

**State University System of Florida  
Information Technology Program Performance Funding Pilot  
2012 - 2013 Application**

**UNIVERSITY:** \_\_\_\_\_

**PROGRAM DEPARTMENT(S):** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
(President or Assignee)

**OVERVIEW:** Each scoring section of the application includes a formula for calculating a score. The section scores for each applicant university will be ranked against all other applicants with the highest score being ranked number 1, the next highest score ranked number 2, etc. The section ranking will be used to calculate the total rank score. To determine the total rank score for each university applicant, the rank scores for Sections 1, 2, and 3 (with (i) programs and (ii) students scored separately) will be added together. By doing this, each will represent 25% of the total rank score.

$$\textit{Total Rank Score} = \textit{Section 1 rank score} + \textit{Section 2 rank score} + \textit{Section 3. i. rank score} + \textit{Section 3. ii. rank score}$$

The university applicant with the lowest total rank score will be the top ranked applicant at number one (1). The university with the second lowest score will be ranked number 2; the next will be ranked number 3; and so forth. In the case of a tie, each university will be ranked at the same level. Individual departments within a university will not be ranked and regardless of how many departments may be involved in offering the targeted programs, each university can receive only one award based upon the university ranking.

The Financial Disclosure information will not be scored, but it is a required section of the application. This section establishes baseline funding for the department(s) that offer the targeted programs so that the university and Board office can verify compliance with s. 1011.905(3)(a) which states, "the funds may not be used to supplant funding for the degree programs described in paragraph (1)(a)." The financial data will also be used in the evaluation of the performance funding pilot project to determine its effectiveness and sustainability. Each university receiving an award is responsible for determining the distribution formula among multiple degree program departments and must provide that information to the Board of Governors.

**Section 1 - Twenty-five percent of a state university's score shall be based on the percentage of employed graduates who have earned degrees in five program areas outlined in statute: computer and information science; computer engineering; information systems technology; information technology; and management information systems.**

DIRECTIONS: Use the Florida Education and Training Placement Information Program (FETPIP) data provided (currently 2010-11) to determine the number of employed graduates. Although FETPIP data has limitations, it provides a uniform method of measurement for all universities. To determine the University's percent score for Section 1, the number of all graduates in all programs at all levels who are found employed will be divided into the number of graduates at all levels from the targeted program list provided who are found employed.

$$\text{Section 1 score} = \frac{\text{Total number of 2010 – 2011 graduates at all levels from all of the targeted program areas who are employed}}{\text{Total number of 2010 – 2011 graduates all levels who are employed}} * 100$$

EXAMPLE: 1,000 graduates were found employed, of which 300 graduated from a program on the targeted list to equal 30% of all graduates found employed. Therefore, 30% becomes the number for calculating Section 1 ranking.

**SECTION 1 PERCENT SCORE = \_\_\_\_\_**

**Section 2 - Twenty-five percent of a state university's score shall be based on the percentage of graduates who have earned baccalaureate degrees in the programs in the targeted list and who have earned industry certifications in a related field from a Florida College System institution or state university prior to graduation.**

DIRECTIONS: Use the provided list of targeted industry certifications to calculate rankings for Section 2. The list is derived from the 2011-2012 Final Perkins IV Technical Skill Attainment Inventory (By College Credit Program) list that is used by the Florida College System. The University must identify baccalaureate graduates from programs on the targeted list who also earned a targeted industry certificate while enrolled at a Florida college or state university. Provide documentation that the certificate was earned and the date it was awarded.

For each year of the pilot, the number of baccalaureate graduates from the previous academic year that earned a baccalaureate degree on the targeted program list will be divided into the number who also earned a certificate on the targeted industry certification list. A student who earns multiple industry certifications may only be counted as one graduate.

$$\text{Section 2 score} = \frac{\text{Number of baccalaureate 2010 – 2011 graduates from the targeted program list who earned a targeted industry certification}}{\text{Total number of 2010 – 2011 graduates from the targeted program list}} * 100$$

*EXAMPLE: 200 baccalaureate graduates in 2011-2012 earned degrees on the targeted program list, but only 10 of those also earned industry certification to equal 5% of all targeted baccalaureate graduates. Therefore, 5% becomes the number for calculating Section 2 ranking.*

**SECTION 2 PERCENT SCORE = \_\_\_\_\_**

***Section 3 - Fifty percent of a state university's score shall be based on factors determined by the Board of Governors which relate to increasing the probability that graduates who have earned degrees in the programs described in Section 1 will be employed in high-skill, high-wage, and high-demand employment.***

**DIRECTIONS:** The following four types of partnerships have been identified as factors that lead to stronger industry/university relationships and that provide direct workforce linkages to students and graduates from degree programs on the targeted programs list. Each will be scored in two parts; the number of existing programs on June 31, 2012 and the number of students who have participated in the programs for the past two academic years (2010-11 and 2011-12).

**(a) Cooperative Education -** For the purpose of this criterion, cooperative education is defined as a degree program that combines classroom study with paid work experience directly related to a student's academic major over multiple semesters, typically with the same employer. Such a program is designed to help students gain understanding of the conceptual underpinnings of their academic major while gaining real work experience and competencies, earning credit towards the degree for both activities.

- i. **Programs:** List all industry/agency-related cooperative education agreements associated with each of the programs in the targeted program list. NUMBER \_\_\_\_\_
- ii. **Students:** List the total number of students and graduates from the targeted program list who have participated in the identified cooperative education programs over the past two academic years, including those currently enrolled at all levels.  
NUMBER \_\_\_\_\_

**(b) Internships -** For the purpose of this criterion, internships are defined as academic courses that allow students to apply classroom theory in a practical work setting. They may be paid or unpaid and generally are one semester in length. Internships that are part of a scholarship program listed under subsection (d) may not be included in this subsection.

i. **Programs:** List all formal industry/agency-related internships associated with the programs designated in the targeted program list. NUMBER \_\_\_\_\_

ii. **Students:** List the total number of students and graduates from the targeted program list who have participated in any such internship over the past three academic years, including those currently enrolled at all levels. NUMBER \_\_\_\_\_

**(c) Collaborative Partnerships with Business and Industry** - For the purpose of this criterion, collaborative partnerships are defined as joint agreements between the university (department) and one or more corporations to provide instruction and/or research in a realistic work environment. Typically this type of collaboration would involve the industry partner providing student access to state of the art equipment and facilities, collaborating on the curriculum design, and/or providing personnel to serve as adjunct faculty or co-researchers with university faculty.

i. **Programs:** List all industry/agency-related collaborative partnerships associated with the programs designated by six-digit Classification of Instructional Program (CIP) associated with this legislative award competition. NUMBER \_\_\_\_\_

ii. **Students:** List the total number of students and graduates from the targeted program list who have participated in any such collaborative partnerships for either instruction or research over the past three academic years, including those currently enrolled at all levels. NUMBER \_\_\_\_\_

**(d) Industry Employment Scholarship Programs** - For the purpose of this criterion, industry employment scholarship programs are defined as scholarships that provide a guarantee of employment upon graduation or that offer paid summer internship opportunities in the related industry as a part of the scholarship program.

i. **Programs:** List all industry employment scholarships available to students enrolled in the degree programs from the targeted programs list. NUMBER \_\_\_\_\_

ii. **Students:** List the total number of students and graduates from the targeted program list who have participated in any such scholarships over the past three academic years, including those currently enrolled at all levels. NUMBER \_\_\_\_\_

Sum the number of industry related programs identified in subsections 3 (a).i., (b).i., (c).i., and (d).i., to arrive at a numerical score that will constitute 25% of the total rank score for the application.

Sum the number of students identified in subsections (a).ii., (b).ii., (c).ii., and (d).ii., to arrive at a numerical score that will constitute 25% of the total rank score for the application.

$$\text{Section 3. i. score} = (\text{a}).\text{i.} + (\text{b}).\text{i.} + (\text{c}).\text{i.} + (\text{d}).\text{i.}$$

$$\text{Section 3. ii. score} = (\text{a}).\text{ii.} + (\text{b}).\text{ii.} + (\text{c}).\text{ii.} + (\text{d}).\text{ii.}$$

*EXAMPLE: A university identifies 3 cooperative programs, 6 internships, no collaborative partnerships, and one scholarship related to the targeted program list for a total score of 10. The university also documents that over a three year period 9 students participated in the cooperative programs, 26 students participated in the internships, no students participated in collaborative partnerships, and two students received the scholarship for a total score of 37. Therefore 10 becomes the number for calculating 25% of the ranking for Section 3i/Programs and 37 becomes the number for calculating the remaining 25% of Section 3ii/Students.*

**SECTION 3. i. NUMERIC SCORE = \_\_\_\_\_**

**SECTION 3. ii. NUMERIC SCORE = \_\_\_\_\_**

### **Financial Disclosure**

(This part of the application will not be scored, but it is required)

As a component of the performance funding application process, each University will be required to submit operating budget reports for the past three years and a proposed operating budget report for the upcoming year for each department represented in the application with qualifying degree programs. The report will be used to evaluate the following:

- Verify compliance with s. 1011.905(3)(a) which states, “the funds may not be used to supplant funding for the degree programs described in paragraph (1)(a).”
- Trends or changes in the amount of revenues allocated by the University to the department(s) and the amount of expenditures incurred by the department(s) for the last three fiscal years. An explanation may be required if substantial changes between fiscal years are material in nature or if other questionable activities are prevalent;
- Beginning and ending fund balances of the department(s) for the past three years;
- Total number of FTE positions by department (ex. faculty, adjunct faculty, administrative staff, etc.);

The operating budgets should report financial data using traditional revenue and expenditure categories such as, but not limited to, miscellaneous receipts, interest earnings, salaries and benefits, other capital outlay, etc. In addition, the total number of full-time and part-time positions should be reported as well.

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