which began over three years ago), we initiated Sci-Quest online delivery system through the university portal about a year ago. We are estimating this project saves between \$1M and \$2M.
- Maintenance consolidation. IFAS Facilities Planning & Operations has taken over maintenance at CREC-Lake Alfred this past year, resulting in the following savings:
 - a. Elimination of three maintenance positions
 - b. By engaging in preventive maintenance, costs decreased \$60K
 - c. Onsite maintenance staff replaced external contracts, yielding \$15K-\$20K annual savings



University of North Florida Efficiencies

Listed below are some of the significant campus projects UNF has undertaken in the past few years to address the goals of cost-savings, increased efficiency of resources, and reduction in consumable energy.

- Overall, the total campus energy consumption has been reduced from \$17.20kWh/sq.ft. in 2007-2008 to \$16.89/kWh/sq.ft. in 2009-2010. One example is an HVAC and lighting retrofit of the University Arena. The Arena project resulted in an overall reduction of 227k kWh between the years 07-08 and 09-10. This change equates to a 17% reduction in building energy use.
- The project to replace campus dumpsters with compactors has yielded a 9% reduction in actual cost in the handling of refuse (labor included).
- Postal Services were outsourced to a third-party vendor. As a result of this effort, mail pickup and delivery across campus has been increased to twice daily, a service level never before accomplished at UNF. In addition to increased service the postal budget in 07-08 was \$299,502 and in 2009-10, the budget was \$184,448. This has created savings of over \$115,000.
- The Duplicating Services operation was closed and digital printing was outsourced. Under this program service levels remained at the already high levels being previously provided, however, the pricing to departments was reduced by approximately \$30,000 annually and the annual operating loss of approximately \$105,000 was eliminated.
- The Convenience Copier and Pay for Print programs were contracted to an outside vendor and continue to provide full-time on-campus support and management. Renegotiations for this contract resulted in an overall cost reduction in the Convenience Copier program of approximately \$70,000 annually. In addition, the negotiated per click rate of \$.0065 will allow the University departments to redirect printing from higher cost devices and save up to \$.06 per page. The Pay for Print program services were enhanced to add additional color devices and web based printing that will allow students to print from their laptops or PDA. Costs for printing/copying were reduced from \$.11 per page for black and white to \$.09 per page. Color printing/copying was reduced from \$1.00 to \$.50 per page. These reductions will reduce costs to students by approximately \$35,000 annually.



University of South Florida Efficiencies

The University of South Florida System has implemented several initiatives over the years that have resulted in efficiencies. Such initiatives include:

- Consolidated purchasing across the USF System for office supplies and computer related expenses; reduced spending on travel, equipment purchases, general operating expenses and contractual services. Estimated savings/reinvestment - \$2.7M.
- Reduced purchased utilities costs by increasing the energy efficiency of campus lighting, replacing incandescent traffic lights with energy efficient LED traffic lights, using automation to monitor and control remote utility plants, purchasing natural gas at a reduced rate, improving the efficiency of the central plant chiller operations and by improving the efficiency of building air handling units. Estimated savings/reinvestment - \$3.7M.
- Implemented an Early Retirement Incentive Program - Estimated savings/reinvestment - estimated salary recovery of \$4.1M with a 10% - 15% savings.
- Entered into agreements for shared central services within the USF System for items such as library resources, legal services, internal audit, accounting, purchasing, enterprise business systems and other administrative functions. USF Sarasota-Manatee and New College of Florida also share services. Estimated savings/reinvestment - \$2.4M.
- Reduced the number of course offerings; increased the number of students per class; increased faculty workload; consolidated small units leading to administrative savings; closed underperforming centers. Estimated savings/reinvestment - \$2.3M.
- Increased the usage of technology and ERP system functionality to improve efficiencies. Estimated savings/reinvestment - \$1.5M.
- Improved contract negotiations through use of ITN process and other negotiating strategies resulting in price reductions, "in-kind" contributions, and service credits. Estimated savings/reinvestment - \$5.5M.
- Centralized and consolidated infrastructure and general administration in several areas to gain efficiencies in operational costs and eliminated administrative and support positions. Estimated savings/reinvestment - \$2.1M.
- Use of refurbished and/or sustainable equipment and materials such as use of refurbished transit buses, alternative materials for re-paving, and reusable food service containers. Estimated savings/reinvestment - \$488k plus 30% of asphalt cost.
- Reduced the necessity for off-campus leasing by maximizing the use of classroom space across the USF System. Estimated savings/reinvestment - \$2.0M.



University of West Florida Efficiencies

UWF is pursuing operating efficiencies primarily via six key strategies:

1. **Consolidation of operations.** In various areas of the university, previously-separate operations have been consolidated for improved efficiencies. Combined support staffs now support various offices, such as General Counsel and University Affairs, in central administration. Marketing and Communications has restructured for improved efficiencies and alignment. A downsized development staff achieved UWF's third highest year in dollars-in-the-door fundraising. Various Business Services operations have consolidated and downsized for streamlined management.
2. **Automation.** Information technology and related technologies are improving efficiencies in previously unautomated areas such as student conduct management, where \$23K in annual staff savings have been realized. In other areas, increasing automation is allowing staffing to remain flat while transaction loads and workloads are increasing dramatically. In WUWF public media (radio/television), automation has allowed labor savings in excess of \$20K annually and additional \$20K of other production cost savings. Use of address verification software and bar coding systems in Postal Services has saved UWF \$147K in mailing costs since January 2009.
3. **Energy efficiencies.** Continuing investments in automated building system controls, updated building systems, and other energy conservation and waste reduction measures are allowing us to contain consumption and keep utility costs within budget in spite of rapidly escalating prices.
4. **Strategic sourcing.** UWF continues to seek the most appropriate sourcing strategy for services. In many cases this involves outsourcing previously-internal operations, such as moving our email systems to Google for an estimated \$200K savings, or outsourcing areas of grounds services which has resulted in improved service at lower cost. In other cases, strategic sourcing can actually involve moving services in-house, as in the case of our student health center where in-sourcing is estimated to save in both staff and contract management costs.
5. **Consortial collaborations.** A special form of strategic sourcing is participating in joint agreements and consortial collaborations with other institutions. For example, UWF has joined the CampusEAI Consortium to reduce our costs of operating an institutional software portal. Our participation in Florida LambdaRail provides cost savings for network services.
6. **Contract administration.** UWF seeks every opportunity to achieve contract negotiations and re-negotiations resulting in savings. In 2009-2010 this saved an estimated \$332K in service costs. Ongoing after-the-fact monitoring of contract achievements has resulted in \$100K of rebates to the university in 2010.

Board of Governors
General Office

2011-2012 Legislative Budget Request

Schedule VIII-B
Budget Reduction Exercise

Board of Governors
Schedule VIII-B Reductions
Legislative Budget Request - Fiscal Year 2011-2012

Appropriation Category Title	Funding Source	2010-2011 Total Approp.	Less 10/11 Non Recurring	2011-2012 Recurring Approp.	15% Reduction
1. Salaries & Benefits	General Revenue	\$3,068,755		\$3,068,755	(\$460,313)
	Federal Stimulus	\$1,291,905	(\$1,291,905)	\$0	
	Other Trust Funds	\$683,214		\$683,214	(\$102,482)
2. Contracted Services	General Revenue	\$11,982		\$11,982	(\$1,797)
	Federal Stimulus	\$50,000	(\$50,000)	\$0	
	Other Trust Funds	\$23,000		\$23,000	(\$3,450)
3. Expense	General Revenue	\$518,977		\$518,977	(\$77,846)
	Federal Stimulus	\$190,000	(\$190,000)	\$0	
	Other Trust Funds	\$276,799		\$276,799	(\$41,520)
4. Operating Capital Outlay	General Revenue	\$51,782		\$51,782	(\$7,767)
	Federal Stimulus	\$2,380	(\$2,380)	\$0	
	Other Trust Funds	\$950		\$950	(\$143)
5. Other Personal Services	General Revenue	\$14,373		\$14,373	(\$2,156)
	Federal Stimulus	\$6,300	(\$6,300)	\$0	
	Other Trust Funds	\$20,000		\$20,000	(\$3,000)
TOTAL		\$6,210,417	(\$1,540,585)	\$4,669,832	(\$700,474)
By Funding Source:	General Revenue	\$3,665,869		\$3,665,869	(\$549,879)
	Federal Stimulus	\$1,540,585	(\$1,540,585)	\$0	
	Other Trust Funds	\$1,003,963		\$1,003,963	(\$150,595)
		\$6,210,417	(\$1,540,585)	\$4,669,832	(\$700,474)

The Legislature has provided \$3.6 million in general revenue and \$1.5 million in federal stimulus funds to the Board General Office for 2010-11. Currently approximately 20 of the Board's 45 filled positions are being funded by federal stimulus funds. For 2011-12, the Board will not receive federal stimulus funds of \$1.5 million and if these funds are not replaced with General Revenue, all office operations would have to be reviewed and many initiatives / work responsibilities would have to be eliminated or severely curtailed. For example, some components of data collection would have to be foregone if fewer staff is available to collect and/or analyze the data. Maintenance and Upgrades to the software used to enhance the Board's data collecting and reporting will be eliminated; Academic projects or assignments would have to be eliminated. Budgetary and fiscal analysis of financial data would be eliminated. Other assignments would take longer to complete, travel would be even further restricted and/or virtually eliminated, etc. An additional general revenue reduction of \$460,000 in salary and benefits could result in the reduction of 8 additional positions. Further reductions in non-salary funding of \$137,000 would further impact operations. Certain fixed costs, such as rent payments to DMS (\$240,000 in GR), would still have to be made. The elimination of additional positions and support funding could result in the following: delays in obtaining university data, compilation of financial documentation, approval of academic programs, and responses to constituent inquiries.

The Department of Education - Higher Education							
2010-11 Reduction Exercise							
General Revenue - 15%							
Approp Cat Title	2010-11 APPROPRIATION GENERAL REVENUE	2010-11 RECURRING GENERAL REVENUE	EOG EXEMPTIONS	FISCAL YEAR 2011-12 15% REDUCTION			
				2010-11 RECURRING GR	GR AFTER ELIMINATION OF EOG EXEMPTIONS	PRORATED REDUCTION ON TARGET BALANCE	% REDUCTION OVER AVAILABLE GR
VOCATIONAL REHABILITATION							
SALARIES AND BENEFITS	9,570,530	9,570,530		9,570,530	9,570,530	(1,435,579)	-15.00%
EXPENSES	6,686	6,686		6,686	6,686	(1,003)	-15.00%
G/A-ADULT DISABILITY FNDS	13,831,812	13,831,812		13,831,812	13,831,812	(2,074,772)	-15.00%
G/A-FL ENDOWMENT/VOC REHAB	315,160	315,160		315,160	315,160	(47,274)	-15.00%
CONTRACTED SERVICES	444,415	444,415		444,415	444,415	(66,662)	-15.00%
INDEPENDENT LIVING SERVICE	1,232,004	1,232,004		1,232,004	1,232,004	(184,801)	-15.00%
PURCHASED CLIENT SERVICES	26,018,630	26,018,630		26,018,630	26,018,630	(3,902,795)	-15.00%
TR/DMS/HR SVCS/STW CONTRACT	74,883	74,883	(74,883)	-	-	-	N/A
OTHER DATA PROCESSING SVCS	154,316	154,316		154,316	154,316	(23,147)	-15.00%
TOTAL VOCATIONAL REHABILITATION	51,648,436	51,648,436	(74,883)	51,573,553	51,573,553	(7,736,033)	-15.00%
BLIND SERVICES							
SALARIES AND BENEFITS	4,093,301	4,093,301		4,093,301	4,093,301	(613,996)	-15.00%
OTHER PERSONAL SERVICES	145,801	145,801		145,801	145,801	(21,870)	-15.00%
EXPENSES	416,456	416,456		416,456	416,456	(62,468)	-15.00%
G/A-COMM REHAB FACILITIES	847,347	847,347		847,347	847,347	(127,102)	-15.00%
OPERATING CAPITAL OUTLAY	54,294	54,294		54,294	54,294	(8,144)	-15.00%
G/A-CLIENT SERVICES	8,522,011	8,522,011		8,522,011	8,522,011	(1,278,302)	-15.00%
CONTRACTED SERVICES	56,140	56,140		56,140	56,140	(8,421)	-15.00%
RISK MANAGEMENT INSURANCE	5,768	5,768	(5,768)	-	-	-	N/A
LIBRARY SERVICES	89,735	89,735		89,735	89,735	(13,460)	-15.00%
TR/DMS/HR SVCS/STW CONTRCT	4,336	4,336	(4,336)	-	-	-	N/A
TOTAL BLIND SERVICES	14,235,189	14,235,189	(10,104)	14,225,085	14,225,085	(2,133,763)	-15.00%
PRIVATE COLLEGES/UNIVERSITIES							
G/A-MED TRG/SIMULATION LAB	2,144,493	2,144,493		2,144,493	2,144,493	(321,674)	-15.00%
ABLE GRANTS	2,658,355	2,394,406		2,394,406	2,394,406	(359,161)	-15.00%
G/A-HIST BLK PRIV COLLEGES	6,423,213	6,423,213		6,423,213	6,423,213	(963,482)	-15.00%
G/A-1ST ACC MED SCH-U OF M	4,660,188	4,660,188		4,660,188	4,660,188	(699,028)	-15.00%
G/A-ACADEMIC PRG CONTRACTS	586,374	586,374		586,374	586,374	(87,956)	-15.00%
G/A-REG DIABETES CTR - UM	400,018	400,018		400,018	400,018	(60,003)	-15.00%
FLA RESIDENT ACCESS GRANT	57,986,500	54,934,841		54,934,841	54,934,841	(8,240,226)	-15.00%
G/A-NOVA SE UNIV-HLTH PRGS	3,260,832	3,260,832		3,260,832	3,260,832	(489,125)	-15.00%

The Department of Education - Higher Education							
2010-11 Reduction Exercise							
General Revenue - 15%							
Approp Cat Title	2010-11 APPROPRIATION GENERAL REVENUE	2010-11 RECURRING GENERAL REVENUE	EOG EXEMPTIONS	FISCAL YEAR 2011-12 15% REDUCTION			
				2010-11 RECURRING GR	GR AFTER ELIMINATION OF EOG EXEMPTIONS	PRORATED REDUCTION ON TARGET BALANCE	% REDUCTION OVER AVAILABLE GR
G/A-LECOM / FL - HLTH PRGS	740,422	740,422		740,422	740,422	(111,063)	-15.00%
TOTAL PRIVATE COLLEGES/UNIVERSITIE:	78,860,395	75,544,787	-	75,544,787	75,544,787	(11,331,718)	-15.00%
STUDENT FINANCIAL AID - STATE							
BRIGHT FUTURES SCHOLARSHIP	25,000,000	0		-	-		
PREPAID TUITION SCHOLARSH	3,108,087	3,108,087		3,108,087	3,108,087	(466,213)	-15.00%
G/A-MINORITY TCHR SCHLRSH	1,199,124	1,199,124		1,199,124	1,199,124	(179,869)	-15.00%
M MCLEOD BETHUNE SCHOLAR	357,417	357,417		357,417	357,417	(53,613)	-15.00%
STUDENT FINANCIAL AID	87,628,054	87,628,054		87,628,054	87,628,054	(13,144,208)	-15.00%
JOSE MARTI SCH CHALL GRANT	58,974	58,974		58,974	58,974	(8,846)	-15.00%
TRANSFER/FL EDUCATION FUND	2,007,694	1,907,694		1,907,694	1,907,694	(286,154)	-15.00%
TOTAL STUDENT FINANCIAL AID - STATE	119,359,350	94,259,350	0	94,259,350	94,259,350	(14,138,903)	-15.00%
WORKFORCE EDUCATION							
PERFORMANCE BASED INCENTIV	5,152,850	5,152,850		5,152,850	5,152,850	(772,928)	-15.00%
WORKFORCE DEVELOPMENT	340,173,191	334,360,575		334,360,575	334,360,575	(50,154,086)	-15.00%
G/A-SKILL ASSESSMENT/TRNG	5,300,000	2,300,000		2,300,000	2,300,000	(345,000)	-15.00%
TOTAL WORKFORCE EDUCATION	350,626,041	341,813,425	-	341,813,425	341,813,425	(51,272,014)	-15.00%
FLORIDA COLLEGES							
G/A-COMM COLLEGE PRG FUND	904,119,526	895,968,447		895,968,447	895,968,447	(134,395,267)	-15.00%
COMM ON COMMUNITY SERVICE	566,251	566,251		566,251	566,251	(84,938)	-15.00%
G/A-DISTANCE LEARNING	316,675	316,675		316,675	316,675	(47,501)	-15.00%
G/A - 2+2 PUB AND PVT PART	5,000,000	0		-	-	-	N/A
TOTAL FLORIDA COLLEGES	910,002,452	896,851,373	0	896,851,373	896,851,373	(134,527,706)	-15.00%
TOTAL HIGHER EDUCATION	1,524,731,863	1,474,352,560	(84,987)	1,474,267,573	1,474,267,573	(221,140,137)	-15.00%
TOTAL PRE-K-12 EDUCATION	9,092,501,477	8,822,889,868	(999,393)	8,821,890,475	8,821,890,475	(1,323,283,570)	-15.00%
GRAND TOTAL	10,617,233,340	10,297,242,428	(1,084,380)	10,296,158,048	10,296,158,048	(1,544,423,707)	-15.00%

The Department of Education - Higher Education							
2010-11 Reduction Exercise							
Trust Funds 15%							
Reduce All Non-federal Trust Fund Balances 15%							
					FISCAL YEAR 2011-12 15% REDUCTION		
Approp Cat Title	Fund Title	2010-11 APPROPRIATION TRUST FUNDS	2010-11 RECURRING TRUST FUNDS	EOG EXEMPTIONS	TF AFTER ELIMINATION OF EOG EXEMPTIONS	PRORATED REDUCTION ON TARGET BALANCE	% REDUCTION OVER AVAILABLE TF
VOCATIONAL REHABILITATION							
SALARIES AND BENEFITS	WORKERS' COMP ADMIN TF	4,511,190	4,511,190		4,511,190	(676,678)	-15.00%
OTHER PERSONAL SERVICES	WORKERS' COMP ADMIN TF	251,026	251,026		251,026	(37,654)	-15.00%
EXPENSES	WORKERS' COMP ADMIN TF	864,770	864,770		864,770	(129,716)	-15.00%
OPERATING CAPITAL OUTLAY	WORKERS' COMP ADMIN TF	49,601	49,601		49,601	(7,440)	-15.00%
CONTRACTED SERVICES	WORKERS' COMP ADMIN TF	500,000	500,000		500,000	(75,000)	-15.00%
PURCHASED CLIENT SERVICES	WORKERS' COMP ADMIN TF	1,513,708	1,513,708		1,513,708	(227,056)	-15.00%
EDU TECH/INFORMATION SRVCS	WORKERS' COMP ADMIN TF	5,338	5,338		5,338	(801)	-15.01%
TOTAL VOCATIONAL REHABILITATION		7,695,633	7,695,633	-	7,695,633	(1,154,345)	-15.00%
BLIND SERVICES							
OTHER PERSONAL SERVICES	GRANTS AND DONATIONS TF	10,047	10,047		10,047	(1,507)	-15.00%
EXPENSES	GRANTS AND DONATIONS TF	44,395	44,395		44,395	(6,659)	-15.00%
G/A-CLIENT SERVICES	GRANTS AND DONATIONS TF	252,746	252,746		252,746	(37,912)	-15.00%
LIBRARY SERVICES	GRANTS AND DONATIONS TF	100,000	100,000		100,000	(15,000)	-15.00%
VEND STANDS-EQUIP & SUPP	GRANTS AND DONATIONS TF	595,000	595,000		595,000	(89,250)	-15.00%
TOTAL BLIND SERVICES		1,002,188	1,002,188	-	1,002,188	(150,328)	-15.00%
STUDENT FINANCIAL AID - STATE							
G/A-FL BRIGHT FUTURES/PROG	EDUCATIONAL ENHANCEMENT TF	338,367,564	338,367,564		338,367,564	(50,755,136)	-15.00%
FGIC-MATCHING GRANT PROG	EDUCATIONAL ENHANCEMENT TF	6,574,195	6,574,195		6,574,195	(986,129)	-15.00%
M MCLEOD BETHUNE SCHOLAR	ST ST FIN ASSIST TF	226,442	226,442		226,442	(33,966)	-15.00%
STUDENT FINANCIAL AID	EDUCATIONAL ENHANCEMENT TF	28,500,696	28,500,696		28,500,696	(4,275,104)	-15.00%
JOSE MARTI SCH CHALL GRANT	ST ST FIN ASSIST TF	37,236	37,236		37,236	(5,585)	-15.00%
TOTAL STUDENT FINANCIAL AID - STATE		373,706,133	373,706,133	-	373,706,133	(56,055,920)	-15.00%
WORKFORCE EDUCATION							
WORKFORCE DEVELOPMENT	EDUCATIONAL ENHANCEMENT TF	7,327,300	7,327,300		7,327,300	(1,099,095)	-15.00%
TOTAL WORKFORCE EDUCATION		7,327,300	7,327,300	-	7,327,300	(1,099,095)	-15.00%
FLORIDA COLLEGES							
G/A-COMM COLL LOTT FUNDS	EDUCATIONAL ENHANCEMENT TF	126,959,158	126,959,158		126,959,158	(19,043,874)	-15.00%
TOTAL FLORIDA COLLEGES		126,959,158	126,959,158	-	126,959,158	(19,043,874)	-15.00%


The Department of Education - Higher Education							
2010-11 Reduction Exercise							
Trust Funds 15%							
Reduce All Non-federal Trust Fund Balances 15%							
Approp Cat Title	Fund Title	2010-11 APPROPRIATION TRUST FUNDS	2010-11 RECURRING TRUST FUNDS	EOG EXEMPTIONS	FISCAL YEAR 2011-12 15% REDUCTION		
					TF AFTER ELIMINATION OF EOG EXEMPTIONS	PRORATED REDUCTION ON TARGET BALANCE	% REDUCTION OVER AVAILABLE TF
TOTAL HIGHER EDUCATION		516,690,412	516,690,412	-	516,690,412	(77,503,562)	-15.00%
TOTAL PRE-K-12 EDUCATION		398,173,942	398,173,942	-	398,173,942	(59,726,091)	-15.00%
GRAND TOTAL		914,864,354	914,864,354	-	914,864,354	(137,229,653)	-15.00%
Legend:							
Gov. Office Exemptions							

ARRA Expenditure
Updates



Florida House of Representatives
Higher Education Appropriations
Subcommittee
American Recovery and Reinvestment Act
(ARRA) Update
January 26, 2011

Florida Department of Education
Linda Champion



American Recovery and Reinvestment Act (ARRA)

- Transparency
- Accountability and Oversight
- Quarterly Reporting



Report Summary

State Fiscal Stabilization Funds (SFSF): Education and Government Services

	2009-10 Allocation (Education)	2009-10 Expenditures (Education)	2009-10 Allocation (Government Services)	2009-10 Expenditures (Government Services)
School Districts	\$886,312,485	\$886,312,485	\$89,789,366	\$89,707,384
Colleges	\$69,528,461	\$69,528,461	\$14,541,457	\$14,541,457
Universities	\$142,436,584	\$142,395,458	\$26,259,905	\$26,141,569
Other	\$6,142,092	\$6,142,092	\$115,489,650	\$115,387,397
Total	\$1,104,419,622	\$1,104,378,496	\$246,080,378	\$245,777,807



Report Summary

State Fiscal Stabilization Funds (SFSF): Education and Government Services

	2010-11 Allocation	2010-11 Expenditures	Jobs – FTE*	Jobs – Headcount*
School Districts	\$910,220,026	\$338,489,924	14,896.51	21,218.00
Colleges	\$84,713,205	\$73,611,876	3,613.38	12,778.00
Universities	\$149,608,924	\$60,927,442	2,070.85	3,864.00
Other	\$205,288,347	\$168,482,041	721.68	749.00
Total	\$1,349,830,502	\$641,511,283	21,302.42	38,609.00

* Reflects most recent quarter – October 1 - December 31, 2010

**2010-11 SFSF Education and Government Services
as of December 31, 2010
Expenditures by Object/Function**

	Instruction & Instructional Support	All Other
Salaries/Benefits	\$321,303,609	\$139,667,788
Purchased Services	\$6,960,730	\$2,217,550
Energy Services	\$6,056	\$157,655
Materials & Supplies	\$784,106	\$741,210
Capital Outlay	\$582,180	\$2,100,618
Total	\$329,636,681	\$144,884,821



Report Summary

Targeted ARRA Funds

Vocational Rehabilitation and Blind Services

	2009-10 – 2010-11 Allocation	2009-10 – 2010- 11 Expenditures	Jobs – FTE*	Jobs – Head-count*
Vocational Rehabilitation Basic Support	\$26,691,837	\$25,200,733	14.9	25
Vocational Rehabilitation Independent Living	\$672,646	\$581,469	2.85	7
Blind Services Basic Support	\$5,467,003	\$2,208,449.29	28.44	53
Blind Services Older Blind	\$2,549,536	\$1,198,662.96	36.88	184
Blind Services Independent Living	\$137,771	\$16,000	0	0

*Reflects most recent quarter – October 1, – December 31, 2010

Workforce Education Programs

Tim Elwell

OPPAGA

January 26, 2011



Overview – HB 5201

- Directed OPPAGA to conduct a review of public workforce education programs for the purpose of identifying and analyzing the positive and negative aspects of merging school district programs with community college and state college programs.
 - Program offerings
 - Types of students served
 - Student outcomes
 - Operation of workforce programs
 - Allocation of workforce funding
 - Structure of workforce education programs

Reports

1. **Report 10-61** – School Districts and Colleges Share Responsibility for Workforce Education; Duplication Is Minimal
2. **Report 10-62** – Consolidating Workforce Education Would Bring More Uniformity; Mixed Results on Whether Evidence Supports Other Stakeholder Arguments
3. **Report 10-63** – Colleges Perform Slightly Better Than School Districts in Career Education; Neither Clearly Outperforms in Adult Education
4. **Report 10-65** – Profile of Florida’s Public Workforce Education Program Providers by Service Area
5. **Report 11-XX** – Completing Adult Education Programs Improves Students’ Employability, But Program Completion Rates are Low
6. **Report 11-XX** – Summary of OPPAGA Reports Examining Workforce Education Programs and Related Recommendations

Both School Districts and Colleges Offer Workforce Education Programs

Program Type	Florida College System	School Districts
Postsecondary Career Education Programs	X	X
Associate in Science Degree	X	
Associate in Applied Science Degree	X	
College Credit Certificate	X	
Applied Technology Diploma (non-credit)	X	X
Adult Vocational Certificate (non-credit)	X	X
Apprenticeship (non-credit)	X	X
Adult Education Programs	X	X

Overall Project Scope

- How are workforce education programs funded?
- Who is responsible for the delivery of workforce education services in each county?
- What are the advantages and disadvantages of moving all postsecondary career education programs to the colleges and adult education programs to the districts?
- How do school district and college performance outcomes compare in workforce education?
- What are adult education programs and how well do these programs perform?

Findings Summary

- Florida's current structure allows school districts and colleges to locally decide how to divide workforce education responsibilities, resulting in varying service delivery systems across the state **(10-61)**
- Despite the variation, districts and colleges typically avoid duplicating local workforce education programs **(10-61)**
- Consolidating workforce education programs has advantages and disadvantages **(10-62)**
- Some stakeholder-cited arguments for or against consolidation are not supported by available evidence **(10-62)**

Findings Summary (continued)

- Our analysis of student outcomes for workforce education programs found slight but not overwhelming performance differences between district and college programs **(10-63)**
- Most students leave adult education programs before achieving documented learning gains. Those who remained and made gains had a better chance of improving their employability **(11-XX)**
- The Legislature could consider several options for charging tuition and fees for adult education programs that should avoid jeopardizing federal grant funding **(11-XX)**

Findings Summary (continued)

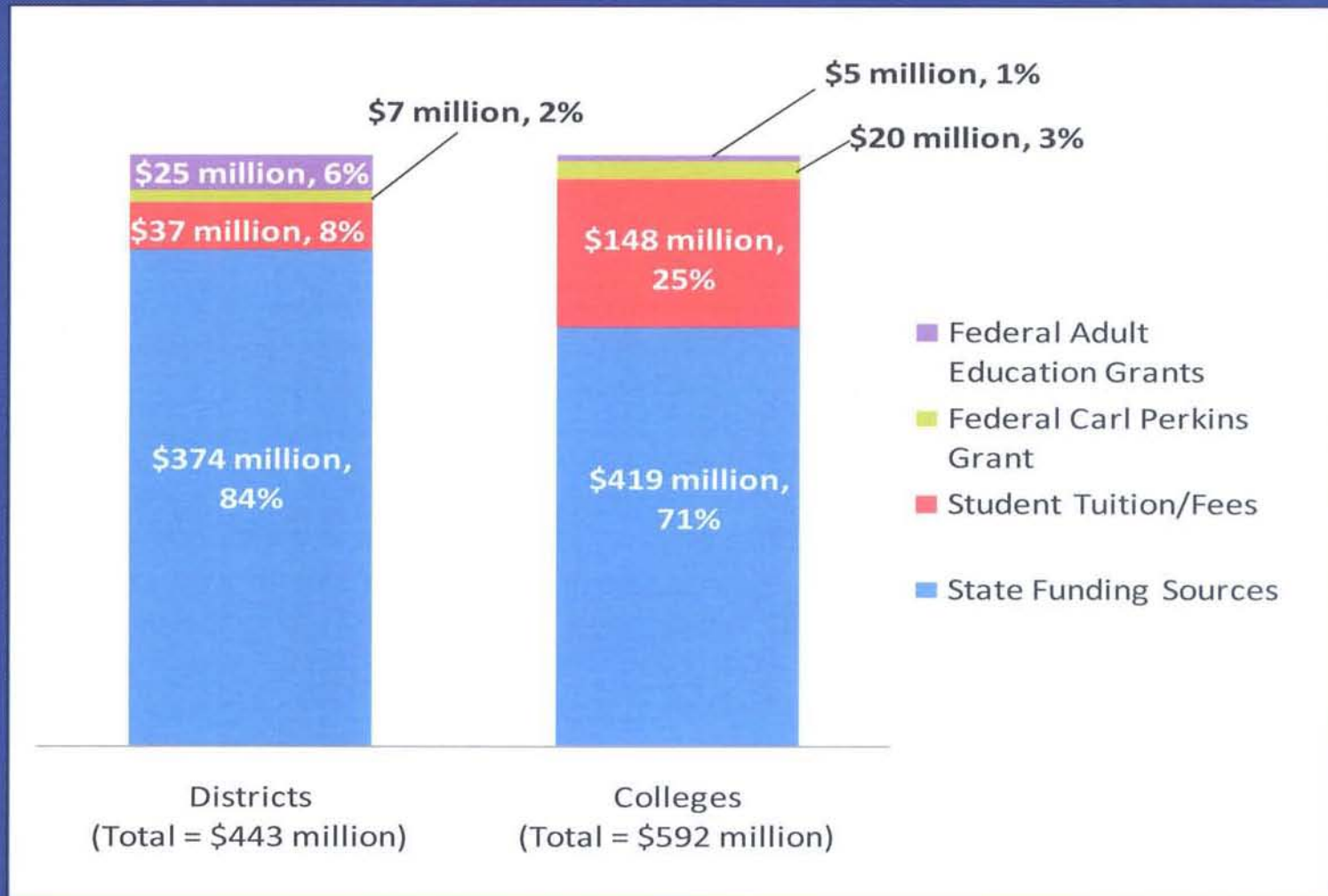
- Two overall workforce education organization options: **(11-XX)**
 - Option 1: Maintain the current workforce education system structure but take steps to create more uniformity between district and college workforce education programs.
 - Option 2: Transfer responsibility for all postsecondary career education programs to the colleges and responsibility for all adult education programs to the school districts.
 - We provide recommended actions that the Legislature could consider to implement these options

**OPPAGA Report 10-61 -
School Districts and Colleges Share
Responsibility for
Workforce Education; Duplication Is
Minimal**

Report Scope

- How are Florida's workforce education programs funded?
- How do school districts and colleges determine what workforce education programs to offer and do they avoid duplication in these programs?

Workforce Education is Primarily Funded by State Resources



State Funding Policies and Models

- School districts and colleges receive state workforce education funding based on different policies and models (general operations)
 - Districts receive a specific lump sum appropriation for workforce education through the Workforce Development Fund and a separate appropriation for performance-based incentives
 - Colleges' workforce education programs are not funded through a separate appropriation; these funds are included in their overall Community College Program Fund appropriations

State Funding Policies and Models (continued)

- Colleges and districts also use different models to develop budget requests for their workforce education programs
- These models use different methods and assumptions for determining the relative cost of specific programs, and can generate conflicting funding needs for specific programs offered by both systems

Program Delivery Systems and Duplication

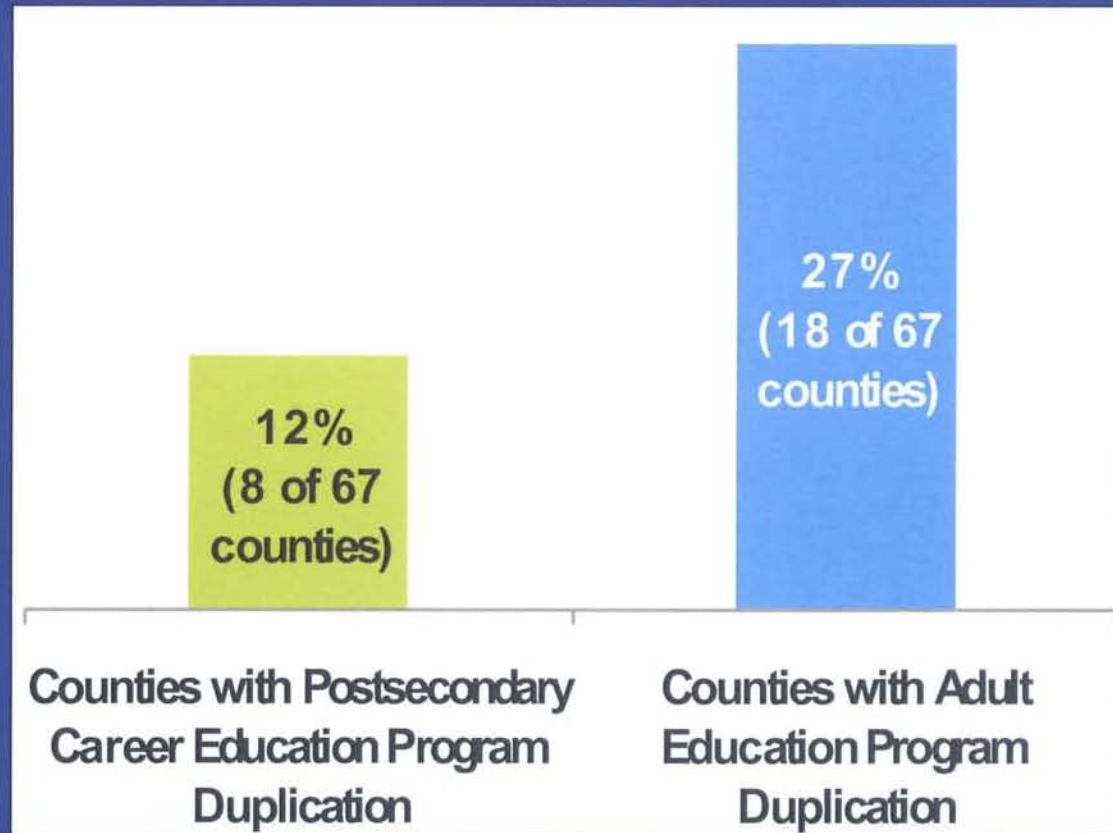
- School districts and colleges locally determine what workforce education programs to provide in their service areas and how to divide responsibility for these programs, resulting in varying delivery systems across the state
 - All 28 colleges offer workforce education programs
 - 58 of 67 districts offer workforce education programs
- However, districts and colleges tend to offer different types of workforce education programs and typically avoid duplicating specific programs within individual counties

School Districts Provide Most of the Adult Education While Colleges Focus on Degree and Credit Programs

Approximately 435,000 Students Served (Unduplicated)

Program	2008-09 School Year			
	College Enrollment	Percentage Enrolled in Colleges	School District Enrollment	Percentage Enrolled in School Districts
Postsecondary Career Education Programs – Degree and College Credit				
Associate in Science Degree	63,441	100%	N/A	N/A
Associate in Applied Science Degree	19,714	100%	N/A	N/A
College Credit Certificate	12,204	100%	N/A	N/A
Total	95,359	100%	N/A	N/A
Postsecondary Career Education Programs – Non-Credit				
Applied Technology Diploma	2,620	63%	1,542	37%
Adult Vocational Certificate	17,453	24%	54,739	76%
Apprenticeship	4,128	28%	10,694	72%
Total	24,201	27%	66,975	73%
Adult Education Programs	66,198	19%	282,783	81%

Districts and Colleges Typically Avoid Duplicating Workforce Education Programs within Individual Counties



OPPAGA Report 10-62

Consolidating Workforce Education Would Bring More Uniformity; Mixed Results on Whether Evidence Supports Other Stakeholder Arguments

Methodology

- Focused our study on one overall scenario for dividing up workforce education responsibilities - moving all postsecondary career education programs to the colleges and all adult education programs to the districts
- Initially – We interviewed district superintendents, college presidents, and various stakeholder groups to identify their arguments for and against workforce consolidation
- Designed our study to assess whether there was evidence to support common stakeholder-cited advantages and disadvantages for consolidation

Consolidating Postsecondary Career Education in the Colleges

- **Advantages (supported by evidence):**
 - Could produce more uniform policies and practices
 - Could make it easier to develop, align, and articulate related postsecondary career education programs
 - Increase district students' access to financial aid
- **Disadvantages (supported by evidence):**
 - Reduce resource sharing between districts' secondary and postsecondary career education programs
 - Could also limit availability of open entry and open exit training programs
- Evidence did not support some stakeholder-cited benefits and concerns, and was unclear in other cases

Consolidating Adult Education in the School Districts

- Advantages (supported by evidence):
 - Could produce more uniform policies and practices
 - May benefit districts' dropout prevention and recovery efforts
 - Evidence did not support some stakeholder cited advantages and was unclear in other cases
- Disadvantages (supported by evidence):
 - None

OPPAGA Report 10-63
**Colleges Perform Slightly Better Than
School Districts in Career Education;
Neither Clearly Outperforms in Adult
Education**

Report Overview

- Purpose of this report was to compare school district and college performance outcomes in workforce education
 - Colleges had slightly better student outcomes than school districts in postsecondary career education programs
 - Performance was mixed for adult education programs
 - District adult education programs had better outcomes for teenage students
 - District and college programs had similar outcomes for adult (over age 18) students

Performance Measures for Career Education

- **Program completion** - Percentage of students who left programs with a degree or certificate
- **Job Placement** - Percentage of students who found jobs earning above a full-time minimum wage (\$14,123 annually)
- **High Skill/High Wage Placement** - Percentage of students who found jobs earning at or above the state's high skill/high wage benchmark for 2008-09 (\$25,064 annually)
- **Earnings Increase** - Median increase (pre- and post- program) in student earnings adjusted for inflation

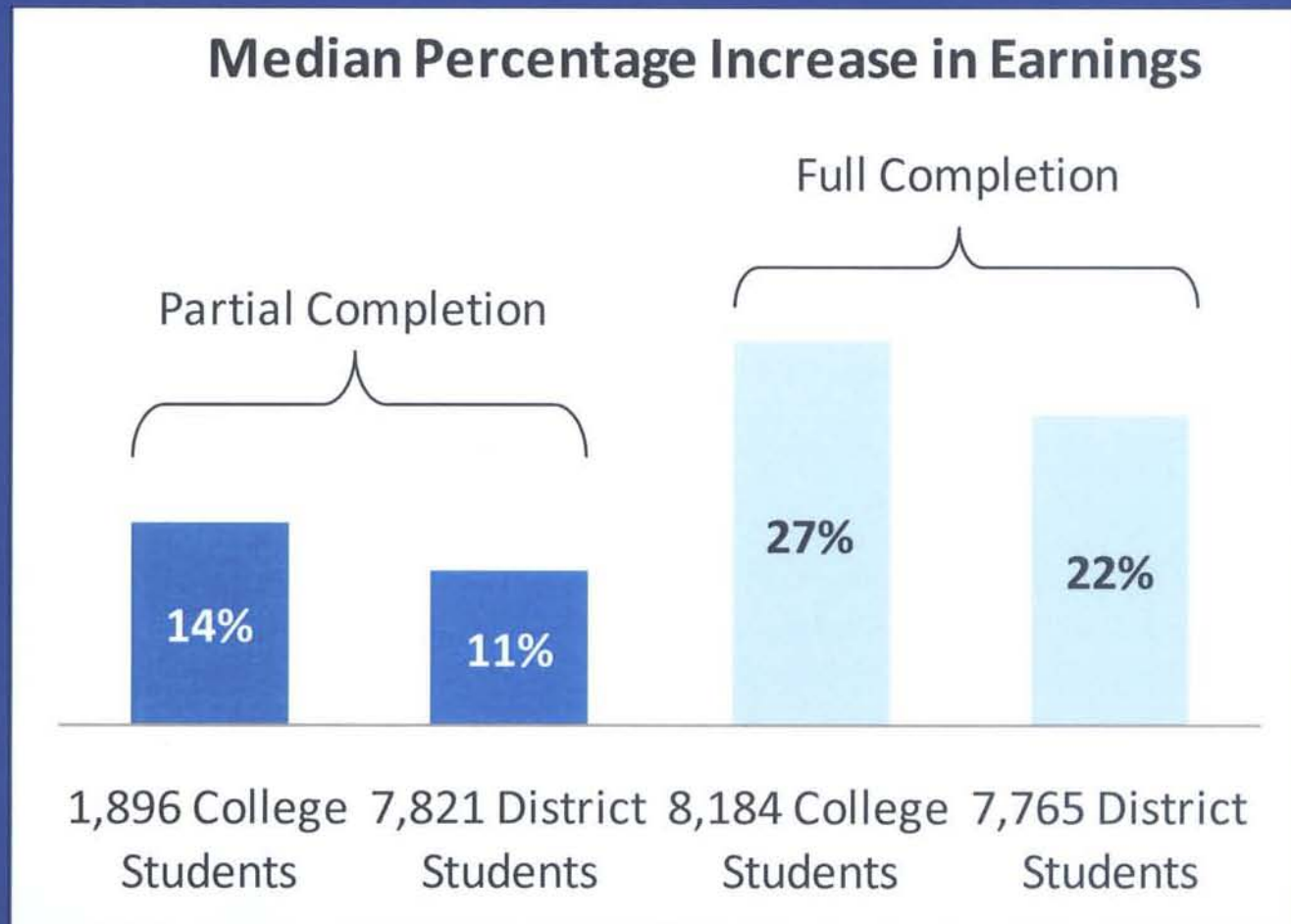
Two Levels of Performance Comparison

1. System-level performance (averages) for all adult vocational certificate and applied technology diploma programs offered by the districts and colleges in 2007-08
 - This included programs that both systems offered as well as programs that were unique to each system
2. To account for differences in program offerings between the two systems, we conducted a 'head to head' performance comparison for individual training programs offered by both systems in 2007-08

Colleges' Career Education Programs Achieved Slightly Better Outcomes

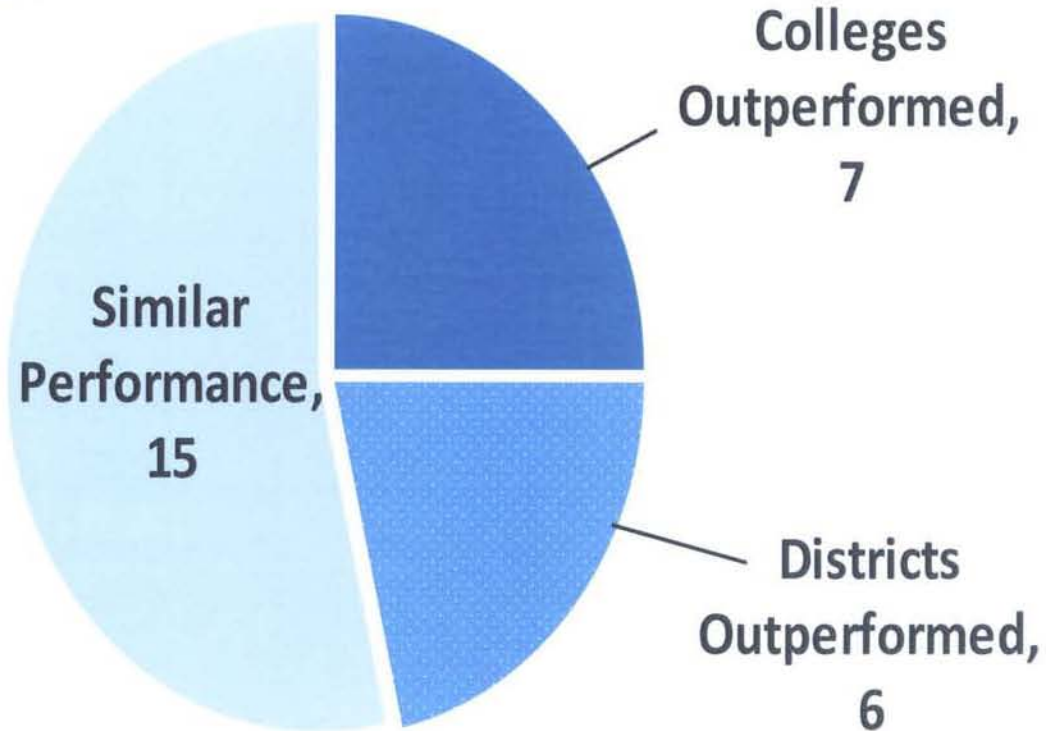
- Students in college career education programs were much more likely to fully complete a program
- Colleges outperformed districts in having students find jobs earning above a full-time minimum wage
- Students who completed college programs tended to earn more than school district students
- Although districts served more minority and lower income students than colleges, these differences did not account for performance differences between the two systems

Students Who Completed College Career Education Programs Had Slightly Larger Earnings Increases Than District Students



Colleges Had a Slight Advantage When Comparing Earnings Increases for Individual Programs Offered by Both Systems in 2007-08

N = 28 Programs

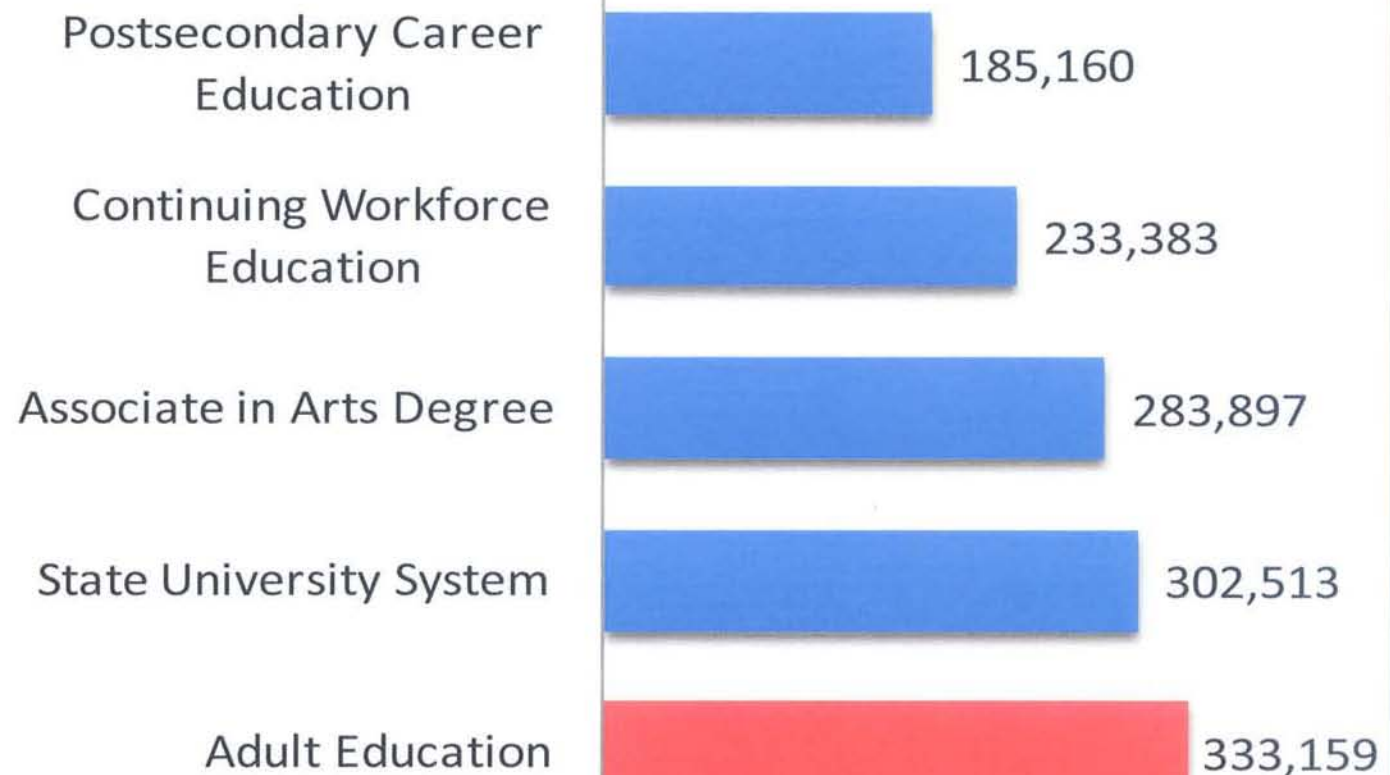


OPPAGA Report 11-XX
Completing Adult Education
Programs Improves Students'
Employability, But Program
Completion Rates are Low

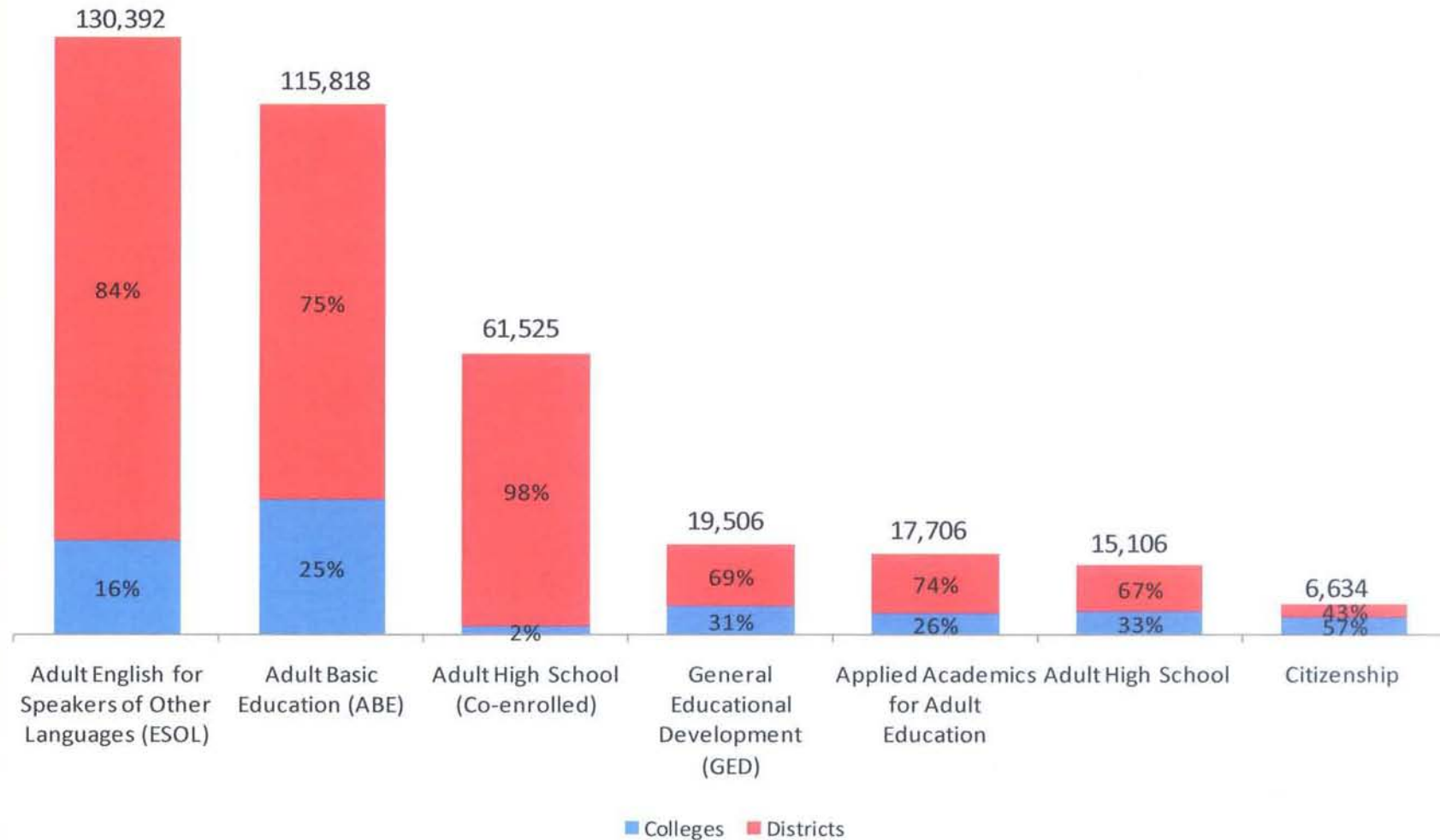
Report Scope

- What are adult education programs?
- How are adult education programs delivered and funded?
- What are the primary reasons students enroll in adult education?
- What are the student outcomes for adult education programs?
- What is the feasibility of charging tuition and fees for adult education programs?

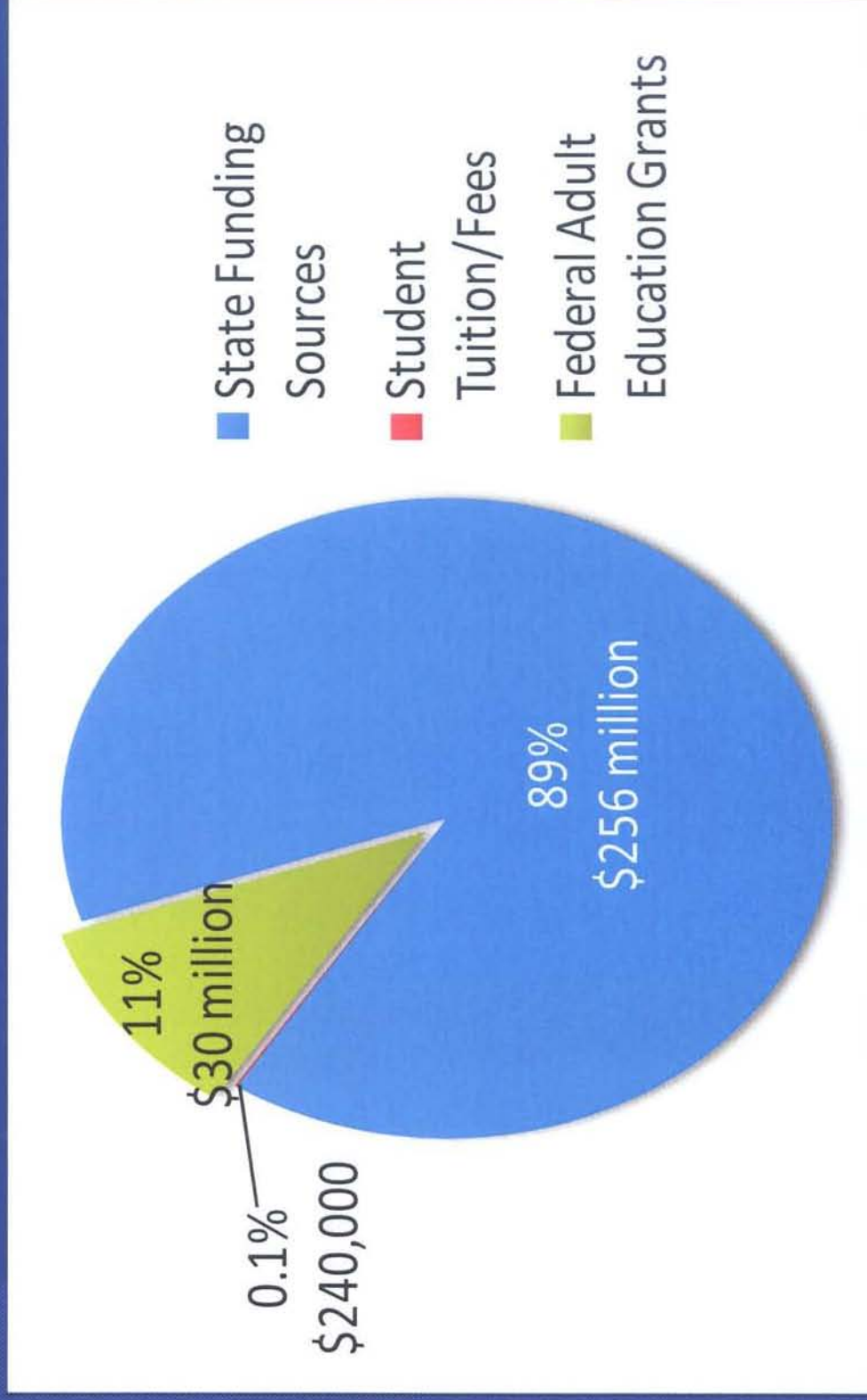
Enrollment in Adult Education Was Greater Than All Other Postsecondary Programs During the 2008-09 School Year



Adult Education Includes Several Major Types of Programs



Adult Education Programs are Primarily Funded by State Resources



Most Adult Education Students Do Not Pay Tuition or Fees

- Florida Statutes exempt most adult education students from paying fees
- Students are exempt if they do not have a high school credential, or if they have a high school credential but test below the 8th grade level
- Adult education students are not required to document that they are a permanent Florida resident to be exempt from paying fees

Florida's Adult Education Programs Serve Three Major Groups of Students

- Approximately 19% (61,000) are currently enrolled high school students who enroll in the program for dropout prevention purposes
- Approximately 15% (49,000) are teenagers who recently dropped out of school and are in the program for dropout recovery purposes
- Approximately 66% (213,000) are adults over the age of 18 who need to upgrade their basic academic or English literacy skills to improve their employability

Adult Education Programs Provide Dropout Prevention Services to Currently Enrolled High School Students Who are Behind in Credits

- Florida statutes allow adult education programs to serve to high school students who lack the credits they need to graduate on time (Adult High School Co-enrollment)
 - 35 of the 56 districts that provided adult education served co-enrolled high school students in 2008-09
 - Only 3 of the 18 colleges that provided adult education programs served co-enrolled high school students 2008-09
- The proportion of all high school students who were co-enrolled ranged from 0.1% in Alachua County School District to 22% in Miami-Dade County School District.
- Districts and colleges spent about \$30 million on Adult High School Co-enrollment in 2008-09
- Districts have other funding sources that they may use to provide credit recovery opportunities for high school students in addition to adult education

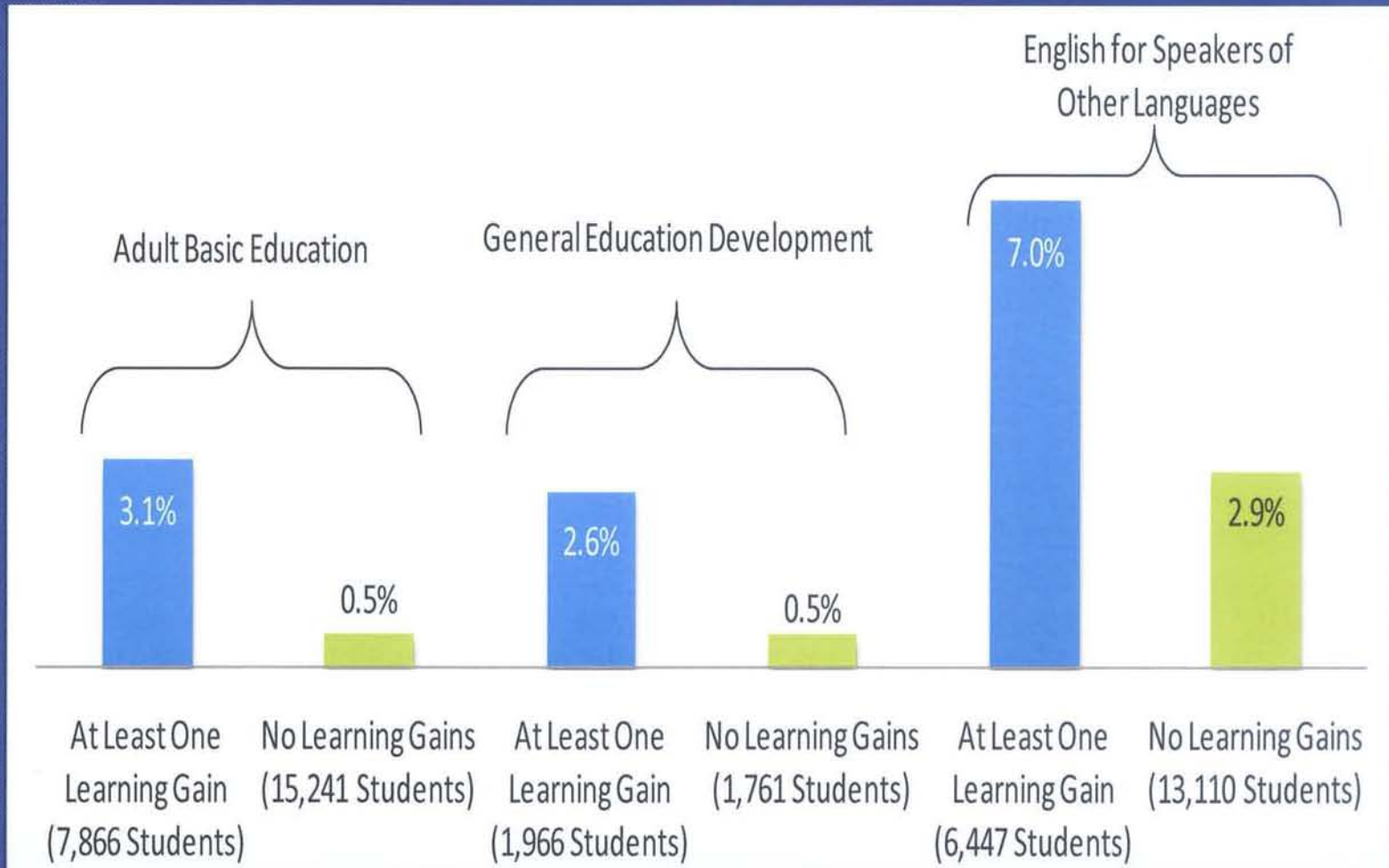
Performance Measures For Adult Education

- Co-enrolled and Dropout Recovery Students
 - The percentage of these students who remained in/returned to high school or earned a high school credential
- Adult Students
 - Percentage of students who left with at least one documented learning gain
 - Percentage of students who found jobs earning above a full-time minimum wage (\$14,123 annually) after leaving programs
 - Earnings Increase 1 – Post-program job obtainment for students who had no employment records prior to entering adult education
 - Earnings increase 2 - Median increase (pre- and post-program) in student earnings adjusted for inflation

Adult Education Programs Have Varying Levels of Success

- Nearly three-quarters of high school students who co-enrolled in adult education stayed in school or graduated
- Only one-third of recent high school dropouts who enrolled in adult education returned to high school or earned a high school credential
- Most (67%) of adult students left programs before achieving any documented learning gains. Those who remained and made gains had a better chance of improving their employment outcomes.

Adult Students Who Left Programs With Learning Gains Had Higher Earnings Increases Than Students Who Left Without Any Gains



What is the Feasibility of Charging Tuition and Fees for Adult Education Programs?

- The state could remove adult education fee exemptions without jeopardizing federal grant funding as long as fees are “reasonable”
- Charging students fees for adult education courses has potential advantages and disadvantages
 - Charging fees for adult education programs could potentially increase student buy-in and thus motivate students to make learning gains before leaving, as well as offset some of the state’s cost to provide these services
 - However, fees could reduce access for students who cannot afford to pay the fees

Several Options Exist for Charging Students Reasonable Fees for Adult Education

- Pay for the cost of assessments, supplies, and/or administrative services
- Pay tuition per contact hour
 - Students could pay 10% of the tuition rate per contact hour established in law, which is currently only used for students who do not meet fee exemption requirements (\$1.01 for residents). Would cost a full-time student about \$90 over the course of a school year.
- Pay block tuition
 - The fee would be the same regardless of the number of contact hours the student took during the school year
- Pay tuition based on ability to pay
- Second chance tuition
- Nonresidents pay tuition

Questions?



Office of Program Policy Analysis & Government Accountability

OPPAGA supports the Florida Legislature by providing evaluative research and objective analyses to promote government accountability and the efficient and effective use of public resources.

**State University / Florida Colleges
Union Library Catalog Search Function
Update**

*To the House Committee on Higher Education
Appropriations
January 26, 2011*

Proviso

Calls for the State University System (SUS) and the Florida College System (FCS) Library Automation Centers to institute a common cross-system online library holdings search:

From the funds provided in Specific Appropriation 132 [112] to the University of Florida for the Florida Center for Library Automation (FCLA) [College Center for Library Automation (CCLA)], the FCLA [the CCLA] shall expand its online discovery tool product to allow a user to search simultaneously the combined holdings and applicable electronic resources of FCLA [CCLA] and College Center for Library Automation [Florida Center for Library Automation]. In addition, library holdings currently available in SUNLINK, as well as library holdings available in standard machine readable bibliographic records of the State Library of Florida and the public libraries, should be included when and where feasible. The expanded search function shall be implemented by September 1, 2010.

Timeline

- | | |
|--------------|---|
| Jul 1, 2010 | Specific Appropriations 112/132 takes effect |
| Jul 20, 2010 | Joint meeting of FCLA/CCLA staff and representative college and university librarians held in Gainesville results in basic plan and approach to be used |
| Aug 2010 | Continued joint development and testing by FCLA/CCLA staff |
| Aug 31, 2010 | Demonstration of basic functionality to legislative staff |
| Sep 1, 2010 | Implementation of basic functionality |
| Jan 2011 | Expansion of basic search functionality to include State Library of Florida |

Common FCLA/CCLA Search Page

The screenshot displays the search interface for Florida Libraries. At the top left is the LINCC web logo, and at the top right is the Mango logo with the text "powered by". The main heading is "Search Florida Libraries". Below this are two tabs: "Database Search" and "Multi Dbase Search". A navigation bar contains links for "My Account", "Help", and "Log In". On the left side, there are links for "GO to Catalog", "Quick Search", "Find Database", "Find Journal", "Custom Search", and "My Basket". Below these are "Search" and "Results" buttons. The "Quick Search" section has two tabs: "Simple" (selected) and "Advanced". A search input field is present with a "GO" button to its right. Underneath, there is a "Quick Search Sets" section with a radio button selected for "College/University/State Libraries". At the bottom, it states "Powered by Ex Libris Metadata" and provides links for "Turn Off Auto Refresh" and "Accessibility Statement and Disclaimer". The footer shows the URL "http://www.linccweb.org/" and an "Internet" icon.

powered by
LINCC
web

powered by
Mango

Search Florida Libraries

Database Search Multi Dbase Search

My Account Help Log In

GO to Catalog
Quick Search Find Database Find Journal Custom Search My Basket
Search Results

Quick Search

Simple Advanced

GO

Quick Search Sets


College/University/State Libraries


Powered by Ex Libris Metadata

[Turn Off Auto Refresh](#) | [Accessibility Statement and Disclaimer](#)


http://www.linccweb.org/ Internet

Reaching the Common FCLA/CCLA Search Page is triggered at the institutional level

 TALLAHASSEE COMMUNITY COLLEGE

powered by 

LINCCWeb Tools My Account Bookbag Help Log In End Session

[GO to Databases](#) You Are Searching the Library Catalog **Search Florida Libraries**  [ASK a Librarian](#)

[Search](#) | [Results](#) | [Search History](#) |

[Keyword Search](#) | [Browse Lists](#) | [Advanced Search](#) | [Expert Search](#) | [Reserves](#)


Search by: Simple [Expanded](#)

- Keyword
- Title
- Author
- Subject

Exact Phrase: No Yes

At: ▼

[Search](#) [Clear](#)

Limit search by (optional) 

Format: ▼

Language: ▼

Year: Year to: (1995 to 1999, 1997, 2004)

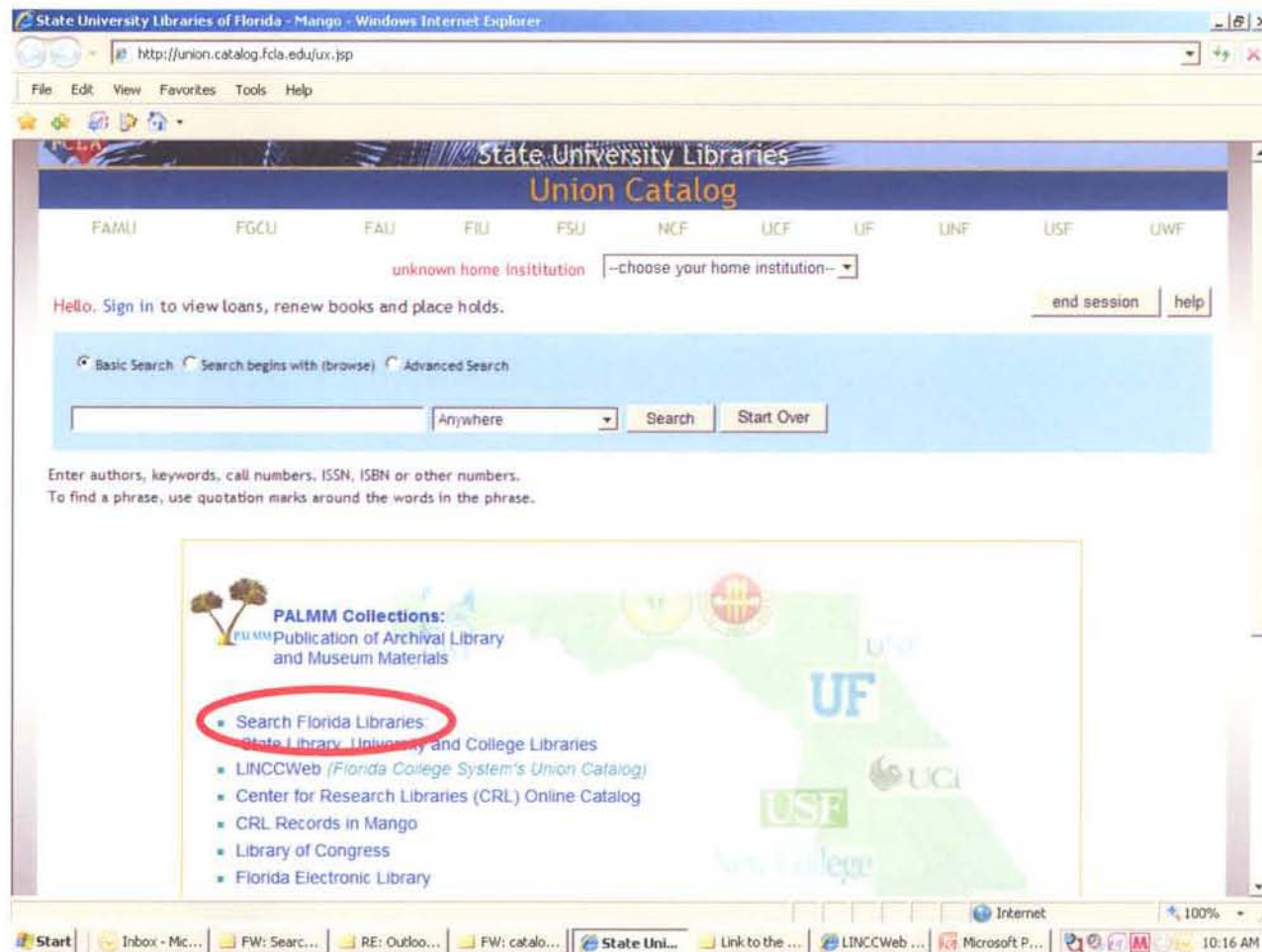
Example From A College – Legacy System

Reaching the Common FCLA/CCLA Search Page is triggered at the institutional level

The screenshot displays the Gulf Coast Community College Library website. At the top, there is a banner with the word "LIBRARY" and the college logo. Below the banner, navigation links include "Home/New Search Databases A-Z Databases by Subject Journals A-Z Ask a Librarian Help". The main search area features a search bar with a "GO" button and a dropdown menu set to "Gulf Coast Community College". A red circle highlights the "Search Florida Libraries" link below the search bar. To the right, a "Welcome!" message includes links for "Log In", "Need Help?", "e-Shelf", and "Preferences". Below the search area, there are two columns of links: "Gulf Coast Community College Library" (Policies and Forms, What's New?, Services for Faculty, Hours, Contact Us) and "Research" (QEP Tools, Research Help, Subject Guides, Schedule a Consultation, How do I...?). A "Featured Books" section shows a carousel of book covers with titles like "Martin Luther King...", "The Martin Luther King...", "A call to conscience", "The autobiography of...", "From civil rights to...", and "Judith...". On the right side, there is a "TO LOG ON:" section with a lock icon, "Borrower ID: GCCC ID#", "PIN: birthday in MMDD format", an "ASK a Librarian" chat button, and a Facebook link.

Example From A College – New Discovery Tool

Reaching the Common FCLA/CCLA Search Page is triggered at the institutional level



Example From A University

State University / Florida Colleges
Union Library Catalog Search Function
Update

Live
Demonstration

Distance Learning Report Overview

Online Registration Process: Study Update

John Oppen
Executive Director

January 2011



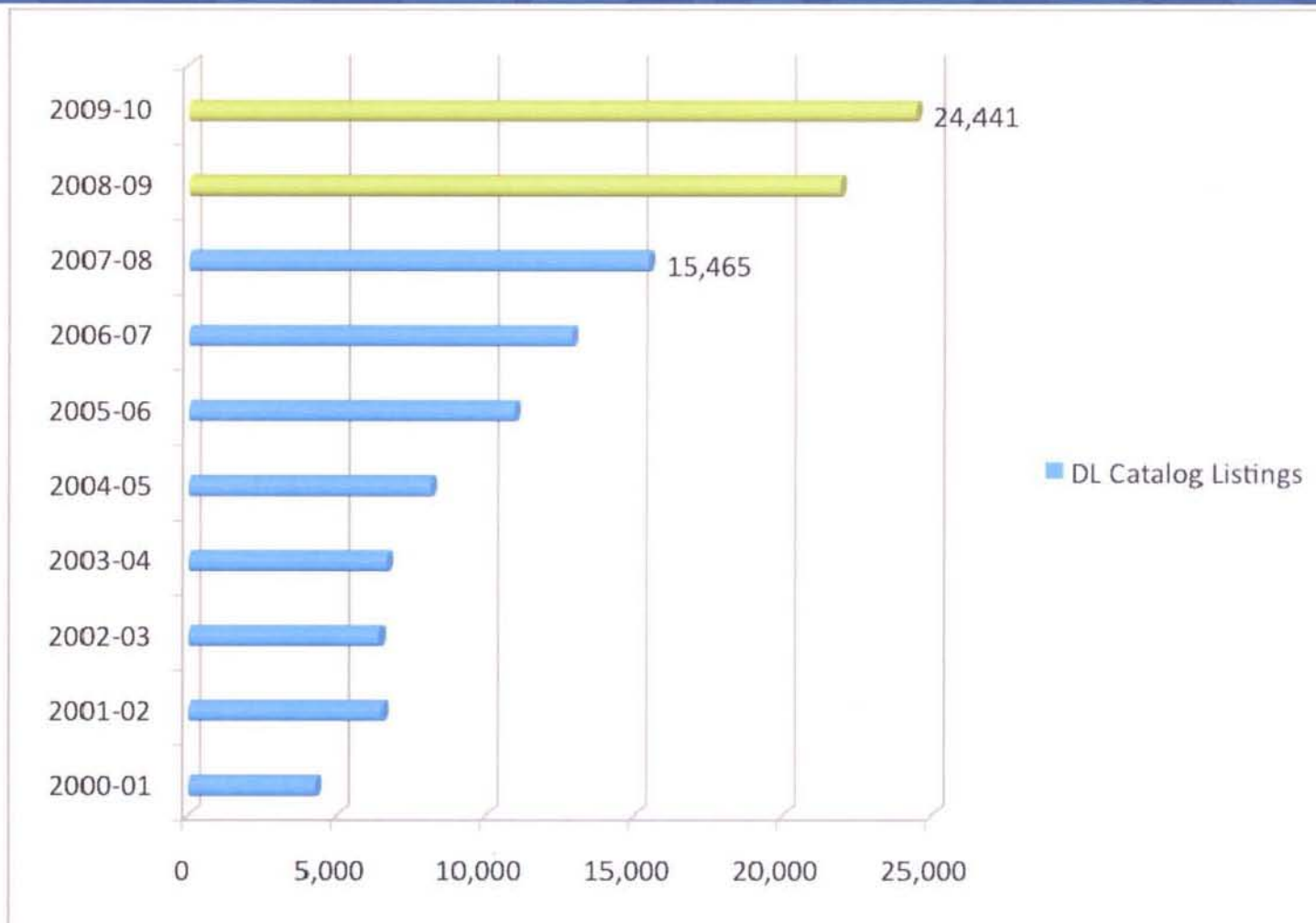
Florida Distance Learning Consortium
www.fldc.org

Florida Higher Education Distance Learning Catalog

- From 6,000 courses listed in 2005 to **24,441** in 2009-10. Statutory requirement of linking assessment of distance learning fee to courses listed in the Catalog has had a positive impact on catalog volume. **Increase of 58% since HB7105 was passed.**
- Online degree program database contains **447** listings from certificate to PhD programs and continues to receive as many searches as the course catalog.
- Over 111,000 visitors last year.
- Statute requires standard description and graphic provided to all institutions and institutional websites continue to update relevant sections.



Florida Higher Education Distance Learning Catalog



Continued Growth in Distance Learning

- For 2009-2010, **676,123** college enrollments in distance learning courses – **20% increase** over the previous year.
- Distance learning represents **33% of credit enrollment** in the colleges.
- Within the SUS, **172,000** students (unduplicated headcount) took at least one distance learning course. Roughly **55%** of the total SUS enrollment measured for **Fall 2009**.
- The majority of the SUS distance learning based degree programs are at the graduate level, focusing on working professionals: 60 Baccalaureate, 136 Graduate, and 154 Certificate programs.
- Web-based instruction accounts for more than 75% of the delivery method.



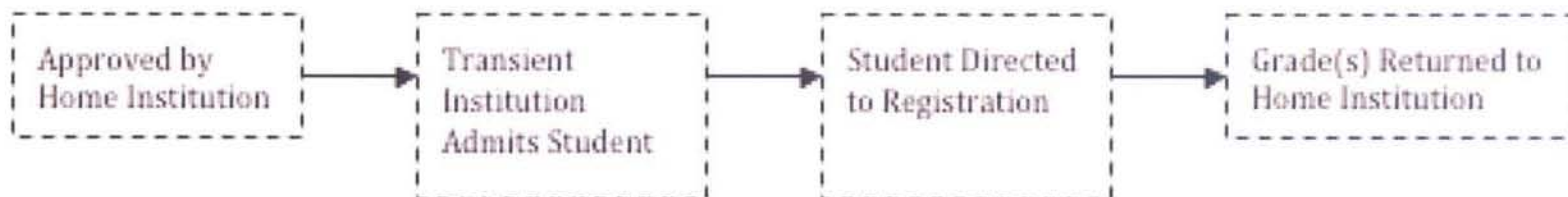
Online Registration Assignment

- Implementation plan for a streamlined online registration process for undergraduate students who have been admitted to a public postsecondary educational institution and who wish to enroll in a course listed in the Florida Higher Education Distance Learning Catalog, including courses offered by an institution that is not the student's degree-granting or home institution.
- Workgroup of college and university academic officers, registrars, financial aid officers, distance learning directors.



Step 1. - Workgroup's Proposed Approach

- **Transient Students:** Students enrolled & pursuing a degree at an institution & who receive approval to enroll in course(s) at another institution while retaining enrollment status at their degree-granting institution.
- **Adapt & utilize the existing transient admissions process within FACTS**
 - ▶ Major system components already exist within secure infrastructure
 - ▶ Process not overly complex for students
 - ▶ Inter-institutional policies already established to utilize the system
 - ▶ Process & frameworks in place for FACTS to make changes utilizing assistance provided by institutions



Step 2. - Areas for Further Work

- Changes to Distance Learning Catalog
- Changes to FACTS transient admissions process
 - ▶ Automating completion of the transient admissions request with student's basic information
 - ▶ Add financial aid officers to the process and include financial aid procedures and reporting for transient students
 - ▶ Reporting of transient student credit/grades
- Address key policy issues and guidelines

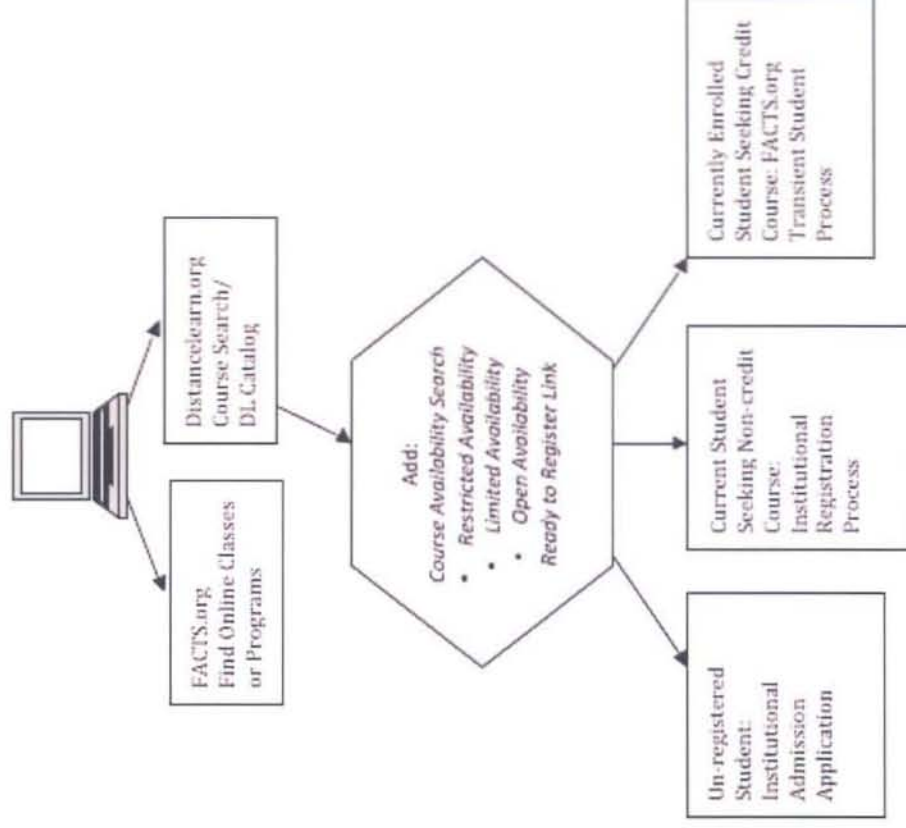


Enhancements to the Distance Learning Catalog

- Add a registration button/link for courses eligible for transient student enrollment
- Add a course availability indicator to inform transient students if a course is:
 - ▶ Restricted Availability
 - ▶ Limited Availability
 - ▶ Open Availability
- Add a routing process to direct students to the appropriate process for admissions and enrollment
 - ▶ Non-Enrolled Student - Non-Credit Student - Eligible Transient Student



Enhancements to the Distance Learning Catalog



Admissions Procedures and Fees

- 35 of the 39 public institutions currently use the FACTS transient admissions process for the admission of transient students
- Some college and universities require transient students to complete an institutional admissions application in addition to the FACTS transient application.
 - ▶ 20 colleges and 3 universities require transient student to complete additional admissions documents
 - ▶ Admissions fees are also required by 20 of those institutions ranging from \$5 - \$40
- **Utilize the FACTS transient record exclusively for the admission of enrolled Florida transient students and develop policies to guide the assessment of admissions fees to transient students.**



Financial Aid Requirements

- Certification for minimum number of credit hours across more than one institution
- Ensure that course(s) will count towards a degree
- Student status reporting requirements
- Inter-institutional communication concerning transient students among financial aid officers can be challenging
- **Make necessary changes to include financial aid processing in the FACTS transient process**



Transfer of Credit/Grades

- Transfer of transient credit is not automatic
 - ▶ Students often must initiate a request for a transcript of return of grade
 - ▶ A fee is charged for the requested record
- FACTS can provide information on the transient student records sent to each institution
- FASTER data transmission system exists and can be used to report transient grades
- **Make necessary changes to use the FACTS transient system to automatically request grades be sent from host institution to home institution without the assessment of additional fees.**



Step 3. Address Policy Issues and Guidelines

- Define a “transient” student
- Use and acceptance of the FACTS transient admissions records exclusively for the admission of regularly enrolled transient students\
- Address the reporting of transient student credit/grades to the home institution
- Address admissions fees for transient students



Proposed Streamlined Registration Process

