



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA  
Board of Governors

# Agenda and Meeting Materials

## June 17-19, 2014

Grand Ballroom  
UCF Fairwinds Alumni Center  
University of Central Florida  
4000 Central Florida Boulevard  
Orlando, Florida 32816



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**ACTIVITIES  
BOARD OF GOVERNORS MEETINGS**

**Grand Ballroom  
UCF Fairwinds Alumni Center  
University of Central Florida  
4000 Central Florida Boulevard  
Orlando, Florida 32816  
June 17-19, 2014**

**By Telephone Conference Call  
Dial-in Number: 888-670-3525  
Participant Code: 4122150353# (listen only)**

**Tuesday, June 17, 2014**

- |   |   |
|---|---|
| <b>12:00 – 1:00 p.m.</b>  | <b>Lunch will be provided</b>   |
| <b>1:00 – 3:00 p.m.</b>   | <b>Strategic Planning Committee</b><br>Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost<br>Members: Beard, Chopra, Doyle, Lautenbach, Morton, Webster |
| <b>3:00 – 3:15 p.m.</b>   | <b>Break</b>  |
| <b>3:15 – 5:15 p.m.</b><br>or upon<br>Adjournment of<br>Previous Meetings | <b>Strategic Planning Committee (continued)</b>   |
| <b>5:30 – 6:30 p.m.</b>   | <b>Welcome Reception</b>  |

**Wednesday, June 18, 2014**

- 7:15 – 8:15 a.m.**      **Breakfast will be provided**
- 8:15 – 9:00 a.m.**      **Joint Meeting of the Strategic Planning Committee and the  
or upon                      Select Committee on Florida Polytechnic University**  
Adjournment of      Select Committee on Florida Polytechnic University:  
Previous Meetings      Chair: Mr. Tom Kuntz  
   Members: Link, Morton
- 9:00 – 10:25 a.m.**      **Strategic Planning Committee** (continued)  
or upon  
Adjournment of  
Previous Meetings
- 10:25 – 10:40 a.m.**      **Break**
- 10:40 a.m. –**              **Strategic Planning Committee** (continued)  
**12:30 p.m.**  
or upon  
Adjournment of  
Previous Meetings
- 12:30 – 2:00 p.m.**      **Lunch will be provided**
- 2:00 - 2:30 p.m.,**      **Academic and Student Affairs Committee**  
or upon                      Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link  
Adjournment of      Members: Beard, Carter, Cavallaro, Chopra, Frost, Stewart, Webster  
Previous Meetings
- 2:30 - 3:00 p.m.**      **Audit and Compliance Committee**  
or upon                      Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton  
Adjournment of      Members: Carter, Huizenga, Kuntz, Lautenbach, Webster  
Previous Meetings
- 3:00 - 4:00 p.m.**      **Facilities Committee**  
or upon                      Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Mr. Dick Beard  
Adjournment of      Members: Carter, Chopra, Doyle, Hosseini, Levine, Link, Morton  
Previous Meetings

**4:00 - 4:45 p.m.**      **Budget and Finance Committee**  
or upon  
Adjournment of  
Previous Meetings  
Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach  
Members: Cavallaro, Colson, Hosseini, Huizenga, Levine, Tripp

**4:45 - 5:15 p.m.**      **Legislative Affairs Committee**  
or upon  
Adjournment of  
Previous Meetings  
Chair: Mr. Dick Beard; Vice Chair: Mr. Tom Kuntz  
Members: Cavallaro, Colson, Hosseini

**Thursday, June 19, 2014**

**7:30 - 8:30 a.m.**      **Breakfast will be provided**

**8:30 - 8:45 a.m.**      **Board of Governors Foundation, Inc. Meeting**  
or upon  
Adjournment of  
Previous Meetings  
Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz  
All Board Members

**8:45 - 9:45 a.m.**      **Innovation and Online Committee**  
or upon  
Adjournment of  
Previous Meetings  
Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton  
Members: Beard, Chopra, Colson, Kuntz, Link, Stewart, Tripp

**9:45 - 10:15 a.m.**      **Nomination and Governance Committee**  
or upon  
Adjournment of  
Previous Meetings  
Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz  
Members: Colson, Link, Tripp, Webster

**10:15 - 10:30 a.m.**      **Break**

**10:30 a.m. -**  
**12:00 p.m.**      **Board of Governors - Regular Meeting**  
or upon  
Adjournment of  
Previous Meetings  
Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz  
All Board members

**12:00 - 1:00 p.m.**      **Lunch will be provided**



1:00 - 3:00 p.m.      **Board of Governors - Regular Meeting (continued)**  
or upon  
Adjournment of  
Previous Meetings

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



CONSTITUTION  
OF THE  
STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Strategic Planning Committee**  
**Grand Ballroom, UCF Fairwinds Alumni Center**  
**University of Central Florida**  
**Orlando, Florida**  
**June 17, 2014, 1:00 p.m. to 5:15 p.m.**  
**June 18, 2014, 9:00 a.m. to 12:30 p.m.**  
**or**  
**Upon Adjournment of Previous Meetings**

**Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost**  
**Members: Beard, Chopra, Doyle, Lautenbach, Morton, Webster**

- |    |   |                      |
|----|---|----------------------|
| 1. | Call to Order and Opening Remarks   | Governor Dean Colson |
| 2. | Approval of Committee Meeting Minutes:<br>Minutes, March 19, 2014                             | Governor Colson      |
| 3. | Revision of Florida Gulf Coast University's<br>Accountability Metrics                         | Governor Colson      |
| 4. | Consideration of 2014-2015 University Work Plans<br>and Performance Funding Improvement Plans | Governor Colson      |
| 5. | Next Steps and Closing Remarks  | Governor Colson      |

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 17, 2014

**SUBJECT:** Approval of Minutes of the Committee's March 19, 2014 Meeting

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**PROPOSED COMMITTEE ACTION**

Approve the minutes of the Strategic Planning Committee's March 19, 2014 meeting.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Strategic Planning Committee will consider for approval the minutes of its March 19, 2014 meeting at Florida Gulf Coast University.

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**Supporting Documentation Included:** Minutes: March 19, 2014

**Facilitators/Presenters:** Governor Colson

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
STRATEGIC PLANNING COMMITTEE  
FLORIDA STATE UNIVERSITY  
TALLAHASSEE, FLORIDA  
March 19, 2014

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

1. Call to Order and Opening Remarks

Chair Dean Colson convened the meeting of the Strategic Planning Committee at 1:29 p.m. on March 19, 2014, with the following members present and answering roll call: Governors Frost, Beard, Chopra, and Morton. A quorum was established. Other Board members in attendance were Governors Fassi, Hosseini, Huizenga, Kuntz, Levine, Stewart, Carter, Doyle, and Tripp.

2. Approval of Minutes from Committee Meeting held January 15, 2014

Governor Frost moved that the Committee approve the minutes of the meeting held on January 15, 2014 as presented. Governor Beard seconded the motion, and the motion carried unanimously.

3. Further Consideration of Strategic Plan Alignment

a. Revision of Florida Agricultural and Mechanical University's Accountability Metrics

The Committee considered a technical change to Florida Agricultural and Mechanical University's graduation rates to account for the degrees awarded during the summer of 2013 that were not included in the initial report due to the University's late submission of the data. It was noted that the proposed change would revise the University's six-year First-Time-In-College graduation rate, for the 2007-13 cohort, from 39% to 41%. This change would increase the points earned under the Board's Performance Based Funding model from 27 to 29 points; however, there would be no change in the funds allocated to the universities. A motion was made by Governor Beard to approve this technical change. The motion was seconded by Governor Chopra, and the motion carried unanimously.

b. Strategic Plan Goals: Progress Check

Chair Colson said that the next item concerned a progress check on the Board's Strategic Plan. He said that approximately a year ago the Board discussed the need to revisit its goals every 5 years to assess progress. He noted that, at the November 2013 Board meeting, the Committee began to review quantitative goals, especially those associated with undergraduate and graduate degree production. He said that, in November, the Committee had heard from staff that it was unlikely that certain of the Strategic Plan goals would be met, including graduate degree production and graduate degree production in STEM. Chair Colson said that the Board needed to think about its options. He said that one option would be to lower Strategic Plan goals for graduate degree production in light of the reality of current performance. Another option would be to engage in a conversation as to the enrollment mix of graduate and undergraduate students at certain SUS institutions. He questioned whether the Board should be urging certain universities to change their mix so that more graduate degrees are produced and, if so, in what academic areas. Governor Colson asked Vice Chancellor Ignash to make comments and a presentation on the Board's Strategic Plan alignment efforts.

Vice Chancellor Ignash began by identifying four goals in which there appeared to be a significant gap: total R&D expenditures, baccalaureate degree production, graduate degree production, and graduate degree production in STEM. With regard to total R&D expenditures, Governor Colson asked whether the decline in federal dollars available was impacting the System, and Governor Levine asked the same with respect to sequestration. Dr. Ignash indicated that these had definitely had some impact on the System. Governor Beard asked whether the universities had agreed to a revised goal, and Dr. Ignash said that this conversation had not yet taken place. President Rosenberg observed that more research faculty translated to more research dollars. He said, further, that the System should calculate the physical infrastructure necessary to reach goals in research.

With regard to baccalaureate degree production, Dr. Ignash indicated that, although there was a gap between projections and the Strategic Plan goal, it was not significant enough to warrant reducing the 90,000 degree goal at this time, especially in light of the fact that the UF Online and the Florida College System are expected to increase baccalaureate degree production numbers. Governor Morton queried as to the impact of the Florida College System on SUS numbers.

With respect to graduate education, Dr. Ignash noted declining graduate-level enrollments in the last two years, with a resultant decline in graduate degree production as well as graduate degree production in STEM. Dr. Ignash also noted that, compared with their national peers, SUS institutions were generally producing more

baccalaureate graduates, compared to master's and doctoral degree graduates, as a proportion of their total degree production.

Dr. Ignash concluded her presentation by focusing on high demand graduate-level occupations as identified by the Department of Economic Opportunity, Bureau of Labor Statistics. She noted that the highest demand programs required doctoral or professional education and that a high proportion were related to health care. She concluded by saying that next steps included conducting a systematic program review, working with the Department of Economic Opportunity to review data on licensed professions, using the future work of the Board's Health Initiatives Committee, meeting with SUS Vice Presidents for Research, and working with budget and finance staff to calculate whether additional investments or adjustments might be required to ramp up graduate degree production.

Chair Colson said that it was important to be able to articulate why certain goals were established. Governor Huizenga noted the implications that facilities had on Strategic Plan goal discussions. Governor Frost said that the Committee should continue to explore why the System's graduate enrollments were declining.

#### 4. Mission Change for New College of Florida

Chair Colson said that New College of Florida's (NCF) current mission is to offer undergraduate degrees only and that NCF wished to expand its mission to include graduate certificate or master's degree programs in targeted areas. He said that NCF's faculty had held campus-wide discussions about offering graduate certificates and degrees and voted to approve this change in mission. The request then went to NCF's Board of Trustees on January 16, 2014 in a teleconference call and they, too, approved the change. Chair Colson said that the Board of Governors is constitutionally responsible for defining the distinctive missions of the institutions in the State University System. He noted that a change in mission would require Board approval and, in this case, minimal statutory changes to section 1004.32, Florida Statutes which describes New College as a "4-year residential liberal arts honors college" that serves undergraduates. Chair Colson invited New College of Florida President Donal O'Shea to make a presentation requesting a change in mission to a master's-level degree granting institution.

Following President O'Shea's presentation, a motion was made by Governor Beard to grant New College of Florida a change in mission to include the ability to grant master's-level certificates and degrees subject to first receiving approval from the Board of Governors for any degrees to be offered at the master's-level. The motion was seconded by Governor Chopra, and the motion was open for debate. Several Board members expressed concerns with respect to mission creep, program duplication, and

process. Governor Morton offered an amendment to the initial motion approving the mission change for New College of Florida provided that there would be no change to its basic Carnegie Classification. The amendment was accepted by Governor Beard. Members of the Committee voted to recommend to the Board of Governors that the Board grant New College of Florida a change in mission including the ability to grant master's-level certificates and degrees subject to first receiving approval from the Board of Governors for any degrees to be offered at the master's-level, and provided that there is no change to New College of Florida's basic Carnegie Classification. The question was called, and a vote was taken and the motion as amended passed by a vote of four to one, with Governor Frost casting the negative vote.

5. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 2:37p.m.

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R.E. LeMon, Associate Vice Chancellor

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Governor Dean Colson, Chair



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 17, 2014**

**SUBJECT:** Revision of Florida Gulf Coast University's Accountability Metrics

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**PROPOSED COMMITTEE ACTION**

Approve a technical change for Florida Gulf Coast University's 2012-13 data regarding Baccalaureate Degrees Without Excess Credit Hours.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

This is a technical change to FGCU's excess hour rate for their 2012-13 graduating class to fix an error with the reporting of dual enrolled credit hours. This revises their 2012-13 excess hours rate from 62% to 74%. This change increases the points earned under the Board's Performance Based Funding model (from 28 to 30 points); however, there is no change in the funds allocated to the universities. This change was approved by the University Board of Trustees on April 15<sup>th</sup> and has already been incorporated into the Performance Based Funding model data.

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**Supporting Documentation Included:** FGCU 2012-13 Accountability Report Excess Hour Data Errata

**Facilitators/Presenters:** Governor Colson



## Section 4 – Undergraduate Education *(continued)*

### TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2008-09	2009-10	2010-11	2011-12	2012-13*
FTIC	70%	66%	67%	67%	66%
AA Transfers	77%	80%	74%	76%	85%
Other Transfers	64%	71%	63%	67%	78%
<b>TOTAL</b>	<b>70%</b>	<b>72%</b>	<b>68%</b>	<b>70%</b>	<b>74%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note\*: Improvements were made to data collection process beginning with 2012-13 data. **FGCU staff revised the 2012-13 data to fix an issue with the reporting of dual enrolled credits which are exempt from this Excess Hours calculation.**

### TABLE 4K. Undergraduate Course Offerings

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of Course Sections	1,258	1,289	1,413	1,216	1,260
<b>Percentage of Undergraduate Course Sections by Class Size</b>					
Fewer than 30 Students	59%	56%	54%	56%	53%
30 to 49 Students	32%	33%	34%	31%	31%
50 to 99 Students	7%	10%	10%	12%	14%
100 or More Students	2%	2%	2%	1%	2%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 17-18, 2014**

**SUBJECT:** 2014-2015 University Work Plans; Approval of Performance Funding Improvement Plans

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**PROPOSED COMMITTEE ACTION**

Consider for approval those portions of University Work Plans associated with the 2014-2015 academic year and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation. Consider for approval Performance Funding Improvement Plans for the University of West Florida, New College of Florida, and Florida Atlantic University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic direction, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The University Work Plan's "Strategy" section includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as metrics specific to research universities, and institution-specific indicators. The "Operations" section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2014-15 as well as in out-years.

Universities will make brief presentations on their Work Plans, after which Committee members will have the opportunity to engage in discussion and questioning. The Committee will consider for approval those portions of 2014-15 University Work Plans associated with the 2014-15 academic year, and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation.

The Committee will also consider for approval Performance Funding Improvement Plans for the University of West Florida, New College of Florida, and Florida Atlantic University.

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<b>Supporting Documentation Included:</b>	<ol style="list-style-type: none"><li>1. Individual 2014-2015 University Work Plans</li><li>2. Performance Funding Improvement Plans</li></ol>
<b>Facilitators / Presenters:</b>	Chair Colson; University Representatives

# UCF

## 2014-15 Work Plan



**University of Central Florida**

*Work Plan Presentation for 2014-15 Board of Governors Review*

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



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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- b. Vision Statement
- c. Statement of Strategy
- d. Strengths and Opportunities
- e. Key Initiatives & Investments

### 2. PERFORMANCE BASED FUNDING METRICS

### 3. OTHER KEY PERFORMANCE INDICATORS

- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

### 4. OPERATIONS

- a. Fiscal Information (*includes Tuition Differential Fee Request*)
- b. Enrollment Planning
- c. Academic Program Coordination

### 5. DEFINITIONS



## MISSION STATEMENT *(What is your purpose?)*

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

## VISION STATEMENT *(What do you aspire to?)*

UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all.

## STATEMENT OF STRATEGY *(How will you get there?)*

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

UCF will pursue its goals by favoring tactics that feature partnerships and interdisciplinary approaches to problems of significance to the university and the Central Florida city-state. We will sustain our abiding commitments to inclusiveness, excellence in all endeavors, and opportunity for all. UCF plans to sustain programs in its areas of historic strength – such as engineering, business, computer science, the natural sciences, and teacher education – and have the confidence and nimbleness to exploit strategic opportunities in areas as diverse as medicine, the performing arts, and emerging fields.





## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Strengths: High student retention, progression, and graduation rates; M.D. program and supporting initiatives, including new bio-related programs; graduate study and research in traditional and emerging disciplines; 2+2 *DirectConnect* to UCF program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

Challenges: High student-to-faculty ratio; high transfer population resulting in greater proportion of high-cost, major-specific course offerings that are more costly than general education course work; and, significant recurring budget reductions, along with the lack of fiscal stability for planning purposes.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1 - Faculty: Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields).

Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand; decreasing class size; increasing student engagement; supporting undergraduate and graduate research; and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenured and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members, while boosting UCF's growing research promise and potential economic impact.

2 - Research and graduate activity: Increase graduate degree program breadth, interdisciplinarity, and quality, while enhancing the volume and impact of UCF research.

Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "very high research" university. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members; the expansion of biomedical and clinical research; the development of new graduate medical education programs; and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the past decade.

3 - Retention and graduation: Expansion of existing programs and implementation of new efforts to increase retention and graduation rates.

Harnessing predictive analytics, updating current advising software, focusing on program mapping and tracking to find appropriate pathways for student success are several of the initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hours.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	0%	69%	69%	70%	70%	71%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation</b>	1%	\$33,700	\$33,850	\$34,000	\$34,500	\$35,000
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	4%	\$21,060	\$21,300	\$21,500	\$21,700	\$21,900
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	1%	66%	67%	68%	69%	70%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	0%	86%	86%	87%	88%	90%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	2%	38%	39%	40%	40%	41%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	2%	46%	47%	48%	49%	50%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	-1%	61%	61%	61%	62%	62%
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	60%	60%	60%	61%	63%
<b>Board of Trustees Choice Metric</b>						
<b>Number of Bachelor Degrees Awarded Annually</b>	7%	12,321	12,500	12,650	12,750	12,900

Note: Metrics are defined in appendix.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

UCF plans to improve graduate and overall rankings by hiring additional faculty members in select areas to enhance program quality, student selectivity, research volume and impact.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	+2%	1831	1836	1840	1842	1844
<b>High School GPA</b>	0%	3.9	3.9	3.9	3.9	3.9
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	4	5	5	5	5
Exams Below Benchmarks	n/a	1	0	0	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	+0.1% points	87.1%	87.7%	88.1%	89.1%	90.0%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	+7.5% points	40.5%	41.0%	41.4%	42.0%	43.0%
In 6 years (or less)	+5.3% points	67.3%	67.7%	68.2%	68.8%	70.0%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	-5.4% points	26.7%	27.1%	27.7%	28.2%	29.0%
In 4 years (or less)	+1.6% points	66.2%	66.4%	66.7%	67.1%	67.7%
<b>Average Time to Degree (for FTIC)</b>	+2%	4.5 yrs	4.4 yrs	4.4 yrs	4.3 yrs	4.2 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	+31%	12,321	12,500	12,650	12,750	12,900
<b>Percent of Bachelor's Degrees in STEM</b>	0% points	15%	16%	17%	18%	20%
<b>Graduate Degrees Awarded</b>	+26%	2,587	2,650	2,690	2,730	2,770
<b>Percent of Graduate Degrees in STEM</b>	+3% points	28%	28%	29%	29%	30%
<b>Annual Gifts Received (\$M)</b>	+147%	\$ 38.8 M	\$ 23.3 M	\$ 36.1 M	\$ 33.9 M	\$ 37.0 M
<b>Endowment (\$M)</b>	+52%	\$ 138.6 M	\$ 154.0 M	\$ 165.8 M	\$ 178.8 M	\$ 187.6 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards	+25%	4	7	9	11	12
National Academy Members	0%	1	1	1	2	2
Number of Post-Doctoral Appointees*	+49%	58	62	64	68	72
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	3 of 8	4 of 8	4 of 8	5 of 8	5 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	-14%	\$ 126.7 M	\$ 114.5 M	\$ 120.0 M	\$ 126.0 M	\$ 132.5 M
Science & Engineering Research Expenditures (\$M)	-4%	\$ 108.6 M	\$ 96.1 M	\$ 100.9 M	\$ 105.9 M	\$ 111.0 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-7%	\$ 105.0 M	\$ 92.4 M	\$ 97.0 M	\$ 102.0 M	\$ 107.0 M
Percent of Research Expenditures funded from External Sources	+11%	78%	74%	75%	75%	75%
Patents Issued	+83%	75	80	84	88	92
Licenses/Options Executed	+240%	17	20	21	22	23
Licensing Income Received (\$M)	+25%	\$ 0.8 M	\$ 0.9 M	\$ 0.95 M	\$ 1.0 M	\$ 1.04 M
Number of Start-up Companies	0%	3	4	5	6	7
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	$\frac{174}{263}$	$\frac{170}{261}$	n/a	n/a	n/a
Research Doctoral Degrees Awarded	+24%	238	267	275	285	295
Professional Doctoral Degrees Awarded	n/a	42	90	105	120	130
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>19</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>22</b>

Note: An asterisk (\*) indicates that 2011-12 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Bachelor's Degrees in Areas of Strategic Emphasis</b>	+39%	5,791	5,850	5,975	6,075	6,150
<b>Graduate Degrees in Areas of Strategic Emphasis</b>	+34%	1,582	1,610	1,640	1,670	1,700
<b>Bachelor's Degrees Awarded to Minorities</b>	+78%	3,403	3,650	3,800	3,950	4,100

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

**Goal 1.** College of Medicine. Continue development of the necessary infrastructure to ensure success of the College of Medicine M.D. program. *As the second M.D. class graduates, UCF seeks to achieve critical milestones including maintaining full accreditation from the Liaison Committee on Medical Education; graduation and residency placement of future classes; expansion of the COM Faculty Practice to cover all non-faculty costs in 2016-17; a fully-enrolled medical education program with 480 students in 2016-17; expansion of the Graduate Medical Education Program (residency and/or fellowship programs); and creation of collaborative research and graduate programs with other units and colleges of the university and medical city partners.*

<b>LCME Accreditation, M.D. Enrollment (GME App. Progress)</b>	+576%	Full, 277 (pending)	Full, 351 (approved)	411	456	480
<b>UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)</b>	n/a	45%	59%	75%	90%	100%

**Goal 2.** Be America's leading partnership university. *The UCF business incubation program supports the Central Florida economy by providing early-stage companies with tools, training, and infrastructure needed to create financially stable high growth and impact enterprises. Since 2008, firms participating in the UCF Business Incubation program have helped directly create over \$618 million in economic output while directly sustaining more than 1,850 jobs. When indirect and induced impact are factored in, since 2008, firms participating in the UCF Business Incubation program have helped create over \$1.2 billion in economic output while directly sustaining more than 3,350 jobs.*

<b>Total Jobs Created by Incubator Companies</b>	+123%	1,856	1,900	2,000	2,100	2,200
<b>Total Companies Graduated by Incubators</b>	+178%	100	107	118	130	140



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Estimates	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 248.3	\$ 276.2
Tuition	\$ 246.7	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 495.0</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 24.5	\$ 25.8
Tuition	\$ 10.7	n/a
<b>TOTAL HSC</b>	<b>\$ 35.2</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 530.2</b>	<b>n/a</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year. The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 168.8	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 125.0	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 485.5	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 1.6	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 780.9</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 1,311.1</b>	<b>n/a</b>





## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
<b>Tuition Differential Fee</b>	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326
<b>Percent Increase</b>	15%	1.2%	0.0%	0.0%	0.0%
<b>Required Fees<sup>1</sup></b>	\$1,821	\$1,839	\$1,890	\$1,918	\$1,946
<b>TOTAL TUITION AND FEES</b>	<b>\$6,247</b>	<b>\$6,317</b>	<b>\$6,368</b>	<b>\$6,396</b>	<b>\$6,424</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	46%	49%	52%	48%	50%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$20,484	\$19,730	\$21,364	\$23,186	\$21,207
<b>NSLDS Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate</b> (3rd Year)	n/a	7.5%	7.1%	5.4% <i>draft</i>	6.2%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,317	\$1,146	\$9,300	\$1,800	\$2,276	<b>\$20,839</b>
<b>AT HOME</b>	\$6,317	\$1,146	\$4,806	\$1,800	\$2,276	<b>\$16,345</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	8,194	32.5%	\$10,357	-\$653	\$6,192	\$6,398	
\$40,000-\$59,999	2,245	8.9%	\$12,995	\$680	\$4,755	\$5,660	
\$60,000-\$79,999	2,005	8.0%	\$14,215	\$371	\$3,515	\$6,079	
\$80,000-\$99,999	1,735	6.9%	\$14,849	\$2,246	\$3,130	\$6,609	
\$100,000 Above	6,038	24.0%	\$15,618	\$2,310	\$2,994	\$6,727	
Missing*	4,991	19.8%	n/a	\$5,447	\$1,695	\$8,782	
<b>TOTAL</b>	<b>25,208</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$14,010*</b>	<b>\$1,451</b>	<b>\$3,714</b>	<b>\$6,709</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.





## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014

Effective Date	
University Board of Trustees approval date:	No Request Submitted
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$
Total differential fee revenue generated in 2014-15 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Undergraduate Student Support: \$32,864,274 Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.	Differential tuition funds enabled colleges to hire and maintain faculty members and adjuncts who taught an estimated 190 additional course sections and continued instruction for 2,500 course sections. Other continuing initiatives include the following: 1) Department of Writing and Rhetoric program, a flagship vertical writing program and national model for how a large public university can act on best practices and research about writing. 2) English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention. 3) Academic Advising Enhancement Program for First Time in College students, second-year sophomores, and transfer students to enable transition into colleges through dedicated advisors.
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	38 hired, 305 retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	29 retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	190 added, 2,500 retained
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
Thirty percent of differential tuition funds collected will be used to reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA)	\$14,084,689 of tuition differential revenue allowed UCF award more than 13,000 with additional need-based aid.
<b>Additional Information (estimates as of April 30, 2014):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	13,242
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,064
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$300
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,700



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	Estimated Actual*		Estimated
	2013-14		2014-15
	-----		-----
<b><u>FTE Positions:</u></b>			
Faculty	.		.
Advisors	.		.
Staff	.		.
Total FTE Positions:	0		0
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ -		\$ -
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$ -		\$ -
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 46,948,963		47,689,350
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 46,948,963		\$ 47,389,350
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 31,849,274		\$ 32,357,545
Other Personal Services	600,000		610,000
Expenses	315,000		315,000
Operating Capital Outlay	100,000		100,000
Student Financial Assistance	14,084,689		14,306,805
Expended From Carryforward Balance	-		-
**Other Category Expenditures	-		-
Total Expenditures:	\$ 46,948,963		\$ 47,689,350
<b>Ending Balance Available:</b>	\$ -		\$ -
*Since the 2013-14 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			



## FISCAL INFORMATION (continued) UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: University of Central Florida							
Undergraduate Students	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	24.96	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$128.28</b>	<b>\$147.52</b>	<b>\$149.27</b>	<b>\$149.27</b>	<b>\$149.27</b>	<b>\$149.27</b>	<b>\$149.27</b>
% Change		15.0%	1.2%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.79	\$10.79	\$10.79	\$11.67	\$11.90	\$12.14	\$12.38
Health	\$9.88	\$10.30	\$10.89	\$10.84	\$11.06	\$11.28	\$11.50
Athletic	\$13.10	\$13.44	\$13.44	\$14.32	\$14.61	\$14.90	\$15.20
Transportation Access	\$9.00	\$9.10	\$9.10	\$9.10	\$9.28	\$9.47	\$9.66
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$57.85</b>	<b>\$60.71</b>	<b>\$61.30</b>	<b>\$63.01</b>	<b>\$63.93</b>	<b>\$64.87</b>	<b>\$65.82</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$186.13</b>	<b>\$208.23</b>	<b>\$210.57</b>	<b>\$212.28</b>	<b>\$213.20</b>	<b>\$214.14</b>	<b>\$215.09</b>
% Change		11.9%	1.1%	0.8%	0.4%	0.4%	0.4%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,848.40</b>	<b>\$4,425.60</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>	<b>\$4,478.10</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,735.50</b>	<b>\$1,821.30</b>	<b>\$1,839.00</b>	<b>\$1,890.30</b>	<b>\$1,917.90</b>	<b>\$1,946.10</b>	<b>\$1,974.60</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,583.90</b>	<b>\$6,246.90</b>	<b>\$6,317.10</b>	<b>\$6,368.40</b>	<b>\$6,396.00</b>	<b>\$6,424.20</b>	<b>\$6,452.70</b>
\$ Change		\$663.00	\$70.20	\$51.30	\$27.60	\$28.20	\$28.50
% Change		11.9%	1.1%	0.8%	0.4%	0.4%	0.4%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$491.41	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$24.57	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55
Total per credit hour	\$515.98	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61	\$536.61
% Change		4.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$18,590.70</b>	<b>\$19,757.40</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>	<b>\$19,809.90</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,472.60</b>	<b>\$2,587.89</b>	<b>\$2,605.50</b>	<b>\$2,656.80</b>	<b>\$2,684.40</b>	<b>\$2,712.60</b>	<b>\$2,741.10</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$21,063.30</b>	<b>\$22,345.29</b>	<b>\$22,415.40</b>	<b>\$22,466.70</b>	<b>\$22,494.30</b>	<b>\$22,522.50</b>	<b>\$22,551.00</b>
\$ Change		\$1,281.99	\$70.11	\$51.30	\$27.60	\$28.20	\$28.50
% Change		6.1%	0.3%	0.2%	0.1%	0.1%	0.1%
<b>Housing/Dining<sup>4</sup></b>							
	\$9,063.00	\$9,357.00	\$9,394.00	\$9,514.00	\$9,637.00	\$9,764.00	\$9,895.00
\$ Change		\$294.00	\$37.00	\$120.00	\$123.00	\$127.00	\$131.00
% Change		3.2%	0.4%	1.3%	1.3%	1.3%	1.3%

<sup>1</sup> can be no more than 5% of tuition.

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

<sup>2</sup> limited in statute.

<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT	Fall 2014 PLANNED HEADCOUNT	Fall 2015 PLANNED HEADCOUNT	Fall 2016 PLANNED HEADCOUNT
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	2.6%	23,994 47.0%	23,417 45.8%	23,757 45.6%	24,205 45.4%
FTIC (Profile Admit)	23.8%	288 0.6%	245 0.5%	250 0.5%	256 0.5%
AA Transfers*	69.8%	21,076 41.3%	22,260 43.5%	22,705 43.6%	23,317 43.7%
Other Transfers	8.2%	5,689 11.1%	5,197 10.2%	5,408 10.4%	5,583 10.5%
<b>Subtotal</b>	<b>23.3%</b>	<b>51,047 100%</b>	<b>51,118 100%</b>	<b>52,120 100%</b>	<b>53,361 100%</b>
<b>GRADUATE STUDENTS</b>					
Master's	32.3%	5,711 74.6%	5,669 75.7%	5,642 75.4%	5,731 75.4%
Research Doctoral	10.4%	1,701 22.2%	1,581 21.1%	1,605 21.4%	1,627 21.4%
Professional Doctoral	344.9%	240 3.1%	237 3.2%	240 3.2%	239 3.1%
<b>Subtotal</b>	<b>22.6%</b>	<b>7,652 100%</b>	<b>7,487 100%</b>	<b>7,487 100%</b>	<b>7,597 100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>-23.5%</b>	<b>720</b>	<b>759</b>	<b>755</b>	<b>752</b>
<b>MEDICAL</b>	<b>n/a</b>	<b>351</b>	<b>419</b>	<b>460</b>	<b>480</b>
<b>TOTAL</b>	<b>22.8%</b>	<b>59,770</b>	<b>59,783</b>	<b>60,822</b>	<b>62,190</b>

Note\*: AA transfers refer only to transfers from the Florida College System.

Other Transfers includes AS and non-AA/AAS CCTs

Includes both fundable and non-fundable headcounts

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	176.3%	9,193	27%	10,130	30%	10,209	30%	10,400	30%
HYBRID (50%-79%)	61.6%	2,256	7%	2,634	8%	2,628	8%	2,677	8%
TRADITIONAL (<50%)	4.3%	22,229	66%	21,003	62%	21,338	62%	21,736	62%
<b>TOTAL</b>	<b>27.0%</b>	<b>33,677</b>	<b>100%</b>	<b>33,766</b>	<b>100%</b>	<b>34,175</b>	<b>100%</b>	<b>34,813</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	102.0%	1,112	28%	1,148	30%	1,192	31%	1,253	32%
HYBRID (50%-79%)	91.7%	425	11%	466	12%	494	13%	529	14%
TRADITIONAL (<50%)	-5.5%	2,488	62%	2,239	58%	2,171	56%	2,134	55%
<b>TOTAL</b>	<b>19.1%</b>	<b>4,025</b>	<b>100%</b>	<b>3,853</b>	<b>100%</b>	<b>3,856</b>	<b>100%</b>	<b>3,915</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than 49%* of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>Florida Resident</b>									
LOWER	10,899	10,306	11,543	11,941	12,360	12,816	13,313	13,854	3.7%
UPPER	21,428	16,000	21,152	21,145	21,340	21,630	21,950	22,281	1.0%
GRAD I	2,572	2,627	2,553	2,555	2,594	2,657	2,736	2,827	2.1%
GRAD II	614	379	574	574	583	597	615	635	2.0%
<b>TOTAL</b>	<b>35,513</b>	<b>29,312</b>	<b>35,822</b>	<b>36,215</b>	<b>36,876</b>	<b>37,699</b>	<b>38,613</b>	<b>39,597</b>	<b>2.0%</b>
<b>Non- Resident</b>									
LOWER	447	n/a	470	486	503	522	542	564	3.7%
UPPER	609	n/a	602	603	610	619	629	639	1.2%
GRAD I	330	n/a	329	329	334	343	353	365	2.1%
GRAD II	426	n/a	398	398	404	414	427	441	2.1%
<b>TOTAL</b>	<b>1,813</b>	<b>1,748</b>	<b>1,798</b>	<b>1,816</b>	<b>1,852</b>	<b>1,898</b>	<b>1,951</b>	<b>2,009</b>	<b>2.3%</b>
<b>TOTAL</b>									
LOWER	11,346	n/a	12,013	12,426	12,863	13,338	13,855	14,418	3.7%
UPPER	22,037	n/a	21,753	21,749	21,950	22,249	22,579	22,920	1.1%
GRAD I	2,902	n/a	2,882	2,884	2,928	2,999	3,089	3,192	2.1%
GRAD II	1,041	n/a	971	972	987	1,011	1,041	1,076	2.1%
<b>TOTAL</b>	<b>37,326</b>	<b>31,060</b>	<b>37,619</b>	<b>38,031</b>	<b>38,728</b>	<b>39,597</b>	<b>40,564</b>	<b>41,606</b>	<b>2.0%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	211	n/a	227	234	243	252	262	273	3.8%
UPPER	261	n/a	258	257	258	261	265	268	0.8%
GRAD I	338	n/a	335	335	340	348	358	370	2.0%
GRAD II	22	n/a	21	21	21	21	22	23	2.1%
<b>TOTAL</b>	<b>832</b>	<b>n/a</b>	<b>839</b>	<b>846</b>	<b>862</b>	<b>883</b>	<b>907</b>	<b>934</b>	<b>2.2%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

<b>Medical Doctorate Headcounts</b>									
RESIDENT	269	*	316	347	362	362	362	362	2.8%
NON-RESIDENT	82	*	103	113	118	118	118	118	2.8%
<b>TOTAL</b>	<b>351</b>	<b>*</b>	<b>419</b>	<b>460</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>2.8%</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Materials Science and Engineering	14.1801	STEM	UF	N	80	Nov-2014
Interdisciplinary Studies-STEM	30.0101	STEM	UF, USF, UWF	N	250	Nov-2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Business Analytics	52.1302	STEM	-	N	60	Mar-2015
<b>DOCTORAL PROGRAMS</b>						
Data Analytics	27.0501	STEM	FSU, UF	N	25	Mar-2015
Integrative Anthropological Sciences	30.1701		-	N	25	Mar-2015

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Biomedical Engineering	14.0501	STEM	FGCU, FIU	N	-	July-2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Biomedical Engineering	14.0501	STEM	FAMU, FAU, FIU, FSU, UF, USF-T	N	-	Mar-2016
Cognitive Sciences and Cognitive Systems	30.2501	STEM	-	N	-	Mar-2016
Public Health	51.2201	HLTH	FAMU, FIU, FSU, UF, USF-T, UWF	Y		Mar-2017
Arts Management	50.1099	-	-	N	-	Mar-2017
<b>DOCTORAL PROGRAMS</b>						
Communication Science and Disorders	51.0204	HLTH	FSU, UF, USF-T			Mar-2016
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF-T	N		July-2016





## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.

Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree

*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.

Source: State University Database System (SUDS).

#### Academic Progress Rate

*2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).

Source: State University Database System (SUDS).

#### University Access Rate

*Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.

Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).




**Freshmen in Top 10% of High School Class**

Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.

Source: New College of Florida.

**BOG Choice Metrics**
**Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).

Source: State University Database System (SUDS).

**Number of Faculty Awards**

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.

Source: Board of Governors staff review.

**BOT Choice Metrics**
**Percent of R&D Expenditures Funded from External Sources**  
 FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
 FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.

Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
 FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.

Source: US News and World Report's annual National University rankings.



<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



## Goals Common to All Universities

### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*





<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt** This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt** This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)** Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

# UWVF

## 2014-15 Work Plan



**University of West Florida**

*Work Plan Presentation for 2014-15 Board of Governors Review*

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



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*





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## MISSION STATEMENT (What is your purpose?)

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

## VISION STATEMENT (What do you aspire to?)

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being "different by design."

## STATEMENT OF STRATEGY (How will you get there?)

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

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. The majority of UWF's students come from the Panhandle, but UWF is helping to address higher education access needs by enrolling an increasing number of students from the Florida peninsula and beyond. A significant number of UWF's students come from families with a military connection. UWF will manage growth strategically at the Pensacola campus, at other sites, and online, and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds. Through its partnerships with the K-12 sector and other institutions of higher education (e.g., Florida College System and other SUS institutions), UWF will facilitate students' transition to the University and provide students with access to academic programs that otherwise might not be available to them. To enhance the collegiate experience for the traditional-aged student, UWF is investing in improving campus life and expanding high-quality advising and academic support services. UWF is addressing nontraditional learners' needs through the statewide Complete Florida initiative; providing one-stop services to military-affiliated students through its Military/Veterans Center; strengthening its articulation programs with state colleges; establishing high-demand online programs to strengthen Florida's workforce; and reinforcing UWF's innovative online curriculum through participation in Quality Matters to assure high-quality instruction. UWF is committed to offering undergraduate and graduate degrees that meet regional workforce needs, including implementing practices that help students prepare effectively for life beyond graduation.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

UWF has evolved into a vibrant, distinctive, educational institution with an undergraduate collegiate culture characteristic of a regional comprehensive university, but with expanded graduate and targeted research programs, nationally recognized online programs, and extensive community service and engagement. UWF favors smaller classes with fully qualified teacher-scholars who deliver personalized, innovative, hands-on learning and leadership opportunities. UWF takes pride in the strong, mutually beneficial collaborations (reflected in its curriculum and its focus on applied research, as well as its public-private partnerships) that have emerged with UWF's partners in the community, business, the military, and education.

UWF faces various opportunities and challenges within the next three years. In 2014-2015, the SACS Commission on Colleges will review UWF for reaffirmation of accreditation. In preparation for the review, UWF is completing a Compliance Certification Report and developing a Quality Enhancement Plan that focuses on "Communication for Professional Success: Using High-Impact Practices to Improve Students' Written and Oral Communication." Another opportunity exists as UWF's 50th Anniversary approaches in 2017; the University will embark on an ambitious multi-million dollar comprehensive campaign to help raise funds and awareness for UWF's strategic priorities.

UWF will focus on challenges, opportunities, and strategic priorities associated with improving performance on key indicators and increasing the University's regional, national, and international visibility and reputation (e.g., purposeful enrollment growth; student persistence and graduation rates; student professional workforce skills; institutional rankings and student and faculty recognitions; mutually beneficial partnerships; diversification of the University; physical infrastructure; comprehensive degree planning to ensure viable programs that meet regional needs; focused research planning; and concentrated efforts to increase the number of Floridians with degrees in areas such as STEM, education, and the healthcare professions).

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. UWF will contribute to statewide economic development through innovative programming in STEM and by entering into partnerships with other SUS institutions to address shortages in critical, high-skill, high-wage areas of strategic emphasis (e.g., Cybersecurity, Mechanical Engineering, Entrepreneurship, Supply Chain Logistics, Information Security, and Nursing Practice).
2. UWF will invest in focused initiatives and high-impact practices (HIPs) that improve student engagement, learning, retention, and subsequent job placement and professional success in the global marketplace (e.g., cybersecurity battle lab experiences, internships, executive mentor program, student research, service learning, study abroad and cultural experiences, practicum placements, etc.).
3. UWF will lead the implementation of Complete Florida, which creates a pathway for two million adults in Florida to return to college and earn a degree. UWF also will host the Florida Virtual Campus, which provides statewide services to online learners. Through its Innovation Institute, UWF and its partners will employ transformational approaches and develop creative solutions to address critical educational issues and needs in the community.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	0% pts.	60% (2011-2012 Graduates)	60% (2012-2013 Graduates)	61% (2013-2014 Graduates)	61% (2014-2015 Graduates)	62% (2015-2016 Graduates)
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	0%	\$31,000 (2011-2012 Graduates)	\$31,953 (2012-2013 Graduates)	\$32,935 (2013-2014 Graduates)	\$33,948 (2014-2015 Graduates)	\$34,992 (2015-2016 Graduates)
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	1%	\$31,076 (2009-2013)	\$33,222 (2010-2014)	\$34,750 (2011-2015)	\$36,417 (2012-2016)	\$36,520 (2013-2017)
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	-2% pts.	42% (2007-2013)	49% (2008-2014)	49% (2009-2015)	50% (2010-2016)	51% (2011-2017)
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA≥2.0 ]	-1% pt.	61% (Fall 2012-Fall 2013)	62% (Fall 2013-Fall 2014)	63% (Fall 2014-Fall 2015)	64% (Fall 2015-Fall 2016)	65% (Fall 2016-Fall 2017)
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	2% pts.	39% (Fall 2012)	40% (Fall 2013)	40% (Fall 2014)	40% (Fall 2015)	40% (Fall 2016)
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by FLBOG in 11/2013]	4% pts.	45% (2012-2013)	49% (2013-2014)	50% (2014-2015)	50% (2015-2016)	51% (2016-2017)
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved FLBOG in 11/2013]	1% pt.	43% (2012-2013)	45% (2013-2014)	46% (2014-2015)	47% (2015-2016)	48% (2016-2017)
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	65% (2012-2013)	66% (2013-2014)	66% (2014-2015)	67% (2015-2016)	67% (2016-2017)
<b>Board of Trustees Choice Metric</b>						
<b>Percent of Enrolled Undergraduates Who Were 25 or Older</b>	-1% pt.	31% (Fall 2012)	32% (Fall 2013)	32% (Fall 2014)	32% (Fall 2015)	32% (Fall 2016)

Note: Metrics are defined in appendix.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

- Maintain recognition from Forbes Magazine as one of America's Top Colleges; from The Princeton Review as one of the best colleges in the Southeast and as a "Green College"; from U.S. News and World Reports as one of the Best Online Bachelor's Programs; from MastersDegreesOnline for one of the Best Education Graduate Schools; from GraduatePrograms.com for one of the Top Student-Ranked Online Graduate Programs; from Open Education Database for having a Top Online Engineering College; from G.I. Jobs Magazine and Military Advanced Education as a Military Friendly School; and from Military Times as one of the Best for Vets colleges. Regain recognition from The Chronicle of Higher Education as one of the "Great Colleges to Work For."
- Increase success in fielding student competitors who win in state, regional, and national academic competitions (e.g., logistics; Model UN, forensics).
- Continue success in documenting through Program Reviews that UWF academic programs and institutes and centers deliver on the promises of their respective mission and vision statements.
- Continue to implement the academic program master plan that, within the context of UWF's mission and available resources, includes strategies for moving select academic and research programs to greater levels of distinction; and aligns resources to support these initiatives.
- <http://66.7.202.18/index.php/uwf-facts/uwf-rankings-designations/>

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	-44 pts	1537 (Fall 2012)	1563 (Fall 2013)	1593 (Fall 2014)	1621 (Fall 2015)	1621 (Fall 2016)
<b>High School GPA</b>	0.0 pts	3.5 (Fall 2012)	3.5 (Fall 2013)	3.5 (Fall 2014)	3.5 (Fall 2015)	3.5 (Fall 2016)
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	1	1	1	1	1
Exams Below Benchmarks	n/a	0	0	0	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	-9% pts.	70% (Fall 2012-Fall 2013)	72% (Fall 2013-Fall 2014)	73% (Fall 2014-Fall 2015)	75% (Fall 2015-Fall 2016)	76% (Fall 2016-Fall 2017)
<b>FTIC Graduation Rates</b>	3% pts.	25% (2009-2013)	22% (2010-2014)	23% (2011-2015)	25% (2012-2016)	26% (2013-2017)
In 4 years (or less)	-0% pts.	42% (2007-2013)	49% (2008-2014)	49% (2009-2015)	50% (2010-2016)	51% (2011-2017)
<b>AA Transfer Graduation Rates</b>	-7% pts.	23% (2011-2013)	19% (2012-2014)	20% (2013-2015)	22% (2014-2016)	23% (2015-2017)
In 2 years (or less)	-3% pts.	65% (2009-2013)	62% (2010-2014)	64% (2011-2015)	65% (2012-2016)	67% (2013-2017)
<b>Average Time to Degree (for FTIC)</b>	-0.1 yr.	4.6 yrs. (2012-2013 Graduates)	4.6 yrs. (2013-2014 Graduates)	4.6 yrs. (2014-2015 Graduates)	4.6 yrs. (2015-2016 Graduates)	4.5 yrs. (2016-2017 Graduates)



## Return on Investment

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Bachelor's Degrees Awarded</b>	9%	1,969	2,015	2,067	2,119	2,162
<b>Percent of Bachelor's Degrees in STEM</b>	3% pts.	18%	18%	18%	19%	19%
<b>Graduate Degrees Awarded</b>	31%	625	634	687	708	745
<b>Percent of Graduate Degrees in STEM</b>	2% pts.	15%	15%	16%	16%	16%
<b>Annual Gifts Received (\$M)</b>	14%	\$ 2.9 M	\$ 3.5 M	\$ 3.7 M	\$3.8 M	\$4.0 M
<b>Endowment (\$M)</b>	13%	\$ 54M	\$57 M	\$60 M	\$63 M	\$66 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.





## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Number of Enrolled Undergraduates Who Were 25 or Older (Fall)	13%	3,276	3,371	3,468	3,556	3,644
Bachelor's Degrees Awarded to Minorities (Non-Hispanic Black and Hispanic Students)	21%	286	334	340	344	352
Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)	NA	UWF completed documentation and submitted the application to Carnegie on April 15, 2014. Results will be announced in January 2015.				

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

**Goal 1.** *Improve student engagement and participation in "high-impact" learning experiences as measured on the National Survey of Student Engagement (NSSE).*

PLEASE NOTE: The structure and categories of subsections in the NSSE changed in 2013. Therefore, current results cannot be compared to those from earlier administrations. 2013 scores will be used for establishing the new baseline. The NSSE is administered every three years.

		2013-14 BASELINE	2016-17 GOALS
NSSE Results (mean scores) on select "Engagement Indicators" subsections for seniors (Number of 10 subsections showing improvement over prior year)	NA	<u>Academic Challenge</u> Higher Order Learning: 42 Reflective and Integrative Learning: 39 Learning Strategies: 44 Quantitative Reasoning: 30 <u>Learning with Peers</u> Collaborative Learning: 30 Discussions with Diverse Others: 44 <u>Experiences with Faculty</u> Student-Faculty Interaction: 22 Effective Teaching Practices: 41 <u>Campus Environment</u> Quality of Interactions: 44 Supportive Environment: 33	Improve Mean Scores on 5 or More Engagement Indicators
NSSE Results (participation rates) on select "High-Impact Practices" subsections for seniors (Number of 6 subsections showing improvement over prior year)	NA	<u>Participation in High-Impact Practices</u> Learning Community: 19% Service-Learning: 54% Research with Faculty: 16% Internship or Field Experience: 42% Study Abroad: 5% Culminating Senior Experience: 29%	Improve Participation Rates in 3 or More High-Impact Practices





**Goal 2.** *Build a vibrant culture of scholarship and research that aligns with UWF's strengths and capacities and supports UWF's mission, vision, and values.*

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Total Expenditures from Sponsored Research and Contracts and Grants<sup>1</sup></b>	26%	\$17.0 M	\$26.5 M <sup>2</sup>	\$22.3 M <sup>3</sup>	\$27.3 M	\$23.5 M
<b>Number of Active Grants</b>	-34%	122	114	116	119	121

<sup>1</sup> As reported in the State University System Fact Book Table 46.00F. Reported are total expenditures (direct and indirect costs) of sponsored contracts and grants that fund research, service, and training. The amount does not include expenditure of other revenue such as royalty or licensing income handled through the Sponsored Research Trust Fund.

<sup>2</sup> Year-to-date as of 5/2/2014, plus projections to 6/30/14.

<sup>3</sup> Decrease in expenditures related to the expiration of the \$10 M per year award for SEDI (Sustainable Economic Development Initiative).



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 68,201,966	\$ 81,300,593
Tuition	\$ 45,903,441	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 114,105,407</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 114,105,407</b>	<b>n/a</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 19,380,782	n/a
<b>Contracts &amp; Grants,</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 30,254,249	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 99,376,423	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 149,011,454</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 263,116,861</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
<b>Tuition Differential Fee</b>	\$1,166.40	\$1,166.40	\$1,166.40	\$1,166.40	\$1,166.40
<b>Percent Increase</b>	14%	1.2%	0%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$1,972.50	\$2,037.60	\$2,040.90	\$2,040.90	\$2,040.90
<b>TOTAL TUITION AND FEES</b>	<b>\$6,283.50</b>	<b>\$6,356.10</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	50%	48%	52%	55%	55%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$15,717	\$17,511	\$18,899	\$20,015	\$22,358
<b>NSLDS* Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate</b> (3rd Year)	6.09%	7.3%	10.6%	9.7% <i>draft</i>	9.7%

(\* National Student Loan Data System)

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,356	\$1,200	\$9,580	\$1,100	\$2,600	<b>\$20,836</b>
<b>AT HOME</b>	\$6,356	\$1,200	\$3,614	\$1,800	\$2,300	<b>\$15,270</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	2,111	37.98%	\$11,330	(\$2,758)	\$8,289	\$5,390
\$40,000-\$59,999	602	10.83%	\$12,805	(\$730)	\$6,347	\$4,471
\$60,000-\$79,999	536	9.64%	\$13,891	\$610	\$5,040	\$4,465
\$80,000-\$99,999	427	7.68%	\$15,097	\$1,657	\$3,994	\$4,561
\$100,000 Above	1,077	19.38%	\$15,280	\$2,018	\$3,648	\$3,659
Missing*	805	14.48%	n/a	\$2,443	\$3,200	\$111
<b>TOTAL</b>	<b>5,558</b>	<b>100%</b>	<b>AVERAGE 13,039*</b>	<b>(\$196)</b>	<b>\$5,799</b>	<b>\$4,038</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
1. Retained full-time faculty( \$5,001,531) and purchased associated faculty startup (\$28,982) and adjuncts (\$59,344)	UWF now has 65 faculty funded on tuition differential. It is anticipated that an additional 8 faculty will be hired effective Fall 2014 for a total of 73 anticipated in 2014-2015.
2. Enhanced support for the Office of Financial Aid (\$85,096)	A Financial Aid position was funded using these resources.
3. Enhanced support for the Marine Services Center (Staff \$72,852), Operating Expenses (36,509)	UWF's Marine Services Center provides diving platforms, research vessels, and support staff for academic programs including Marine Biology and Underwater Archaeology. Funds have been used to hire the Dive Safety Officer on permanent funding and for expenses related to the ongoing operation of Marine Services Center.
4. Provide Funding for the 2UWF Program (\$57,221)	A staff position has been funded with these resources and is located at Gulf Coast State College (GCSC). Having a staff advisor at this location helps provide a seamless transition from GCSC to UWF.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	65
Total Number of Advisors Hired or Retained (funded by tuition differential):	0
Total Number of Course Sections Added or Saved (funded by tuition differential):	637
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
1. Provided need-based aid for students who demonstrated need on FAFSA evaluation	1,660
2. Provided need-based aid to low-income, first-generation college students	542
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,661
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,768.19
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$65
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,000



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>	<b>Estimated Actual*</b>	<b>Estimated</b>
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>2013-14</b>	<b>2014-15</b>
	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	65	73
Advisors	0	0
Staff	3	3
Total FTE Positions:	68	76
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$399,799	\$697,558
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$399,799	\$697,558
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$8,146,183	8,356,296
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$8,146,183	\$8,356,296
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$5,201,582	\$5,830,000
Other Personal Services	74,462	75,000
Expenses	59,091	36,000
Operating Capital Outlay	6,400	57,000
Student Financial Assistance <sup>^</sup>	2,506,889	2,506,889
Expended From Carryforward Balance <sup>^^</sup>	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$7,848,424	\$8,504,889
<b>Ending Balance Available:</b>	\$697,558	\$548,965

\* Since the 2013-14 year has not been completed, provide an estimated actual.

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

<sup>^</sup> Est. Actual 2013-2014 - The full 30% required for Need-Based Financial Aid has been transferred from E&G to the Scholarship Fund. The current remaining balance as of 4/7/14 is \$617,525 and has been awarded in the 2014/2015 financial aid process for Fall 2014 admissions. This amount will be adjusted at year end based on actual collections.

<sup>^^</sup> Expended \$153,053 in carry forward. This amount is spread among the expenditure categories shown above as follows \$124,070 salaries, \$22,583 expense, and \$6,400 OCO.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<b>Undergraduate Students</b>	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%) <sup>4</sup>	21.42	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$124.74</b>	<b>\$142.20</b>	<b>\$143.95</b>	<b>\$143.95</b>	<b>\$143.95</b>	<b>\$143.95</b>	<b>\$143.95</b>
% Change		14.0%	1.2%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service <sup>6</sup>	\$13.30	\$13.30	\$13.55	\$13.57	\$13.57	\$13.57	\$13.57
Health <sup>6</sup>	\$7.23	\$7.23	\$7.48	\$7.52	\$7.52	\$7.52	\$7.52
Athletic <sup>6</sup>	\$17.49	\$19.39	\$20.88	\$20.93	\$20.93	\$20.93	\$20.93
Transportation Access	\$3.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)		\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$56.10</b>	<b>\$65.75</b>	<b>\$67.92</b>	<b>\$68.03</b>	<b>\$68.03</b>	<b>\$68.03</b>	<b>\$68.03</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$180.84</b>	<b>\$207.95</b>	<b>\$211.87</b>	<b>\$211.98</b>	<b>\$211.98</b>	<b>\$211.98</b>	<b>\$211.98</b>
% Change		15.0%	1.9%	0.1%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change	NA	NA	NA	NA	NA	NA	NA
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,742.20</b>	<b>\$4,266.00</b>	<b>\$4,318.50</b>	<b>\$4,318.50</b>	<b>\$4,318.50</b>	<b>\$4,318.50</b>	<b>\$4,318.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,683.00</b>	<b>\$1,972.50</b>	<b>\$2,037.60</b>	<b>\$2,040.90</b>	<b>\$2,040.90</b>	<b>\$2,040.90</b>	<b>\$2,040.90</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,425.20</b>	<b>\$6,238.50</b>	<b>\$6,356.10</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>
\$ Change		\$813.30	\$117.60	\$3.30	\$0.00	\$0.00	\$0.00
% Change		15.0%	1.9%	0.1%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$20.45	\$20.45	\$20.45	\$25.70	\$25.70	\$25.70	\$25.70
Total per credit hour	\$429.39	\$429.39	\$429.39	\$434.64	\$434.64	\$434.64	\$434.64
% Change		0.0%	0.0%	1.2%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$16,010.40</b>	<b>\$16,534.20</b>	<b>\$16,586.70</b>	<b>\$16,586.70</b>	<b>\$16,586.70</b>	<b>\$16,586.70</b>	<b>\$16,586.70</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,296.50</b>	<b>\$2,586.00</b>	<b>\$2,651.10</b>	<b>\$2,811.90</b>	<b>\$2,811.90</b>	<b>\$2,811.90</b>	<b>\$2,811.90</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$18,306.90</b>	<b>\$19,120.20</b>	<b>\$19,237.80</b>	<b>\$19,398.60</b>	<b>\$19,398.60</b>	<b>\$19,398.60</b>	<b>\$19,398.60</b>
\$ Change		\$813.30	\$117.60	\$160.80	\$0.00	\$0.00	\$0.00
% Change		4.4%	0.6%	0.8%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
	\$7,856.00	\$8,006.00	\$8,852.00	\$9,324.00	\$9,830.00	\$10,352.00	\$10,904.00
\$ Change		\$150.00	\$846.00	\$472.00	\$506.00	\$522.00	\$552.00
% Change		1.9%	10.6%	5.3%	5.4%	5.3%	5.3%

<sup>1</sup> Can be no more than 5% of tuition.<sup>3</sup> Can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> As approved by the Board of Governors.<sup>4</sup> Combine the most popular housing and dining plans provided to students<sup>5</sup> After base tuition is set by the Legislature and subject to approval of the Board of Trustees, the cumulative increase in base and differential tuition is capped at 15% by statute.

UWF's projections are intended to preserve that statutory authority, because, although additional revenues will be needed, the University is unable to determine the source (legislative allocation, tuition differential, or tuition increase) at this time.

<sup>6</sup> Any increase in the Activity and Service, Health, and Athletic Fee is capped at 5% per year in the aggregate and the overall total is capped at 40% of tuition, unless otherwise authorized in the General Appropriations Act.<sup>7</sup>UWF has authorization to charge \$50 for the Orientation Fee.



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	28%Δ	4,466	46%	4,716	47%	4,907	47%	5,097	48%
FTIC (Profile Admit)	178%Δ	501	5%	500	5%	500	5%	500	5%
AA Transfers*	-6%Δ	2,269	23%	2,290	23%	2,324	22%	2,359	22%
Other Transfers	9%Δ	2,555	26%	2,590	26%	2,642	25%	2,693	25%
<b>Subtotal</b>	<b>16%Δ</b>	<b>9,791</b>	<b>100%</b>	<b>10,096</b>	<b>100%</b>	<b>10,373</b>	<b>100%</b>	<b>10,649</b>	<b>100%</b>
<b>GRADUATE STUDENTS</b>									
Master's	50%Δ	1,843	93%	1,944	93%	2,048	93%	2,152	93%
Research Doctoral	-13%Δ	147	7%	148	7%	150	7%	155	7%
Professional Doctoral	na	na	na	na	na	na	na	na	na
<b>Subtotal</b>	<b>43%Δ</b>	<b>1,990</b>	<b>100%</b>	<b>2,092</b>	<b>100%</b>	<b>2,198</b>	<b>100%</b>	<b>2,307</b>	<b>100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>18%Δ</b>	<b>826</b>		<b>826</b>		<b>826</b>		<b>826</b>	
<b>MEDICAL</b>	<b>na</b>	<b>na</b>		<b>na</b>		<b>na</b>		<b>na</b>	
<b>TOTAL</b>	<b>20%Δ</b>	<b>12,607</b>		<b>13,014</b>		<b>13,397</b>		<b>13,782</b>	

Note\*: AA transfers refer only to transfers from the Florida College System. FTICs include dually enrolled students.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	17%Δ	1,865	29%	1,950	29%	2,002	29%	2,057	29%
HYBRID (50%-79%)	-57%Δ	804	13%	985	15%	1,011	15%	1,039	15%
TRADITIONAL (<50%)	42%Δ	3,760	58%	3,770	56%	3,870	56%	3,975	56%
<b>TOTAL</b>	<b>5%Δ</b>	<b>6,428</b>	<b>100%</b>	<b>6,705</b>	<b>100%</b>	<b>6,883</b>	<b>100%</b>	<b>7,071</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	2%Δ	490	56%	539	57%	555	57%	566	57%
HYBRID (50%-79%)	-59%Δ	85	10%	81	9%	83	9%	85	9%
TRADITIONAL (<50%)	32%Δ	295	34%	323	34%	333	34%	339	34%
<b>TOTAL</b>	<b>-5%Δ</b>	<b>869</b>	<b>100%</b>	<b>943</b>	<b>100%</b>	<b>970</b>	<b>100%</b>	<b>990</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).





## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>Florida Resident</b>									
LOWER	2,388	1,886	2,519	2,603	2,681	2,753	2,825	2,881	3%
UPPER	3,361	3,232	3,688	3,764	3,855	3,924	4,000	4,127	2%
GRAD I	561	599	689	704	713	716	726	751	2%
GRAD II	51	54	67	69	69	71	71	73	2%
<b>TOTAL</b>	<b>6,361</b>	<b>5,771</b>	<b>6,963</b>	<b>7,140</b>	<b>7,318</b>	<b>7,464</b>	<b>7,622</b>	<b>7,831</b>	<b>2%</b>
<b>Non- Resident</b>									
LOWER	232	n/a	227	236	245	254	259	265	3%
UPPER	260	n/a	272	280	290	298	304	311	3%
GRAD I	189	n/a	171	181	191	198	203	207	4%
GRAD II	11	n/a	15	16	17	16	16	17	2%
<b>TOTAL</b>	<b>692</b>	<b>444</b>	<b>685</b>	<b>713</b>	<b>743</b>	<b>766</b>	<b>783</b>	<b>800</b>	<b>3%</b>
<b>TOTAL</b>									
LOWER	2,620	n/a	2,746	2,838	2,926	3,007	3,085	3,146	3%
UPPER	3,621	n/a	3,960	4,045	4,145	4,222	4,303	4,439	2%
GRAD I	750	n/a	860	885	904	914	930	958	2%
GRAD II	62	n/a	82	85	86	87	88	90	2%
<b>TOTAL</b>	<b>7,053</b>	<b>6,215</b>	<b>7,648</b>	<b>7,853</b>	<b>8,060</b>	<b>8,230</b>	<b>8,405</b>	<b>8,632</b>	<b>2%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	56	n/a	63	65	67	70	72	74	3%
UPPER	140	n/a	142	149	156	162	169	176	4%
GRAD I	334	n/a	365	395	407	419	432	445	4%
GRAD II	3	n/a	6	6	6	8	8	8	6%
<b>TOTAL</b>	<b>533</b>	<b>n/a</b>	<b>576</b>	<b>615</b>	<b>636</b>	<b>659</b>	<b>681</b>	<b>703</b>	<b>4%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.





## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Mechanical Engineering (BS)	14.1901	STEM	FAMU, FAU, FIU, FPU, FSU, UCF, UF, UNF, USF	No	150	Fall 2014
Supply Chain Logistics Management (BSBA)	52.0203	STEM	FPU, UNF Related to 52.0209	No	62	Spring 2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
None						
<b>DOCTORAL PROGRAMS</b>						
None						

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Cybersecurity (BS)	11.1003	STEM	New	Yes	50	2016
Entrepreneurship/Small Business Management (BSBA)	52.0701		USF-SP	No	30	2016
Human Resources Management (BSBA)	52.1001	Gap Analysis	FIU	Yes	30	2016
Information Security Management (BSBA)	52.1299	STEM	Related to UF 43.0106, FSU 43.0116	No	30	2016
Sport Management (BS)	31.0504		FAMU, FSU, UF, UNF	No	145	2015
Teaching and Learning (BA)	13.0101	Education	FAU, FGCU	Yes	30	2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Cybersecurity (MS)	11.1003	STEM	New	Yes	40	2016
Human Resources Management (MS)	52.1001	Gap Analysis	FIU	Yes	20	2016
<b>DOCTORAL PROGRAMS</b>						
Doctor of Nursing Practice: Leadership (DNP) <span style="color: red;">[UF Program]</span>	51.3818	Healthcare	FAU, FIU, FSU, UCF, UF, UNF, USF	Yes	10-12 at UWF	2015



## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (e.g., PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
 Source: State University Database System (SUDS).

#### Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
 Source: State University Database System (SUDS).

#### University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
 Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).



**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).

Source: State University Database System (SUDS).

**BOT Choice Metrics**

**Percentage of Adult Undergraduates Enrolled UWF**

This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This metric includes all degree-seeking undergraduates, as well as students taking undergraduate or graduate courses who are not degree-seeking (i.e., are unclassified) and who have not earned the baccalaureate or higher.

Source: State University Database System (SUDS).

**Goals Common to All Universities**

**Academic Quality**

**Avg. SAT Score (for 3 subtests)**

An average SAT score for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

**Avg. HS GPA**

The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.

**Professional/Licensure Exam First-time Pass Rates**

The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

**Operational Efficiency**

**Freshman Retention Rate**

The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see [link](#).

**FTIC Graduation Rates**

In 4 years (or less)  
In 6 years (or less)

As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

**AA Transfer Graduation Rates**

In 2 years (or less)  
In 4 years (or less)

As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.



<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

**Institution-Specific Goals**

<b>Number of Adult Undergraduates Enrolled</b>	This metric is based on the number of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This metric includes all degree-seeking undergraduates, as well as students taking undergraduate or graduate courses who are not degree-seeking (i.e., are unclassified) and who have not earned the baccalaureate or higher. Source: State University Database System (SUDS).
<b>Bachelor's Degrees Awarded to Minorities (Non-Hispanic Black and Hispanic Students)</b>	This metric is based on the number of baccalaureate degrees awarded to Non-Hispanic Black and Hispanic Students as reported in the 2012-13 Accountability Report (Table 4I). Source: State University Database System (SUDS).
<b>Carnegie's Community Engagement Classification</b>	This elective classification involves data collection and documentation of important aspects of institutional mission, identity, and commitments, and requires participating institutions to provide evidence-based documentation of institutional practice of community engagement – i.e., collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. Source: <a href="http://classifications.carnegiefoundation.org/descriptions/community_engagement.php">http://classifications.carnegiefoundation.org/descriptions/community_engagement.php</a> .
<b>NSSE Results on Select "Engagement Indicators" Subsections for Seniors</b>	This metric is based on the number of subsections in the NSSE's "Engagement Indicators" on which the University demonstrates an improvement on mean scores from one administration of the NSSE to University seniors to the next administration.
<b>NSSE Results on Select "High-Impact Practices" Subsections for Seniors</b>	This metric is based on the number of subsections in the NSSE's "High-Impact Practices" on which the University demonstrates an improvement in senior participation rates from one administration of the NSSE to University seniors to the next administration.
<b>Total Expenditures from Sponsored Research and Contracts and Grants</b>	This metric is as reported in the State University System Fact Book Table 46.00F. Reported are total expenditures (direct and indirect costs) of sponsored contracts and grants that fund research, service, and training. The amount does not include expenditure of other revenue such as royalty or licensing income handled through the Sponsored Research Trust Fund.





**Number of Active Grants** This metric is based on the number of grants with recorded expenditures in a given fiscal year.

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

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UNIVERSITY *of* WEST FLORIDA

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PERFORMANCE FUNDING  
IMPROVEMENT PLAN  
**2014-2015 / KEY AREAS OF FOCUS**

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## PERFORMANCE FUNDING IMPROVEMENT PLAN 2014-2015 / KEY AREAS OF FOCUS

### OVERVIEW

The core of the University of West Florida's mission is a commitment to ensuring student success. As outlined in the 2012-2017 UWF Strategic Plan, the University is dedicated to planning and investing strategically to enhance student success and educational attainment.

UWF is concentrating on three key areas of focus that provide the University the greatest ability to make a positive impact on students during 2014-2015. This plan is aligned with the priorities highlighted within the Board of Governors Performance Based Funding Metrics and driven by national best practices in retention and completion.

### THREE KEY AREAS OF FOCUS

**Metric 4. Six-Year Graduation Rate for First-time-in-College (FTIC) Students**

**Metric 5. Academic Progress Rate**

**Metric 9. Baccalaureate Degrees Awarded Without Excess Hours**



### HISTORY

Our efforts toward student retention and graduation rate began in earnest in Fall 2012 upon the approval of our 2012-2017 Strategic Plan by the UWF Board of Trustees. A one-year retention plan, geared toward FTIC students, included the hiring of a Director of Student Retention and a statistical modeling of our students' progress historically. In addition, the UWF Haas Center surveyed all non-returning FTIC students to determine reasons why they had not re-enrolled. We began a focus on early warning and significantly increased the number of faculty who provided information to trigger alerts. We formed a university-wide committee on retention efforts (CORE) and began to look at institutional barriers to retention. We identified gateway courses that may be problematic to students as well as advising issues.

Noel Levitz, a leading enrollment management consulting firm, was selected as a partner to assist with market research and to conduct an analysis of current enrollment practices. The assessment began in November 2013 and will end in June. Recommendations from this assessment will be included in UWF's Strategic Enrollment Plan.

### STRATEGIES & RATIONALE

The following content outlines the specific and measurable actions and initiatives that will be completed during the 2014-15 academic year. UWF is concentrating on three key focus areas, as positive progress related to one metric is likely to increase the University's standing related to another. Therefore, UWF has adopted a holistic approach to increasing the institution's standing by focusing on strategies to maximize impact on student success.

*Create a comprehensive, centralized unit for student support services.*

DEADLINE: December 2014	DEADLINE: May 2015
Create a separate College dedicated to student success. The College will be known as <i>University College</i> and will have overarching responsibility for student academic support, professional readiness, retention initiatives and University advising.	Add advising training module into curriculum for department chair development program.
Hire a dean for <i>University College</i> .	Create a comprehensive advising plan for implementation in Fall 2015.
Appoint an advising "czar" to oversee and coordinate all University advising.	



## PERFORMANCE FUNDING IMPROVEMENT PLAN 2014-2015 / KEY AREAS OF FOCUS

*Rationale:* During the fall semester, UWF will create *University College* to streamline student services into a comprehensive unit that will enhance the effectiveness of student support services. A centralized, “one-stop-shop” for student support is a common model in 21st century American universities. The college will consist of three major units: (1) academic programs, which will include the University Honors program and general studies; (2) University advising, which will coordinate campus-wide advising; and (3) professional readiness to provide high impact programming with demonstrable impact on student career success. Creation of *University College* will include hiring of a Dean of *University College* and appointing an advising “czar” to oversee and coordinate all University advising.

By May 2015, a training module for advising will be added to the curriculum of the current *Department Chair Development Program*. At UWF, departmental advising is key to a student’s effective progress toward degree. With changes in policies and online support, department chairs will need to be individually equipped to guide the advising function within their programs. Additionally, UWF will create a comprehensive advising plan that will provide the construct for an integrated approach to student advising university-wide.

### ***Increase the number of full-time faculty members and academic advisors.***

DEADLINE: December 2014	DEADLINE: May 2015
Hire 3 new academic advisors.	Hire 18 new full-time faculty members (including 6 dedicated to General Studies courses).

*Rationale:* Hiring 18 new full-time faculty members will enhance the student-to-faculty ratio to ensure that students are provided the courses and attention required to progress toward completion of a degree in a timely fashion. Hiring 18 new faculty members will better equip the institution to meet the curricular needs of students in growing programs and ensure that students are obtaining enhanced mentoring and high impact learning experiences, which lead to greater success in degree completion. Six of these faculty lines will be dedicated to General Studies courses.

While UWF has been actively engaged in enhancing and strengthening advising services through the campus, hiring 3 new academic advisors will provide support in areas of identified need. One of the advisors will be assigned to University College. The other two will be assigned to the College of Arts, Social Sciences & Humanities and the College of Science, Engineering & Health. This will ensure that a professional advisor in each college to support the faculty advisors.

### ***Develop degree completion tools for students.***

DEADLINE: December 2014	DEADLINE: May 2015
Create and disseminate a <i>Financial Literacy Program</i> .	Develop and disseminate a <i>Graduation Guide</i> for students after completion of 60 credit hours.

*Rationale:* Some of the major factors that slow students in making timely progress toward a degree are a myriad of financial obstacles. UWF seeks to better equip students to understand the complex landscape of options and requirements that often accompany paying for a university education by developing a *Financial Literacy Program* for all students. The program will raise awareness among students about financial resources and more importantly, provide financial aid literacy information. Financial Literacy materials will be distributed to all students throughout the academic year.

Additionally, a significant number of UWF students are working adults and must accommodate their employment needs by enrolling in fewer credit hours. On average, more than 50 percent of the UWF student population enrolls in 12-13.5 credit hours per semester, and more than 60 percent of UWF students indicated in the Beginning Student Survey (conducted during Fall 2013) that they expect to work while attending classes.

Therefore, a *Graduation Guide* will be developed to provide to students who have completed 60 credit hours. The guide will ensure that students receive a series of communications throughout their junior and senior years that reinforces the importance of staying on track and completing the requirements of their degree.





## PERFORMANCE FUNDING IMPROVEMENT PLAN 2014-2015 / KEY AREAS OF FOCUS

### *Purchase and implement new degree audit and planning software.*

DEADLINE: December 2014	DEADLINE: May 2015
Implement <i>DegreeWorks</i> degree audit system. Integrate 8 semester degree plans.	Implement <i>DegreeWorks Student Planner</i> module.
Purchase and implement <i>College Scheduler</i> software platform in order to create more refined, targeted and critical course scheduling. Integrate with <i>DegreeWorks</i> .	Provide training to faculty and staff on <i>College Scheduler</i> .

*Rationale:* A degree audit system supports an effective advising model, and serves as an invaluable tool to ensure students monitor their academic progress and advance toward graduation. *DegreeWorks*, a web-based degree audit system, will replace the current in-house system and allow UWF the flexibility to provide students with robust data that encourages timely graduation.

By enhancing the degree audit system, UWF students will have the ability to develop a long-term plan for degree completion, verify that the courses included in the plan fulfill degree requirements, explore different degree plans, and fully understand remaining degree requirements. The *DegreeWorks Student Planner* will further enhance the advising experience by providing advisors a platform to create and track a long-range academic plan for students.

*College Scheduler*, a separate web-based schedule-planning tool, will provide students with scheduling options to ensure they register for the maximum number of credit hours, therefore decreasing their time to degree.

### *Revise current and develop new University policies to support progress to obtaining a degree.*

DEADLINE: December 2014	DEADLINE: May 2015
Secure approval of <i>Progress to Degree Policy</i> .	Begin implementation of <i>Progress to Degree Policy</i> .
Secure approval of revised <i>Attendance Policy</i> .	Begin implementation of revised <i>Attendance Policy</i> .

*Rationale:*

#### *Progress to Degree Policy*

The University's goal is to provide students with access to high-quality, relevant and affordable learning experiences from enrollment through graduation. The *Progress to Degree Policy* is central to and aimed at assisting students' progress toward degree in an efficient manner while effectively meeting their academic goals. Embedded within the policy will be graduation benchmarks that begin with two and four-year plans of study, and are intended to support progress toward graduation.

The policy will include limitations on changing or declaring a major, minor or dual degree, set limits on the number of course withdraws and redefine the grade forgiveness policy.

The impact of this policy will be significant in relation to a variety of factors. For example, based on a historical data comparison, juniors and seniors represent more than 40 percent of the student population that request to change their major. Modifying the process to require the student to be counseled by an advisor to ensure that students are fully informed of all of the implications, including excess hours and graduation. One of the aspects of the policy will be the inclusion of a departmental approval requirement for junior and senior students to change their major. This requirement will reduce the likelihood of students changing programs without making an informed decision. This preventive measure will create a proactive approach to assist students in degree completion in the most efficient fashion.



## PERFORMANCE FUNDING IMPROVEMENT PLAN 2014-2015 / KEY AREAS OF FOCUS

### *Revised Attendance Policy*

UWF expects students to take full responsibility for their academic work and progress. To progress satisfactorily, students must meet the requirements of each course for which they are registered, and successful work depends, to a large extent, on regular class attendance. A *First-Time-in-College Student Class Attendance Policy* will be developed and approved to encourage engagement and support retention. Class attendance is regarded as an academic matter, therefore, this policy will set the expectation that each faculty member record attendance for all FTIC students enrolled in a General Studies course and provide the students with a written attendance policy.

### ***Implement additional tools, strategies and programs aimed at increasing retention and graduation.***

DEADLINE: December 2014	DEADLINE: May 2015
Administer <i>The Student Strengths Inventory</i> © to FTIC students through Beacon software.	Implement a <i>Supplemental Instruction Program</i> for students enrolled in courses associated with high failure rates.

#### *Rationale:*

#### *Administer Student Strengths Inventory© through Beacon software*

Last year, UWF conducted a pilot program through the software *Beacon*. The program administers *The Student Strengths Inventory*© (SSI), which is an assessment designed to help UWF develop data-driven, evidence-based student success solutions. The SSI is administered to incoming FTIC students at UWF during summer orientation and identifies individuals who might be at risk based on non-cognitive factors, such as resiliency and academic self-efficacy. The results provide predictive models needed to develop and suggest programs, plan interventions and offer assistance to specific targeted students.

#### *Implement a Supplemental Instruction Program*

High DWF (drop, withdraw and fail) rates represent unsuccessful enrollments in a course. The assumption is that these high rates lead to eventual attrition from the institution. The implementation of a *Supplemental Instruction Program* will emphasize the development of organizational skills, questioning techniques, and test preparation strategies in an effort to increase retention and improve grades in historically difficult courses. This will ultimately lead to the increase in graduation rates of UWF students.

Supplemental instruction will be a “free service” offered to all students in a targeted course. Supplemental instruction is a non remedial approach to learning as the program targets high-risk courses rather than high-risk students.

### ***Increase communication with students regarding the Excess Hours Policy.***

DEADLINE: December 2014	DEADLINE: May 2015
Distribute a supplemental <i>Excess Hours Guide</i> to all faculty, staff and students.	Provide a series of training programs for new advisors regarding the <i>Excess Hours Policy</i> .

*Rationale:* UWF has been meeting the statutory requirement of communicating to students about excess hours. However, following a 2013-2014 assessment of the effectiveness of the related communication methods, we discovered that meeting the minimum requirements of the law did not serve the full needs of students. Based on that data, we identified a series of areas in which our system of connecting with students could be improved.

The *Excess Hours Guide* will be used as a resource to ensure UWF faculty, staff and students are fully informed of all aspects related to excess hours surcharge. The guide will provide relevant information on credit hours that count toward excess hours and semester-based exemptions, and is used as a resource to educate students on the implications of changing their major and excessively withdrawing from courses.



## PERFORMANCE FUNDING IMPROVEMENT PLAN 2014-2015 / KEY AREAS OF FOCUS

As new advisors come on line, it is important to give them specific training in the Excess Hours Policy due to the complexity of the statute.

***Implement Summer Success Program for FTIC students on academic warning.***

DEADLINE: December 2014	DEADLINE: May 2015
Evaluate 2014 <i>Summer Success Program</i> pilot.	Recruit students for the 2015 <i>Summer Success Program</i> .

*Rationale:* The Summer Success Program is targeted towards students on academic warning at the end of the spring semester of their first year. Students will be provided a financial aid grant to offset the cost of tuition for a summer course. The program gives students two options: First, students could repeat a course for which they qualify for a grade forgiveness option. Second, students will have the option of taking an academic foundation course geared toward at-risk freshman. A pilot program is currently being conducted during Summer 2014. An evaluation of the pilot program will be conducted during the Fall 2014 semester. During the Spring 2015 semester, at-risk FTIC students will be recruited into the 2015 Summer Success program.



### SUMMARY

UWF is dedicated to creating and enhancing programs, policies and services that remove barriers to degree completion and increase the institution's profile in the SUS Performance Based Funding Model. By embracing accountability measures and implementing actionable, measurable steps, the University will better equip students to move into successful careers.

# FIU

## 2014-15 Work Plan



Florida International University

*Work Plan Presentation for 2014-15 Board of Governors Review*

STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.

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

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

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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## MISSION STATEMENT (What is your purpose?)

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

## VISION STATEMENT (What do you aspire to?)

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

## STATEMENT OF STRATEGY (How will you get there?)

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

FIU is the public anchor institution for the greater Miami area. We see ourselves as a solutions center for the community through the application of our research, learning and engagement energies. We are proud to have awarded over 200,000 degrees. Most degree holders live and work in the three county area of South Florida. Nationally, FIU is the largest producer of minority degrees at the bachelor's level, and the largest producer of bachelor's and master's degrees awarded to Hispanics, including STEM degrees. These facts drive the FIU strategy for our regional and national markets.

Regionally, the community's business leaders have asked FIU – through President Rosenberg – to chair an Academic Leaders' Council (ALC) that is working collaboratively to ensure that county-wide higher education initiatives are directed to job creation and entrepreneurship. The ALC received the Beacon Council's Chairman's Award this year. FIU is a major player in the Beacon Council's One Community One Goal (OCOG) strategic plan, an economic development initiative targeted to growing industries and strengthening the local economy. This plan pivots around education as the foundation for Miami-Dade County's economic development. It calls for a new ecosystem of growth. We are responding with short- and long-term initiatives consistent with BOG planning in six targeted industry clusters identified as critical drivers of job creation in the community.

As the business community places a greater emphasis on the role of education in job creation, FIU is focusing on results-oriented initiatives to improve market-related responsiveness. Our mission, vision and strategy for the 2014-15 academic year are focused: We are committed to improving early employment-related matching of student interest and aptitudes with available academic majors and jobs to ensure a more efficient and timely progression to degree and employment thereafter. We are aggressively expanding paid internship opportunities locally, nationally, and internationally. We will deepen our role as the nation's leading producer of STEM degrees for minority students through expanded science offerings, more peer-led learning groups, and progressive faculty-led curricular and applied market-based research.

Nationally, the FIU approach to minority STEM education is gaining visibility: President Rosenberg was appointed to the National Research Council's study for STEM completion "Barriers/Opportunities in Completing Two and Four-Year STEM Degrees".

Business and cost efficiencies remain central to our strategy. We have expanded on-line and on- and off-campus weekend classes (FIU has the highest classroom space utilization rate in the SUS at 125.58% of statutory requirements), reduced energy costs (FIU leads the SUS in energy conservation for six straight years, 2007-2013), and gained new revenue through adult learner degree programs.





## STRENGTHS AND OPPORTUNITIES (within 3 years)

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

FIU's strength is its community responsiveness. We are entrepreneurial. We believe that we have an obligation to put our research and learning to work. We take pride in student achievement: our graduates are leaders in their fields. As a majority-minority institution of higher education with a global outlook, we send the message that diversity and excellence can be coterminous. We excel in building win-win partnerships with public and private institutions, locally and globally. Our graduates are among the best in the SUS in getting high-paying jobs after graduation. We are ranked by Times Higher Education (London) as one of the top 100 universities globally under 50 years old. FIU received the APLU MVP (Most Visible Progress) award for the success of our initiative increasing 6-year baccalaureate graduation rates. FIU also received the most competitive Council of Graduate Schools award for Promoting Success in Graduate Education: From Admissions through Completion.

## KEY INITIATIVES & INVESTMENTS (within 3 years)

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

1) *Graduation Success Initiative (GSI)* is a comprehensive system for improving retention and graduation rates at FIU. We will continue our efforts to increase the 6-year baccalaureate graduation rate by 2% per year. The 6-year graduation rate has increased by nine percentage points in the last two years (41% in 2011-12; 50% in 2012-13) and is projected to increase to 52% in 2013-14. We will also focus on increasing the 4-year graduation rate for AA transfers by 1% per year. Additionally, we will develop strategies to improve successful completion of STEM degrees with a \$1.5 million grant recently received from the Howard Hughes Medical Institute. At the national level, FIU is a founding institution in the John N. Gardner Institute's Gateways to Completion (G2C) Project which focuses on developing interventions in high enrollment/ high failure gateway courses.

2) *Enhancing STEM Success*: We are generating multiple initiatives to advance STEM education. FIU is a lead member of the Mathematics Teacher Education Partnership, a national, APLU-led effort to prepare for implementation of the new national standards for Mathematics. FIU's STEM Transformation Institute received a \$1.45 million grant from the National Math and Science Initiative to launch FIUTeach. FIUTeach expects to graduate 50 high school STEM teachers each year. FIU leads the country in the number of students serving as trained Learning Assistants (LAs) with approximately 300 assisting their fellow students to enhance success in STEM fields. We will expand the number of LAs in the next years. FIU has entered into a partnership with the National Tropical Botanical Gardens to build an International Center for Tropical Botany focused on research and education in tropical botany.

3) *Preparing Students for the Workforce through Internships*: A recently signed agreement with Royal Caribbean Cruises Ltd. will provide great learning and practical opportunities for our students. A 130,000-square-foot facility will be built at FIU's Biscayne Bay Campus and at least 20 students will be placed in paid internships every year. FIU will also expand the on-campus Florida Power & Light (FPL) Call Center from 21 to 35 internships each semester. Upon graduation, students can transition to FPL employment. The current internship conversion rate is approximately 90%. FIU leads seven South Florida colleges and universities in the Talent Development Network program. The Talent Development Network is based on the Beacon Council's One Community One Goal (OCOG) strategic plan and focuses on creating internship opportunities for undergraduate and graduate students in seven industries: Aerospace, Creative Design, Hospitality and Leisure, Information Technology, Life Sciences and Health Care, International Banking and Finance and Trade and Logistics.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation*</b>	-1%	67%	67%	67%	68%	69%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation *</b>	-1%	\$35,100	\$35,100	\$35,200	\$35,300	\$35,400
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	0%	\$26,730	\$26,200	\$26,000	\$25,500	\$25,250
<b>TIC 6 year Graduation Rate</b> [Includes full- and part-time students]	3%	50%	52%	54%	56%	58%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	3%	78%	78%	79%	80%	81%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	-2%	47%	48%	49%	49%	49%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	0%	46%	46%	47%	48%	48%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	0%	49%	50%	51%	51%	52%
<b>Freshmen in Top 10% of High School Graduating Class</b> [for NCF only]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	70%	70%	71%	71%	72%
<b>Number of Faculty Awards</b> [for FSU and UF only]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Number of Top 50 Rankings in Select National Publications</b> [for NCF only]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Board of Trustees Choice Metric</b>						
<b>Bachelor's Awarded to Minorities</b>	8%	5,851	6,051	6,251	6,451	6,651

Note: Metrics are defined in the appendix. \*Latest data is for 2011-12 graduates.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

FIU has developed a five-year enrollment management plan that allows for significant growth in the number of students, advisors and faculty. The faculty growth will be in strategic areas that enhance external funding, faculty awards, and doctoral degree production. These are the primary metrics of national preeminence.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score<sup>1</sup></b> [for 3 subtests]	-1.4%	1,704	1,714	1,700	1,705	1,710
<b>High School GPA</b>	1.1%	3.7	3.8	3.85	3.90	3.95
<b>Professional/Licensure Exam First-time Pass Rates<sup>2</sup></b>						
Exams Above Benchmarks	n/a	3	4	4	5	5
Exams Below Benchmarks	n/a	2	1	1	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	2%	84%	84%	85%	86%	87%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	12%	27%	22%	25%	27%	29%
In 6 years (or less)	5%	50%	52%	54%	56%	58%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	3%	21%	19%	21%	22%	23%
In 4 years (or less)	0%	61%	62%	63%	64%	65%
<b>Average Time to Degree (for FTIC)</b>	0.4 yrs	5.6 yrs	5.6 yrs	5.5 yrs	5.4 yrs	5.3 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	38%	7,746	8,100	8,400	8,600	8,800
<b>Percent of Bachelor's Degrees in STEM</b>	0%	16%	16%	16.25%	16.5%	16.5%
<b>Graduate Degrees Awarded</b>	38%	3,440	3,536	3,633	3,704	3,817
<b>Percent of Graduate Degrees in STEM</b>	-7%	16.2%	16.5%	16.6%	16.8%	17%
<b>Annual Gifts Received (\$M)</b>	31.4%	\$ 24.7 M	\$ 18.1 M	\$ 47.0 M	\$ 66.0 M	\$ 73.0 M
<b>Endowment (\$M)</b>	53.9%	\$ 149.4 M	\$ 165.2 M	\$ 181.0 M	\$ 209.8 M	\$ 243.7 M

Notes: (1) SAT trends are based on 4 years. (2) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (3) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards*	150%	5	5	5	5	5
National Academy Members*	0%	2	2	2	2	2
Number of Post-Doctoral Appointees	17%	55	49	55	60	65
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures* **	n/a	2 of 8	2 of 8	2 of 8	2 of 8	3 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	26.4%	\$128.07M	\$126.44 M	\$132.76 M	\$139.4 M	\$146.3 M
Science & Engineering Research Expenditures (\$M)	1.3%	\$92.46 M	\$89.58 M	\$94.26 M	\$98.97 M	\$103.9 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-4.99%	\$86.0 M	\$ 82.35 M	\$86.46 M	\$90.79M	\$95.3M
Percent of Research Expenditures funded from External Sources	23.48%	62%	70%	66%	67%	68%
Patents Issued	0%	1	3	3	3	4
Licenses/Options Executed	200%	3	3	3	4	4
Licensing Income Received (\$M)	-50%	\$0.02 M	\$ 0.05 M	\$0.03 M	\$ 0.05 M	\$0.08 M
Number of Start-up Companies	0%	1	2	1	2	3
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>National</u> Financial	<u>National</u> Financial	<u>National</u> Financial	<u>National</u> Financial	<u>National</u> Financial
Research Doctoral Degrees Awarded	24%	156	159	162	168	177
Professional Doctoral Degrees Awarded	104%	251	254	285	288	330
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>17</b>	<b>15</b>	<b>21</b>	<b>25</b>	<b>24</b>

Note: \*Indicates that 2011 is the latest data available for these metrics. \*\*Indicates that 2011-12 is the latest data available for this metric.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metric #1</b> Bachelor's Degrees Awarded to Minorities	38%	5,851	6,051	6,251	6,451	6,651
<b>Metric #2</b> Bachelor's Degrees in Areas of Strategic Emphasis	23%	3,851	3,950	4,185	4,376	4,477
<b>Metric #3</b> Graduate Degrees in Areas of Strategic Emphasis	15%	1,695	1,768	1,853	1,889	1,985

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

**Goal 1.** *The 2010-15 Worlds Ahead Strategic Plan encourages interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning. Therefore, FIU plans to increase fully online student credit hours offered to 20% by year 2015. This will bring technology innovation to the classroom and provide current and prospective students additional access to higher education.*

<b>Metric:</b> Increase Percentage of Student Credit Hours Offered Fully Online	8.1%	20%	22.5%	26%	31%	36%
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**Goal 2.** *The Strategic plan calls for increasing the percentage of full-time students at the lower, upper, GRAD 1 and GRAD 2 levels by 2 percent for year 2015. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years.*

<b>Metric:</b> Gradual Shift to a Higher Percentage of Full-time Students	5%	66%	68%	69%	70%	71%
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## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$190.3	\$214.9
Tuition	\$223.2	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$413.5</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 30.5	\$30.9
Tuition	\$ 13.5	n/a
<b>TOTAL HSC</b>	<b>\$ 44.0</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds		
Tuition		
<b>TOTAL IFAS</b>		
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$457.5</b>	<b>n/a</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$199.5	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$116.6	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$203.2	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 3.8	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$523.1</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$980.6</b>	<b>n/a</b>





## FISCAL INFORMATION (continued)

## Undergraduate Resident Tuition Summary (for 30 credit hours)

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,569	\$1,569	\$1,569	\$1,569	\$1,569
Percent Increase	15%	1.1%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,746	\$1,772	\$1,772	\$1,832	\$1,872
<b>TOTAL TUITION AND FEES</b>	<b>\$6,414</b>	<b>\$6,493</b>	<b>\$6,493</b>	<b>\$6,553</b>	<b>\$6,593</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 15.

## Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	45.16%	46.86%	45.88%	49.08%	48%
Average Amount of Debt for Bachelor's who have graduated with debt	\$15,985	\$17,256	\$17,705	\$17,893	\$18,000
NSLDS Cohort Year	2008	2009	2010	2011	2012 GOAL
Student Loan Cohort Default Rate (3rd Year)	8.1% <i>trial*</i>	9.7%	10.5%	8.9% <i>draft</i>	7.5%

\*The trial rates were offered to institutions as an early indicator for the official rates published for 2009, but no opportunity to examine the data or make corrections was available.

## Cost of Attendance (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,496	\$1,316	\$10,702	\$2,034	\$2,420	\$22,968
AT HOME	\$6,496	\$1,316	\$3,754	\$2,856	\$2,250	\$16,672

## Estimated Net Cost by Family Income (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	9,402	51%	\$12,725	-\$1,947	\$7,742	\$3,170	
\$40,000-\$59,999	1,843	10%	\$14,367	\$371	\$5,395	\$2,788	
\$60,000-\$79,999	1,051	6%	\$14,774	\$1,298	\$4,432	\$2,579	
\$80,000-\$99,999	648	3%	\$14,600	\$1,317	\$4,373	\$2,157	
\$100,000 Above	1,617	9%	\$15,143	\$1,743	\$3,894	\$1,421	
Missing*	3,986	21%	n/a	\$5,525	\$0.00	\$0.00	
<b>TOTAL</b>	<b>18,547</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$13,432*</b>	<b>\$509</b>	<b>\$6,629</b>	<b>\$2,840</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2014 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 15 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offering and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	208 FTEs
Total Number of Advisors Hired or Retained (funded by tuition differential):	54 FTEs
Total Number of Course Sections Added or Saved (funded by tuition differential):	1,517
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	7,311
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,748.64
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$89.32
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$32,295.52



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Education & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	<b>Estimated Actual*</b> <b>2013-14</b>	<b>Estimated</b> <b>2014-15</b>
<b><u>FTE Positions</u></b>		
Faculty	208	208
Advisors	54	64
Staff	64	53
<b>Total FTE Positions</b>	<b>326</b>	<b>325</b>
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 254,685	\$ 286,263
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 254,685	\$ 286,263
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 44,370,494	44,806,690
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 44,370,494	\$ 44,806,690
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 25,077,798	\$ 25,518,323
Other Personal Services	1,009,038	955,309
Expenses	1,246,791	1,108,017
Operating Capital Outlay	3,293,765	3,293,765
Student Financial Assistance	13,711,523	14,217,540
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 44,338,915	\$ 45,092,953
Ending Balance Available:	<u>\$ 286,263</u>	<u>\$ 0</u>
*Since the 2013-14 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued) UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

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University: Florida International University

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$ 103.32	\$ 103.32	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 32.00	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$135.32</b>	<b>\$155.61</b>	<b>\$157.36</b>	<b>\$157.36</b>	<b>\$157.36</b>	<b>\$157.36</b>	<b>\$157.36</b>
% Change		15.0%	1.1%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.60	\$12.87	\$12.87	\$12.87	\$14.86	\$14.86	\$14.86
Health							
Athletic	\$15.56	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10	\$16.29
Transportation Access							
Technology <sup>1</sup>	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$42.24</b>	<b>\$46.14</b>	<b>\$46.23</b>	<b>\$46.23</b>	<b>\$48.22</b>	<b>\$48.22</b>	<b>\$48.41</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$177.56</b>	<b>\$201.75</b>	<b>\$203.59</b>	<b>\$203.59</b>	<b>\$205.58</b>	<b>\$205.58</b>	<b>\$205.77</b>
% Change		13.6%	0.9%	0.0%	1.0%	0.0%	0.1%
<b>Fees (block per term):</b>							
Activity & Service							
Health	\$83.19	\$83.19	\$93.69	\$93.69	\$93.69	\$113.77	\$113.77
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$81.00	\$81.00	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$174.19</b>	<b>\$174.19</b>	<b>\$192.69</b>	<b>\$192.69</b>	<b>\$192.69</b>	<b>\$212.77</b>	<b>\$212.77</b>
% Change		0.0%	10.6%	0.0%	0.0%	10.4%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,059.58</b>	<b>\$4,668.30</b>	<b>\$4,720.80</b>	<b>\$4,720.80</b>	<b>\$4,720.80</b>	<b>\$4,720.80</b>	<b>\$4,720.80</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,615.58</b>	<b>\$1,732.58</b>	<b>\$1,772.28</b>	<b>\$1,772.28</b>	<b>\$1,831.98</b>	<b>\$1,872.14</b>	<b>\$1,877.84</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,675.16</b>	<b>\$6,400.88</b>	<b>\$6,493.08</b>	<b>\$6,493.08</b>	<b>\$6,552.78</b>	<b>\$6,592.94</b>	<b>\$6,598.64</b>
\$ Change		\$725.72	\$92.20	\$0.00	\$59.70	\$40.16	\$5.70
% Change		12.8%	1.4%	0.0%	0.9%	0.6%	0.1%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$15,868.18</b>	<b>\$16,476.90</b>	<b>\$16,529.40</b>	<b>\$16,529.40</b>	<b>\$16,529.40</b>	<b>\$16,529.40</b>	<b>\$16,529.40</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,206.01</b>	<b>\$2,323.01</b>	<b>\$2,362.71</b>	<b>\$2,362.71</b>	<b>\$2,422.41</b>	<b>\$2,462.57</b>	<b>\$2,468.27</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$18,074.19</b>	<b>\$18,799.91</b>	<b>\$18,892.11</b>	<b>\$18,892.11</b>	<b>\$18,951.81</b>	<b>\$18,991.97</b>	<b>\$18,997.67</b>
\$ Change		\$725.72	\$92.20	\$0.00	\$59.70	\$40.16	\$5.70
% Change		4.0%	0.5%	0.0%	0.3%	0.2%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
\$ Change	\$10,123.97	\$10,303.97	\$10,662.64	\$10,853.67	\$11,278.08	\$11,397.05	\$11,535.74
\$ Change		\$180.00	\$358.67	\$191.03	\$424.41	\$118.97	\$138.69
% Change		1.8%	3.5%	1.8%	3.9%	1.1%	1.2%

<sup>1</sup> can be no more than 5% of tuition.

<sup>2</sup> as approved by the Board of Governors.

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

<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

## Planned Enrollment Growth by Student Type (for all E&amp;G students at all campuses)

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT	Fall 2014 PLANNED HEADCOUNT	Fall 2015 PLANNED HEADCOUNT	Fall 2016 PLANNED HEADCOUNT
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	4.8%	16,679 43.6%	17,109 43.4%	17,806 43.6%	18,332 43.6%
FTIC (Profile Admit)	-71.6%	96 0.3%	99 0.3%	103 0.3%	106 0.3%
AA Transfers*	57.5%	15,868 41.5%	16,432 41.7%	16,964 41.5%	17,436 41.5%
Other Transfers	33.3%	5,574 14.6%	5,763 14.6%	5,958 14.6%	6,125 14.6%
<b>Subtotal</b>	<b>17.1%</b>	<b>38,217 100%</b>	<b>39,403 100%</b>	<b>40,831 100%</b>	<b>41,999 100%</b>
<b>GRADUATE STUDENTS</b>					
Master's	8.2%	5,933 74.6%	5,934 74.6%	5,993 74.6%	6,053 74.6%
Research Doctoral	46.9%	1,357 17.1%	1,356 17.0%	1,370 17.0%	1,384 17.0%
Professional Doctoral	8.6%	659 8.3%	669 8.4%	675 8.4%	681 8.4%
<b>Subtotal</b>	<b>13.6%</b>	<b>7,949 100%</b>	<b>7,959 100%</b>	<b>8,038 100%</b>	<b>8,118 100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>192.1%</b>	<b>6,446</b>	<b>7,028</b>	<b>7,277</b>	<b>7,510</b>
<b>MEDICAL</b>	<b>n/a</b>	<b>368</b>	<b>440</b>	<b>480</b>	<b>480</b>
<b>TOTAL</b>	<b>24.2%</b>	<b>52,980</b>	<b>54,830</b>	<b>56,625</b>	<b>58,107</b>

Note\*: AA transfers refer only to transfers from the Florida College System.

## Planned Enrollment Growth by Method of Instruction (for all E&amp;G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13 ACTUAL FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL	2016-17 PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	34.7%	5,225	21.2%	7,478	28.1%	8,962	32.7%	10,512	37.4%
HYBRID (50%-79%)	273.0%	403	1.6%	520	2.0%	537	2.0%	551	2.0%
TRADITIONAL (<50%)	3.5%	19,047	77.2%	18,532	69.9%	17,901	65.3%	17,060	60.7%
<b>TOTAL</b>	<b>10.3%</b>	<b>24,675</b>	<b>100%</b>	<b>26,530</b>	<b>100%</b>	<b>27,400</b>	<b>100%</b>	<b>28,123</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	8.1%	464	10.4%	579	13.0%	960	20.8%	1,314	28.2%
HYBRID (50%-79%)	33.8%	49	1.1%	40	0.9%	41	0.9%	43	0.9%
TRADITIONAL (<50%)	-10.9%	3,957	88.5%	3,841	86.1%	3,605	78.2%	3,371	71.3%
<b>TOTAL</b>	<b>-8.9%</b>	<b>4,470</b>	<b>100%</b>	<b>4,460</b>	<b>100%</b>	<b>4,606</b>	<b>100%</b>	<b>4,728</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

## Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>Florida Resident</b>									
LOWER	9,492	7,860	9,773	10,087	10,353	10,629	10,923	11,249	2.9%
UPPER	14,741	11,682	15,196	15,665	16,078	16,507	16,962	17,469	2.8%
GRAD I	2,280	2,588	2,359	2,423	2,487	2,553	2,623	2,702	2.8%
GRAD II	941	818	977	1,000	1,026	1,053	1,083	1,115	2.7%
<b>TOTAL</b>	<b>27,454</b>	<b>22,948</b>	<b>28,305</b>	<b>29,175</b>	<b>29,944</b>	<b>30,742</b>	<b>31,591</b>	<b>32,535</b>	<b>2.8%</b>
<b>Non- Resident</b>									
LOWER	693	n/a	707	737	757	777	798	822	3.1%
UPPER	857	n/a	854	911	935	960	987	1,016	3.5%
GRAD I	613	n/a	618	652	669	687	706	727	3.3%
GRAD II	501	n/a	506	531	546	561	575	593	3.2%
<b>TOTAL</b>	<b>2,664</b>	<b>2,138</b>	<b>2,685</b>	<b>2,831</b>	<b>2,906</b>	<b>2,985</b>	<b>3,066</b>	<b>3,158</b>	<b>3.3%</b>
<b>TOTAL</b>									
LOWER	10,185	n/a	10,480	10,824	11,110	11,406	11,721	12,071	2.9%
UPPER	15,598	n/a	16,050	16,576	17,013	17,467	17,949	18,485	2.9%
GRAD I	2,893	n/a	2,977	3,075	3,156	3,240	3,329	3,429	2.9%
GRAD II	1,442	n/a	1,483	1,531	1,572	1,614	1,658	1,708	2.9%
<b>TOTAL</b>	<b>30,118</b>	<b>25,086</b>	<b>30,990</b>	<b>32,006</b>	<b>32,851</b>	<b>33,727</b>	<b>34,657</b>	<b>35,693</b>	<b>2.9%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	394	n/a	437	437	437	437	437	437	0.0%
UPPER	560	n/a	536	536	536	536	536	536	0.0%
GRAD I	1,618	n/a	1,643	1,643	1,643	1,643	1,643	1,643	0.0%
GRAD II	10	n/a	11	11	11	11	11	11	0.0%
<b>TOTAL</b>	<b>2,582</b>	<b>n/a</b>	<b>2,627</b>	<b>2,627</b>	<b>2,627</b>	<b>2,627</b>	<b>2,627</b>	<b>2,627</b>	<b>0.0%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

## Medical Student Headcount Enrollments

<b>Medical Doctorate Headcounts</b>									
RESIDENT	308	385	368	402	402	402	402	402	1.8%
NON-RESIDENT	60	55	72	78	78	78	78	78	1.6%
<b>TOTAL</b>	<b>368</b>	<b>440</b>	<b>440</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>1.8%</b>
<b>Dentistry Headcounts</b>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>Veterinary Headcounts</b>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Sustainability	30.3301	STEM	UF		100	8/2014
Latin American Studies	05.0107	GLOBAL	UCF		40	1/2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Cyber Security	11.1003	STEM			35	8/2014
Logistics Engineering	14.2701	STEM	UF	Y	50	1/2015
Disaster Management	43.0302				42	1/2015
Pedagogy in History	54.0199				30	1/2015
<b>DOCTORAL PROGRAMS</b>						
Linguistics	16.0102	GLOBAL	UF		15	1/2014
International Crime and Justice	43.0104		FSU, UCF, UF, USF_T		35	6/2014

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Anthropology (BA)	45.0201	GLOBAL	FAU, FGCU, FSU, UF, UCF, USF_T, USF_SP, UNF		100	1/2016
Biochemistry	26.0202	STEM	FSU		15	1/2016
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
<b>DOCTORAL PROGRAMS</b>						
Mathematical Science	27.0101	STEM	UF, FSU, FAU, USF_T		24	8/2015
Pharmacy	51.2001	HEALTH	FAMU, UF, USF_T		400	8/2017





## DEFINITIONS

## Performance Based Funding

**Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

**Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation**

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

**Average Cost per Bachelor's Degree**  
*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

**Six Year FTIC Graduation Rate**

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
 Source: State University Database System (SUDS).

**Academic Progress Rate**  
*2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
 Source: State University Database System (SUDS).

**University Access Rate**  
*Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
 Source: State University Database System (SUDS).

**Bachelor's Degrees Awarded within Programs of Strategic Emphasis**  
*(includes STEM)*

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).

**Graduate Degrees Awarded within Programs of Strategic Emphasis**  
*(includes STEM)*

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).



<b>Freshmen in Top 10% of High School Class</b> Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida.
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#### BOG Choice Metrics

<b>Percent of Bachelor's Degrees Without Excess Hours</b>	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
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<b>Number of Faculty Awards</b>	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
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<b>National Ranking for Institutional &amp; Program Achievements</b>	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities. Source: Board of Governors staff review.
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#### BOT Choice Metrics

<b>Percent of R&amp;D Expenditures Funded from External Sources</b> FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
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<b>Bachelor's Degrees Awarded to Minorities</b> FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
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<b>National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News</b> FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
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<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



## Goals Common to All Universities

### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).





## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Post-doctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

*based on US News & World Report*

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

#### Research Doctoral Degrees Awarded

The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).


**Professional Doctoral Degrees Awarded**

The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**
**Percent of Bachelor's Recipients with Debt**

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:

<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015



# New College of Florida 2014-15 Work Plan



## New College of Florida

*Work Plan Presentation for 2014-15 Board of Governors Review*

STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

New College offers a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program<sup>1</sup> which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

*<sup>1</sup>. New College's distinctive academic program includes the following practices: contracts negotiated between a student and their faculty advisor for each academic semester, stipulating goals, objectives, and criteria for certification; narrative evaluations for each student in every class and tutorial; each student is required to complete a senior thesis/senior project; each student passes a Baccalaureate Exam with a committee of three faculty.*

## VISION STATEMENT (What do you aspire to?)

New College seeks to evolve in ways that build on the historic strengths of our academic program, and that enable us to better serve our students and the state of Florida. It aspires to be the pre-eminent public residential arts and sciences college in the nation. In the context of a residential environment, it offers students a highly individualized program at the highest level of academic excellence. The College places equal value on intellectual rigor and exploration. It seeks to inculcate in students the timeless virtues of a liberal arts education while, at the same time, acquiring the skills to thrive in a rapidly evolving world. A New College education will propel graduates into lives of service, and into diverse careers, most of which will require post-graduate study.

## STATEMENT OF STRATEGY (How will you get there?)

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

As a honors liberal arts college that blends honors with innovative pedagogy, we compete for students against a diverse range of institutions including both innovative private colleges, such as Oberlin and Reed, and the honors programs embedded in large universities, such as UF and FSU. In order to succeed in this market niche, we must outperform our competitors in their areas of strength. We expect academic rigor as we encourage intellectual exploration and we customize each student's experience to overcome their individual weaknesses while building on their strengths. Key to this effort is cultivating a spirit of entrepreneurship throughout our entire institution. Students should approach our contract system as the opportunity to gain real mastery and establish a foundation for their future profession or graduate studies. Faculty should be encouraged to innovate, both with respect to pedagogy and research. Internally, we must provide a robust support system for this entrepreneurial program. For students, this means integrating support services from all campus units into an effective whole. For faculty, it means continuity of professional development and support for interdisciplinary teaching and research that connects beyond the campus with the region. Externally, we must reactivate our Capital Campaign, and rededicate our Advancement team to increasing funding.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The core strength of New College is its distinguished faculty, which is committed to the highest standards of teaching and research, and which plays the leading role in academic advising. During the recession, we used visiting and adjunct faculty in place of ten open tenure-track faculty positions (14% of our regular faculty lines) but we have now filled all of those vacancies. We must make the most of this investment, helping these young teacher-scholars succeed in an increasingly competitive educational environment. The College also has the opportunity to expand faculty resources and serve more students through our proposed Master's degree in Computational Data Analytics. This new program has the potential to strengthen our undergraduate program across the college, and to help us connect with regional employers. New College has created the Gulf Coast College Collaboration (GC<sup>3</sup>) with five other academic and cultural institutions, each with a distinctive mission (FSU Ringling, USFSM, State College of Florida, Ringling College, and Eckerd College). We will make the most of these two collaborative opportunities, leveraging resources for our students, and creating an educational hub for economic growth in the region. While pursuing these external opportunities, we will enroll the best students and see them through to graduation in four years.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

**1 Retention of First-Year Students.** New College has taken steps in recent years to strengthen 4-year and 6-year graduation rates, and to reduce the time to degree. The College's retention of first-year students, however, has declined over the past three years (86% in 2010-11 to 81% in 2012-13), and requires concentrated institutional effort for improvement. First-year students need to make strong academic connections, so we are improving academic advising, ensuring access to preferred courses by first-year students, and expanding our targeted support services in writing and quantitative skills. To strengthen the social connection of first-year students, we will enhance the residential experience by improving our food service, renovating our oldest dormitories, offering more options in student health services, and providing more support for organized student activities in clubs and sports.

**2 Connecting Liberal Arts and Employment.** New College students learn to think critically, to define and solve problems, and to work collaboratively, and thus are prepared to succeed in a wide range of professions and careers. To help prepare students for a life of productive employment, New College is reinvigorating its Career Development Program to help students explore careers from day one of enrollment, providing significant return-on-investment value to their college experience. Our career education will apprise students of career opportunities, offer workshops on new trends in recruitment, and link students to the New College alumni network. We will integrate academic advisors into this process, working closely with students throughout their undergraduate education to make sure that each finds a vocation – academic, professional, creative or entrepreneurial. Outreach to create a wide network of prospective employers locally, regionally and nationally will be a high priority, with a goal of helping every student pursue at least one internship while at New College. Upon graduation, each student will have a cumulative electronic resume, transcript, and the tools to be successful in a 2.0 world job search.

**3 Strengthening STEM Outcomes.** New College has long excelled in the natural sciences, and the percentage of degrees in STEM fields has held steady at 23% over the past four years. We recently expanded instructional capacity in the emerging field of "big data" technology, with faculty in computational science, computational political science, and bioinformatics addressing student need in an interdisciplinary manner. Building on this success, we intend to establish a Master's in Computational Data Analytics, pending approval from the Board of Governors. The program will emphasize mathematical rigor and computational mastery in the collection, visualization, and use of data, with particular emphasis on the statistical and computational challenges of very large and unstructured data. This new graduate program, New College's first, will offer a depth of study unavailable at other liberal arts colleges in Florida, and will strengthen our undergraduate program and increase the number of STEM graduates as well.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation<sup>2</sup></b>	(5%)	44%	45%	46%	47%	48%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation<sup>2</sup></b>	(1%)	\$21,200	\$21,412	\$21,840	\$22,277	\$22,722
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	0%	\$74,640	\$77,698	\$74,640	\$74,640	\$74,640
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	(3%)	66%	68%	69%	70%	71%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	(2%)	81%	82%	84%	85%	86%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	(1%)	29%	28%	29%	30%	30%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis<sup>4</sup></b> [Based on list approved by BOG at 11/2013 meeting]	5%	33%	36%	37%	38%	39%
<b>Freshmen in Top 10% of High School Graduating Class</b> [for NCF only]	(8%)	35%	41%	41%	42%	43%
<b>Board of Governors Choice Metric</b>						
<b>Number of Top 50 Rankings in Select National Publications</b> [for NCF only]	N/A	4	5	5	5	5
<b>Board of Trustees Choice Metric</b>						
<b>Percent of Undergraduate Seniors Participating in a Research Course</b>	0%	100%	100%	100%	100%	100%

Note: Metrics are defined in appendix.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).





## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

**Retention of First-Year Students and 6-year Graduation Rates** are very important to New College's National Rankings. See plan in Key Initiative #1. Our Goal is to improve our Freshman Retention Rate to 83% in 2014-15 and 85% in 2016-17. Our second goal is to improve our 6-year Graduation Rate to 70% in 2014-15 and remain at or above 70% in 2016-17. New College of Florida is currently recognized as a preeminent public arts and sciences college. We are currently ranked # 5 Best Public Liberal Arts College by USNews and World Report, #2 Best Value Public College by Princeton Review, # 5 Best Value Public College by Kiplinger's, and # 8 Liberal Arts Colleges Contributing to the Public Good by the Washington Monthly.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	(1%)	1,944	1,924	1,925	1,925	1,925
<b>High School GPA</b>	2%	4.0	3.9	3.9	3.9	3.9
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	x	x	x	x	x
Exams Below Benchmarks	n/a	x	x	x	x	x
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	(5%)	81%	82%	83%	84%	85%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	13%	63%	60%	61%	62%	63%
In 6 years (or less)	6%	66%	68%	69%	70%	71%
<b>AA Transfer Graduation Rates<sup>1</sup></b>						
In 2 years (or less)	11%	20%	21%	22%	23%	24%
In 4 years (or less)	(13%)	75%	75%	76%	77%	78%
<b>Average Time to Degree (for FTIC)</b>	(1%)	4.2 yrs	4.1 yrs	4.1 yrs	4.1 yrs	4.1 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	25%	198	146	165	170	175
<b>Percent of Bachelor's Degrees in STEM</b>	(2%)	23%	29%	30%	31%	32%
<b>Graduate Degrees Awarded</b>	n/a	n/a	n/a	n/a	n/a	5
<b>Percent of Graduate Degrees in STEM</b>	n/a	n/a	n/a	n/a	n/a	100%
<b>Annual Gifts Received (\$M)</b>	38%	\$ 1.6 M	\$ 2.2 M	\$ 2.5M	\$ 2.9 M	\$ 3.4 M
<b>Endowment (\$M)</b>	26%	\$ 31.6 M	\$ 35.5 M	\$ 40.3 M	\$ 44.4 M	\$ 49.0 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metric #1: Freshman in Top 10% of Graduating High School Class	(4%)	35%	41%	42%	43%	44%
<b>Metric #2a</b> Percentage of Students Participating in Identified Community and Business Engagement Activities – Internship <sup>3</sup>	3%	57%	57%	60%	60%	60%
<b>Metric # 2b</b> Percentage of Students Participating in Identified Community and Business Engagement Activities – Volunteer <sup>3</sup>	(3%)	58%	58%	60%	60%	60%
<b>Metric #3</b> Bachelor's Degrees in Areas of Strategic Emphasis <sup>4</sup>	2%	33%	36%	37%	38%	39%

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

**Goal 1.** Remain a Top Producer of undergraduate students receiving National Fellowships and Scholarships: Metric is the annual number of NCF students who receive National Fellowships and Scholarships as a percentage of the graduating class. National Fellowships and Scholarships include programs such as Fulbright, Gilman, Critical Language, Frost, and Goldwater. NCF Goal is  $\geq 7\%$ .

<b>Metric</b> Annual number of NCF students who receive National Fellowships / Scholarships as a percentage of the graduating class.	(1%)	10%	7%	8%	9%	10%
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**Goal 2.** Percentage of Student Participation in Two or More of Six High Impact Practices (measured by student responses on the National Survey of Student Engagement): NSSE six high impact practices include learning communities, service-learning, research with faculty, internships or field experiences, study abroad, and culminating senior experiences. Comparison is NSSE average student participation for Southeastern public colleges and universities: 59%. The New College of Florida Goal is  $\geq 85\%$ . NCF students participate in NSSE every third year.<sup>5</sup>

<b>Metric</b> NSSE: Percentage of Student Participation in Two or More of Six High Impact Practices	0%	92%	xx	xx	92%	xx
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## Notes:

- (1) The number of transfer students entering NCF each semester from FSC and CC is small and ranges widely - from 1-17 per semester since spring 2011. Because of the small number, AA transfer graduation rates show large swings from year to year.
- (2) FETPIP Florida employment data provides an initial indication of the employment of NCF graduates but is limited to those graduates employed full-time in Florida within one year of their graduation. Graduates employed in other states and countries and self-employed graduates are not included in the FETPIP data.
- (3) Based on annual survey of NCF graduating seniors.
- (4) NCF students graduate with an Area of Concentration (Major). In 2009, the BOG designated specific NCF AOCs that qualify as Areas of Strategic Emphasis in the areas of STEM, Critical Needs Education, and Economic Development Globalization/Regional Needs. Changes in the BOG methodology resulted in a significant decline in the percentage of degrees in areas of strategic emphasis.
- (5) The National Survey of Student Engagement (NSSE) represents collegiate quality based on two critical features: how much time and effort students put into their studies; and, how the institution deploys curricula and resources to provide students with learning opportunities that research studies have shown to have a high impact on student learning. Since its launch in 2000, more than 1500 bachelor's degree-granting institutions in the United States and Canada have used NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development and other desired outcomes. NSSE publishes "Annual Results" with trends in student engagement results and provides reports placing individual college data in the context of comparison institutions. Publishers also value the student engagement information and request colleges and universities to publish their NSSE numbers on their publications. NCF students take the NSSE once every three years.



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 17.9	\$ 18.5
Tuition	\$ 5.3	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 23.2</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 0	n/a
Tuition	\$ 0	n/a
<b>TOTAL HSC</b>	<b>\$ 0</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	\$ 0	n/a
Tuition	\$ 0	n/a
<b>TOTAL IFAS</b>	<b>\$ 0</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 23.2</b>	<b>n/a</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 6.7	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 2.2	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 4.5	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 0	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 13.4</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 36.6</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
<b>Tuition Differential Fee</b>	\$1,204	\$1,204	\$1,204	\$1,204	\$1,204
<b>Percent Increase</b>	15%	1.2%	0%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$1,349	\$1,365	\$1,407	\$1,450	\$1,496
<b>TOTAL TUITION AND FEES</b>	<b>\$5,653</b>	<b>\$5,721</b>	<b>\$5,763</b>	<b>\$5,806</b>	<b>\$5,852</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	36%	32%	39%	39%	40%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$11,458	\$14,172	\$18,276	\$17,927	\$18,000
<b>NSLDS Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate (3rd Year)</b>	5.5% <i>trial from JJ</i>	7.8%	6.9%	1% <i>draft</i>	3%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,866	\$1,200	\$8,801	\$1,100	\$2,100	<b>\$20,067</b>
<b>AT HOME</b>	\$6,866	\$1,200	\$1,800	\$1,100	\$2,100	<b>\$13,066</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	143	23%	\$8,457	(\$4,779)	\$11,203	\$2,147
\$40,000-\$59,999	69	11%	\$11,110	(\$2,412)	\$8,654	\$2,706
\$60,000-\$79,999	59	10%	\$13,485	\$211	\$6,105	\$2,410
\$80,000-\$99,999	54	9%	\$14,441	\$1,086	\$5,176	\$2,771
\$100,000 Above	237	39%	\$14,306	\$642	\$5,507	\$1,488
Missing*	51	8%	N/A	\$3,732	\$2,572	\$204
<b>TOTAL</b>	<b>613</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$12,252</b>	<b>(\$712)</b>	<b>\$6,974</b>	<b>\$1,874</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). \*Missing\* includes students who did not file a FAFSA.



**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014**

<b>Effective Date</b>	
University Board of Trustees approval date:	
<b>Campus or Center Location</b>	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
<b>Undergraduate Course(s)</b>	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
<b>Current and Proposed Increase in the Tuition Differential Fee</b>	
Current Undergraduate Tuition Differential per credit hour:	\$
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
<b>Projected Differential Revenue Generated</b>	
Incremental revenue generated in 2014-15 (projected):	\$
Total differential fee revenue generated in 2014-15 (projected):	\$
<b>Intended Uses</b>	
Describe how the revenue will be used.	
<b>Describe the Impact to the Institution if Tuition Differential is Not Approved</b>	
<b>Request to Modify or Waive Tuition Differential Uses</b> (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Writing Resource Center, Quantitative Resource Center, and Library Faculty	The Writing Resource Center (WRC) and Quantitative Resource Center (QRC) are located in Cook Library's Academic Resource Center (ARC). WRC provided 667 individual peer writing conferences, 705 individual writing conferences, 29 class presentations, and 27 workshops and events, and served 152 students through ISPs, tutorials, and courses. QRC held approximately 550 tutoring session in mathematics and applied statistics and approximately 150 meetings, primarily with thesis students. Combined with Librarian services, these centers support student learning and research. Librarians worked with students to develop their research skills, built collections in support of student learning and faculty research, and provided reference services in the library and throughout campus.
Seminars in Critical Inquiry, Adjunct Faculty	Seminars in Critical Inquiry provide first and second year students with writing, critical thinking, and research skills that support upper level research and learning. 5 SCI courses were taught in 2013-2014. In addition, 6 faculty development workshops were offered covering topics in utilizing informal/low stakes writing assignments, peer review, responding to student writing, free-writing techniques, writing portfolios, and an open question and answer session for topics of faculty interest. There was also a 3-day workshop for all QEP and 4 non-QEP faculty that focused on training in using the assessment rubric and course development plans. Adjunct faculty were used to replace teaching for faculty on assigned research, to add sections for oversubscribed courses, and to enhance curricular offerings. Adjuncts taught 32 classes during 2013-14
Pritzker Marine Science Program and Gender Studies Program	Pritzker Marine Science Program provides wet labs, aquaria, and curricula to support student learning and research about marine organisms and marine systems, as well as marine science community outreach. The Gender Studies Program coordinates an interdisciplinary academic program that includes curricula, lectures, and community events. In 2013-14, Gender Studies offered 55 cross-listed courses, 2 sponsored January-Term intensive projects, 8 campus-wide events, and 6 community events including a public lecture in fall with a guest speaker and 3 panelists.





Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	11.6
Total Number of Advisors Hired or Retained (funded by tuition differential):	5
Total Number of Course Sections Added or Saved (funded by tuition differential):	32
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
Provided need-based aid	\$261,680 was used to provide need-based aid to 90 New College students.
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	90
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,908
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$14
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$13,000



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	Estimated Actual*		Estimated
	2013-14		2014-15
	-----		-----
<b><u>FTE Positions:</u></b>			
Faculty	11.6		11.1
Advisors	5.0		
Staff	2.0		7.75
Total FTE Positions:	18.6		18.85
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ -		\$ -
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$ -		\$ -
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 792,790		\$ 778,963
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 792,790		\$ 778,963
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 241,047		\$ 247,542
Other Personal Services	286,207		273,007
Expenses	26,099		24,725
Operating Capital Outlay	-		-
Student Financial Assistance	239,437		233,689
Expended From Carryforward Balance	-		-
**Other Category Expenditures	-		-
Total Expenditures:	\$ 792,790		\$ 778,963
<b>Ending Balance Available:</b>	<b>\$ -</b>		<b>\$ -</b>
*Since the 2013-14 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

**University: New College of Florida**

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	21.42	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$124.74</b>	<b>\$143.45</b>	<b>\$145.20</b>	<b>\$145.20</b>	<b>\$145.20</b>	<b>\$145.20</b>	<b>\$145.20</b>
% Change		15.0%	1.2%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14
Activity & Service	\$16.65	\$16.65	\$16.65	\$16.84	\$17.68	\$18.56	\$19.49
Health	\$4.58	\$4.58	\$4.81	\$5.61	\$5.89	\$6.18	\$6.49
Athletic	\$6.28	\$6.28	\$6.41	\$6.81	\$7.15	\$7.50	\$7.88
Transportation Access							
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$43.59</b>	<b>\$44.97</b>	<b>\$45.51</b>	<b>\$46.90</b>	<b>\$48.36</b>	<b>\$49.88</b>	<b>\$51.50</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$168.33</b>	<b>\$188.42</b>	<b>\$190.71</b>	<b>\$192.10</b>	<b>\$193.56</b>	<b>\$195.08</b>	<b>\$196.70</b>
% Change		11.9%	1.2%	0.7%	0.8%	0.8%	0.8%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,742.20</b>	<b>\$4,303.50</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,307.70</b>	<b>\$1,349.10</b>	<b>\$1,365.30</b>	<b>\$1,407.00</b>	<b>\$1,450.80</b>	<b>\$1,496.40</b>	<b>\$1,545.00</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,049.90</b>	<b>\$5,652.60</b>	<b>\$5,721.30</b>	<b>\$5,763.00</b>	<b>\$5,806.80</b>	<b>\$5,852.40</b>	<b>\$5,901.00</b>
\$ Change		\$602.70	\$68.70	\$41.70	\$43.80	\$45.60	\$48.60
% Change		11.9%	1.2%	0.7%	0.8%	0.8%	0.8%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46
Total per credit hour	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>	<b>\$639.69</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$22,019.10</b>	<b>\$22,580.40</b>	<b>\$22,632.90</b>	<b>\$22,632.90</b>	<b>\$22,632.90</b>	<b>\$22,632.90</b>	<b>\$22,632.90</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,221.50</b>	<b>\$2,262.90</b>	<b>\$2,279.10</b>	<b>\$2,320.80</b>	<b>\$2,364.60</b>	<b>\$2,410.20</b>	<b>\$2,458.80</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$24,240.60</b>	<b>\$24,843.30</b>	<b>\$24,912.00</b>	<b>\$24,953.70</b>	<b>\$24,997.50</b>	<b>\$25,043.10</b>	<b>\$25,091.70</b>
\$ Change		\$602.70	\$68.70	\$41.70	\$43.80	\$45.60	\$48.60
% Change		2.5%	0.3%	0.2%	0.2%	0.2%	0.2%
<b>Housing/Dining<sup>4</sup></b>							
	\$8,598.00	\$8,598.00	\$8,801.00	\$9,065.00	\$9,337.00	\$9,617.00	\$9,906.00
\$ Change		\$0.00	\$203.00	\$264.00	\$272.00	\$280.00	\$289.00
% Change		0.0%	2.4%	3.0%	3.0%	3.0%	3.0%

<sup>1</sup> can be no more than 5% of tuition.

<sup>2</sup> as approved by the Board of Governors.

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

<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	-1%	691	88%	696	88%	714	88%	731	88%
FTIC (Profile Admit)	150%	5	1%	5	1%	5	1%	5	1%
AA Transfers*	11%	30	4%	30	4%	31	4%	32	4%
Other Transfers	7%	60	7%	60	7%	62	7%	63	7%
<b>Subtotal</b>	<b>1%</b>	<b>786</b>	<b>100%</b>	<b>792</b>	<b>100%</b>	<b>812</b>	<b>100%</b>	<b>832</b>	<b>100%</b>
<b>GRADUATE STUDENTS</b>									
Master's	n/a	n/a	n/a	n/a	n/a	5	100%	15	100%
Research Doctoral	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Professional Doctoral	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Subtotal</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>5</b>	<b>100%</b>	<b>15</b>	<b>100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>%Δ</b>	<b>n/a</b>		<b>n/a</b>		<b>n/a</b>		<b>n/a</b>	
<b>MEDICAL</b>	<b>%Δ</b>	<b>n/a</b>		<b>n/a</b>		<b>n/a</b>		<b>n/a</b>	
<b>TOTAL</b>	<b>1%</b>	<b>786</b>		<b>792</b>		<b>817</b>		<b>847</b>	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	0%	0	0%	0	0%	0	0%	0	0%
HYBRID (50%-79%)	0%	0	xx%	0	0%	0	0%	0	0%
TRADITIONAL (<50%)	0%	702	100%	673	100%	690	100%	707	100%
<b>TOTAL</b>	<b>0%</b>	<b>702</b>	<b>100%</b>	<b>673</b>	<b>100%</b>	<b>690</b>	<b>100%</b>	<b>707</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	0%	n/a	n/a	n/a	n/a	0	0%	0	0%
HYBRID (50%-79%)	0%	n/a	n/a	n/a	n/a	0	0%	0	0%
TRADITIONAL (<50%)	0%	n/a	n/a	n/a	n/a	4	100%	11	100%
<b>TOTAL</b>	<b>0%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>4</b>	<b>100%</b>	<b>11</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level *(Florida FTE)*

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>Florida Resident</b>									
LOWER	154	124	154	158	162	166	170	174	2%
UPPER	423	419	419	430	441	451	461	472	2%
GRAD I	0	0	0	4	10	15	18	18	46%
GRAD II	0	0	0	0	0	0	0	0	0%
<b>TOTAL</b>	<b>577</b>	<b>543</b>	<b>573</b>	<b>592</b>	<b>613</b>	<b>632</b>	<b>649</b>	<b>664</b>	<b>3%</b>
<b>Non- Resident</b>									
LOWER	32	n/a	30	31	31	32	33	33	2%
UPPER	56	n/a	69	71	73	75	76	78	2%
GRAD I	0	n/a	0	0	1	4	5	5	71%
GRAD II	0	n/a	0	0	0	0	0	0	0%
<b>TOTAL</b>	<b>88</b>	<b>113</b>	<b>99</b>	<b>102</b>	<b>105</b>	<b>111</b>	<b>114</b>	<b>116</b>	<b>3%</b>
<b>TOTAL</b>									
LOWER	186	n/a	184	189	193	198	203	207	2%
UPPER	479	n/a	489	501	514	526	537	550	2%
GRAD I	x,xxx	n/a	0	4	11	19	23	23	55%
GRAD II	x,xxx	n/a	0	0	0	0	0	0	0%
<b>TOTAL</b>	<b>665</b>	<b>656</b>	<b>673</b>	<b>694</b>	<b>718</b>	<b>743</b>	<b>763</b>	<b>780</b>	<b>3%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	3	n/a	4	4	4	4	4	4	0%
UPPER	3	n/a	4	4	4	4	4	4	0%
GRAD I	0	n/a	0	0	0	0	0	0	0%
GRAD II	0	n/a	0	0	0	0	0	0	0%
<b>TOTAL</b>	<b>6</b>	<b>n/a</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>0%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

#### Medical Doctorate Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>%</b>

#### Dentistry Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>%</b>

#### Veterinary Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>%</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Biological and Physical Sciences	30.0101	STEM	UWF, USF	no	228	8-13-14
Environmental Studies	03.0103	STEM	FGCU, FIU	no	25	8-13-14
International & Area Studies	30.2001	Global	UCF,UF,UNF	no	51	8-13-14

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Computational Data Analytics	11.9999	STEM	0	no	30	8-13-14
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### DOCTORAL PROGRAMS

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Foreign Language and Literature	16.0101	Global	UCF, USF	no	52	11-8-14

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

### DOCTORAL PROGRAMS



## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
 Source: State University Database System (SUDS).

#### Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
 Source: State University Database System (SUDS).

#### University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
 Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).





**Freshmen in Top 10% of High School Class**  
 Applies to: NCF  
 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.  
 Source: New College of Florida.

**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**  
 This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.  
 Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).  
 Source: State University Database System (SUDS).

**Number of Faculty Awards**  
 This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.  
 Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**  
 This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.  
 Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**  
 FAMU  
 This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
 Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
 FAU, FGCU, FIU  
 This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
 Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
 FSU  
 This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
 Source: US News and World Report's annual National University rankings.



<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



### Goals Common to All Universities

#### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

#### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*





<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:  
<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015



## **New College of Florida Performance Improvement Plan 2014-15**

New College of Florida has had a clear vision and mission since its founding in 1960. Though our vision and mission continue, the world around us has changed considerably. In the years since the Great Recession, the social and economic context in which we offer our academic program has shifted, and the place of liberal arts education has required new definition, even as it has acquired a new relevance. Our graduates will hold many jobs in the course of their careers, and a New College education will help them learn new skills, and contribute powerfully to any work or social environment.

It has become clear to us that we can do much more to help our students think about possible careers from the outset of their education. Indeed, there is no contradiction between studying the world deeply, developing strong intellectual foundations, and deciding on a career path. Most of our students will go on to graduate school over time, but they should do so intentionally, as part of a fully developed vision for their future.

Strengthening the link between liberal arts and work is an imperative for New College. So is ensuring the academic success of our students and improving our retention and graduation rates. New College attracts students who are motivated, academically gifted, and intellectually curious. The rigor of our academic program mandates that we provide more resources to support student learning. The close working relationship between faculty and students that lies at the core of a New College education requires additional support in advising and writing.

Our two focused areas for improvement are: ***Connecting Undergraduate Arts and Sciences to the World of Work*** and ***Student Success: Persistence to Second-Year and Graduation***. Although addressed in New College's Four-Year Plan, which calls for an expansion of services in career development, the strengthening of retention, and numerous steps designed to sustain the excellence of the New College academic program, the New College Performance Improvement Plan elaborates on these areas, prioritizes them, and underscores their urgency. We are certain that the initiatives outlined in this plan are necessary next steps that will produce desired outcomes in the future.



## I. Connecting Undergraduate Arts and Sciences to the World of Work

Metric 1: Percent of bachelor's graduates employed in Florida and/or continuing their education further 1 year after graduation

Metric 2: Median average full-time wages of undergraduates employed in Florida 1 year after graduation

Metric 4: Six-year graduation rate full-time and part-time FTIC

As an honors liberal arts and sciences college, NCF has been very successful in preparing students to pursue advanced degrees, and many students enroll here with that goal in mind: 94% of our entering students report that they plan to go on to graduate or professional school and 70% attend within six years of graduation. Approximately 30% enroll within one year of graduation.

While preparation for graduate study will always be a key function of the New College academic program, we have an obligation to help students consider the widest range of professional options, and to gain the practical experience that will inform their ultimate choice of vocation. The initiatives described below are designed to integrate career planning into our academic program. Long-term, these initiatives will improve our students' performance as they begin their careers of full-time work with reasonable full-time salaries.

### A. Transform Career Preparation Campus-Wide (Metrics 1 & 2)

- 1. By December 2014 (or earlier) hire a new Career Services Director, assess current operations and prepare written recommendations for deployment of specific immediate and longer term initiatives.**
- 2. By May 2015 launch immediate initiatives, monitor student satisfaction and use of the Career Education Center with a student survey, and compare results with that of previous years.**

**Rationale:** In recent years, our career education program has stagnated. We have made information available, but have not established a program that actively engages every student in career development. This has been a missed opportunity, both for our students and the college. According to a study of employers<sup>i</sup> the top ten qualities that differentiate candidates are skills such as verbal communication, problem solving, and data analysis. These are among the chief outcomes of NCF's curriculum. With new leadership in Career Services, students will prepare for their future careers by blending experience with academics, focusing on identification and achievement of goals, and being able to articulate the value of their education and experience. NCF will redesign

our career education program and create an expanded experiential learning program that will increase opportunities for students to gain experience in internships, community services, and perspective-changing study-away programs.

In addition to launching technologies (employment databases and social media outreach) and monitoring student satisfaction, Career Services will identify faculty and employer liaisons, and develop peer and alumni mentors. We will contact every student in the first year of study, and follow-up with them to ensure maximum participation in this important program. Students will be introduced to career education and services at Orientation, and individually encouraged by Career Services staff to investigate possible internships and careers at least once each subsequent semester.

#### **B. Formalize and Strengthen Internships (Metrics 1, 2, & 4)**

- 1. By December 2014 (or earlier) hire an Internship Coordinator, assess current operations, and prepare written recommendations for deployment of specific immediate and longer-term initiatives.**
- 2. By May 2015 launch immediate initiatives, and implement a system for tracking and assessment of internships, with attention to student, provider and faculty satisfaction.**

**Rationale:** The value of internships to undergraduate student success has been well established.<sup>ii</sup> Internships help to clarify career goals and frequently lead to employment opportunities. While many NCF students participate in internships, this participation has often been ad hoc, depending upon the connections of individual faculty members. Internship opportunities have not been publicized or tracked effectively. The new Internship Coordinator will develop an inclusive and robust internship program that will help students articulate the relationship between their academic work and the professional world. The Coordinator will work to improve information sharing, develop uniform expectations for faculty, students, and providers, and foster a 30% increase in internship opportunities in the local community. These efforts will lead to a higher rate of employment of students in Florida within 12 months after graduation.

## **II. Student Success: Persistence to Second Year and Graduation**

Metric 4: Six year graduation rate full-time and part-time FTIC

Metric 5: Academic progress rate 2nd year retention with GPA above 2.0

New College takes pride in the rigor of its academic program. We expect our students to engage in research in their first year of study, to complete three Independent Study Projects,

and ultimately to write and defend a Senior Thesis/Project. The freedom afforded by the academic program places a great deal of responsibility on students and elicits outstanding results. However, some students leave because they find the system unclear, confusing, or overly intimidating. We need to change that.

Because we expect so much from our students, they should expect our full support as they pursue their New College degree. This means stronger academic advising and expanded academic support services. The initiatives described below will improve our performance in two key metrics over the next three years.

#### **A. Strengthen Academic Advising (Metrics 4 & 5)**

- 1. By December 2014 (or earlier), launch “Navigating New College,” a program that will improve faculty and staff communication with students across the campus about essential academic planning and evaluation practices and deadlines.**
- 2. By May 2015, conduct a workshop during the January interterm to introduce possible areas of study to first-year students. The effectiveness of the workshop and “Navigating New College” will be assessed by the percentage of faculty and students meeting deadlines for completing required academic planning and evaluation documents.**

**Rationale:** Responsibility for academic advising rests with the New College faculty. Faculty work individually with students (including first-year students), helping them set goals, select courses, and develop their academic direction. While students rely on their faculty advisor for information on the academic program, they sometimes receive conflicting messages from other faculty and campus offices, creating needless confusion. To correct this problem, we will create a new program, “Navigating New College,” which will become the touchstone for first-year advising at New College. The “Navigating New College” program will contribute to multiple orientation week activities, including: the introduction to the academic program by the Office of the Provost; small group and individual faculty-student advising sessions; and, the new guide for first-year students currently under development by The Office of Communications and Marketing. During the semester, “Navigating New College” will provide prompts and reminders for academic deadlines, access to academic guidelines, and links to academic support resources.

As a program that will be publicized to all members of the campus community, “Navigating New College” will ensure that all members of the campus community are on the same page. This will allow for follow-up actions by administrators, such as sending checklists to faculty and students three times each semester as deadlines approach. “Navigating New College” is part of a larger initiative in the coming year designed to reinforce the crucial student-advisor relationship. This program will include an open-

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dialogue on best practices early in the fall semester, and a study of advising effectiveness to be conducted by the Director of Institutional Research & Assessment. Stronger advising will increase student retention and six-year graduation rates

**A. Enhance New College's Writing Program (Metrics 4 & 5)**

- 1. By December 2014 (or earlier), hire a Writing Director, implement first-year writing courses, and expand faculty involvement with Writing Enriched Courses.**
- 2. By May 2015, assess the effectiveness of the first-year, first-semester writing courses, offer Writing Enriched Courses in at least five disciplines, and implement a required training course for students who wish to serve as peer writing tutors in subsequent semesters.**

**Rationale:** Although NCF attracts successful high school students, many have difficulty adjusting to the standards, conventions, and expectations of college-level writing. Given that every NCF student must complete a Senior Thesis/Project, all students need to develop strong writing skills early in their New College careers. We know that some students leave the college because they do not feel adequately prepared to take on their capstone project.

Enhancing New College's writing program is therefore an investment in student success. The new Fall 2014 writing courses, taught by the Director of Writing and the Assistant Director of the Writing Center, will enable first-year students to a) reflect on the knowledge of writing that they bring from high school, b) apply, adapt, or repurpose that knowledge for New College courses, and c) connect with college writing resources. Writing Enriched courses, intended for a wider range of students, will be offered by permanent faculty after receiving special training in workshops led by the Director of Writing. The Office of the Provost will offer funds to up to 8 faculty members to support the development of Writing Enriched courses. The effectiveness of the courses will be assessed during the spring semester, and any necessary adjustments or improvements implemented in subsequent semesters. Finally, we will enhance the quality of peer writing support by implementing a required training course for all peer tutors. These steps will help our students make the transition from high school, familiarize them with campus support for writing, and improve the quality of that support.

**III. Conclusion**

This is a pivotal moment for New College of Florida. We have long been recognized for our academic excellence and our willingness to explore new approaches to learning. While our historic mission and values continue, we have the opportunity this year to develop new

programs that will serve the needs of today's students. Our students need appropriate support services to succeed in our academically demanding environment. They need to think early about life after New College, developing plans for careers, even as they pursue an arts and sciences education in all its breadth. We have developed specific initiatives to address these needs, and the New College of Florida Performance Improvement Plan will keep us focused on bringing these plans to fruition. These efforts will result in a stronger, more competitive New College, and guarantee that our best days as an institution are still to come.

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<sup>i</sup> Humphreys, Debra and Kelly, Patrick J. "How Liberal Arts and Sciences Majors Fare in Employment: A Report on Earnings and Long-Term Career Paths." National Center for Higher Education Management Systems (NCHEM), 2014. [http://www.aacu.org/press\\_room/press\\_releases/2014/liberalartsreport.cfm](http://www.aacu.org/press_room/press_releases/2014/liberalartsreport.cfm)

<sup>ii</sup> Rivard, Ry. "Gauging Graduates' Well-Being." Inside Higher Ed, May, 6, 2014. <http://www.insidehighered.com/news/2014/05/06/gallup-surveys-graduates-gauge-whether-and-why-college-good-well-being#sthash.VDwzaz2E.dpbs> . Full Report: <http://products.gallup.com/168857/gallup-purdue-index-inaugural-national-report.aspx>

**New College of Florida  
Performance Improvement Plan 2014-15  
June 2014**

	Specific Initiative	Target Verified by 12-31-14	Target Verified by 5-31-15	Metric 1	Metric 2	Metric 4	Metric 5
<b>I. Connecting Undergraduate Arts and Sciences to the World of Work</b>							
<b>A</b>	<b>Transform Career Preparation Campus-Wide</b>	Hire a Director of Career Services, assess current operations, and prepare written recommendations for deployment of specific immediate and longer term initiatives.	Launch immediate initiatives, monitor student satisfaction and use of the Career Education Center with a student survey, and compare results with that of previous years.	x	x		
<b>B</b>	<b>Formalize and Strengthen Internships</b>	Hire Internship Coordinator, assess current operations and prepare written recommendations for deployment of specific immediate and longer-term initiatives.	Launch immediate initiatives and implement a system for tracking and assessment of internships, with attention to student, provider and faculty satisfaction.	x	x	x	
<b>II. Student Success: Persistence to Second Year and Graduation</b>							
<b>A</b>	<b>Strengthen Academic Advising</b>	Launch "Navigating New College," a program that will improve faculty and staff communication with students across the campus about essential academic planning and evaluation practices and deadlines.	Conduct a workshop during the January interterm to introduce possible areas of study to first-year students. The effectiveness of the workshop and "Navigating New College " will be assessed by the percentage of faculty and students meeting deadlines for completing required academic planning and evaluation documents.			x	x
<b>B</b>	<b>Enhance New College's Writing Program</b>	Hire Writing Director, implement first-year writing courses, and expand faculty involvement with Writing Enriched Courses.	Assess the effectiveness of the first-year, first-semester writing courses, offer Writing Enriched Courses in at least 5 disciplines, and implement a required training course for students who wish to serve as peer writing tutors in subsequent semesters.			x	x

Metric 1: Percent of bachelor's graduates employed and/or continuing their education further 1 year after graduation.

Metric 2: Median average full-time wages of undergraduates employed in Florida 1 year after graduation.

Metric 4: Six-year graduation rate, full-time and part-time FTIC.

Metric 5: Academic progress rate 2nd year retention with GPA above 2.0.



# Florida A&M University 2014-15 Work Plan



**Florida A&M University**

*Work Plan Presentation for 2014-15 Board of Governors Review*

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



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered learning environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/ research institution will continue to provide mechanisms to address emerging issues through innovative research, engaging cooperative and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

## VISION STATEMENT (What do you aspire to?)

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

## STATEMENT OF STRATEGY (How will you get there?)

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

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates through strategies to attract well-qualified students, as well as enhanced processes to increase admissions-to-enrollment yield rates, graduation rates and employment outcomes. This will necessitate a continued focus on retention, student progression and graduation and quality of instruction in particular strategic areas. The University also seeks to enhance its customer services and its business operations in student and financial services to promote efficiency and compliance with internal and external requirements. Furthermore, the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM and health-related disciplines, with an expectation of increased external funding. Although we have realized efficiencies and made strides in various areas, in order to create transformational change, additional funds are essential. To help support these initiatives, the University will do its share in raising external funds.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida A&M University is a doctoral research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. With a new President taking the helm, the University will seek to capitalize on its strengths and opportunities with renewed vigor. The University's strengths include: 1) over \$50 million in research revenues annually, 2) recognition as a top producer of minority graduates, 3) offering an array of accredited professional programs, and 4) a focus on STEM and health-related disciplines, areas in which minorities are particularly underrepresented. In order to further enhance meeting its mission, the University will continue its efforts in increasing retention and graduation rates at all degree levels; meeting labor market expectations of employers and the professions; and increasing productivity in research. Opportunities include, an amplified focus on student recruitment, retention and graduation, new leadership filling a number of interim positions, and increased expectations for performance throughout the institution. Foremost among the challenges for improvement is the need for additional funding to offset the \$30 million annual cut in state funds since 2008-09 which included the loss of many faculty lines. The University must pursue opportunities to make a financial investment in the land-grant mission of the University and in STEM disciplines, which includes the FAMU-FSU College of Engineering.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

### 1. **Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates**

Strategies include: developing and implementing a comprehensive retention and debt reduction plan; increasing student participation in First Year experience activities; increasing student engagement in curricular and co-curricular initiatives; strengthening peer mentoring program; increasing career development opportunities; providing academic success workshops; offering professional development opportunities for faculty/advisors; and enhancing the electronic monitoring of student progression via Blackboard Analytics. The University has invested in several of these activities designed to increase student retention and progression in the past three years, partly from tuition differential funds. The strategies are beginning to yield results as indicated in the Annual Accountability Report, showing an increase of seven percent (7%) in a single year to the retention rate of students earning a 2.0 GPA or higher. Additionally, FAMU has established community college scholarships to assist students financially as they transition to the institution. The Office of Enrollment Management has designated staff to communicate personally with each Florida College System institution concerning applicants and available support services.

### 2. **Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines**

Several key initiatives are under way to increase the enrollment and number of STEM and Health graduates, including targeting \$3.9 million from a Title III federal grant program to support retention, progression and graduation in STEM; a NSF grant to revamp and enhance approach for educating STEM students in lower-division courses; and hiring up to 13 tenure-track faculty in biology, chemistry, computer and information sciences, and mathematics for fall 2014. The University plans to strengthen its recruitment of STEM ready students and increase scholarships available to students in STEM, including engineering students.

### 3. **Increase the pass rates on licensure examinations**

The FAMU Board of Trustees has established increasing pass rates on licensure examinations as a goal and set target pass rates for the programs in which passing licensure or certification is a condition of employment in the field. Each of the programs has developed detailed plans to guide their progress in accomplishing stated goals. The plans include a variety of strategies throughout the respective disciplinary matriculation process, beginning with the first year and continuing through graduation. The established strategies are beginning to yield results. Almost all the programs have experienced an increase in pass rates. It is expected that all pass rates will continue to increase until they meet or exceed the established targets.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	-3%	60%	61%	62%	65%	66%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	5%	\$30,000	\$32,000	\$34,000	\$35,000	\$35,000
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	2%	\$37,250	\$36,000	\$36,000	\$34,000	\$30,000
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	2%	41%	41%	42%	43%	44%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	7%	72%	73%	73%	76%	77%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	-3%	65%	63%	62%	61%	61%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	2%	50%	50%	51%	52%	53%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	-5%	44%	44%	45%	46%	47%
<b>Freshmen in Top 10% of High School Graduating Class</b> [for NCF only]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	31%	33%	35%	37%	39%
<b>Board of Trustees Choice Metric</b>						
<b>Percent of R&amp;D funded from External Sources</b>	-8%	80%	83%	85%	86%	86%

Note: Metrics are defined in appendix.





## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

FAMU achieved its stated goal of increasing the number of baccalaureate programs ranked in the top 10 in 2012-13. From 2008-09, FAMU increased its national rankings for the production of African American baccalaureate graduates, by discipline, from five in the top 10 in 2008-09 to twelve in 2012-13, resulting in a 140% overall change for those years.

Source: *Diverse Issues in Higher Education*, 2013 Publication using 2011-2012 data

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	3%	1,438	1,420	1,445	1,460	1,500
<b>High School GPA</b>	5%	3.21	3.32	3.40	3.45	3.50
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	1	1	2	2	3
Exams Below Benchmarks	n/a	4	4	3	3	2
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	4%	82%	83%	84%	85%	85%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	0%	11%	12.6%	13.6%	14.6%	18.0%
In 6 years (or less)	1%	41%	42%	43%	44%	48%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	7%	24%	24%	27%	30%	32%
In 4 years (or less)	-7%	61%	62%	64%	67%	70%
<b>Average Time to Degree (for FTIC)</b>	0%	5.5 yrs	5.3 yrs	5.1 yrs	4.9 yrs	4.8 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	3%	1,489	1,452	1,467	1,481	1,496
<b>Percent of Bachelor's Degrees in STEM</b>	1%	18%	17%	17%	17%	17%
<b>Graduate Degrees Awarded</b>	16%	678	607	613	645	690
<b>Percent of Graduate Degrees in STEM</b>	1%	9%	12%	12%	12%	14%
<b>Annual Gifts Received (\$M)</b>	-36%	\$ 3.2 M	\$ 3.3 M	\$ 5.5 M	\$ 5.7 M	\$ 5.7 M
<b>Endowment (\$M)</b>	1.28%	\$ 80.1 M	\$ 80.2 M	\$ 80.5 M	\$ 80.7 M	\$ 81.2 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards	100%	1	1	1	2	2
National Academy Members	n/a	0	0	0	0	0
Number of Post-Doctoral Appointees*	567%	20	19	20	22	23
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	0 of 8	0 of 8	0 of 8	0 of 8	1 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	4.9%	\$51.1 M	\$ 50.0 M	\$ 52.5 M	\$ 55.1 M	\$ 57.9 M
Science & Engineering Research Expenditures (\$M)	3.5%	\$ 34.3 M	\$ 33.6 M	\$ 35 M	\$ 37.8 M	\$ 39.7 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-3.3%	\$ 26.4 M	\$ 25.9 M	\$ 27 M	\$ 32.3 M	\$ 33.9 M
Percent of Research Expenditures funded from External Sources	-2.1%	80%	83%	85%	86%	86%
Patents Issued	500%	5	4	5	7	9
Licenses/Options Executed	0.0%	0	0	2	3	4
Licensing Income Received (\$M)	-100%	\$ 0	\$ 0	\$ 20,000	\$ 30,000	\$ 50,000
Number of Start-up Companies	0.0%	0	1	2	2	4
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>214</u> 207	<u>241</u> 206	<u>239</u> 215	<u>230</u> 216	<u>220</u> 215
Research Doctoral Degrees Awarded	21%	23	22	24	25	26
Professional Doctoral Degrees Awarded	32%	378	340	347	354	361
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>13</b>	<b>9</b>	<b>25</b>	<b>24</b>	<b>25</b>

Note: An asterisk (\*) indicates that 2011-12 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metric #1: Bachelor's Degrees Awarded to Minorities (includes: Black, Asian, Hispanic, Native, Mixed)	5%	1,432	1,394	1,408	1,422	1,436
Metric #2: Percent of Course Sections Offered via Distance and Blended Learning	1.7%	1.7%	2.0%	2.2%	2.4%	2.6%
Metric #3: Percentage of Eligible Programs with Specialized Accreditation (** eligible programs calculated based on programs available at FAMU for which majority of other SUS institutions had accreditation)	Cannot compute meaningful comparison as several programs terminated in 2010-11	90%	86.44%	85.25%	83.87%	83.87%

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

**Goal 1.** Increase the production of graduate degrees awarded to African Americans in the academic programs.

Metric: Number of graduate degrees awarded to African Americans.	13.1%	519	476	481	510	550
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**Goal 2.** Establish the position as a top ten producer of African Americans with graduate and professional degrees in the sciences, technology, engineering and mathematics (STEM), law and health disciplines.

Metric: Number of graduate degree programs in STEM, law and health, in which the University is in the top 10 in the production of African American graduates.	-11.8%	17	18	20	20	21
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## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15* Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 96.6	\$ 110.50
Tuition	\$ 72.2	\$ 72.45
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 168.8</b>	<b>\$ 182.95</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	n/a	n/a
Tuition	n/a	n/a
<b>TOTAL HSC</b>	<b>n/a</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	n/a	n/a
Tuition	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 168.8</b>	<b>\$ 182.95</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 41.3	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 53.2	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 73.0	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	n/a	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 167.5</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 336.3</b>	<b>n/a</b>

Note: \* Data is preliminary until the Governor approves. The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June 2014 Board meeting.



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
<b>Tuition Differential Fee</b>	\$1,091	\$1,091	\$1,091	\$1,091	\$1,091
<b>Percent Increase</b>	12.0%	1.3%	0.0%	0.0%	0.0%
<b>Required Fees<sup>1</sup></b>	\$1,583	\$1,583	\$1,583	\$1,583	\$1,583
<b>TOTAL TUITION AND FEES</b>	<b>\$5,774</b>	<b>\$5,826</b>	<b>\$5,826</b>	<b>\$5,826</b>	<b>\$5,826</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	86%	84%	85%	86%	85%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$28,144	\$29,554	\$29,702	\$31,251	\$29,663
	2008	2009	2010	2011	2012 GOAL
<b>NSLDS Cohort Year</b>					
<b>Student Loan Cohort Default Rate</b> (3rd Year)	16.5%	18.3%	18.9%	14.6% <i>draft</i>	13.1%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$4,553	\$1,138	\$9,356	\$1,214	\$2,192	<b>\$18,453</b>
<b>AT HOME</b>	\$4,553	\$1,138	\$2,212	\$1,712	\$2,558	<b>\$12,173</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	3,749	65%	\$8,150	-\$1,727	\$7,167	\$6,326
\$40,000-\$59,999	689	12%	\$11,154	\$711	\$4,812	\$6,606
\$60,000-\$79,999	384	7%	\$13,149	\$2,558	\$3,027	\$6,488
\$80,000-\$99,999	273	5%	\$13,353	\$2,710	\$2,929	\$6,491
\$100,000 Above	527	9%	\$13,395	\$2,860	\$2,738	\$5,523
Missing*	187	3%		\$5,412	\$104	\$75
<b>TOTAL</b>	<b>5,809</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$9,912</b>	<b>-\$300</b>	<b>\$5,786</b>	<b>\$6,104</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*:



the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.





**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014**

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$36.38
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$
Total differential fee revenue generated in 2014-15 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
<p><b>Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates</b></p>	<p>The percent of students retained in the second year with a GPA of 2.0 or greater increased to 82% in 2012-2013; a dramatic 7% percent increase in just one year. Further, the six-year graduation rate increased by 2% to 41%. The following are some of the enhancements made in the past year using tuition differential funds:</p> <ul style="list-style-type: none"> <li>• <b>Academic Advisement</b> Continued funding of 21 advisor/counselor positions to serve students in developmental (remedial) education and colleges and schools as well as the following retention initiatives – Online Academic Advisement Module, Career Development, Student Debt, Transfer Student Services, and Testing.</li> <li>• <b>Advisor Training</b> The professional development and training program for academic advisors/counselors was fully implemented in Fall 2011. The program is on-going and updated for effectiveness. In 2013-14, professional development included university-wide advisor workshops, a webinar, and additional training sessions on specific topics such as Intrusive Advising Model, Black Board Analytics, Black Board Connect, the Online Academic Curriculum Mapping/Advisement Module, Student Debt Management, Satisfactory Academic Progress (SAP) Process, Change of Major Process, and Best Practices in Retention.</li> <li>• <b>Developmental Education/Testing</b> A Testing Services Advisor/Counselor was hired in May 2013 to assist with administration of the Post Readiness Assessment Test (PERT), and advise and place freshmen students in the appropriate developmental education (remedial) courses that will enhance academic preparedness and increase opportunities for academic success.</li> <li>• <b>Career Development</b> The Career Development curriculum has been developed with faculty input and fully implemented in Fall 2013. Two career advisors were hired in Fall 2012. Career development outreach is provided to freshmen and sophomore students. Over 2,162 student contacts have been made since Spring 2013.</li> </ul>



	<p>Career development advising assists students to identify appropriate majors. In the Fall 2013 semester, 361 First Time in College (FTIC) students without a declared degree were enrolled at the University. At the end of the semester, 270 (75%) of the students declared a major.</p> <ul style="list-style-type: none"> <li> <p>• <b>First Year Experience</b> The First Year Experience (FYE) course, piloted in 2011-12, was fully implemented in 2012-13. The First Year Experience program includes a mandatory course (SLS-1101) for all freshmen students.</p> </li> <li> <p>• <b>Peer Mentoring</b> Tuition Differential funding was utilized to provide forty (40) Peer Mentors with book stipends (\$500 each) for the 2013-2014 academic year.</p> </li> <li> <p>• <b>Academic Success Workshops</b> Academic Success Workshops were held for students in Fall 2013 and Spring 2014 regarding Time Management, Study Skills Improvement, Test Taking Skills, Learning Styles, Career Development, Financial Literacy, Critical Thinking Skills, Conflict Resolution, Ethics, Health and Wellness, Resume' Building, etc.</p> </li> <li> <p>• <b>Academic Success Course</b> The Academic Success Course curriculum has been developed with faculty input. The course was implemented in Spring 2014. The course assists at-risk students and students on academic warning or probation status to develop the study skills and personal success habits that enhance learning and encourage the highest level of success.</p> </li> <li> <p>• <b>Online Academic Curriculum Mapping/Academic Advisement Module (AAM)</b> Two (2) academic advisors/counselors were hired in Fall 2012 to complete the Student Academic Advisement Module. The Advisement Module was fully implemented in May 2013. Outreach is provided to freshmen and sophomore students. Over 475 student contacts have been made since Summer 2013. In addition, several training sessions have been held for faculty, advisors and students.</p> </li> <li> <p>• <b>Tutorial Labs</b> Six (6) tutorial labs were fully implemented in Fall 2013. In August 2013, the responsibility for providing tutorial services for student-athletes was transferred to the Office of University Retention. Tuition differential funding was utilized to hire three (3) tutors and one (1) on-site Tutorial Lab to assist in improving the Academic Progress Rate</p> </li> </ul>
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	<p>(APR) of student-athletes.</p> <p>By the end of Fall 2013, a total of 1,757 students utilized the tutorial labs and the overall pass rate for all enrolled courses by first-time-in-college students who utilized tutorial labs was 82.4%, which was a statistically significant higher passing rate than students who did not utilize tutorial labs.</p> <ul style="list-style-type: none"> <li> <b>Student Debt Management Program</b>            Two (2) Student Debt Advisors /Counselors were hired in Fall 2012 to provide financial literacy outreach to freshmen and sophomore students to decrease student debt and loan default rates. Over 15,239 student contacts have been made since Spring 2013.         </li> </ul>
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	32
Total Number of Advisors Hired or Retained (funded by tuition differential):	21
Total Number of Course Sections Added or Saved (funded by tuition differential):	656
<b>2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)</b>	<b>University Update on Each Initiative</b>
Need based aid	A total of 1,388 students received need based aid awards from 30% of the tuition differential funds.
<b>Additional Information (estimates as of April 30, 2014):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,388
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,416
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$216
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$5,645



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	<b>Estimated Actual*</b>		<b>Estimated</b>
	<b>2013-14</b>		<b>2014-15</b>
	-----		-----
<b><u>FTE Positions:</u></b>			
Faculty	32.00		32.00
Advisors	20.84		20.84
Staff	1.00		1.00
Total FTE Positions:	53.84		53.84
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ 3,306,171	\$	1,618,421
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$ 3,306,171	\$	1,618,421
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 7,998,000	\$	7,198,200
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward	-		-
Balance	-		-
Total Receipts / Revenues:	\$ 7,998,000	\$	7,618,421
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 3,920,993	\$	3,748,938
Other Personal Services	1,124,421		1,104,421
Expenses	151,724		32,492
Operating Capital Outlay	-		-
Student Financial Assistance	2,399,212		2,159,460
Expended From Carryforward Balance	2,089,212		1,732,803
**Other Category Expenditures	-		-
Total Expenditures:	\$ 9,685,750	\$	8,778,113
<b>Ending Balance Available:</b>	<b>\$ 1,618,421</b>	<b>\$</b>	<b>38,508</b>

\*Since the 2013-14 year has not been completed, provide an estimated actual.  
\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida A&M University							
<i>Undergraduate Students</i>	Actual			Projected			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	21.42	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$124.74</b>	<b>\$139.70</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>
% Change		12.0%	1.3%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health	\$0.00	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UMF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Fees</b>	<b>\$39.55</b>	<b>\$48.46</b>	<b>\$48.46</b>	<b>\$48.46</b>	<b>\$48.46</b>	<b>\$48.46</b>	<b>\$48.46</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$164.29</b>	<b>\$188.16</b>	<b>\$189.91</b>	<b>\$189.91</b>	<b>\$189.91</b>	<b>\$189.91</b>	<b>\$189.91</b>
% Change		14.5%	0.9%	0.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$59.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$124.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>	<b>\$65.00</b>
% Change		-47.6%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,742.20</b>	<b>\$4,191.00</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,434.50</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>	<b>\$1,583.80</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,176.70</b>	<b>\$5,774.80</b>	<b>\$5,827.30</b>	<b>\$5,827.30</b>	<b>\$5,827.30</b>	<b>\$5,827.30</b>	<b>\$5,827.30</b>
\$ Change		\$598.10	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		11.6%	0.9%	0.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$15,114.30</b>	<b>\$15,563.10</b>	<b>\$15,615.60</b>	<b>\$15,615.60</b>	<b>\$15,615.60</b>	<b>\$15,615.60</b>	<b>\$15,615.60</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,003.00</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>	<b>\$2,152.30</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$17,117.30</b>	<b>\$17,715.40</b>	<b>\$17,767.90</b>	<b>\$17,767.90</b>	<b>\$17,767.90</b>	<b>\$17,767.90</b>	<b>\$17,767.90</b>
\$ Change		\$598.10	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		3.5%	0.3%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
	\$8,826.20	\$8,942.00	\$9,140.00	\$10,896.00	\$11,172.64	\$11,459.68	\$11,759.20
\$ Change		\$115.80	\$198.00	\$1,756.00	\$276.64	\$287.04	\$299.52
% Change		1.3%	2.2%	19.2%	2.5%	2.6%	2.6%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> as approved by the Board of Governors.<sup>4</sup> combine the most popular housing and dining plans provided to students (FAMU Village used for projections)



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	-32%	3,101	35%	3,043	35.2%	3,447	38.0%	3,846	41.1%
FTIC (Profile Admit)**	13%	4,022	46%	3,946	45.6%	3,746	41.3%	3,418	36.6%
AA Transfers*	-9%	938	11%	920	10.6%	1,129	12.4%	1,329	14.2%
Other Transfers	28%	756	9%	742	8.6%	749	8.6%	755	8.6%
<b>Subtotal</b>	<b>-9%</b>	<b>8,817</b>	<b>100%</b>	<b>8,651</b>	<b>100.0%</b>	<b>9,071</b>	<b>100.0%</b>	<b>9,348</b>	<b>100.0%</b>
<b>GRADUATE STUDENTS</b>									
Master's	-31%	620	35%	608	34.9%	683	35.6%	814	37.7%
Research Doctoral	87%	275	15%	270	15.5%	292	15.2%	332	15.4%
Professional Doctoral	-3%	884	50%	867	49.7%	945	49.2%	1,015	47.0%
<b>Subtotal</b>	<b>-9%</b>	<b>1,779</b>	<b>100%</b>	<b>1,746</b>	<b>100.0%</b>	<b>1,920</b>	<b>100.0%</b>	<b>2,161</b>	<b>100.0%</b>
<b>NOT-DEGREE SEEKING</b>	<b>-27%</b>	<b>138</b>		<b>135</b>		<b>137</b>		<b>138</b>	
<b>MEDICAL</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>		<b>n/a</b>		<b>n/a</b>	
<b>TOTAL</b>	<b>-9%</b>	<b>10,734</b>		<b>10,532</b>		<b>11,128</b>		<b>11,647</b>	

Note\*: AA transfers refer only to transfers from the Florida College System.

\*\* The Profile Admits in this row reflect all students enrolled who entered as profile admits, including those from past years who have been retained. New Profile Admits admitted in the fall were drastically reduced from 78% in fall 2009 to 28% in fall 2013 and will be 20% or less in fall 2014 as required by the FAMU BOT.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	n/a***	36	.5%	65	1.1%	110	1.7%	250	3.8%
HYBRID (50%-79%)	-100%	0	0%	30	0.50%	90	1.4%	240	3.6%
TRADITIONAL (<50%)	-.4	6,517	99.5%	5,857	98.4%	6,089	96.8%	6,092	92.6%
<b>TOTAL</b>	<b>.1%</b>	<b>6,553</b>	<b>100%</b>	<b>5,952</b>	<b>100.0%</b>	<b>6,289</b>	<b>100%</b>	<b>6,582</b>	<b>100.0%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	n/a***	0	0%	0	0.0%	75	5.4%	250	17.2%
HYBRID (50%-79%)	n/a***	0	0%	0	0.0%	50	3.6%	200	13.8%
TRADITIONAL (<50%)	-2.2%	1,446	100%	1,315	100.0%	1,264	91.00%	1,004	69.1%
<b>TOTAL</b>	<b>-3%</b>	<b>1,446</b>	<b>100%</b>	<b>1,315</b>	<b>100.0%</b>	<b>1,389</b>	<b>100%</b>	<b>1,454</b>	<b>100.0%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than 49%*





of instruction (per SUDS data element 2052). \*\*\*The percent change cannot be calculated since the offering in 2010-11 was zero.



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	2,837	3,601	2,835	2,996	3,136	3,197	3,261	3,327	3.3%
UPPER	2,584	2,868	2,582	2,728	2,855	2,912	2,971	3,030	3.3%
GRAD I	328	475	328	346	362	370	377	385	3.3%
GRAD II	850	803	849	897	939	958	977	997	3.3%
<b>TOTAL</b>	<b>6,599</b>	<b>7,747</b>	<b>6,594</b>	<b>6,967</b>	<b>7,292</b>	<b>7,437</b>	<b>7,586</b>	<b>7,739</b>	<b>3.3%</b>
<i>Non- Resident</i>									
LOWER	283	n/a	282	299	311	319	325	331	3.3%
UPPER	253	n/a	253	267	280	285	291	297	3.3%
GRAD I	47	n/a	47	50	52	53	54	55	3.3%
GRAD II	91	n/a	91	96	101	103	105	107	3.3%
<b>TOTAL</b>	<b>674</b>	<b>1,119</b>	<b>673</b>	<b>712</b>	<b>744</b>	<b>760</b>	<b>775</b>	<b>790</b>	<b>3.3%</b>
<b>TOTAL</b>									
LOWER	3,120	n/a	3,117	3,294	3,447	3,516	3,587	3,659	3.3%
UPPER	2,837	n/a	2,835	2,995	3,135	3,197	3,261	3,327	3.3%
GRAD I	375	n/a	375	396	414	423	431	440	3.2%
GRAD II	941	n/a	940	993	1,040	1,061	1,082	1,103	3.2%
<b>TOTAL</b>	<b>7,273</b>	<b>8,866</b>	<b>7,267</b>	<b>7,678</b>	<b>8,036</b>	<b>8,197</b>	<b>8,361</b>	<b>8,528</b>	<b>3.3%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	326	n/a	326	326	326	326	326	326	0%
UPPER	219	n/a	219	219	219	219	219	219	0%
GRAD I	67	n/a	68	69	70	71	72	73	1.4%
GRAD II	13	n/a	13	13	13	13	13	13	0%
<b>TOTAL</b>	<b>625</b>	<b>n/a</b>	<b>626</b>	<b>627</b>	<b>628</b>	<b>629</b>	<b>630</b>	<b>631</b>	<b>0.2%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*:The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

#### Medical Doctorate Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

#### Dentistry Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

#### Veterinary Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Environmental Studies	03.0103	STEM	FGCU, FIU		78	06-2014
Interdisciplinary Studies	30.0000	No	UCF, UNF (also FIU, UF, USF in CIP 30.9999)	FIU, UCF	175	06-2014
Food Science	01.1001	STEM	UF		70	01-2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
<b>DOCTORAL PROGRAMS</b>						
Doctor of Nursing Practice	51.3818	CRIT: HEALTH	FAU, FIU, FSU, UCF, UF, UNF, USF	FIU, FAU (web- assisted), UCF, UNF, UF	60	06-2015

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Digital Media	09.0702	STEM	FAU, FGCU		60	06-2016
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Health Informatics	51.0706	CRIT: HEALTH	UCF	UCF, USF		10-2015
Biomedical Sciences	26.0102	STEM	FSU, FAU, UCF			
Computational Science	30.3001	STEM	FSU			
<b>DOCTORAL PROGRAMS</b>						
Chemistry	40.0501	STEM	FAU, FIU, FSU, UCF, UF, USF		20	06-2017
Public Health (PhD)	51.2201	CRIT: HEALTH	FIU, UF, USF		25	04-2016
Biology	26.0101	STEM	FAU, FIU, FSU, USF		20	06-2017



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Computational Science	30.3001	STEM	FSU	20	06-2016
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## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.

Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree

*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.

Source: State University Database System (SUDS).

#### Academic Progress Rate

*2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).

Source: State University Database System (SUDS).

#### University Access Rate

*Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.

Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).



**Freshmen in Top 10% of High School Class**  
 Applies to: NCF  
 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.  
 Source: New College of Florida.

**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**  
 This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.  
 Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).  
 Source: State University Database System (SUDS).

**Number of Faculty Awards**  
 This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.  
 Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**  
 This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.  
 Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**  
 FAMU  
 This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
 Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
 FAU, FGCU, FIU  
 This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
 Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
 FSU  
 This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
 Source: US News and World Report's annual National University rankings.



<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.





<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



### Goals Common to All Universities

#### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

#### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*



<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**  
 This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
 Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**  
 This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
 Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**  
 Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:  
<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

# University of North Florida 2014-15 Work Plan



## University of North Florida

*Work Plan Presentation for 2014-15 Board of Governors Review*

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors





## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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### MISSION STATEMENT (What is your purpose?)

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

### VISION STATEMENT (What do you aspire to?)

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

\*The term "preeminent" in UNF's vision statement predates s. 1001.7065, F.S., which establishes the Preeminent State Research Universities Program.



## STATEMENT OF STRATEGY (How will you get there?)

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

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

- A diverse metropolitan population in excess of 1 million residents with a projection of steady growth into the future.
- A large population of freshmen and AA transfer students along with a graduate population of approximately 13%.
- A complex economy whose main drivers are the State's second largest health care industry; shipping, trade, financial services and logistics resulting from Jacksonville's prominence as an international port and transportation center; and a large technology-intensive corporate sector.
- A unique physical environment (the region is coastal, estuarine, and bisected by a major river).
- A strong relationship between the university and its many public and private partners throughout the region consistent with the university's commitment to serve as a "steward of place."
- A complementary relationship with the local state college that allows UNF to focus on high profile undergraduates and masters and doctoral degree programs appropriate to the needs of the region.

**UNF has developed a number of strategies for addressing the needs of its market now and in the future, including expansion, enhancement, and collaboration.**

- **EXPANSION**  
UNF's master plan calls for growth up to and perhaps exceeding 25,000 students synchronized to the growth of its physical plant, faculty size, and the expansion of distance learning as an effective means of educational advancement.
- **ENHANCEMENT**  
With the 2012 on-campus residency requirement for freshmen, UNF has intensified efforts to enhance a robust First Year Experience program and further enrich the undergraduate learning experience with the goal of improving retention and graduation rates. Programs such as the "STEM Jumpstart Experience" and the implementation of course redesign models in Computing, Physics, Political Science and Philosophy have already made an impact on student success in these gateway courses. UNF's Principles of Biology and Accounting are two critical courses that are undergoing review and redesign in order to retain students and have higher success rates. A major renovation of our Library will provide students with a "learning commons", and, following the NCAT models developed to improve student learning and efficiency, a "Math Emporium" is being initiated for 2015. A "Writing Center" began in 2014 and accompanies a new approach to the teaching of writing using a hybrid model supported by



one-on-one work with a writing consultant.

UNF's has made a commitment to support those areas linked to major regional economic drivers including health care, transportation, and financial services through strategic allocations of new resources and deliberate reallocations of existing resources, multidisciplinary collaboration, and the pursuit of external support in the form of contracts and grants and endowments.

Supported by strong STEM programs in biology, chemistry, physics, and mathematics, and capitalizing on its location UNF is developing distinctive programs in coastal science and engineering. The university has targeted these areas for further enhancement through the allocation of new and existing resources and through increasingly successful pursuit of research and funding opportunities in these areas.

- **COLLABORATION**

UNF continues to contribute to and benefit from extensive partnerships across the region. Prominent examples of these links include the partnerships with the Duval County Public School system focused on urban education; the partnerships between the Brooks College of Health and every major regional health care provider, focused on clinical training and health care administration; the deep ties between the Coggin College of Business and regional for-profit businesses and industries, especially those related to transportation and logistics; and the growing relationships between the College of Computing, Engineering, and Construction with public and private enterprises requiring expertise in applied research and information technology. The depth and strength of UNF's ties to the community are confirmed by the success of two \$100 million dollar plus capital campaigns conducted within the past fifteen years.

UNF partnered with the other educational institutions in the city to develop the Jacksonville Commitment Program that provides guaranteed financial support for eligible high school students. This program has proven very successful in terms of providing access to at-risk students, greater intervention with advising and ultimately higher retention rates. UNF has maintained a cooperative relationship with FSCJ to avoid program duplication and to provide educational opportunities to the full range of students from the North Florida region. As FSCJ provides access at the freshman level and to an increasing number of baccalaureate programs, UNF has been increasingly able to focus on meeting the needs of highly qualified undergraduates and career-oriented graduate students.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The University of North Florida considers emphasis on undergraduate education and graduate programs that respond to local needs to be two of its strengths. UNF strives to be a preeminent comprehensive university with targeted graduate programs, often in applied fields.

In emphasizing undergraduate programs, the university works to keep class sizes at a level where faculty and students have an opportunity for personal interaction. UNF encourages each undergraduate student to engage in research with a faculty mentor or to take advantage of one of its many transformational learning experiences, including those in international settings as well as in the local community. This requires hiring faculty who are committed to teaching balanced with an active scholarly agenda.

Part of UNF's emphasis on undergraduate education has also led the university to increase its admissions standards for first-time-in-college students. Entering freshmen at UNF rank among the best in the SUS in terms of standardized test scores and HS GPAs. Accomplishing this means retaining an increasing number of the brightest high school graduates from northeast Florida and recruiting students from other parts of the state. These students are attracted by the quality of the education offered and the size of the institution.

To increase graduation rates and decrease time to degree, the university has been working to improve campus life and student support services. For the past two years, UNF has also required on-campus housing for first-time-in-college students. As the university continues this practice, it has tracked the progress of these students and has found that these students are enrolling for, and completing more credit hours and maintaining higher grade point averages. Tuition differential dollars and housing revenues are helping students who are in financial need to meet this requirement.

At the same time that the university is strengthening its undergraduate experience, UNF has also paid close attention to the quality and depth of its curriculum. As a model comprehensive university, UNF offers a wide range of majors at the undergraduate level. As a regional university, UNF also ensures that these undergraduate and graduate programs respond to local needs. Our success in achieving this goal is demonstrated by the fact that 57% of our 75,000 alumni live and work in Northeast Florida and over 78% live and work in Florida. This means that the institution is responsible for more college graduates in our region than the University of Florida and Florida State combined. UNF graduates are also among the most likely to be employed in Florida the first year after graduation. As a result of this and the graduates earning power, UNF is recognized as one of three Florida institutions to have a high return on investment.

UNF already offers extremely strong programs in areas that coincide with areas of regional economic prominence, specifically health care and biomedical science, commerce, and transportation and logistics. Another such area is coastal science which is driven as much by the region's geography as by economic opportunity. UNF has a noteworthy program in Coastal Biology and newly developed prowess in the area of Coastal Engineering supported by the Taylor Engineering Research Institute. As resources permit it will add cognate programs in coastal geology and port engineering.

Through improving the quality of the students it attracts, strengthening the undergraduate experience and making sure that the curriculum meets regional needs and, at times, provides national leadership, UNF is responding to its students, its community and the state economy.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

**1. Enriched undergraduate learning.** A high-quality undergraduate educational experience, grounded in a liberal arts core, remains the central institutional priority at UNF. To that end, the university continues to implement high-impact experiences for students targeting liberal learning, retention, and overall student success. Perhaps the most notable of these, and one that has become a hallmark of the UNF experience, is the Transformational Learning Opportunity (TLO) scholarship program. TLOs provide a broad range of opportunities, all of which are rooted in experiential education. Over the past few years, the TLO program has been extended under the aegis of the university's commitment to community engagement to form the basis of UNF's SACS Quality Enhancement Plan, the theme of which is Community-Based Transformational Learning. UNF also continues to implement other high-impact practices relating to the undergraduate experience, including innovations in teaching and course delivery (as promoted by the National Center for Academic Transformation); and initiatives to improve student performance in key gateway courses, particularly in the STEM disciplines. The UNF faculty is carrying out a revision of the general education program that will align courses to the key learning competencies of communication, critical thinking, global awareness, and intercultural competency. The university also enters into its third year of requiring campus residency for its freshmen students and the continued development of a Freshman Year Experience program designed to facilitate the transition to university life and study. The university also has adopted a robust data analytics program, designed by the Educational Advisory Board, for academic advisors to identify at-risk students and facilitate more effective interventions.



**2. Programs of excellence and relevance.** We continue to focus on existing program strengths that correspond to regional economic activity and/or environmental distinction identified in our previous Work Plan: health and biomedical science, commerce, and coastal science and engineering. Enrollments in Health and Biomedical Science remain strong and have increased with additional resource allocations. To promote more interdisciplinary effort which will enhance student learning and research opportunities, the College of Arts and Sciences has instituted an interdisciplinary major which will allow students to select a) courses from across the university to develop a theme-based major, or b) courses that further hone the competencies recognized as critical for 21<sup>st</sup> century careers. Students can elect to have an interdisciplinary major or minor that is organized to address learning competencies such as critical thinking, communication, quantitative reasoning, etc. This approach will position students for careers that do not require specific course work as preparation, but rather with the skills and abilities to reason, solve problems, and communicate effectively. Having this type of flexible major allows students who change majors to potentially avoid taking additional years to complete a degree. This should improve time to graduation and completion rates as well. Brooks College of Health and the College of Arts and Sciences have also initiated new programs in clinical lab science, social work, radiography, and clinical nutrition to meet the health needs of northeast Florida. Additionally, the Coggin College of Business will continue to strengthen flagship programs in International Business and Transportation & Logistics and build on existing strengths in economics, accounting, investments, financial services, marketing, operations, organizational behavior and corporate strategy. More broadly, UNF will undertake a full assessment of current Centers & Institutes and identify opportunities to strategically develop new ones that leverage current faculty strengths. Globalization and sustainability issues will be emphasized. The proposed major expansion of the port facilities in the Jacksonville area makes Coastal Science and Engineering particularly significant to northeast Florida. Reallocations of university resources were made and will continue to enhance UNF's ability to respond to its unique geographic and environmental setting and to provide opportunities for UNF's students.

**3. Distance Learning.** UNF continues to embrace opportunities made available through new technologies to complement its traditional course offerings by increasing its Distance Learning offerings, both in courses, certificates, and degree programs including 3 graduate programs and 1 undergraduate program coming online fall 2014. UNF has worked to develop both the infrastructure and development and support services to support continued expansion of distance learning courses and programs. Such expansion is critical to meeting demand for distance and blended learning opportunities and to expanding access to current and future UNF students both locally and further afield. The Distance Learning Strategic Plan developed in 2013 guides the implementation of the Distance Learning Initiative. Distance Learning is also UNF's BOT choice metric as we seek to increase the percentage of courses offered in both online and blended delivery models.





## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	-2.0%	69%	71%	73%	74%	75%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	2.8%	\$34,200	\$34,681	\$35,169	\$35,664	\$36,166
<b>Average Cost per Bachelor's Degree*</b> [Instructional Costs to the University]	-2.8%	\$29,350	\$28,945	\$28,546	\$28,152	\$27,764
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	-1.9%	49%	49%	50%	51%	52%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	-2.0%	76%	78%	79%	80%	81%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	0.8%	36%	36%	37%	37%	38%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	-0.8%	45%	45%	46%	47%	48%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	2.2%	51%	51%	53%	55%	57%
<b>Freshmen in Top 10% of High School Graduating Class</b> [for NCF only]	%Δ	xx%	xx%	xx%	xx%	xx%
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	71%	72%	73%	74%	75%
<b>Board of Trustees Choice Metric</b>						
<b>Percent of Course Sections Offered via Distance and Blended Learning</b>	2.2%	9%	11%	13%	15%	17%

Note: Metrics are defined in appendix.

\*Not adjusted for raises.





## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

Describe plans for increasing national preeminence of University and select programs.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	2.8%	1784	1786	1790	1791	1792
<b>High School GPA</b>	7.8%	3.89	3.94	3.95	3.96	3.97
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	100%	2	2	2	2	2
Exams Below Benchmarks	n/a	0	0	0	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	7.0%	84%	85%	86%	87%	88%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	6.1%	26%	26%	27%	28%	29%
In 6 years (or less)	1.6%	49%	49%	50%	51%	52%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	1.5%	35%	35%	36%	38%	40%
In 4 years (or less)	2.4%	69%	69%	70%	71%	72%
<b>Average Time to Degree (for FTIC)</b>	4.3%	4.9	4.8	4.7	4.6	4.5
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	19%	3,351	3,450	3,572	3,898	3,937
<b>Percent of Bachelor's Degrees in STEM</b>	-1%	11%	11%	12%	13%	14%
<b>Graduate Degrees Awarded</b>	0%	582	609	620	630	640
<b>Percent of Graduate Degrees in STEM</b>	2%	8%	8%	10%	12%	15%
<b>Annual Gifts Received (\$M)</b>	-18%	10.2 M	10.0 M	10.5 M	11.0 M	11.5 M
<b>Endowment (\$M)</b>	-12%	83.6 M	85.0 M	87.5 M	90.0 M	92.5 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Freshman in Top 10% of Graduating High School Class	6.1%	24%	26%	28%	29%	30%
Percent of Course Sections Offered via Distance and Blended Learning	6.5%	9%	11%	13%	15%	17%
Bachelor's Degrees in Areas of Strategic Emphasis	-2.7%	45%	45%	46%	47%	48%

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

**Goal 1.** Continued growth in graduate enrollments as a result of support and promotion of programs of excellence in the areas health and biomedical science; commerce; and coastal science and engineering.

Graduate Degrees in Areas of Strategic Emphasis	12.5%	51%	51%	53%	55%	57%
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**Goal 2.** Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

Percentage of students engaged in experiential learning activities that traditionally enhance post-graduate employment and/or graduate study opportunities (e.g.: Coops, internships, research, community, national, study abroad, and international service)	14.3%	34%	30%	33%	36%	38%
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## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$78,436,970	\$89,906,186
Tuition	\$67,470,923	\$66,764,129
<b>TOTAL MAIN OPERATIONS</b>	<b>\$145,907,893</b>	<b>\$156,670,315</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 0	\$ 0
Tuition	\$ 0	n/a
<b>TOTAL HSC</b>	<b>\$ 0</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	\$ 0	\$ 0
Tuition	\$ 0	n/a
<b>TOTAL IFAS</b>	<b>\$ 0</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$145,907,893</b>	<b>\$156,670,315</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year. The 2014-15 appropriations data include funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$43,431,420	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$11,306,447	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$63,191,631	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 0.0	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$117,929,498</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$263,837,391</b>	<b>\$156,670,315</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
<b>Tuition Differential Fee</b>	\$1,128.90	\$1,128.90	\$1,128.90	\$1,128.90	\$1,128.90
<b>Percent Increase</b>	15%	0%	0%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$2,006.40	\$2,071.50	\$2,104.20	\$2,119.20	\$2,119.20
<b>TOTAL TUITION AND FEES</b>	<b>\$6,234.90</b>	<b>\$6,352.50</b>	<b>\$6,385.20</b>	<b>\$6,400.20</b>	<b>\$6,400.20</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	38%	43%	41%	49%	49%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$15,259	\$16,485	\$16,929	\$18,087	\$20,093
<b>NSLDS Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate</b> (3rd Year)	6.80%	8.50%	8.80%	7.50%	8.27%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,510	\$1,200	\$8,662	\$1,732	\$2,628	<b>\$20,732</b>
<b>AT HOME</b>	\$6,510	\$1,200	\$4,372	\$1,732	\$2,628	<b>\$16,442</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	1,939	32%	\$11,610	(\$2,812)	\$8,485	\$4,746
\$40,000-\$59,999	717	12%	\$13,411	(\$1,023)	\$6,626	\$3,815
\$60,000-\$79,999	605	10%	\$15,336	\$933	\$4,608	\$4,207
\$80,000-\$99,999	513	9%	\$16,460	\$2,300	\$3,327	\$4,239
\$100,000 Above	1,726	29%	\$17,190	\$2,544	\$2,957	\$3,154
Missing*	488	8%	\$14,857	\$2,287	\$3,114	\$199
<b>TOTAL</b>	<b>5,988</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$13,026</b>	<b>\$178</b>	<b>\$5,397</b>	<b>\$3,707</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). \*Missing\* includes students who did not file a FAFSA.



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014**

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$37.63
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$
Total differential fee revenue generated in 2014-15 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Retained or hired 90 faculty	Exceeded goal
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	109
Total Number of Advisors Hired or Retained (funded by tuition differential):	0
Total Number of Course Sections Added or Saved (funded by tuition differential):	932
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
Provide support for 896 students	exceeded goal
Jacksonville Commitment Scholars	\$372,443 spent on this group of students
General university-funded need-based aid	\$2,496,879 spent on this group of students
<b>Additional Information (estimates as of April 30, 2014):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,157
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,480
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$610
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,000





**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	<b>Estimated Actual*</b>		<b>Estimated</b>
	<b>2013-14</b>		<b>2014-15</b>
	-----		-----
<b><u>FTE Positions:</u></b>			
Faculty	109		104
Advisors			
Staff			
Total FTE Positions:	109		104
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ 190,530		\$ 526,467
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$ 190,530		\$ 526,467
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 10,684,198		10,716,038
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 10,684,198		\$ 10,716,038
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 7,478,939		\$ 7,501,227
Other Personal Services	-		-
Expenses	-		-
Operating Capital Outlay	-		-
Student Financial Assistance	2,869,322		3,214,811
Expended From Carryforward Balance	-		190,530
**Other Category Expenditures	-		-
Total Expenditures:	\$ 10,348,261		\$ 10,906,568
<b>Ending Balance Available:</b>	<b>\$ 526,467</b>		<b>\$ 335,937</b>
*Since the 2012-13 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES, AND HOUSING PROJECTIONS

University: University of North Florida							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	21.42	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$124.74</b>	<b>\$140.95</b>	<b>\$142.70</b>	<b>\$142.70</b>	<b>\$142.70</b>	<b>\$142.70</b>	<b>\$142.70</b>
% Change		13.0%	1.2%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$14.24	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47
Health	\$9.51	\$9.76	\$10.16	\$10.25	\$10.50	\$10.50	\$10.50
Athletic	\$14.98	\$16.33	\$17.83	\$18.83	\$19.08	\$19.08	\$19.08
Transportation Access	\$3.85	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$62.44</b>	<b>\$64.88</b>	<b>\$69.05</b>	<b>\$70.14</b>	<b>\$70.64</b>	<b>\$70.64</b>	<b>\$70.64</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$187.18</b>	<b>\$205.83</b>	<b>\$211.75</b>	<b>\$212.84</b>	<b>\$213.34</b>	<b>\$213.34</b>	<b>\$213.34</b>
% Change		10.0%	2.9%	0.5%	0.2%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,742.20</b>	<b>\$4,228.50</b>	<b>\$4,281.00</b>	<b>\$4,281.00</b>	<b>\$4,281.00</b>	<b>\$4,281.00</b>	<b>\$4,281.00</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,873.20</b>	<b>\$1,946.40</b>	<b>\$2,071.50</b>	<b>\$2,104.20</b>	<b>\$2,119.20</b>	<b>\$2,119.20</b>	<b>\$2,119.20</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,615.40</b>	<b>\$6,174.90</b>	<b>\$6,352.50</b>	<b>\$6,385.20</b>	<b>\$6,400.20</b>	<b>\$6,400.20</b>	<b>\$6,400.20</b>
<b>\$ Change</b>		<b>\$559.50</b>	<b>\$177.60</b>	<b>\$32.70</b>	<b>\$15.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>% Change</b>		<b>10.0%</b>	<b>2.9%</b>	<b>0.5%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$425.02	\$459.02	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$26.04	\$28.12	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11
Total per credit hour	<b>\$451.06</b>	<b>\$487.14</b>	<b>\$485.38</b>	<b>\$485.38</b>	<b>\$485.38</b>	<b>\$485.38</b>	<b>\$485.38</b>
% Change		8.0%	-0.4%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$16,492.80</b>	<b>\$17,999.10</b>	<b>\$17,999.10</b>	<b>\$17,999.10</b>	<b>\$17,999.10</b>	<b>\$17,999.10</b>	<b>\$17,999.10</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,654.46</b>	<b>\$2,790.00</b>	<b>\$2,914.80</b>	<b>\$2,947.50</b>	<b>\$2,962.50</b>	<b>\$2,962.50</b>	<b>\$2,962.50</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$19,147.26</b>	<b>\$20,789.10</b>	<b>\$20,913.90</b>	<b>\$20,946.60</b>	<b>\$20,961.60</b>	<b>\$20,961.60</b>	<b>\$20,961.60</b>
<b>\$ Change</b>		<b>\$1,641.84</b>	<b>\$124.80</b>	<b>\$32.70</b>	<b>\$15.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>% Change</b>		<b>8.6%</b>	<b>0.6%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Housing/Dining<sup>4</sup></b>	\$8,732.00	\$8,994.51	\$9,264.32	\$9,542.25	\$9,828.52	\$10,123.37	\$10,427.07
<b>\$ Change</b>		<b>\$262.51</b>	<b>\$269.81</b>	<b>\$277.93</b>	<b>\$286.27</b>	<b>\$294.86</b>	<b>\$303.70</b>
<b>% Change</b>		<b>3.0%</b>	<b>3.0%</b>	<b>3.0%</b>	<b>3.0%</b>	<b>3.0%</b>	<b>3.0%</b>

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> as approved by the Board of Governors.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type (for all E&G students at all campuses)

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	-14%	6699	46.9%	6796	47.5%	6830	47.5%	6864	47.5%
FTIC (Profile Admit)	na	na	na	na	na	na	na	na	na
AA Transfers*	38%	4349	30.5%	4364	30.5%	4386	30.5%	4408	30.5%
Other Transfers**	27%	3231	22.6%	3148	22.0%	3163	22.0%	3179	22.0%
<b>Subtotal</b>	<b>6%</b>	<b>14279</b>	<b>100.0%</b>	<b>14308</b>	<b>100.0%</b>	<b>14380</b>	<b>100.0%</b>	<b>14451</b>	<b>100.0%</b>
<b>GRADUATE STUDENTS</b>									
Master's	-6%	1515	87.6%	1552	87.8%	1560	87.8%	1568	87.8%
Research Doctoral	5%	100	5.8%	100	5.7%	101	5.7%	101	5.7%
Professional Doctoral	54%	114	6.6%	115	6.5%	116	6.5%	116	6.5%
<b>Subtotal</b>	<b>-3%</b>	<b>1729</b>	<b>100.0%</b>	<b>1767</b>	<b>100.0%</b>	<b>1776</b>	<b>100.0%</b>	<b>1785</b>	<b>100.0%</b>
<b>NOT-DEGREE SEEKING</b>	<b>51%</b>	<b>250</b>		<b>268</b>		<b>271</b>		<b>273</b>	
<b>MEDICAL</b>	<b>na</b>	<b>na</b>		<b>na</b>		<b>na</b>		<b>na</b>	
<b>TOTAL</b>	<b>6%</b>	<b>16258</b>		<b>16343</b>		<b>16426</b>		<b>16510</b>	

Note\*: AA Transfers refer only to transfers from the Florida College System.

Note\*\*: Other Transfers includes post-baccalaureate and Florida State College transfers without AA degrees

### Planned Enrollment Growth by Method of Instruction (for all E&G students at all campuses)

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	266%	782	8.3%	1032	11.2%	1287	13.9%	1603	17.3%
HYBRID (50%-79%)	677%	130	1.4%	138	1.5%	154	1.7%	178	1.9%
TRADITIONAL (<50%)	-8%	8467	90.3%	8004	87.2%	7788	84.4%	7502	80.8%
<b>TOTAL</b>	<b>2%</b>	<b>9379</b>	<b>100%</b>	<b>9174</b>	<b>100%</b>	<b>9229</b>	<b>100.0%</b>	<b>9283</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	113%	118	12.7%	133	14.3%	158	16.6%	182	19.1%
HYBRID (50%-79%)	196%	65	7.0%	34	3.6%	40	4.2%	48	5.0%
TRADITIONAL (<50%)	-19%	748	80.3%	766	82.1%	754	79.2%	723	75.9%
<b>TOTAL</b>	<b>-9%</b>	<b>931</b>	<b>100%</b>	<b>933</b>	<b>100%</b>	<b>952</b>	<b>100%</b>	<b>953</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level *(Florida FTE)*

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>Florida Resident</b>									
LOWER	3,370	3,530	3,513	3,566	3,619	3,673	3,710	3,747	1.3%
UPPER	5,597	5,365	5,507	5,507	5,535	5,562	5,618	5,674	0.6%
GRAD I	730	776	746	746	753	761	769	776	0.8%
GRAD II	126	125	128	129	131	133	135	137	1.4%
<b>TOTAL</b>	<b>9,823</b>	<b>9,796</b>	<b>9,894</b>	<b>9,948</b>	<b>10,038</b>	<b>10,130</b>	<b>10,232</b>	<b>10,335</b>	<b>0.9%</b>
<b>Non- Resident</b>									
LOWER	103	90	107	109	110	112	113	114	1.3%
UPPER	104	104	102	102	103	103	104	105	0.6%
GRAD I	67	51	68	68	69	69	70	71	0.8%
GRAD II	10	5	10	10	10	10	11	11	1.4%
<b>TOTAL</b>	<b>284</b>	<b>250</b>	<b>287</b>	<b>289</b>	<b>292</b>	<b>295</b>	<b>298</b>	<b>301</b>	<b>0.9%</b>
<b>TOTAL</b>									
LOWER	3,473	3,620	3,620	3,674	3,729	3,785	3,823	3,861	1.3%
UPPER	5,701	5,469	5,609	5,609	5,637	5,665	5,722	5,779	0.6%
GRAD I	797	827	814	814	822	830	839	847	0.8%
GRAD II	136	130	138	139	141	144	146	148	1.4%
<b>TOTAL</b>	<b>10,107</b>	<b>10,046</b>	<b>10,181</b>	<b>10,237</b>	<b>10,330</b>	<b>10,425</b>	<b>10,530</b>	<b>10,636</b>	<b>0.9%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	69	n/a	70	71	72	73	73	74	1.3%
UPPER	103	n/a	104	104	105	106	106	107	0.6%
GRAD I	26	n/a	26	26	26	27	27	27	0.8%
GRAD II	1	n/a	1	1	1	1	1	1	1.4%
<b>TOTAL</b>	<b>198</b>	<b>n/a</b>	<b>200</b>	<b>202</b>	<b>204</b>	<b>205</b>	<b>207</b>	<b>209</b>	<b>0.9%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*:The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
B.S. in Medical Laboratory Sciences	51.1005	Critical Needs: Health	FGCU, UCF, USF T, UWF	Hybrid	45 (FTE)	March 2015
B.S. in Coastal Environmental Science	03.0104	STEM	FAMU, FSU, UF, USF T, USF P, USF SP, UWF	No	70 (FTE)	March 2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
M.A. in International Affairs	45.0901	Economic Development: Globalization	FIU, FUS, UF	No	58 (HC) 32.6 (FTE)	June 2014
M.S. in Civil Engineering: Coastal and Port Engineering	14.0801	STEM		Hybrid	28 (HC) 15.8 (FTE)	June 2014
<b>DOCTORAL PROGRAMS</b>						

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
B.A.E. in Deaf Education	13.1003		TBD	TBD	TBD	TBD
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
M.S.W. in Social Work	44.0701		Potentially a collaborative program with FSU			
Ed.S. in Educational Leadership	13.0401		TBD	TBD	TBD	TBD
M.S. in Sport Management	31.0504		TBD	TBD	TBD	TBD
<b>DOCTORAL PROGRAMS</b>						



## DEFINITIONS

### Performance Based Funding

**Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

**Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation**

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

**Average Cost per Bachelor's Degree**  
*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

**Six Year FTIC Graduation Rate**

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
 Source: State University Database System (SUDS).

**Academic Progress Rate**  
*2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
 Source: State University Database System (SUDS).

**University Access Rate**  
*Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
 Source: State University Database System (SUDS).

**Bachelor's Degrees Awarded within Programs of Strategic Emphasis**  
 (includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).





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





<b>National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News</b> FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.



<b>Freshman Retention Rate</b> (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



### Goals Common to All Universities

#### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

#### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*





<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:  
<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Joint Meeting of the Strategic Planning Committee and the  
Select Committee on Florida Polytechnic University  
Grand Ballroom, UCF Fairwinds Alumni Center  
University of Central Florida  
Orlando, Florida

June 18, 2014

8:15 a.m. to 9:00 a.m.

or

Upon Adjournment of Previous Meetings

Strategic Planning Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost  
Members: Beard, Chopra, Doyle, Lautenbach, Morton, Webster

Select Committee Chair: Mr. Tom Kuntz  
Members: Link, Morton

1. Call to Order and Opening Remarks      Governors Dean Colson and Tom Kuntz
  
2. **Consideration of the University Work Plan**      Governor Colson
  
3. **Approval of Select Committee Meeting Minutes:**      Governor Kuntz
  - a. Minutes, January 15, 2014
  - b. Minutes, March 19, 2014
  
4. **Florida Polytechnic University Implementation Update**      Ms. Ava Parker  
*Chief Operating Officer,  
Florida Polytechnic University*
  
5. Closing Remarks and Adjournment      Governor Kuntz

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Joint Meeting of the Strategic Planning Committee and the  
Select Committee on Florida Polytechnic University  
June 18, 2014**

**SUBJECT:** 2014-2015 Florida Polytechnic University Work Plan

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**PROPOSED COMMITTEE ACTION**

Consider for approval those portions of the Florida Polytechnic University Work Plan associated with the 2014-2015 academic year and review out-year portions of the Florida Polytechnic University Work Plan, noting areas for further dialogue and deliberation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1007.25(8), Florida Statutes; Board of Governors Regulation 2.002

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic direction, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The University Work Plan's "Strategy" section includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as metrics specific to research universities, and institution-specific indicators. The "Operations" section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2014-15 as well as in out-years.



Florida Polytechnic University will a make brief presentation on its Work Plan, after which Committee members will have the opportunity to engage in discussion and questioning. The Committee will consider for approval those portions of 2014-15 Florida Polytechnic University Work Plan associated with the 2014-15 academic year, and review out-year portions of Florida Polytechnic University Work Plan, noting areas for further dialogue and deliberation.

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**Supporting Documentation Included:**

2014-2015 Florida Polytechnic  
University Work Plan

**Facilitators / Presenters:**

Chair Colson; University  
Representatives

# Florida Polytechnic University 2014-15 Work Plan



**Florida Polytechnic University**

*Work Plan Presentation for 2014-15 Board of Governors Review*

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



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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- b. Vision Statement
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### 3. PREEMINENT RESEARCH UNIVERSITY METRICS

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- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

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- a. Fiscal Information (*includes Tuition Differential Fee Request*)
- b. Enrollment Planning
- c. Academic Program Coordination

### 6. DEFINITIONS



## MISSION STATEMENT (What is your purpose?)

The mission of Florida Polytechnic University is to prepare 21<sup>st</sup> century learners in advanced fields of science, technology, engineering, and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research, and collaborative local, regional and global partnerships.

## VISION STATEMENT (What do you aspire to?)

Florida Polytechnic University aspires to be a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida's high-tech industries. The student learning experience will focus on practical and applied research, in addition to internships with industry partners and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.



## STATEMENT OF STRATEGY (How will you get there?)

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

Florida Polytechnic University's primary market segment is comprised of high-achieving, STEM-focused students and their parents. This includes high school, transfer and graduate students who meet or exceed the Florida Board of Governors minimum admissions requirements and demonstrate aptitude in STEM fields through their academic achievement and/or extracurricular involvement. Florida Polytechnic is capturing this segment by:

- Creating an industry-inspired curriculum wholly dedicated to hands-on learning and applied research in cutting-edge STEM concentrations,
- Establishing relationships with industry leaders who will serve on advisory boards, provide input on curriculum, participate in joint teaching and joint research programs, and provide internship and job opportunities to Florida Polytechnic students and graduates,
- Preparing and applying for regional accreditation at the earliest opportunity and taking all necessary steps to achieve accreditation as quickly as possible,
- Adopting a faculty model that attracts scholar-practitioners who are dedicated to teaching and applied research, leading to practical solutions to real-world problems,
- Implementing and maintaining the latest technology across campus, in learning and student living spaces,
- Encouraging a creative, entrepreneurial environment based on the University's five Guiding Principles: Continuous Innovation, Empowerment, Responsiveness, Collaboration, and Courage.

By successfully launching the strategies above, Florida Polytechnic University is already on track to achieve its recruitment goal for its inaugural class. The University expects to welcome 500 students in August 2014 who have an average SAT score of 1750 and an average GPA of 3.9 on a 4.0 scale. The University has established more than 50 industry partnerships with leading technology firms including giants like Microsoft, Harris Corporation and Lockheed Martin. The University expects to have 25 full-time faculty members with teaching, research, and industry experience when it opens in August 2014. In addition, 20 part-time faculty will be on board. The iconic campus building, the Innovation, Science and Technology Building, will feature five cutting-edge lab types: Super Computer and Student Data Center Lab, Entrepreneurship Lab, Media Lab, Visualization and Technology Collaboration Lab, and Rapid Application Development (RAD) Makerspace Lab.

Florida Polytechnic University will continue building on these strategies in the 2014-15 academic year in order to extend its reach and reputation nationally and internationally.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida Polytechnic University's greatest strength is that it is new.

The University needs to work hard to establish brand awareness, affinity and credibility in its early years. Fortunately, it already has a well-defined strategy for doing so with segments dedicated to regional accreditation, student and faculty recruitment, marketing, and campus development. The strength associated with the University's newness, however, far exceeds the challenges. As a new university, Florida Polytechnic has the unique opportunity to draw from centuries of academic best practices, while creating a modern academic environment designed to morph, scale, and evolve with the rapidly-changing technology of this era. From its campus to its curriculum, Florida Polytechnic is designed to continuously provide cutting-edge learning experiences.

In addition, the University has the following strengths to support its Mission and Vision:

- Membership in the highly-esteemed State University System of Florida,
- Strong academic and administrative leadership with strong academic experience,
- Avid support from industry-leading firms and community partners like Poly Vision,
- Passionate faculty and staff who possess entrepreneurial spirit and experience,
- Exclusivity as the only STEM-dedicated university in the SUS,
- Modern, attractive facilities with the latest technologies,
- Strategic location at the heart of Florida's I-4 High Tech Corridor,
- Expansion of economic development in the University's immediate surrounding area,
- Small class sizes and student-faculty ratios.

Because of these strengths, its newness, and its unique vision, Florida Polytechnic possesses the following opportunities:

- Change the education paradigm in favor of hands-on research, industry-inspired learning,
- Create both academic and scientific innovations,
- Contribute to the economic advancement of Polk County and the state of Florida,
- Attract international students and foster international business opportunities for Florida,
- Establish research centers supporting and strengthening Florida's I-4 High Tech Corridor,
- Extend the University's and Florida's reputation as a nationally recognized polytechnic university,





## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

### 1. Academic Success Center

A key initiative for 2014-15 and beyond is student success. Student success is influenced by the student's personal goal to persist in his or her studies, as well as the University's commitment to academic quality and excellence in teaching.

In August 2014, Florida Polytechnic University will open the Academic Success Center. This Center will provide students with the necessary support to successfully navigate from freshman year to graduation.

The Academic Success Center (ASC) will provide academic advising, study skill training, tutoring resources, and career coaching services. ASC also will coordinate leadership opportunities through participation in professional organizations and honor societies.

The Academic Success Center will be focused on helping students achieve success in their studies and in meeting necessary academic requirements for graduation. The Center will support the full student experience, working to build student engagement and community. This will help with student retention and success.



## 2. Living-Learning Communities

A second key initiative to achieve high student retention rates is by developing living-learning communities, which extend education beyond the traditional classroom space. Living-learning communities (LLCs) will result from a collaboration between Academic Affairs and Student Affairs. The goal is to create communities of interest in order to carry learning outside of the classroom.

The LLCs will reinforce students' social networks by promoting and creating opportunities for collaborative learning in the students' living environment. Learning community coordinators and peer mentors will organize study groups, field trips, guest speakers, social activities, and community service projects. Talking to peers about homework or class projects, interacting with faculty via mentorships, and supportive residence hall environments all correlate with higher retention rates.

Florida Polytechnic's living-learning communities will create a venue where faculty and student affairs educators establish new and nontraditional opportunities for learning. LLCs at Florida Polytechnic will optimize residential living spaces for academic and social activities. The concept will encompass both an integrative course-based experience and a social support component in order to enhance academic success. Reports from the National Study of Living-Learning Programs indicate that retention rates are higher for university students who participate in living-learning communities.

At Florida Polytechnic University, LLCs will represent a move toward more holistic notions of student learning that take advantage of educational opportunities both in and out of the classroom, bringing lectures, academic talks and meet-ups with professors to students' living spaces. LLCs at Florida Polytechnic University also will have expressed learning objectives. The program will undergo annual assessments on how well objectives are met and how results are used to make improvements. The most common objectives across learning communities include improvement of academic skills, social adjustment, and career awareness and exploration.



### 3. Innovation and Research Labs

A third key initiative is to create an advanced technology environment for students, faculty, staff, and the community. This includes the technological design, development, and implementation of the new campus and our institute, the Florida Industrial and Phosphate Research Institute. The advanced technology environment includes the foundational infrastructure as well as data centers, cloud and virtualized environments, systems and SANs (storage area networks), data networking, research collaboration connectivity, and all related integration of new applications. The objectives are to support an excellent high-tech experience on campus, to improve learning outcomes, and to achieve regional accreditation by satisfying the online and on-premise usage cases.

Important to the success of this initiative is creating a teaching, research, and learning technology environment for the University's academic programs. This includes planning, designing, and creating the administrative and academic applications as well as the classroom technologies for faculty and students. The University embraces a bring-your-own-device (BYOD) philosophy in acknowledgement and support of the ever-evolving high-tech industry. Florida Polytechnic will support any and all desktop and mobile devices and will implement and integrate the necessary software and learning space control unit technology to do so. This will allow us to maintain a modern teaching-with-technology environment.

Our learning labs, called Innovation Labs, are STEM-focused. These include several labs that are strategically aligned with the Engineering and Innovation and Technology programs. The objective is to improve learning outcomes, enhance research, and encourage innovation. Initial Innovation Labs include the Supercomputing and Student Data Center, Media Lab, Entrepreneurship Lab, Visualization and Technology Collaboration Lab, and Rapid Application Development (RAD) Makerspace Lab.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

N/A. As a new university, FL Poly must first establish baseline data.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	%Δ	xx%	xx%	xx%	xx%	xx%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	%Δ	\$x,xxx	\$x,xxx	\$x,xxx	\$x,xxx	\$x,xxx
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	%Δ	\$x,xxx	\$x,xxx	\$x,xxx	\$x,xxx	\$x,xxx
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	%Δ	xx%	xx%	xx%	xx%	xx%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	%Δ	xx%	xx%	xx%	xx%	xx%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	%Δ	xx%	xx%	xx%	xx%	xx%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	%Δ	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	%Δ	xx%	xx%	xx%	xx%	xx%
<b>Freshmen in Top 10% of High School Graduating Class</b> [for NCF only]	%Δ	xx%	xx%	xx%	xx%	xx%
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	xx%	xx%	xx%	xx%	xx%
<b>Number of Faculty Awards</b> [for FSU and UF only]	%Δ	xx%	xx%	xx%	xx%	xx%
<b>Number of Top 50 Rankings in Select National Publications</b> [for NCF only]	%Δ	xx%	xx%	xx%	xx%	xx%
<b>Board of Trustees Choice Metric</b>						
[University specific]	%Δ	xx%	xx%	xx%	xx%	xx%

Note: Metrics are defined in appendix.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

Describe plans for increasing national preeminence of University and select programs. **Please Note: Because Florida Polytechnic University's inaugural class begins in August 2014, many of these metrics are n/a until students matriculate.**

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	%Δ	n/a	n/a	1,750	1,760	1,770
<b>High School GPA</b>	%Δ	n/a	n/a	3.9	3.9	3.9
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
Exams Below Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	%Δ	xx%	xx	xx	xx	xx
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
In 6 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	%Δ	n/a	n/a	n/a	17%	29%
In 4 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
<b>Average Time to Degree (for FTIC)</b>	%Δ	n/a	n/a	n/a	n/a	n/a
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	%Δ	n/a	n/a	-	15	59
<b>Percent of Bachelor's Degrees in STEM</b>	%Δ	n/a	n/a	%	100%	100%
<b>Graduate Degrees Awarded</b>	%Δ	n/a	n/a	-	5	32
<b>Percent of Graduate Degrees in STEM</b>	%Δ	n/a	n/a	%	100%	100%
<b>Annual Gifts Received (\$M)</b>	%Δ	n/a	\$ 6.0 M	\$ 6.0 M	\$ 6.0 M	\$ 6.0 M
<b>Endowment (\$M)</b>	%Δ	n/a	n/a	\$ 0.5 M	\$ 0.7 M	\$ 1.0 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities - N/A for FL Poly

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards	%Δ	x	x	x	x	x
National Academy Members	%Δ	x	x	x	x	x
Number of Post-Doctoral Appointees*	%Δ	xx	xx	xx	xx	xx
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	x of 8	x of 8	x of 8	x of 8	x of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) <small>[includes non-Science &amp; Engineering disciplines]</small>	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Science & Engineering Research Expenditures (\$M)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Percent of Research Expenditures funded from External Sources	%Δ	xx%	xx%	xx%	xx%	xx%
Patents Issued	%Δ	x	x	x	x	x
Licenses/Options Executed	%Δ	x	x	x	x	x
Licensing Income Received (\$M)	%Δ	\$ x.x M	\$ x.x M	\$ x.x M	\$ x.x M	\$ x.x M
Number of Start-up Companies	%Δ	x	x	x	x	x
National Rank is Higher than Predicted by the Financial Resources Ranking <small>[based on U.S. News &amp; World Report]</small>	n/a	National Financial	National Financial	National Financial	National Financial	National Financial
Research Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx	xx
Professional Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx	xx
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>

Note: An asterisk (\*) indicates that 2011-12 is the latest data available for these metrics.





## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metric #1 Bachelor's Degrees in Areas of Strategic Emphasis</b>	n/a %Δ	n/a	n/a	n/a	100%	100%
<b>Metric #2 Graduate Degrees in Areas of Strategic Emphasis</b>	n/a %Δ	n/a	n/a	n/a	100%	100%
<b>Metric #3 Percentage of Students Participating in Identified Community &amp; Business Engagement Activities</b>	n/a %Δ	n/a	n/a	n/a	60%	70%

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

**Goal 1.** *Text here. n/a*

Metric	%Δ	xx	xx	xx	xx	xx
Metric	%Δ	xx	xx	xx	xx	xx

**Goal 2.** *Text here. n/a*

Metric	%Δ	xx	xx	xx	xx	xx
--------	----	----	----	----	----	----



Metric

%Δ

XX

XX

XX

XX

XX

## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 33.6	\$ 33.6
Tuition	\$ 00.0	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 33.6</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	n/a	\$ xx.x
Tuition	n/a	n/a
<b>TOTAL HSC</b>	<b>\$ -</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	n/a	\$ xx.x
Tuition	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 33.6</b>	<b>n/a</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 00.0	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 00.0	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 00.0	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 00.0	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 00.0</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 33.6</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	n/a	\$0	\$3,152.10	\$3,152.10	\$3,152.10
<b>Tuition Differential Fee</b>	n/a	\$0	\$0	\$0	\$0
<b>Percent Increase</b>	15%	15%	%	%	%
<b>Required Fees<sup>1</sup></b>	n/a	n/a	\$1,787.40	\$1,787.40	\$1,787.40
<b>TOTAL TUITION AND FEES</b>	n/a	\$0	<b>\$4,939.50</b>	<b>\$4,939.50</b>	<b>\$4,939.50</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	n/a	n/a	n/a	n/a	%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	n/a	n/a	n/a	n/a	\$
<b>NSLDS Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate (3rd Year)</b>	n/a	n/a	n/a	n/a draft	%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$n/a	\$n/a	\$n/a	\$n/a	\$n/a	n/a
<b>AT HOME</b>	\$n/a	\$n/a	\$n/a	\$n/a	\$n/a	n/a

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	n/a	n/a %	\$ n/a	\$ n/a	\$ n/a	\$ n/a
\$40,000-\$59,999	n/a	n/a %	\$ n/a	\$ n/a	\$ n/a	\$ n/a
\$60,000-\$79,999	n/a	n/a %	\$ n/a	\$ n/a	\$ n/a	\$ n/a
\$80,000-\$99,999	n/a	n/a %	\$ n/a	\$ n/a	\$ n/a	\$ n/a
\$100,000 Above	n/a	n/a %	\$ n/a	\$ n/a	\$ n/a	\$ n/a
Missing*	n/a	n/a %	n/a	\$ n/a	\$ n/a	\$ n/a
<b>TOTAL</b>	n/a	<b>100%</b>	<b>AVERAGE</b>	<b>\$ n/a *</b>	<b>\$ n/a</b>	<b>\$ n/a</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014**

Effective Date	
University Board of Trustees approval date:	n/a
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	n/a
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	n/a
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$ n/a
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	n/a %
\$ Increase in tuition differential per credit hour:	\$ n/a
\$ Increase in tuition differential for 30 credit hours:	\$ n/a
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$ n/a
Total differential fee revenue generated in 2014-15 (projected):	\$ n/a
Intended Uses	
Describe how the revenue will be used. n/a	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
n/a	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
n/a	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	n/a
Total Number of Advisors Hired or Retained (funded by tuition differential):	n/a
Total Number of Course Sections Added or Saved (funded by tuition differential):	n/a
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	n/a
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>	<b>Estimated Actual*</b>	<b>Estimated</b>
Budget Entity: 48900100 (Educational & General)	<b>2013-14</b>	<b>2014-15</b>
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	.	.
Advisors	.	.
Staff	n/a .	n/a .
Total FTE Positions:	0	0
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ -	-
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ -
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ -
<b>Ending Balance Available:</b>	\$ -	\$ -
*Since the 2013-14 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida Polytechnic University							
Undergraduate Students	Actual			Projected			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)			\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential							
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	\$0.00	\$0.00	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
% Change		#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>				\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>				\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service				\$17.62	\$17.62	\$17.62	\$17.62
Health				\$9.58	\$9.58	\$9.58	\$9.58
Athletic				\$14.12	\$14.12	\$14.12	\$14.12
Transportation Access				\$3.00	\$3.00	\$3.00	\$3.00
Technology <sup>1</sup>				\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>				\$59.58	\$59.58	\$59.58	\$59.58
<b>Total Tuition and Fees per Credit Hour</b>	\$0.00	#DIV/0!	#DIV/0!	\$164.65	\$164.65	\$164.65	\$164.65
% Change		#DIV/0!	#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours</b>	\$0.00	\$0.00	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
<b>Total Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$1,787.40	\$1,787.40	\$1,787.40	\$1,787.40
<b>Total Tuition and Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$3,152.10	\$4,939.50	\$4,939.50	\$4,939.50	\$4,939.50
\$ Change			\$0.00	\$1,787.40	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	56.7%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee				\$510.00			
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>				\$25.50			
Total per credit hour	\$0.00	\$0.00	\$0.00	\$535.50	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	-100.0%	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours</b>	\$0.00	\$0.00	\$3,152.10	\$18,452.10	\$3,152.10	\$3,152.10	\$3,152.10
<b>Total Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$2,552.40	\$1,787.40	\$1,787.40	\$1,787.40
<b>Total Tuition and Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$3,152.10	\$21,004.50	\$4,939.50	\$4,939.50	\$4,939.50
\$ Change			\$0.00	\$17,852.40	-\$16,065.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	566.4%	-76.5%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

<sup>1</sup> can be no more than 5% of tuition.

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

<sup>2</sup> as approved by the Board of Governors.

<sup>4</sup> combine the most popular housing and dining plans provided to students





## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT	Fall 2014 PLANNED HEADCOUNT	Fall 2015 PLANNED HEADCOUNT	Fall 2016 PLANNED HEADCOUNT
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	%Δ	0 xx%	380 79%	835 79%	1,294 79%
FTIC (Profile Admit)	%Δ	0 xx%	%	%	%
AA Transfers*	%Δ	0 xx%	89 19%	201 19%	311 19%
Other Transfers	%Δ	0 xx%	11 2%	21 2%	33 2%
<b>Subtotal</b>	<b>%Δ</b>	<b>0 100%</b>	<b>480 100%</b>	<b>1,057 100%</b>	<b>1,638 100%</b>
<b>GRADUATE STUDENTS</b>					
Master's	%Δ	0 xx%	20 100%	54 100%	96 100%
Research Doctoral	%Δ	0 xx%	- 0%	- 0%	- 0%
Professional Doctoral	%Δ	0 xx%	- 0%	- 0%	- 0%
<b>Subtotal</b>	<b>%Δ</b>	<b>0 100%</b>	<b>20 100%</b>	<b>54 100%</b>	<b>96 100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>%Δ</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>20</b>
<b>MEDICAL</b>	<b>%Δ</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL</b>	<b>%Δ</b>	<b>-</b>	<b>500</b>	<b>1,114</b>	<b>1,754</b>

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	%Δ	0 xx%		0 0%		0 0%		0 0%	
HYBRID (50%-79%)	%Δ	0 xx%		0 0%		0 0%		0 0%	
TRADITIONAL (<50%)	%Δ	0 xx%		357 100%		784 100%		1,185 100%	
<b>TOTAL</b>	<b>%Δ</b>	<b>0 100%</b>		<b>357 100%</b>		<b>784 100%</b>		<b>1,185 100%</b>	
<b>GRADUATE</b>									
DISTANCE (80%)	%Δ	0 xx%		0 0%		0 xx%		0 0%	
HYBRID (50%-79%)	%Δ	0 xx%		0 0%		0 xx%		0 0%	
TRADITIONAL (<50%)	%Δ	0 xx%		14 100%		39 xx%		70 100%	
<b>TOTAL</b>	<b>%Δ</b>	<b>0 100%</b>		<b>14 100%</b>		<b>39 100%</b>		<b>70 100%</b>	

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	-	n/a	301	625	803	891	948	1,014	47%
UPPER	-	n/a	49	128	311	523	605	648	244%
GRAD I	-	n/a	14	39	70	103	141	199	264%
GRAD II	-	n/a	-	-	-	-	-	-	%
<b>TOTAL</b>	-	n/a	364	792	1,184	1,517	1,694	1,861	82%
<i>Non- Resident</i>									
LOWER	-	n/a	6	26	51	77	94	113	357%
UPPER	-	n/a	1	5	20	46	60	72	1,420%
GRAD I	-	n/a	0	0	0	9	14	22	%
GRAD II	-	n/a	-	-	-	-	-	-	%
<b>TOTAL</b>	-	n/a	7	31	71	132	168	207	571%
<b>TOTAL</b>									
LOWER	-	n/a	307	651	854	968	1,042	1,127	53%
UPPER	-	n/a	50	133	331	569	665	720	268%
GRAD I	-	n/a	14	39	70	112	155	221	297%
GRAD II	-	n/a	-	-	-	-	-	-	%
<b>TOTAL</b>	-	n/a	371	823	1,255	1,649	1,862	2,068	91%
<b>NOT STATE FUNDABLE</b>									
LOWER	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
UPPER	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
GRAD I	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
GRAD II	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*:The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

#### Medical Doctorate Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%

#### Dentistry Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%

#### Veterinary Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>TOTAL</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

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

<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
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<b>DOCTORAL PROGRAMS</b>						
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### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

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

<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
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<b>DOCTORAL PROGRAMS</b>						
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## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.

Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.

Source: State University Database System (SUDS).

#### Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).

Source: State University Database System (SUDS).

#### University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.

Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).


**Freshmen in Top 10% of High School Class**

Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.  
Source: New College of Florida.

**BOG Choice Metrics**
**Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.  
Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).  
Source: State University Database System (SUDS).

**Number of Faculty Awards**

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.  
Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.  
Source: Board of Governors staff review.

**BOT Choice Metrics**
**Percent of R&D Expenditures Funded from External Sources**  
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
Source: US News and World Report's annual National University rankings.



<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

#### Preeminent Research University Funding Metrics

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.





<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.





### Goals Common to All Universities

#### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

#### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*



<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**  
 This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
 Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**  
 This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
 Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**  
 Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:  
<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Joint Meeting of the Strategic Planning Committee and the  
Select Committee on Florida Polytechnic University  
June 18, 2014**

**SUBJECT:** Approval of Minutes of the Meetings of the Select Committee on Florida Polytechnic University on January 15, 2014 and March 19, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of summary minutes of the Select Committee on Florida Polytechnic University meetings held on January 15, 2014 at Florida Gulf Coast University and on March 19, 2014 at Florida State University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the summary minutes of the meeting held on January 15, 2014 at Florida Gulf Coast University, as well as the meeting held on March 19, 2014 at Florida State University.

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**Supporting Documentation Included:** Minutes: January 15, 2014, and March 19, 2014

**Facilitators/Presenters:** Governor Kuntz

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY  
FLORIDA GULF COAST UNIVERSITY  
FORT MYERS, FLORIDA  
JANUARY 15, 2014

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

1. Call to Order and Opening Remarks

Governor Tom Kuntz, Chair, convened the meeting of the Select Committee on Florida Polytechnic University at 1:57 p.m. Members present were Wendy Link and Ed Morton.

Chair Kuntz outlined the foundation and purpose of the Select Committee and provided information on Florida Statute 1004.345 that outlines Florida Polytechnic's requirements. Chair Kuntz explained that with a focus on helping Florida Polytechnic achieve accreditation by December 2016, the Committee would be updated on the following aspects of implementation:

- Curriculum Planning and Development;
- Student Recruitment Strategies and Response Rate;
- Scholarships and Other Student Support;
- Faculty and Staff Recruitment; and
- Budget and Facilities.

2. Approval of Committee Minutes from May 23, 2012

Ms. Link moved that the Committee approve the Minutes of the meeting held May 23, 2012 as presented. Mr. Morton seconded the motion and the Committee concurred.

3. Florida Polytechnic University Implementation Update

Chair Kuntz recognized Ms. Ava Parker, Chief Operating Officer of Florida Polytechnic University, to provide the implementation update.

Ms. Parker clarified the mission and vision of Florida Polytechnic developed by their Board of Trustees and discussed Florida Polytechnic's focus on STEM degree programs, particularly technology and engineering, in order to contribute to Florida's high tech work force. Ms. Parker provided information on Florida Polytechnic's current budget and expenditures and discussed hiring and regulation development as it relates to

Southern Association of Colleges and Schools accreditation. Ms. Parker then asked Dr. Ghazi Darkazalli, Provost, to provide an explanation of developing degree programs.

Dr. Darkazalli outlined the degree programs that will be offered in the College of Engineering and the College of Innovation & Technology. Dr. Darkazalli discussed feedback received from the Council of Academic Vice Presidents and from faculty assessment, then provided information on faculty hires and student recruitment.

Governor Dean Colson asked for further information on student recruitment. Ms. Parker explained that Florida Polytechnic is recruiting equal numbers of transfer students as incoming freshmen, and that they will have the total number of students who have committed a deposit to enroll by May 1<sup>st</sup>.

Mr. Morton asked about Florida Polytechnic's involvement with aeronautical engineering. Ms. Parker confirmed that the Board of Trustees did discuss including aeronautical engineering as an area of study, but decided not to immediately go into that area due to existing programs with the State University System and the Florida College System. Ms. Link asked for clarification on how Polytechnic relates to state colleges, and Ms. Parker explained that Florida Polytechnic is implementing degree programs that would complement existing programs and were feasible within the initial budget and timeline constraints.

Chair Kuntz asked about the cost per student in terms of efficiency and in comparison to the rest of the System. Ms. Parker discussed Florida Polytechnic's projected growth model.

Governor Mori Hosseini asked if the Committee could have a copy of Florida Polytechnic's projected growth model and Ms. Parker confirmed that the Committee would have a copy by the next meeting.

Governor Pat Frost asked for clarification on the faculty hiring plan. Dr. Darkazalli explained Florida Polytechnic's targeted faculty recruitment approach.

Chair Kuntz asked Florida Polytechnic to restructure their reporting by using the colors red, yellow and green to indicate the level of progress on legislative requirements.

Mr. Colson asked about philanthropy. Ms. Parker provided a review of the Florida Polytechnic University Foundation including fundraising goals and progress so far.

Ms. Parker continued her update by discussing Florida Polytechnic's focus on industry partnerships and a review of the facilities plan.

Ms. Link asked for a further explanation of the operating budget and Carry Forward funds, which Ms. Parker provided. Mr. Robert Gidel, Chairman of the Florida Polytechnic Board of Trustees, continued the explanation of Carry Forward funds to include a breakdown of academic and capital uses.

Governor Manoj Chopra asked why the website used .org, and Ms. Parker explained that governmental rules prevented Florida Polytechnic from using a .edu website extension pending accreditation.

Chair Kuntz ended the meeting by reminding the representatives from Florida Polytechnic that the Committee has requested a breakdown of total cost per student, a green-yellow-red update on legislative requirements and monthly progress report, and information on budget, expenditures, and projected continued cost of building construction.

#### 4. Closing Remarks and Adjournment

Having no further business, Chair Kuntz adjourned the meeting at 3:02 p.m.

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Tom Kuntz, Chair

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Melissa Giddings, Educational Policy Analyst



MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
SELECT COMMITTEE ON FLORIDA POLYTECHNIC UNIVERSITY  
FLORIDA STATE UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 19, 2014

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

1. Call to Order and Opening Remarks

Chair Tom Kuntz convened the meeting of the Select Committee on Florida Polytechnic University at 3:29 p.m. Governor Ed Morton was present.

2. Approval of Committee Minutes from January 15, 2014

There was no vote taken to approve the meeting minutes from January 15, 2014.

3. Florida Polytechnic University Implementation Update

Ms. Ava Parker, Chief Operating Officer of Florida Polytechnic University, updated the Board of Governors on student enrollment. As of March 19<sup>th</sup>, 788 students have enrolled at Florida Polytechnic University. Of those 788 students, 356 have already paid the non-refundable enrollment deposit. Ms. Parker noted that 128 deposits have been received for students that will be living in the residence hall.

Ms. Parker then outlined progress on faculty recruitment, including the receipt and review of 1,300 résumés. One hundred and twenty faculty candidates have been interviewed. Currently 20 faculty members have been hired and there is high confidence that 10 more will be selected from the 120 who have been interviewed.

Ms. Parker discussed the submission of academic program information to the Board of Governors and progress on accreditation. She then reviewed the construction timeline and discussed progress on facilities that are to be completed by August 2014. Chair Kuntz asked for clarification on the facilities appropriation numbers included in the budget (page 21). Total construction numbers had not been reported. Ms. Parker agreed to provide that information.

Chair Kuntz requested that the next report include greater detail on all progress items not labeled as “green” in the report.

Governor Dean Colson asked when Florida Polytechnic expected to know final enrollment numbers, and Ms. Parker answered that they anticipate knowing by May 1<sup>st</sup>, the deadline for deposits.

Governor Morton asked for clarification on the report's base funding projections, and Ms. Parker responded that projections were formulated by using existing appropriations to anticipate future appropriations and figures provided by the legislature to create tuition projections. Governor Morton then asked for further detail on the planned e-library, to which Ms. Parker responded that while most resources will be maintained electronically certain hard copy resources will be available on campus as well.

Governor Mori Hosseini asked what Florida Polytechnic will charge for tuition. Ms. Parker explained that estimated tuition and fees were devised from the numbers settled at the end of the 2013 legislative session. She further clarified that tuition and fee costs will be covered by scholarships for the entire entering class.

Governor Carlo Fassi asked if Florida Polytechnic had a plan for student fee revenue, and Ms. Parker explained that all fees were anticipated and the entering class will be covered for all tuition and fees by scholarships.

#### 4. Closing Remarks and Adjournment

Having no further business, Chair Kuntz adjourned the meeting at 4:00 p.m.

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Karen Dennis, Executive Assistant

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Tom Kuntz, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Joint Meeting of the Strategic Planning Committee and the  
Select Committee on Florida Polytechnic University  
June 18, 2014**

**SUBJECT: Florida Polytechnic University Implementation Update and Progress Report**

**PROPOSED COMMITTEE ACTION**

For Information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Florida Polytechnic University was created by the 2012 Legislature and Governor Scott. Section 1004.345, Florida Statutes, requires that by December 31, 2016, the university shall achieve accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools; initiate new programs in STEM fields; seek discipline-specific accreditation for programs; attain a minimum FTE of 1,244, with a minimum 50 percent of that FTE in the STEM fields and 20 percent in programs related to those fields; complete facilities and infrastructure; and have the ability to provide administration of financial aid, admissions, student support, information technology, and finance and accounting with an internal audit function. The university expects to enroll its first students in Fall 2014.

Florida Polytechnic University will provide brief remarks and respond to any questions from the Select Committee concerning its latest monthly progress update, including student enrollment, faculty recruitment, curriculum development scholarship support, and budget and facilities.

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**Supporting Documentation Included:** 1. Implementation Update  
2. Progress Report

**Facilitators/Presenters:** Ms. Ava Parker, Chief Operating Officer,  
Florida Polytechnic University



# Monthly Update to the Select Committee on Florida Polytechnic University

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Tom Kuntz, Chair

6/6/2014

by

Ava L. Parker, Chief Operating Officer

This report is submitted to fulfill monthly reporting requirements by the Board of Governors Select Committee on Florida Polytechnic University. These reports will include information about actions related to SACS accreditation, student recruitment and admissions, faculty hiring, curriculum development, construction, budgeting, and other pertinent information.

## Monthly Update to the Board of Governors

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## Monthly Update to the Board of Governors

# General Issues

**Mission Statement:** *The mission of Florida Polytechnic University is to prepare 21<sup>st</sup> century learners in advanced fields of science, technology, engineering, and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading –edge research, and collaborative local, regional and global partnerships.*

This mission was revised slightly and approved by the BOT on May 15, 2014. The purpose of the revision was not to shift away from, or change the primary focus of our institution. Rather, the revision makes it easier to assess and measure our institutional goals, objectives and outcomes. A change in the mission statement is appropriate at this point because the institution has grown and we have additional faculty and administrators on board to assist with the mission. Additionally, it is important to note that we will review the mission annually as part of developing the BOG Work Plan.

**Vision Statement:** *Florida Polytechnic University aspires to be a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida’s high-tech industries. The student learning experience will focus on practical and applied research, internships with industry partners, and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.*

### Legislative Benchmarks

Florida Poly is working to meet Legislative benchmarks set for December 31, 2016 including student enrollment, facilities construction and accreditation by the Southern Association of Colleges and Schools (SACS).

### Overview

Florida Polytechnic University was created when Governor Rick Scott signed SB 1994 on April 20, 2012. The STEM focused University has a College of Innovation and Technology and a College of Engineering, each offering three undergraduate degrees and three graduate degrees. Each degree has several concentrations from which students can choose to study. Concentrations such as Cloud Virtualization, Health Informatics and Nanotechnology are emerging fields and companies in those areas need the graduates that Florida Poly will produce.

The University will open in August 2014 with 500 students and plans to have a student population of approximately 5,000 students at maturity. The inaugural class will include freshmen, transfer and graduate students.

The University has an operating budget of just over \$33 million of which \$5 million comes from a phosphate industry fee which funds a phosphate research group that is now a part of Florida Poly.

## Monthly Update to the Board of Governors

### Strategic Plan

In February 2014, the 2014-2017 Strategic Plan was approved by the University's Board of Trustees. The strategic plan was adjusted as a part of the work plan development process. It is part of an annual effort to ensure that the University continues to be aligned with the needs of our region, state and nation. This kind of systematic planning process ensures that our strategic plan is integrated with the budget and with institutional effectiveness plans. These changes will be presented to the Board of Trustees on June 10, 2014 for approval. The plan identifies five major goals, as well as core values and objectives that will enable the University to fulfill its mission through the inaugural phase. The details of this plan will be presented to the BOG during the Work Plan presentation in June.

### Board of Trustees

Five members of the Florida Polytechnic University Board of Trustees attended the Board of Governors' Trustee Summit in Miami, Florida. University trustees who attended the workshop were Board Chairman Rob Gidel and trustees Frank Martin, Dr. Sandra Featherman, Kevin Hyman and Dr. Rob MacCuspie.

Trustee Chairman Rob Gidel and Trustee Frank Martin attended the Board of Governors January 2014 meeting at which the BOG Select Committee on Florida Polytechnic University heard an update on progress at the University.

Chairman Rob Gidel spoke to the Senate's Ethics and Elections Committee regarding confirmation of all trustees. Subsequently, the Florida Senate voted unanimously to confirm all members of the Board.

During the 2014 Legislative session, all members of Florida Polytechnic's Board of Trustees were confirmed. In addition, Governor Rick Scott appointed Thomas O'Malley to the Board to replace Kevin Hyman.

### Presidential Search

On April 14, 2014, the Florida Polytechnic University Board of Trustees voted unanimously to adopt the recommendation of its Presidential Search Committee and selected Dr. Randy Avent to be the Founding President of the University. His appointment is subject to confirmation by the State University System Board of Governors and negotiation of his contract.

Dr. Avent is currently the Associate Vice Chancellor of Research Development at NC State, a professor of Computer Science and is the founding director of the university's Data Science Institute.

Prior to joining NC State, Dr. Avent served as the Chief Scientist in the Office of Basic Research in the Office of the Assistant Secretary of Defense for Research and Engineering where he oversaw scientific programs and developed strategic plans for future science and technology investments.

From 1986-2009, Dr. Avent worked in a variety of capacities with the Massachusetts Institute of Technology (MIT) Lincoln Laboratory. Notably, he served as the Associate Chief Technology Officer, as the Founding Leader of both the Airborne Communications Laboratory and the Advanced Decision



## Monthly Update to the Board of Governors

Theory Laboratory, and as the Associate Leader of the Adaptive Beamforming Laboratory. While at MIT, Dr. Avent helped to create and execute strategic initiatives that aligned MIT with emerging application- and curiosity-driven research opportunities.

He received his B.S. degree in Zoology from the University of North Carolina, Chapel Hill. He also received an M.S. degree from North Carolina State University in Electrical Engineering, and M.S. and Ph.D. degrees from the University of North Carolina, Chapel Hill in Biomedical Engineering and Mathematics. Dr. Avent is also a graduate of the Boston Executive Program at MIT's Sloan School of Management.

## **Monthly Update to the Board of Governors**

# **Criterion A**

## **Initial Development of New STEM Programs**

## Monthly Update to the Board of Governors

### Florida Polytechnic University Faculty

The University's original forecast of faculty needs was based on enrollment of 500 students with approximately 50% freshmen and 50% transfer students. The actual breakdown of admitted students is about 80% freshmen and 20% transfers. As is the case with virtually all universities, the average lower level class size (freshmen and sophomores) is larger than the average upper level class size (juniors and seniors). Therefore we project the need for fewer sections and consequently fewer faculty. We have recalculated the number of full-time faculty needed to be 25 for Fall 2014.

As of June 1, 2014 we have hired 23 full-time faculty who are either on-board now or will report prior to August 15, 2014. We have interviewed over a hundred potential candidates for adjunct faculty positions in all subject areas. Of those interviewed we selected 15 adjunct faculty. In addition, we are working with nearby industry partners, universities, and colleges to identify additional people to fill adjunct positions.

The hiring of adjunct faculty is progressing well. We have hired ten as of this report and we are in the process of interviewing many others.

A list of key faculty under contract is provided in Table 4. In addition, there are nine separate faculty selection processes underway at this time.

Curriculum along with a full justification of each degree program has been developed and approved by the Academic Affairs Committee and full Board of Trustees. The New Degree Program Templates were sent to the Board of Governors staff on February 3, 2014 in the following areas. All degree programs have been accepted and entered into the SUS Academic Degree Inventory. In addition, those degree programs are currently being reviewed by the Articulation Coordinating Committee.

**Electrical Engineering** – Control Systems, Digital and Hybrid Systems, Electrodynamics, Magnetics, and Semiconductors

**Computer Engineering** – Digital Logic Design, Embedded System Design and Machine Intelligence

**Mechanical and Industrial Engineering** – Nanotechnology, Multifunctional Materials, Motion Intelligence and Geometric Dimensioning & Tolerancing

**Advanced Technology** – Big Data Analytics, Cloud Virtualization, and Health Informatics

**Science and Technology Management** – Logistics and Materials & Supply Chain

**Computer Science and Information Technology** – Cyber Gaming and Information Assurance & Cyber Security

## Monthly Update to the Board of Governors

**Table 4: Florida Polytechnic University Faculty by Degree Programs**

Faculty Member Name	Degree	Concentrations
Robert I. MacCuspie, Ph.D.	Industrial Engineering	Nanotechnology and Multi-Functional Materials
Ryan Integlia, Ph.D.	Electrical Engineering	Digital Systems and Electrodynamics
	Advanced Technology	Health Informatics
Jorge Vargas, Ph.D.	Electrical Engineering	Magnetics and Semiconductors
Harvey Hyman, Ph.D.	Advanced Technology	Big Data Analytics and Cloud Virtualization
Susan LeFrancois, Ph.D.	Innovation and Technology	Life Sciences: emphasis on Chemistry (general education)
Anas Salah Eddin, Ph.D.	Computer Science & Information Technology	Cyber Security
Elhami Nasr, Ph.D.	Mechanical & Industrial Engineering	Engineering Management and Motion Intelligence
Jim Dewey	Mechanical & Industrial Engineering	Motion Intelligence
Sesha Srinivasan, Ph.D.	Mechanical & Industrial Engineering	Nanotechnology and Physics
Chris Yakmyshyn	Electrical Engineering	Electrical Engineering
Christina Drake	Electrical Engineering	Semi & Electrodynamics

In addition, the full-time General Education faculty are:

Faculty Member Name	Concentration
Victoria Astley, Ph.D.	Mathematics and Physics
James Byrd, Ph.D.	Chemistry

## Monthly Update to the Board of Governors

Wylie Lenz, Ph.D.	English
Patrick Luck, Ph.D.	History
Amanda Bruce	History
Heather Freeman, Ph.D.	English
Jaspreet Dhau, Ph.D.	Chemistry and Business
Jessica Hobbs Zbeida, Ph.D.	English
Jared Bunn, Ph.D.	Mathematics
Svetlana Tyutina, Ph.D.	Liberal Arts
Margaret MacDonald, Ph.D.	History
Kim MunJu, Ph.D.	Mathematics`

Florida Poly professors Ryan Integlia, Ph.D. and Robert I. MacCuspie, Ph.D. along with Director of Government Relations Rick Maxey were among representatives from Florida’s 12 public universities who participated in the first C.W. Bill Young Research Day of the State University System of Florida at the U.S. Capitol in Washington, D.C.



Professors Rob MacCuspie, Ph.D. (pictured right) and Ryan Integlia, Ph.D. (pictured center) discuss Florida Poly’s research capabilities with John Frazier Glenn (pictured left), Principle Assistant for Research and Technology, U.S. Army Medical Research and Materiel Command

The one-day workshop with key defense leaders was the first of its kind for the State University System (SUS) of Florida and served as a tremendous opportunity for Florida Poly to learn first-hand about the research needs of the DoD, one of the federal government’s largest funders of research grants.

## Monthly Update to the Board of Governors

They established valuable relationships with some of the DoD's top research administrators, several of whom expressed serious interest in partnering with the University. They also got a good sense of what the DoD's needs are, and that will provide the faculty the opportunity to focus their research proposals on topics and programs that increase Florida Poly's competitiveness for funding.

Attendees heard from key research leaders from the Army, Navy, Air Force, Intelligence Advanced Research Projects Agency (IARPA) and the Defense Advanced Research Projects Agency (DARPA) on the military's research priorities, challenges, budgets and latest initiatives. Potential areas of research need ranged from the development of remote sensing applications to understanding environmental factors for communicable diseases in underserved communities.

Florida Poly is offering programs that align well with the specific mission needs identified by the DoD, including nanotechnology, big data, health informatics and mechanical and electrical engineering" MacCuspie said. As a new university, Florida Poly has the nimbleness to design its curriculum and research programs so that they are responsive to the needs of the DoD and other major research funders as they change and evolve.

**Robert I. MacCuspie, Ph.D.**, a research chemist at the National Institute of Standards and Technology has been named the first faculty member at Florida Polytechnic University. He has more than seven years of experience working in government national labs and has held research positions at the Air Force Research Laboratory and the U.S. Food and Drug Administration.

In addition to his research experience, MacCuspie also mentors undergraduate students. He will be instrumental in developing curriculum and establishing a Center for Nanotechnology to which he has been appointed director.

As the first faculty member of Florida Polytechnic University, he has outlined three major goals:

1. To develop a cutting-edge curriculum in the College of Engineering, including a track focused on Nanotechnology and Multifunctional Materials. He also plans on incorporating student leadership development as a key part of their education.
2. To develop partnerships with key stakeholders, including local companies and government agencies and to partner in creative ways to benefit stakeholders, students and Florida Polytechnic University. Potential ideas might include internship programs, collaborative research, externship programs, using adjunct instructors and shared research resources.
3. To provide students with a high quality education in a way that they can relate it to the real world in their future jobs.

MacCuspie earned a B.S. in Chemistry and Molecular Biology and Microbiology from the University of Central Florida and his Ph.D. in Nanotechnology and Materials Chemistry from the Graduate Center of the City University of New York.

**Dr. Ryan Integlia** joins Florida Poly as an Assistant Professor working in Health Informatics, Digital Systems and Electrodynamics. He received his Ph.D. in electrical and computer engineering through the Rutgers–Princeton Nanotechnology for Clean Energy program of the National Science Foundation's

## Monthly Update to the Board of Governors

Integrative Graduate Education and Research Traineeship, exploring micro and nano photonic structures for dispersion control and applications. His M.S. in civil and environmental engineering was obtained with the support of the Center for Advanced Infrastructure and Technology fellowship program and he received a B.S. in electrical and computer engineering from Rutgers University. His industry experience includes work with IBM and Siemens Corporate Research.

The initiatives he has established have received recognition or awards from many organizations, including the Clinton Global Initiative University, the UN Foundation in conjunction with Mashable, Princeton University's Tiger Launch, National Science Foundation's Grand Challenge program, MIT Clean Energy Prize, Princeton University's Green Business Plan program and Rutgers University. The majority of these awards were received through the non-profit organization em[POWER] Energy Group, which he co-founded with the mission of helping communities living in or dependent on waste dumps by merging community infrastructure with renewable resource processing and alternative energy systems. He also serves as an adviser and co-founder for multiple nonprofits and for-profits, in efforts related to e-learning, telemedicine, information management, community development, public health, duckweed industrialization, poverty alleviation and others.

**Dr. Jorge Vargas** has been hired as the Assistant Professor of Electrical Engineering (with emphasis on Health Informatics, Digital Systems, and Electrodynamics.) Since 2006, Vargas has been a full-time professor at the Universidad del Turabo in Puerto Rico where he has contributed to the development of new educational programs of study for engineering students. He has taught at the Universidad del Turabo in Puerto Rico and at Florida International University. Dr. Vargas has taught courses in electrical circuits, electronics, logic design, RF design, antennas and electromagnetism.

Dr. Vargas has eight years of experience working closely with the Director of the Future Aerospace Science and Technology Center, Dr. Grover Larkins and Associate Director Research Programs, Dr. Yuriy Vlasov on projects that include RF microwave design, characterization and development of high temperature superconductors and MEMS. His current research continues in the area of Spintronic-based radiation sensors with a special focus on assembling novel thin-film radiation sensors based on Giant Magnetoresistance (GMR) and Tunnel Magnetoresistance (TMR) phenomena and thick-film radiation sensors based on magnetic oxide thick films intended for energy systems. Dr. Vargas received his B.S., M.S. and Ph.D. in Electrical Engineering from Florida International University.

**Dr. Harvey Hyman** comes to Florida Poly from faculty at Georgia Southern University where he taught Systems Acquisition, IT Issues and Management. He is also the co-inventor of a revolutionary method for information retrieval, *Retrivika™*, that currently has a patent pending and would be a direct contribution to the Cloud Virtualization and Big Data Analytics offered at the University.

Dr. Hyman has been invited to speak at the National Institute for Standards and Technology (NIST) for three years in a row and has been included in the proceedings each time. His career in technology and operations management has produced four software products so far, three patent filings, and several re-engineering and infrastructure development projects.



## Monthly Update to the Board of Governors

He has earned a B.B.A. from Florida International University, a law degree from the University of Miami, School of Law, an MBA from Charleston Southern University and a PhD from the University of South Florida, College of Business in Information Systems and Decision Sciences.

**Dr. Susan LeFrancois** joins Florida Polytechnic University as an assistant professor from FTSI where she holds the position of Director of Quality Assurance & Regulatory Affairs. FTSI is a contract gamma sterilizer that focuses on the sterilization of medical devices and tissue. She will work on developing curriculum and course descriptions in the College of Innovation and Technology.

Susan has a strong technical background related to the medical device and healthcare industries and has also taught in the University of South Florida's Industrial and Management Systems Engineering Department. She is a member of the Association for the Advancement of Medical Instrumentation and is a former member of the International Society on Toxinology and the Society for Neuroscience.

**Dr. Anas Salah Eddin** graduated with a Doctorate in Electrical Engineering and a Masters and Bachelors in Biomedical Engineering from Florida International University (FIU) in December 2013. Salas served as an Invited Lecturer in the Department of Electrical and Computer Engineering at FIU. He also was a Graduate Research Trainee at McGill University's Neurological Institute and Hospital. Prior to his work at McGill, Dr. Salah Eddin was a research assistant at FIU's Center for Advanced Technology and Education.

He earned the Best Paper Award (2013) at The 6th International IEEE EMBS Neural Engineering Conference, Outstanding Graduate Award (2009) from Florida International University, College of Engineering and Computing, and a Fulbright Scholarship (2007-2009) to the United States Department of State, Bureau of Educational and Cultural Affairs.

**Dr. Elhami Nasr** has more than 25 years of industry and academic experience. He developed and taught many undergraduate and graduate courses in Engineering and Engineering Management, Advanced Control Systems and Computer applications, using an interdisciplinary, integrative and innovative approach. He has developed and taught online Project Management graduate courses. He also has experience in developing and offering multidisciplinary International Training Programs to global audiences. He demonstrates effectiveness in building strong relationships with alumni and international campuses, advisory boards, raising industry funds and developing long-lasting partnerships with industries to enhance student learning. At the California Department of Transportation, he had many diverse Project Management, Planning and Operations assignments. He worked in Design, Construction, Program and Project Management, Public Transportation, Rail, Regional Planning, System and Advance Planning. He was extensively involved in the initiation, development, delivery and assessment of Caltrans' Statewide Project Management, statewide efforts and implementation of Continuous Improvement (Statewide Quality Improvement Efforts) and the District's Strategic Plans.

**Dr. Sesha S. Srinivasan** is an experienced educator, researcher, principal investigator and inventor whose field of research is on the interdisciplinary areas of solid state and condensed matter physics, solid state (inorganic) chemistry, materials science and engineering, environmental science, renewable energy and hydrogen technologies, semiconductors, nanotechnology and multifunctional materials. He will join Florida Polytechnic in August 2014. Dr. Srinivasan will teach both lower and upper level physics

## Monthly Update to the Board of Governors

courses (Algebra and Calculus based) for undergraduates, physics of electrodynamics, wave phenomena, modern physics and solid state physics for senior level undergraduate and graduate students. He will share the responsibilities of teaching graduate courses on multifunctional materials, nanotechnology, advanced characterization, semiconductor technology, magnetics and innovative technology.

Most recently, he served as assistant professor in Physics at Tuskegee University in Alabama. He taught Algebra- and Calculus- based Physics courses, including Elementary General Physics (I & II), Applied Physics (I & II), Solid State Physics and Materials Science, Wave Phenomena, Electricity and Magnetism and Modern Physics. He also taught Engineering Ethics courses for Engineering and Science majors. He served as Physics Faculty Liaison to the Tuskegee Center for Academic Excellence and Innovative Learning

**Dr. Jim Dewey** will be responsible for developing and teaching Economics courses that complement the STEM focus and fit the General Education program at Florida Polytechnic University. He will join Florida Poly as a full-time assistant professor in August 2014. Economics can play an important role in an institution like Florida Poly with an applied STEM focus. STEM training is valuable for not only the topics covered but also for the analytical, critical thinking and problem-solving skills developed through study in STEM disciplines. Most recently, Dr. Dewey served as the Director of the Economic Analysis Program at the University of Florida's Bureau of Economic and Business Research. Dr. Dewey's research has yielded \$2.5 million in external funding. From 2006-2010, he taught Managerial Economics at the University of Florida's Warrington College of Business Administration, where he served as a University Scholars Program faculty mentor and was 2009-2010 Teacher of the Year. Prior to that, he taught Principles of Microeconomics, Intermediate Microeconomics and Intermediate Macroeconomics at the University of South Florida.

**Dr. Wylie Lenz** will join Florida Polytechnic as a full-time assistant professor in August 2014. Most recently, Dr. Lenz taught Creative Writing and Composition full time as a visiting English professor at Florida Southern College in Lakeland. From 2010-2013, Dr. Lenz held a teaching fellowship through the University of Florida's Writing Program, serving as a mentor to small groups of incoming graduate students during their first year as Composition instructors. In 2011, Dr. Lenz won a competitive Graduate Student Course Development Grant through the Center for European Studies and the U.S. Department of Education. Dr. Lenz was co-editor of the anthology, "Generation Zombie: Essays on the Living Dead in Modern Culture," published by McFarland & Co.

**Dr. Victoria Astley** will be teaching courses in Physics and Mathematics, with a focus on providing a "solid scientific education for undergraduates in technical fields." She will join Florida Polytechnic as a full-time assistant professor in August 2014. Most recently, Dr. Astley worked as an educator for the Kalmar Nyckel Foundation in Delaware, teaching students aboard the historic sailing ship, Kalmar Nyckel. She also developed a unit on Physics at various levels by using examples of traditional sailing. Dr. Astley's research has focused on terahertz technology, an interdisciplinary field overlapping physics and electrical engineering with real-world applications. From 2005-2012, she worked as a lab instructor and as a recitation section instructor in General Physics at Rice University in Texas. She also designed and led

## Monthly Update to the Board of Governors

research projects for undergraduate students. She was a founder of the Women in Physics Group at Rice University.

**Dr. Chris Yakymyshyn** is a scientist, scholar, inventor and entrepreneur who will teach Electrodynamics, Control Systems and Magnetics at Florida Polytechnic. He has authored more than 60 technical papers, one book chapter and has 37 U.S. patents.

He is co-founder and vice president of technology at FieldMetrics Inc., where he has been employed since 2001. He also worked for nearly a decade at GE Corporate Research and ABB Transmission Technology Institute developing optical sensors and materials for power utility, medical imaging, acoustics and radar applications.

Previously, he taught Electrical Engineering as a tenured associate professor at Montana State University. He has won numerous awards and honors, including the NSERC and Alberta Heritage scholarships, the Eta Kappa Nu outstanding young electrical engineer of the year runner-up, two Montana State teaching excellence awards and R&D 100 awards in 1997, 2001 and 2005.

Dr. Yakymyshyn holds a doctoral and master's degree in Electrical Engineering from Cornell University. He earned his bachelor's degree in Electrical Engineering/Physics from the University of Alberta, Canada. He is a senior member of the IEEE and a Life member of the Optical Society of America.

**Dr. Christina Drake** will teach courses in Mechanical, Industrial and Electrical Engineering, with a focus on Nanotechnology, Multifunctional Materials, Semiconductors and Electrodynamics. She joined Florida Polytechnic in April 2014.

Most recently, Dr. Drake was a senior research engineer at Lockheed Martin Missiles and Fire Control, a post she held since 2008. Prior to that, she was a nanotechnology research engineer at Lockheed Martin. Dr. Drake holds four provisional patents. She started and co-chaired the Lockheed Martin Nano-Bio working group and is the nanotechnology editor for Industrial Biotechnology. Her research interests cover novel materials and sensors based on meta-material-based approaches; low-cost imagers and sensors; and biologically inspired or incorporated sensors and platforms.

She has taught high school Physics and Earth Science, undergraduate Chemistry and graduate seminars in Advanced Materials. Dr. Drake has been involved in several statewide programs that studied and developed methods for improving STEM education for K-12 students. She served as an advisory member for FCR-STEM, an initiative to improve retention of females and minorities in STEM studies. She also was an advisor for the University of Central Florida's Nanoscience Center.

She holds a doctorate in Materials Science and Engineering from the University of Central Florida. Her bachelor's degree is in Materials Science and Engineering from the University of Florida. Her honors and fellowships include the University of Central Florida College of Engineering Distinguished Alumnae Award for Materials Science and Engineering (2013); Lockheed Martin Innovate the Future winner (2009 and 2012); the National Science Foundation's GK-12 fellowship; the University of Central Florida graduate merit fellowship; and Blue Key Honor Society.

## Monthly Update to the Board of Governors

**Dr. Patrick Luck** is a dedicated and passionate professor who believes that History courses “can teach students a number of valuable skills, including thinking historically and, more generally, thinking critically.” He will join Florida Polytechnic full time in August 2014. Dr. Luck’s goal in the classroom is to teach students how to ask the appropriate questions and how to conduct the research to find and develop the answers. His classwork involves lectures, discussions, group work and the encouragement for students to form and articulate their own ideas and interpretations.

Dr. Luck’s experience includes serving as visiting assistant professor in the Department of History and Geography at Columbus State University in Georgia. Prior to that, he was a temporary lecturer at the university. His courses included American Slavery and Emancipation, The Atlantic Roots of the United States, Early American History: From Jamestown to the Revolution, American History before 1865, and American History after 1865. He also served as an instructor at Johns Hopkins University, where he designed and taught courses that covered Slavery and Freedom in the Americas and Writing the History of Slave Resistance.

His grants and fellowships include the Kate B. and Hall J. Peterson Fellowship from the American Antiquarian Society (2012), the Graduate Student Travel Award from the Social Science History Association (2011) and the Dean’s Teaching Fellowship from Johns Hopkins University (2011). He was a finalist for the 2013-15 Omohundro Institute of Early American History and Culture Two-Year Postdoctoral Fellowship. His professional affiliations include the American Historical Association, the Organization of American Historians and the Society for Historians of the Early American Republic.

He received his doctorate in History from Johns Hopkins University. He earned his master’s in History from the University of Texas-Austin. He holds two bachelor degrees from Rice University, in History and in Chemical Engineering.

**Dr. James Byrd** has a doctorate in Chemical Oceanography from Florida State University in Tallahassee. He has a Master of Public Health Degree in Environmental Chemistry from the University of North Carolina at Chapel Hill, where he also earned his bachelor’s degree in Chemistry and French.

Prior to joining Florida Polytechnic, Dr. Byrd was founding dean of the school of applied sciences at Mount Ida College in Newton, Mass. He also held various administrative positions at Florida Southern College in Lakeland, including associate dean of Academic Affairs, founding dean of the School of Arts and Sciences and interim vice president for Academic Affairs.

He was a tenured Chemistry professor at Armstrong Atlantic State University in Savannah, Ga. At Skidaway Institute of Oceanography in Savannah, he was an assistant professor and adjunct research professor. He has taught courses in General Chemistry, Analytical Chemistry, Instrumental Analysis, Environmental Science, and Oceanography. His research has focused on trace element analysis and determination of chemical transformations in a variety of environments.

**Dr. Jaspreet Singh Dhau** brings 12 years of classroom and research experience to his role teaching Chemistry at Florida Polytechnic University. Dr. Singh Dhau describes his teaching philosophy as

## Monthly Update to the Board of Governors

“interactive” and “student-centered.” His aim is to “generate curiosity among students so that they explore more deeply and develop their own insights.”

Most recently, Dr. Singh Dhau served as a research scientist in Electrical Engineering at the University of South Florida-Tampa. Prior to that, he worked as an assistant professor in Chemistry at Punjabi University in India, where he supervised candidates working toward their master’s and doctoral degrees. He taught post-graduate courses and developed curricula for students in undergraduate, master’s and doctoral programs. The courses included Materials Characterization, Symmetry Elements and Applications in Electronic and Infrared Spectroscopy, and Advanced Organometallic Chemistry.

He holds a doctorate in Chemistry (Materials) from Panjab University, India’s top-ranked university. His Master of Science degree is in Chemistry from Himachal Pradesh University, India. He has a Master of Business Administration from Punjabi University, India. He holds six U.S. patents, all of which are currently being used in industry.

**Dr. Jessica Zbeida** brings diverse experience to her role teaching English at Florida Polytechnic University. She has a traditional background as a Composition professor for undergraduates. She also has been an instructor Teaching English to Speakers of Other Languages (TESOL) and international and non-native speakers in writing.

Most recently, she was a dual-credit Composition instructor at North Central College Texas. She also served as an Early College Start Instructor at Austin Community College in Texas. She was responsible for teaching college-level Composition courses to high school students. At the same times, she was an ELL Resource Specialist at Southwestern University in Texas, where she was responsible for providing individual and group tutoring services. Dr. Zbeida also conducted professional development training for faculty and writing center tutors.

Dr. Zbeida holds a doctorate in English from University of North Texas-Denton. She earned her master’s degree in English from the University of Southern Mississippi-Hattiesburg. She has a post-baccalaureate certificate in TESOL from the University of North Texas-Denton. She earned two bachelor’s degrees, in English and Philosophy, from the University of Texas.

Her research covers the publication history of writers James Joyce and Samuel Beckett. She also examined the literature of contemporary American women writers, including Kathy Acker, Dorothy Allison, Toni Morrison and Joyce Carol Oates.

Her honors include second prize from the Baltimore Review in the 2011 Short Fiction Contest. She won an Academic Achievement Scholarship from the Toulouse School of Graduate Studies at the University of North Texas (2005-2010).

Her short story, “Emu,” will be published this year by Ashland Creek Press in the anthology, *Among Animals: The Lives of Animals and Humans in Contemporary Fiction*.

## Monthly Update to the Board of Governors

**Dr. Amanda Bruce** brings more than a decade of experience teaching American History to her new post at Florida Polytechnic University. Dr. Bruce earned her doctorate and master's degree in History at Stony Brook University. Her dissertation examined public concern over the influence of popular media – radio and TV – on children from 1930-1960. Dr. Bruce earned a bachelor's degree in History from the University of California-Santa Barbara.

Her awards and honors include the Clarke Chambers Travel Fellowship at the University of Minnesota and the Marshall Fishwick Travel to Popular Cultures Grant through the Popular Culture/American Culture Association.

At Stony Brook, she served as a History instructor for seven years as well as a research assistant, learning communities instructor and writing instructor. She taught History at the Casablanca American School in Morocco for one year. Students in her classes work individually and in groups to analyze primary sources and develop presentations that enable them to connect with topics and subjects in a personal, meaningful way.

Most recently, Dr. Bruce worked as an adjunct History professor at the University of Tampa where she taught History of Women in America, The United States Since 1877, the History of American Popular Culture, and World History Since 1500. She also was a full-time History instructor at Nassau Community College where she taught U.S. History and America Today.

**Dr. Heather Freeman** will teach English and help develop undergraduate Literature and Composition courses for the University's General Education Program. She joins the University full time in August. Dr. Freeman views teaching as a "collaborative process that is very much about working *with* students," and uses this idea of a collaborative classroom to develop in her students a "critical awareness of how cultural norms and language itself are constructed."

Most recently, Dr. Freeman was a lecturer in English at Vanderbilt University in Tennessee, where she received both a doctorate and master's degree in English. She also served as a graduate instructor in English at Vanderbilt from 2009-2013. She earned her bachelor's degree in English Language and Literature from Yale University in Connecticut.

Dr. Freeman's research and teaching have focused on Victorian literature and gender. She has been honored with the Rose Alley Press Achievement Award from Vanderbilt (2011), the University Graduate Fellowship at Vanderbilt (2008-2013), and the McLaughlin Prize for Outstanding Work in English from Yale University (2008).

Her knowledge of languages includes French and Old English. She is a member of the Modern Language Association, the North American Victorian Studies Association and the Research Society for Victorian Periodicals.

**Dr. Jared Bunn** brings experience teaching mathematics at St. Petersburg College and Eckerd College to his new post as Assistant Professor of Mathematics at Florida Polytechnic University. Dr. Bunn sees an

## Monthly Update to the Board of Governors

advantage to teaching a variety of courses, from College Algebra to Calculus. It has helped him to develop many effective pedagogical approaches in the classroom.

Dr. Bunn completed both his Ph.D. and master's degree in Mathematics at the University of Tennessee. His bachelor's degree in Mathematics is from the University of Tennessee at Martin.

Most recently, he worked as an adjunct math instructor at St. Petersburg College's Tarpon Springs campus and at Eckerd College in St. Petersburg. He also taught for two years at Truman College in Chicago. At Truman, he served on the Textbook Search Committee and the Assessment Committee.

Dr. Bunn is a member of the Mathematical Association of America and of the American Mathematical Society. His research interests include Coarse Geometry, General Topology and Algebraic Topology.

His awards and honors include a UT travel award to present at the Joint Mathematics Meeting in San Francisco in 2010, a travel award from the University of Utah's VIGRE grant to attend a mini-course on Coarse Differentiation in 2008, and the undergraduate Mathematics Award from the University of Tennessee at Martin in 2004.

**Dr. Patrick Zhang** was trained in metallurgical engineering and earned his B.S. in Metallurgy from Northeastern University (China); M.S. in Metallurgical and Chemical Engineering from the Institute of Process Engineering (IPE), Chinese Academy of Sciences; and Ph.D. at University of Nevada, Reno. He did research at the University of Utah, the University of Nevada, and KCA, a consulting firm specializing in gold mining. Since that time, his work experiences are mostly related to phosphate processing, including 20 years as a research director with the Florida Industrial and Phosphate Research Institute.

**Dr. Steven Richardson** has been employed as Director of Reclamation Research at the Florida Institute of Phosphate Research since 1988. Previously, he had been involved in mine reclamation research, regulation, and planning associated with various oil shale, coal, uranium, and sand and gravel projects while employed at Utah State University's Institute for Land Rehabilitation, the Colorado Department of Natural Resources, and Mobil Oil Corporation's Mining and Coal Division. He earned a Ph.D. in Plant Ecology and Physiology in 1979 from Utah State University, his M.S. in Plant Science also from Utah State and his B.S. degree in Botany and Chemistry from Weber State College.

**Gary Albarelli** came to the Florida Industrial and Phosphate Research Institute in 1992. Gary earned a B.S. degree in Mechanical Engineering from Cornell University in 1978 and attended Harvard University from 1980-1984. For five years he was a Mechanical Engineer with Raytheon where he served as lead mechanical project engineer for the PATRIOT missile Tactical Software Development Facility. He has also worked with RCA Automated Systems as a Lead Mechanical Project Engineer, and Schlumberger as a Junior Field Engineer. In 2010, he became the Director of Information Programs at FIPR when the Information Program was established for the three principal information work areas; K-12 Education Program, Communications and Marketing and the Library. Gary has co-authored three comprehensive bibliographies on beneficiation, phosphate deposits, and phosphatic clay.

### Academic Programs



## Monthly Update to the Board of Governors

Florida Poly has established a College of Engineering and a College of Innovation & Technology. The University offers six baccalaureate degrees, three each in both of the two colleges listed in Table 5. Also in Table 5 there are listed two Masters degrees, one in each of the two colleges. The degrees and concentrations were selected because they address identified gaps in the future workforce, avoid unnecessary duplication and provide for synergies and interdisciplinary opportunities that will benefit students and the industries that will hire them.

Four of the University's six degrees and one area of concentration are among the top 10 "Most Recommended Majors" in a 2013-2014 report generated by PayScale.com. The report ranked Computer Engineering and Industrial Engineering at No. 2 (tied), Electrical Engineering at No. 6 and Computer Science at No. 7. Supply Chain Management, which Florida Polytechnic will offer as an area of concentration under its Science degree program, was ranked No. 1.

COLLEGE OF INNOVATION & TECHNOLOGY	COLLEGE OF ENGINEERING
<b>Bachelor of Science Degrees</b>	<b>Bachelor of Science Degrees</b>
<p><b>ADVANCED TECHNOLOGY</b> <i>with one of the following concentrations</i></p> <ul style="list-style-type: none"> <li><i>Big Data Analytics</i></li> <li><i>Cloud Virtualization</i></li> <li><i>Health Informatics</i></li> </ul>	<p><b>COMPUTER ENGINEERING</b> <i>with one of the following concentrations</i></p> <ul style="list-style-type: none"> <li><i>Digital Logic Design</i></li> <li><i>Embedded System Design</i></li> <li><i>Machine Intelligence</i></li> </ul>
<p><b>COMPUTER SCIENCE &amp; INFORMATION TECHNOLOGY</b> <i>with one of the following concentrations</i></p> <ul style="list-style-type: none"> <li><i>Cyber Gaming</i></li> <li><i>Information Assurance &amp; Cyber Security</i></li> </ul>	<p><b>ELECTRICAL ENGINEERING</b> <i>with one of the following concentrations</i></p> <ul style="list-style-type: none"> <li><i>Control Systems</i></li> <li><i>Digital &amp; Hybrid Systems</i></li> <li><i>Electrodynamics</i></li> <li><i>Magnetics</i></li> <li><i>Semiconductors</i></li> </ul>
<p><b>SCIENCE &amp; TECHNOLOGY MANAGEMENT</b> <i>with one of the following concentrations</i></p> <ul style="list-style-type: none"> <li><i>Logistics</i></li> <li><i>Materials &amp; Supply Chain</i></li> </ul>	<p><b>MECHANICAL &amp; INDUSTRIAL ENGINEERING</b> <i>with one of the following concentrations</i></p> <ul style="list-style-type: none"> <li><i>Geometric Dimensioning &amp; Tolerancing</i></li> <li><i>Motion Intelligence</i></li> <li><i>Multifunctional Materials</i></li> <li><i>Nanotechnology</i></li> </ul>
<b>Master of Science Degree</b>	<b>Master of Science Degree</b>
<b>INNOVATION &amp; TECHNOLOGY</b>	<b>ENGINEERING</b>

Table 5: Florida Polytechnic University Colleges, Degree Programs and Concentrations

## **Monthly Update to the Board of Governors**

# **Criterion B**

# **Enrollment of 1,244 FTE**

## Monthly Update to the Board of Governors

### Student Recruitment

Since late August the University's five admissions counselors have visited over 200 high schools and attended over 106 college fairs around the State of Florida. In addition, they will visit most of the community and state colleges in Florida. The University continues its contact to over 230,000 high achieving freshmen and transfer prospects by email and print communication pieces.

Florida Poly's graduate student online application was live as of November 1, 2013. The undergraduate student online application has been live since early September 2013. The admissions staff has moved into offices located on campus next to the University's Innovation, Science & Technology building.

As of June 1, 2014 Florida Polytechnic University has received over 10,439 inquiries (see Table 1) for undergraduate programs and 321 inquiries for graduate programs. Inquiries come from all 50 states. To date 966 undergraduate students have been admitted and 30 graduate students. The undergraduate admitted students have an average GPA of 3.9, an SAT score of 1775 and an ACT score of 26.

**Table 1: 2014 Undergraduate Admissions Statistics**

<b>2014 Undergraduate Admissions Statistics</b> <b>Updated June 1, 2014</b>	<b>QTY</b>
Inquiries	10,439
Applications Completed	2,894
Students Admitted	966
Prefer On-campus Housing	2,033
Prefer Off-campus Housing	861
Inquiries from Florida	6,916
Inquiries from other states	3,523

The University has received 2,894 undergraduate student applications. Of the 2,894 undergraduate applicants, 2,246 are First Time-In-College, 594 are transfer students and 54 other. In Tables 2 & 3, these applications are broken down by major and concentration for undergraduate and graduate inquiries.

Among current applicants, 2,033 expressed an interest in on-campus housing and 861 prefer off-campus housing.

## Monthly Update to the Board of Governors

**Table 2: 2014 Undergraduate Applications by Major with Concentration**  
Last Updated 6/1/14

Major	Count
Computer Science and Information Technology/Cyber Gaming	505
Industrial Engineering/Nanotechnology	244
Computer Science and Information Technology/Cyber Security (now combined)	440
Advanced Technology/Health Informatics	229
Computer Engineering/Machine Intelligence	230
Electrical Engineering/Control Systems	128
Science & Technology Management/Logistics	217
Advanced Technology/Big Data Analytics and Cloud Virtualization	130
Computer Engineering/Digital Logic Design	132
Computer Engineering/Embedded System Design	102
Industrial Engineering/Geometric Dimensioning and Tolerancing	79
Industrial Engineering/Multifunctional Materials	126
Electrical Engineering/Digital Systems	82
Electrical Engineering/Electrodynamics	100
Electrical Engineering/Magnetics	41
Science/Materials and Supply Chain	49
Electrical Engineering/Semiconductors	20
Industrial Engineering/Motion Intelligence <sup>1</sup>	89
Undecided	12

<sup>1</sup>Was previously titled Motion Control

## Monthly Update to the Board of Governors

**Table 3: 2014 Graduate Applicants by Major\***  
Last Updated 6/1/14

Major	Count
Masters of Engineering	34
Masters of Innovation and Technology	54

\*The Board of Trustees approved offering two masters level degrees instead of the six that had been approved previously.

### Admissions Requirements

Florida Polytechnic University is recruiting some of the brightest students in Florida and across the nation. They will be attracted to the innovative and cutting edge programs. In addition, students will be attracted to programs that allow them opportunities to apply their knowledge to real world problems.

**Undergraduate Admissions Guidelines:** High School GPA – 3.0 (4.0 scale) SAT - 1650 ACT – 23

**Graduate Admissions Guidelines:** Bachelor in Engineering or related discipline GPA 2.7 or higher in the last 60-semester credits GRE when GPA is less than 3.25

### Scholarships

The University's Board of Trustees voted at its August meeting to approve a scholarship program for the 2014 entering class of undergraduate and graduate students who attend full time. The University's Trustees will consider extending the program for additional classes at a future meeting. The scholarships will help students to bridge the financial gap that exists while the University seeks accreditation.

Full time undergraduate freshmen, entering in fall 2014, will receive scholarships valued at \$5,000 per year for the first three years and \$3,200 for the fourth year (a total of \$18,200 over four years). The scholarship will be applied toward Florida Poly's undergraduate tuition and fees which are estimated at \$5,029 for the 2014-15 academic year.

Scholarships for graduate students taking 24 credit hours per academic year will be valued at \$9,300 for each of two years for those entering in fall 2014. The scholarships will be applied toward Florida Poly's graduate tuition and fees, estimated to be \$11,462 for the 2014-15 academic year.

## **Monthly Update to the Board of Governors**

# **Criterion C**

# **Administrative Capability**

## Monthly Update to the Board of Governors

### Key University Offices Established

**Office of Admissions:** The admissions office, responsible for recruiting students for the University and overseeing the admissions process, moved into its new Admissions Visitor Center on the grounds of the campus. In the new center, students and their families will be able to see a typical classroom and go on guided tours of the campus, including a closer look at the landmark Innovation, Science and Technology building which is scheduled to be completed in the summer of 2014.

**Student Services:** The Director of Student Affairs was hired and began work on October 21, 2013. Florida Poly's Division of Student Affairs advocates a holistic approach to education that goes beyond STEM classroom learning. The Division of Student Affairs strives to enhance the opportunities for our students to participate fully in the University experience. We encourage, support, and provide guidance for students' extracurricular activities while providing the best resources for a fulfilling and rewarding collegiate experience.

Progress update for specific elements of Student Affairs:

- A master plan is being constructed for the services that Student Affairs will provide. Examples of Services: Student Activities, Counseling, Academic Advising, Student Clubs and Organizations, Intramurals, Orientation/Welcome Week, Student Government, Student Publications, Academic Societies, Leadership Development, Religious Activities, Constitution Day, Living In Polk, First Year Experience, Study Abroad
- Collaboration with campus and community partners to design policies and programs that are student-centered
- Discussions with faculty on what academic societies and professional groups should be installed for students that will enhance and support the academic arena
- Discussions with local city officials on alternative recreational options for Florida Poly students
- Collaboration with the University's general counsel on code of conduct and student rights and responsibilities

Collaboration between Academic Affairs, Auxiliary Services and Special Projects will ensure that Florida Poly meets SACS criteria and US DOE requirements by providing extra-curricular activities that include experiential learning as well as opportunities to participate in community activities. These activities will bind the Florida Poly community to our mission and vision in a healthy, safe and secure environment.

Student Affairs was instrumental in the design and layout of Phase One of the Wellness Center, which includes the Health and Wellness Clinic and Fitness Room. Design concepts and equipment suggestions have been researched and are being implemented.

**Chief Information Office:** The IT Division is developing an overall three year strategic technology plan which includes a strategic projects list. There are 30 projects underway that include our strategic relationships with Apple, Microsoft, Google, Adobe, Three Rivers, and others, as well as tactical



## Monthly Update to the Board of Governors

implementations such as outfitting the new Admissions Center and Campus Control Center (CCC) for Network Operations and Monitoring.

**Auxiliary and Business Services:** Food service, postal service, transportation and other services essential to providing a wholesome living environment are being addressed. The University is committed to maximizing its buying power by using contracts currently in place at other institutions. For example, Florida Poly is taking advantage of the buying power of the University of Central Florida's contract with Staples for office supplies and is "piggy-backing" on that contract.

Florida Poly has selected CardSmith to provide the University's students, faculty and staff with an all-in-one identification card. The card will also serve as a building access card and a purchasing card for campus services and some commercial food establishments. Because the card operates on a cloud based network it reduces the need for some network infrastructure.

The Executive Director of Auxiliary & Business Services, along with Chief Operating Officer Ava Parker, attended the annual meeting of the National Association of College Auxiliary Services. They met with auxiliary services directors from around the country and were able to talk with vendors of the various services needed at Florida Poly. In addition, they also met with Dr. Michael Ortiz, president of California Polytechnic State University, to review their program offerings and administrative processes.

**Office of the Registrar:** The Registrar's office is putting into place those regulations, policies and practices to ensure that students can register in an efficient manner and that all student academic records are properly accounted for and secured. The academic calendar and academic catalog are being finalized. Implementation of the Student Information System (SIS) continues to progress and is a major portion of the work in the Office of the Registrar.

**Office of Financial Aid:** The Office of Financial Aid is now drafting the policies and procedures that will govern how all financial aid will be handled including the scholarship program adopted by the Board of Trustees.

**Library:** The Library is being developed with a focus on e-learning and will incorporate an electronic library system. The vision and mission of this innovative library is being developed and administered by Dr. Kathryn Miller, Director of Libraries. Her duties include creating and implementing innovative information literacy and reference strategies for students.

The Florida Polytechnic Library will be central to the campus community and will provide specialized resources that promote curiosity and intellectual discovery in an innovative, user-centered, learning environment. The Library will provide and promote opportunities for every Florida Poly student and scholar to connect, collaborate and anticipate technological progress.

Previously, Dr. Miller served as university librarian and assistant vice president of academic services at Argosy University, where she was responsible for academic support services and the university library at 19 campus locations. She also has worked as a librarian at the Detroit Public Library and at the West Bloomfield Public Library, both in Michigan.

## Monthly Update to the Board of Governors

Dr. Miller holds a doctorate degree in Adult Education from National-Louis University, where she was a faculty member until 2009. She has dual master's degrees – in Library Science from Kent State University and in Teaching from National-Louis University in Chicago. Dr. Miller also earned a law degree from the University of Akron-Ohio. Her bachelor's degree is in English Literature from the University of Illinois at Urbana.

The University Library will enhance the Florida Polytechnic student academic experience by providing innovative, technology-rich research and learning tools that will prepare students for real-world problem solving. The University Library comprises academic resource collections and the Academic Success Center.

The University Library's academic resource collections will consist of 1) Florida Polytechnic's primary, digital resource collection, 2) the specialized Florida Institute for Phosphate Research (FIPR) phosphate collection and 3) the general education print collection housed in the Florida Polytechnic Library at Polk State College.

The University will open with a significant electronic resource collection featuring many resources provided by Florida Virtual Campus (FLVC) including databases from EBSCO, Cengage-Gale and ProQuest. Florida Polytechnic will also be added on to state licenses for Oxford University Press, Sage, Springer and Wiley. A demand driven acquisition model through Electronic Books Library (EBL) is being implemented for book access.

The Academic Success Center (ASC) will be housed in the University Library and will provide academic success services to all Florida Polytechnic University students. ASC will help students to graduate in higher percentages while, supporting and enhancing learning and the overall academic experience.

ASC will provide academic advising using professional and peer advisors. In addition, the center will provide tutoring resources as well as career and graduate school guidance.

**Office of Strategic Business and Education Partnerships:** Florida Polytechnic University will focus on innovation and building close partnerships with business and industry. Those partnerships will provide students with an opportunity to apply what they learn in the classroom on real world problems. Florida Poly is reaching out to business and industry leaders to establish an ongoing exchange of information to identify the knowledge and skills needed by Florida Poly graduates to succeed in the industries related to University's programs. Partnerships will focus on STEM related businesses.

Representatives from over 100 companies and organizations attended the University's first annual Partnership Summit in September 2013 and 44 of those companies expressed an interest in partnering with the University. In addition, discussions about Florida Poly's curriculum generated information that can be used to inform development of the curriculum by faculty.

As of June 5, 2014, 57 companies have signed partnership agreements with Florida Poly. Partner companies range from Microsoft and Harris Corporation to NanoComposix (a young start-up).

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Brewer Science Inc.	Harris Corporation
Cutrale	JBT Foodtech
Manufacturers Association of Florida - Center for Advanced Manufacturing Excellence	JDCPhosphate, Inc.
Mitsubishi Hitachi Power Systems Americas, Inc.	Lakeland Economic Development Council
NanoSafe, Inc.	Lakeland Linder Regional Airport
Sunbelt Forest Products Corporation	Lockheed Martin Missiles and Fire Control
TechData	Madrid Engineering Group
TestEquity, LLC	Microsoft
352 Media Group	nanoComposix, Inc.
A-C-T Environmental & Infrastructure, Inc.	NanoTecNexus
Apex IT	Omniscient Analytics, Inc.
ASI Chemical, Inc.	Pharmaworks, Inc.
Bright House Networks	Prolexic Technologies
BRPH	Protected Trust, LLC
Central Florida Development Council	Qgiv, Inc.
Chastain Skillman	QuantumSphere, Inc.
Cipher Integrations	Saddle Creek Logistics Services
CNP	Sparxoo Agency
Colo5, LLC	Steripack
Department of Transportation	Stryker
Digital Architecture	Sun-N-Fun
DSM Technology Consultants	Tampa Port Authority
Electronic Arts Tiburon	The Story Companies
Greenovative Homes, LLC	Welldyne
Winter Haven Economic Development Council	GreenTechnologies LLC
CSX	

Following the Summit's working sessions, John Couch, Apple's vice president of education, delivered a keynote address about the importance of technology in advancing education. Couch was one of Apple's early leaders and is a widely recognized authority on using technology to revolutionize classroom learning.

Florida Poly's ability to work closely with industry leaders at this formative stage in the development of its curriculum will distinguish it from other universities. Applying STEM education to real-world challenges creates innovation. By inviting industry leaders to join in designing effective programs for learning, internships and other real-world experiences, we are creating added value for students and for the organizations that will hire Florida Poly graduates.

## Monthly Update to the Board of Governors

**Apple**, one of the most innovative companies in the world, is supporting Florida Poly in its efforts to ensure that students will study in an environment that maximizes technology to improve their learning outcomes. In a series of meetings over this summer, Florida Poly and Apple have engaged in conversations aimed at defining how the mission and vision of the University can be implemented such that its graduates are best prepared for cutting edge high-tech jobs. We have developed a series of near term and longer term issues that Apple has agreed to support.

Florida Polytechnic will work closely with Apple to maximize its use of technology in facilitating and delivering an innovative, 21st-Century learning experience. We are working to ensure that Florida Poly students, faculty and staff have the most innovative technologies available for education and collaboration.

Part of Florida Polytechnic's mission is to prepare students to assume available technology leadership positions by emphasizing science, technology, engineering and mathematics (STEM) in an innovative, technology-rich, interdisciplinary learning environment and by collaborating with industry partners to offer students real-world problem-solving, applied research and business leadership opportunities.

### **Florida Polytechnic University Regulations, Policies and Resolutions**

Following is a list of University regulations, policies and resolutions adopted by the Board of Trustees at Florida Polytechnic University. These regulations and policies have been posted on the University's website.

#### **Chapter 1-University-Wide Governance & Guidance**

FPU-1.008 University Holidays Regulation 5.14.13

FPU-1.004 Non-Discrimination and Equal Opportunity Regulation 1.14.2014

FPU-1.005 Discrimination and Harassment Complaint Policy and Procedures 2.5.14

*FPU-1.001AP Policy Creation and Development Process – Academic Policies 12.13.13*

*FPU-1.001P Policy Non-Academic Policy Creation 7.1.13*

*FPU-1.004P Naming of Buildings and Facilities 10.30.13*

*FPU-1.005P Sexual Harassment 10.30.13*

#### **Chapter 2-Admissions**

FPU-2.001 Admission to the University General 10.21.13

FPU-2.002 Early Admission and Dual Enrollment 10.21.13

FPU-2.003 First Time in College FTIC 10.21.13

FPU-2.004 Admission of Undergraduate Transfer Students 1.15.14

FPU-2.005 Admission of International Students 1.15.14

FPU-2.006 Application Fee and Admissions Deposit Regulation 7.8.13

FPU-2.008 Graduate Admissions 1.15.14

#### **Chapter 3-Student Affairs**

FPU-3.006 Student Code of Conduct 1.14.2014

FPU-3.010 On-Campus Residency Requirement 2.21.14

## Monthly Update to the Board of Governors

FPU-3.009 Reasonable Accommodations for Religious Observances, Practices and Beliefs 4.15.14

### **Chapter 4-Tuition and Fees**

FPU-4.002 Waiver of Tuition and Fees 2.21.14

FPU-4.003 Special Fees, Fines and Charges 7.15.13

FPU-4.004 Procedure for Payment, Waiver, and Refund of Tuition, Fees, Fines, and Penalties 2.21.14

FPU-4.005 Student Withdrawal from Courses Due to Military Service 4.15.14

### **Chapter 5-Academic Affairs**

FPU-5.001 Academic Freedom Academic Freedom and Responsibility 1.14.14

FPU-5.002 University Institutes and Centers 2.21.14

FPU-5.003 Textbook Adoption and Affordability 2.21.14

FPU-5.0001AP New Degree Programming Planning and Approval 12.13.14

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### **Chapter 6-Personel Matters**

FPU-6.001 University Personnel Program 6.27.13

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2013-002 Delegation of Authority to Board of Trustees' Committees and to Chair of the Board of Trustees

2013-003 Retroactivity of Annual and Sick Leave

## Monthly Update to the Board of Governors

# Criterion D

# Accreditation



## Monthly Update to the Board of Governors

### Accreditation

Florida Polytechnic University continues to make progress in its preparation to apply for regional accreditation. The institution is developing the necessary policies and procedures, the assessment plan and processes to address regional accreditation standards.

The requirements and processes for achieving initial membership within SACS are delineated by The Commission, using four distinct steps (1) the completion of a Pre-Application Workshop, for Pre-applicants; (2) the Preparation and Submission of an Application for Membership; (3) The Candidacy Committee Visit; and (4) The Accreditation Committee Visit. Florida Poly is currently focused on steps one and two.

1. The University has completed the first step: Pre-Application Workshop for Pre-applicants.
2. The University has selected the primary Florida Poly-SACS Liaison, as recommended by The Commission.
3. The University has selected a SACS consultant to serve as guides during the accreditation process.
4. Towards completing the second step, the University continues to identify all the institutional structures, systems and documentation that are required for the preparation and submission of an Application for Membership to The Commission and for demonstrating compliance with all Core Requirements, Comprehensive Standards, and Federal Regulations.

### Completed Projects

- ✓ March 3, 2014 Completed the initial desk audit of where the institution stands on all standards - submitted to Silver and Associates;
- ✓ April 3, 2014 First Draft -- submitted to Silver and Associates;
- ✓ The University has adopted in accordance with best practice, the following accreditation committee structure. The committee structure assists faculty and staff in their efforts to effectively navigate through the accreditation processes.
  - Application Steering Committee
  - Compliance Committee
  - Writing Subcommittee
  - Documentation Subcommittee
  - Editing Committee
  - Institutional Effectiveness Committee
- ✓ The University has drafted an institution-wide Assessment Plan.

## Monthly Update to the Board of Governors

- ✓ On 3/12/14 Silver and Associates, the accreditation consulting team, provided an all-day, campus-wide Accreditation Assessment Training/Workshop for the Faculty and Unit leaders.
- ✓ On 04/28/2014 Silver and Associates continued an all-day campus-wide workshop to analyze the first draft of the application and to refine the strategic plan and institutional effectiveness assessment plan.

### The University:

- a. Is actively engaged in the process of planning and/or developing each academic unit, program and related services, policies, procedures and documents needed to complete Step 2, the Application for Membership and Submission of an Application for Membership.
- b. Has identified and cataloged all of the accreditation resources, made available to institutions by The Commission, to assist in the completion of the application and demonstration of compliance with each Core Requirement, Comprehensive Standard, and Federal Regulation.
- c. Has developed a comprehensive "Accreditation Responsibility Matrix" delineating all units and leaders responsible for completing each accreditation task and providing documentation to demonstrate compliance with SACS Core Requirements, Comprehensive Standards, and the Federal Regulations.
- d. Has selected the Data Management System that will be used to host SACS documentation
- e. Has created the necessary forms to be used to demonstrate compliance in regards to the credentialing and qualifying of the fulltime teaching faculty and adjuncts.
- f. Is identifying SACS related areas for assessment and is preparing to map-out preliminary assessment needs and schedules for the upcoming academic year and beyond, aligning the assessment process with the SACS guidelines.
- g. Has adopted the following accreditation committee structure in order to effectively navigate through the accreditation processes;
  - i. Application Steering Committee
  - ii. Compliance Committee
  - iii. Writing Subcommittee
  - iv. Documentation Subcommittee
  - v. Editing Committee
  - vi. Institutional Effectiveness Committee
- h. The university has drafted an institution-wide Assessment Plan
- i. All of the accreditation committees are reviewing and completing accreditation related tasks under the direction of the Application Steering Committee.
- j. The Application Steering Committee continues to meet weekly to oversee the development of documentations and written revisions for a second draft of the regional accreditation application

## Monthly Update to the Board of Governors

# Criterion E

**Seek Discipline Specific  
Accreditation**

**Not Yet Applicable**

## Monthly Update to the Board of Governors

# Criterion F

## Facilities and Infrastructure

## Monthly Update to the Board of Governors

### Facilities

Construction of Florida Poly's first building, the Innovation Science and Technology building (IST) is well underway, within budget and scheduled to open for classes to begin in August of 2014. The total appropriation for constructing the campus is \$134 million with \$60 million of that targeted for the IST.

The University's Board of Trustees submitted its approved CIP to the BOG on November 26, 2013. The CIP includes an Academic Research Center, a Student Achievement Center and a residence hall. An agreement with Vestcor Communities, Inc. (Vestcor) was approved by University Trustees on November 26, 2013 for the construction of a 219 bed residential hall on Florida Poly's campus. Under the public private partnership, Vestcor will lease land on the University campus and be fully responsible for the financing, construction, operation and maintenance of the building. The agreement allows for financing and construction of the residence hall while traditional funding sources are not readily available.

**Table 6: Facilities Balances (March 2014)**

Component	Progress	Budget (Feb. 2014)	Budget (Revised March 2014)	Balance (May 2014)
IST	On Schedule	\$78.3 M	\$60.0 M <sup>1</sup>	\$8.6 M
Site and Infrastructure	On Schedule	\$40.0 M	\$40.0 M	\$ 7.0 M
Engineering, Design, Land, and other soft costs	On Schedule	-	\$22.0 M <sup>2</sup>	\$ 0.5 M
Campus Control Center	On Schedule	\$ 3.5 M	\$ 3.5 M	\$ 0.1 M
Classroom, laboratory- furniture, fixtures & equipment	On Schedule	\$ 7.0 M <sup>3</sup>	-	NA
Contingency	NA	\$ 1.9 M	\$ 2.9 M <sup>4</sup>	\$ 2.9 M <sup>5</sup>
<b>Total Original Projects</b>		<b>\$134.4 M</b>	<b>\$128.4 M<sup>6</sup></b>	<b>\$19.1 M</b>
Admissions Center	Completed	-	\$ 1.3 M	-
Housing Utilities and Integration	On Schedule	-	\$ 1.2 M	\$ 0.5 M
Wellness Center – Phase 1	On Schedule	-	\$ 4.5 M	\$4.1 M
Perimeter Fencing	On Schedule	-	\$ 0.4 M	\$ 0.4 M
<b>Total All Projects</b>		<b>\$134.4 M</b>	<b>\$135.8 M<sup>7</sup></b>	<b>\$24.1 M</b>

<sup>1</sup>Budget (\$18.3 M) for engineering, design, land and other soft costs were moved to a separate line.

<sup>2</sup>\$3.7 M in land related costs was erroneously left out of the last report and is included in the line for engineering, design, land and other soft costs bringing the total to \$22.0 M.

<sup>3</sup>Paid for through the State of Florida's Consolidated Equipment Financing Program

<sup>4</sup>\$1 M restored to contingency from classroom, laboratory- furniture, fixtures & equipment

## Monthly Update to the Board of Governors

<sup>5</sup>Balance reflects a change in funding source from contingency to donated funds

<sup>6</sup>\$6 M no longer budgeted from construction funds for classroom, laboratory- furniture, fixtures & equipment

<sup>7</sup>Includes budget for Admissions Center, housing utilities/integration, Wellness Center-Phase 1, perimeter fencing

As of May 1, 2014 the private developer has fully processed applications and received deposits for all 219 bedrooms in the Residence Hall (100% occupancy). Also, they have processed an additional 35 applications that have been placed on a waiting list. Based on the present demand for more beds, the developer and the University have agreed that a certain number of single occupancy bedrooms will be converted to double occupancy in order to accommodate more students. Construction on the residence hall continues on schedule to be occupied by students in time for the Fall 2014 academic year.



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## Monthly Update to the Board of Governors

### Institutes and Centers

#### Florida Industrial and Phosphate Research Institute (FIPR)

FIPR has been transferred to Florida Polytechnic University as required in section 1004.346, Florida Statutes. Research at FIPR is conducted in the areas of Mining and Beneficiation, Chemical Processing, Reclamation, and Public & Environmental Health. Scientists and engineers throughout the world apply for FIPR Institute grants to conduct phosphate-related studies supporting the mission of the Institute: improving the environment, protecting public health and increasing mining and processing efficiency. FIPR Institute staff biologists, engineers and chemists also conduct in-house research. The following projects are currently active:

- Innovative RTS Technology for Efficient Separation of Dolomite from Phosphate (University of Kentucky)
- Recovery of Rare Earth Elements from Florida Phosphate (FIPR in-house)
- Isolation and Characterization of RE Mineral Particles in Florida Phosphate Rock by DE Rapid Scan Radiography and HRXMT (University of Utah)
- Screening of a New Candidate Biological Control Agent of Brazilian Peppertree (UF)
- Remote Real-time Industrialized Analyzer of Phosphate Rock (R Squared S, Inc. with Laser Distance Spectrometry, Israel)
- Impact of Phosphate Fertilizer, Phosphoric Acid and Animal Feed Production Processes on Levels of Hazardous Air Pollutants and Their Distribution Along Production Pathways (UF)
- Commercial Development and Validation of a Disposable Personal Sampler for Inorganic Acid Mist Measurement (UF)
- Statistical and Spatial Analysis of Pre- and Post-Mining Radiological Data (Cardno ENTRIX)

FIPR also participated in management planning for the Critical Materials Institute (CMI) funded by the Department of Energy. Led by the Ames Laboratory, the team includes: Advanced Recovery, Inc., Brown University, Colorado School of Mines, Cytec Industries, Inc., The Dow Chemical Company, Florida Industrial and Phosphate Research Institute, General Electric Company, Idaho National Laboratory, Iowa State University of Science and Technology, Lawrence Livermore National Laboratory, Molycorp Minerals, LLC, Oak Ridge National Laboratory, OLI Systems, Inc., Purdue University, Rutgers, the State University of New Jersey, Simbol Materials, Inc., and the Regents of the University of California, (“UC-Davis”). The project establishes an Energy Innovation Hub that will develop solutions to the domestic shortages of rare earth metals and other materials critical for U.S. energy security.

The Institute strives to commercialize its research and generate revenue in addition to the phosphate severance tax from which it is funded. FIPR recently signed a Strategic Collaboration Agreement with Guangxi ZhongkaiTech, China University of Geosciences (Wuhan), and Guangxi Academy of Sciences to establish a limited liability company named Kaite International Minerals Resource Comprehensive Utilization Group (Kaite International). The company will develop and commercialize technologies using phosphogypsum. During this same two-month period, FIPR also entered into a contract with Pegasus TSI, Inc. to conduct research on removal and recovery of MgO from phosphate rock by acid leaching.



## Monthly Update to the Board of Governors

FIPR has an ongoing series of contracts with other companies to chemically characterize phosphate deposits and other core samples, which occupy the institute's metallurgical and analytical laboratories at full capacity.

In addition to funding and conducting research, the FIPR Institute Education Program coordinates the FIPR Summer Workshop for teachers. Teachers come from all over the State of Florida to learn about phosphate and phosphate-related topics. The goal of this teacher education program is to help them stay current on issues related to phosphate research and provide them with teaching tools to with which to engage their students. Teachers learn practical applications, participate in hands-on exercises, speak to experts in several phosphate/phosphate-related fields and go on field trips to see daily phosphate operations. FIPR's staff is using input obtained from this year's Summer Workshop to create a STEM-themed presentation for the Florida Association of Science Teachers (FAST) Conference in October 2013.

In addition, construction was completed on the Admissions Center at the entrance to the campus. It will serve as the hub of Florida Poly's recruiting and admissions activities. The admissions staff moved into the new facility on November 26, 2013.



# Monthly Update to the Select Committee on Florida Polytechnic University



## Implementation Tracking Report (June 2014)

Implementation Status Summary			
Criteria	Issues	Completed	Good Progress
A. STEM Academic Programs	5	2	3
B. Student Enrollment	4		2 (2 not begun)
C. Administrative Capability	2	2	
D. Accreditation	5	1	1 (3 not begun)
E. Discipline Specific Accreditation	1		(1 not begun)
F. Facilities & Construction	3		3

**Legend:**    ✓ Completed    ● Good Progress    ● Slow Progress    ● Poor Progress

Criterion A – Initial Development of New STEM Programs		Criteri
Statutory Due Date: 12/31/2016		Progress Indicator
<b>A1</b> - New degree program proposals approved by the Florida Polytechnic university Board of Trustees	<b>January 2014: COMPLETED</b> - Program proposals were considered and approved by the Academic Affairs Committee of the Florida Polytechnic University Board of Trustees.	✓
<b>A2</b> - New degree program proposals reviewed by BOG staff for inclusion in the SUS Academic Degree Program Inventory.	<b>February 2014: COMPLETED</b> - BOG has accepted the new degree program proposals and entered them into the SUS Academic Degree Program Inventory.	✓
<b>A3</b> – Prerequisite courses approved by the Oversight Committee of the Articulation Coordinating Committee (ACC) and the ACC itself.	<b>February 2014:</b> The Oversight Committee voted to approve the University's prerequisite courses. The ACC is scheduled to meet in late June to review the University's prerequisite courses.	●
<b>A4</b> – All college credit courses are entered into the Statewide Course Numbering system.	<b>February 2014:</b> In progress by Florida Polytechnic University academic staff. This process is managed by the Articulation Office in the Florida Department of Education.	●
<b>A5</b> – Program faculty and general education faculty are in place.	<b>February 2014:</b> Sufficient program faculty are in place to develop curricula. We have hired 23 of 25 fulltime faculty <sup>1</sup> . Fifteen adjunct faculty have been selected.	●

<sup>1</sup>Florida Poly needs 25 instead of 30 fulltime faculty because of a higher than projected number of freshmen admitted.

<b>Criterion B – Enrollment of 1,244 FTE</b>		
<b>Statutory Due Date: 12/31/2016</b>		<b>Progress Indicator</b>
<b>B1 – Total students enrolled</b>	<b>Fall 2014:</b> Status Reporting Date (Classes begin Fall 2014) <b>Spring 2015:</b> Status Reporting Date <b>Summer 2015:</b> Status Reporting Date <b>Fall 2015:</b> Status Reporting Date <b>January 2016:</b> Status Reporting Date <b>Summer 2016:</b> Status Reporting Date <b>Fall 2016:</b> Status Reporting Date	TBD
<b>B2 – Number of completed applications received</b>	<b>February 2014:</b> 2,846 <sup>1</sup> (exceeds the goal for number of applications ) <b>March 2014:</b> Status Reporting Date <b>April 2014:</b> Status Reporting Date <b>May 2014:</b> 2,890 <sup>1</sup> (116% of goal for number of applications )	
<b>B3 – Number of students admitted</b>	<b>February 2014:</b> 922 <sup>1</sup> (90% of the goal for the number of students expected to be admitted) <b>March 2014:</b> Status Reporting Date <b>April 2014:</b> Status Reporting Date <b>May 2014:</b> 966 <sup>1</sup> (94% of the goal for the number of students expected to be admitted)	
<b>B4 –Actual enrollments in each degree program.</b>	<b>August 2014:</b> Status Reporting Date (Classes begin Fall 2014)	TBD

<sup>1</sup>As of May 5, 2014

TBD – To Be Determined (*no data or information currently exists to make a determination about progress*)




<b>Criterion C – Administrative Capability</b>		
<b>Statutory Due Date: 12/31/2016</b>		<b>Progress Indicator</b>
<b>C1</b> – Capability to administer financial aid, admissions, and student support.	<b>Fall 2014:</b> Florida Polytechnic University has established offices for financial aid, admissions and student services.	✓
<b>C2</b> – Capability to administer information technology, and finance & accounting with internal audit function.	<b>Fall 2014:</b> Florida Polytechnic University has a shared services agreement with UF and has hired an Executive Budget Director and a CIO.	✓

<b>Criterion D - Accreditation</b>		
<b>Statutory Due Date: 12/31/2016</b>		<b>Progress Indicator</b>
<b>D1</b> – Pre-Application Workshop	<b>December 2013: COMPLETED</b> - A Florida Polytechnic University team attended the pre-accreditation workshop in Atlanta.	✓
<b>D2</b> - Submit application for regional accreditation.	<b>August 2015:</b> Florida Polytechnic University has engaged a technical advisor to assist with preparing the application for regional accreditation.	●
<b>D3</b> – Regional accreditor Candidacy site visit.	<b>June 2015:</b> Status Reporting Date	TBD
<b>D4</b> – Regional accreditor site visit.	<b>June 2016:</b> Status Reporting Date	TBD
<b>D5</b> – Regional accreditor decision on accreditation.	<b>December 2016:</b> Status Reporting Date	TBD

TBD – To Be Determined (no data or information currently exists to make a determination about progress)

<b>Criterion E – Seek Discipline Specific Accreditation</b>		
<b>Statutory Due Date: 12/31/2016</b>		<b>Progress Indicator</b>
<b>E1</b> – Contact discipline specific accrediting bodies.	<b>Fall 2014:</b> Status Reporting Date	TBD

TBD – To Be Determined (no data or information currently exists to make a determination about progress)

<b>Criterion F – Facilities and Infrastructure</b>		
<b>Statutory Due Date: 12/31/2016</b>		<b>Progress Indicator</b>
<p><b>F1</b> – Complete the Innovation, Science and Technology Building for Fall 2014 start of classes.</p>	<p><b>February 2014:</b> On time and within budget</p> <ul style="list-style-type: none"> <li>• Construction phase substantially complete by 6/30/2014</li> <li>• Owner move-in 7/1/2014</li> <li>• Final completion by 7/30/2014</li> <li>• Site substantial completion 8/29/2014</li> <li>• Final completion 10/31/2014</li> </ul> <p><b>June 2014:</b> Building is 90% complete. Furniture has been moved in. Wood flooring completed. Lab equipment beginning to arrive.</p> <p><b>August 2014:</b> Status Reporting Date</p>	
<p><b>F2</b> – Complete the Residence Hall for 240 students.</p>	<p><b>February 2014:</b> On time and within budget. Public/Private partnership.</p> <ul style="list-style-type: none"> <li>• Final completion move-in by 8/18/2014*</li> <li>• School starts 8/25/2014</li> </ul> <p><b>June 2014:</b> Outside enclosure complete. Most windows installed. Roof is on. Stucco has begun. Interior drywall 40% complete.</p> <p><b>August 2014:</b> Status Reporting Date</p>	
<p><b>F3</b> – Begin construction of Phase I of Wellness Center and other site facilities or infrastructure.</p>	<p><b>Spring 2014:</b> Structural frame is up. Exterior complete on two sides. Underground utilities complete.</p> <p><b>Fall 2014:</b> Status Reporting Date</p>	

**Campus:** Lakes are completed. Road around the campus is complete. All but one parking lot is complete. Campus Control Center is complete and operating. Admissions Center is complete and operating.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**

**Strategic Planning Committee  
(continued)**

**Grand Ballroom, UCF Fairwinds Alumni Center  
University of Central Florida  
Orlando, Florida**

**June 17, 2014, 1:00 p.m. to 5:15 p.m.**

**June 18, 2014, 9:00 a.m. to 12:30 p.m.**

**or**

**Upon Adjournment of Previous Meetings**

**Chair: Mr. Dean Colson; Vice Chair: Ms. Patricia Frost**

**Members: Beard, Chopra, Doyle, Lautenbach, Morton, Webster**

1. **Call to Order and Opening Remarks** **Governor Dean Colson**
  
2. **Consideration of 2014-2015 University Work Plans  
and Performance Funding Improvement Plans (continued)** **Governor Colson**
  
3. **Next Steps and Closing Remarks** **Governor Colson**



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Strategic Planning Committee  
June 17-18, 2014**

**SUBJECT:** 2014-2015 University Work Plans; Approval of Performance Funding Improvement Plans

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**PROPOSED COMMITTEE ACTION**

Consider for approval those portions of University Work Plans associated with the 2014-2015 academic year and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation. Consider for approval Performance Funding Improvement Plans for the University of West Florida, New College of Florida, and Florida Atlantic University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with annual Accountability Report, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic direction, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The University Work Plan's "Strategy" section includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as metrics specific to research universities, and institution-specific indicators. The "Operations" section provides fiscal and other information, including enrollment planning and intentions to implement new academic programs in 2014-15 as well as in out-years.

Universities will make brief presentations on their Work Plans, after which Committee members will have the opportunity to engage in discussion and questioning. The Committee will consider for approval those portions of 2014-15 University Work Plans associated with the 2014-15 academic year, and review out-year portions of University Work Plans, noting areas for further dialogue and deliberation.

The Committee will also consider for approval Performance Funding Improvement Plans for the University of West Florida, New College of Florida, and Florida Atlantic University.

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<b>Supporting Documentation Included:</b>	<ol style="list-style-type: none"><li>1. Individual 2014-2015 University Work Plans</li><li>2. Performance Funding Improvement Plans</li></ol>
<b>Facilitators / Presenters:</b>	Chair Colson; University Representatives

# FAU

## 2014-15 Work Plan



**Florida Atlantic University**

*Work Plan Presentation for 2014-15 Board of Governors Review*

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



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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- b. Vision Statement
- c. Statement of Strategy
- d. Strengths and Opportunities
- e. Key Initiatives & Investments

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### 3. PREEMINENT RESEARCH UNIVERSITY METRICS

### 4. OTHER KEY PERFORMANCE INDICATORS

- a. Goals Common to All Universities
- b. Goals Specific to Research Universities
- c. Institution Specific Goals

### 5. OPERATIONS

- a. Fiscal Information (*includes Tuition Differential Fee Request*)
- b. Enrollment Planning
- c. Academic Program Coordination

### 6. DEFINITIONS



## MISSION STATEMENT (What is your purpose?)

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

## VISION STATEMENT (What do you aspire to?)

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

## STATEMENT OF STRATEGY (How will you get there?)

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

Florida Atlantic University will provide affordable access to students in our service region and beyond who seek higher education and training. Our primary focus for the coming year will be implementing robust strategies for ongoing student success as measured by student retention and graduation rates, job placement, and acceptance in postgraduate or professional programs for those students who seek to continue their education beyond the baccalaureate degree. A major University-wide focused campaign, has been launched to address all issues associated with successful degree completion and these strategies will become part of the operational efficiency of FAU going forward.

Florida Atlantic University will meet its mission as the primary metropolitan public research university along the southeast coast of Florida by capitalizing on its strategic advantage of location. Specifically, FAU will blend outreach, cutting-edge research and partnerships with our surrounding community and beyond to help identify and solve regional and societal issues.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

FAU derives great benefits from the racial, cultural, ethnic and demographic diversity of its students, the environmental diversity of the location of its campuses and sites, and the economic diversity of its large and populous service area. The University produces bachelor, master and doctoral graduates who find well-compensated employment at a rate that is the highest among Florida's state universities. During the past year, FAU bachelor's graduates employed full-time in Florida or continuing their education one year after graduation was at the highest percentage (70%) of all the state universities. Similarly, FAU's bachelor's wages one year after graduation were the second highest in the state.

FAU has developed specialized programs and facilities that greatly enhance instruction and research while also providing opportunities for community engagement. These include two laboratory schools, three marine science and engineering laboratories, a medical college and a host of advanced laboratories and studios. The University's service area is home to such internationally renowned institutions as *Scripps Florida*, the *Max Planck Florida Institute for Neuroscience* (both headquartered on FAU's Jupiter campus), the *Torrey Pines Institute of Molecular Studies* and the *Vaccine and Gene Therapy Institute*. In addition, the *U.S. Navy*, *U.S. Geological Survey* and *U.S. Department of Agriculture* have research facilities in the region, and the *U.S. Department of Energy* has granted national center status to FAU's *Southeast National Marine Renewable Energy Center*. These and other partnerships give FAU faculty and students the opportunity to actively engage in research that addresses today's most complex societal issues.

The major challenge to be addressed at FAU in the next year and beyond will be student success as measured by timely progression toward degree. A University-wide focused campaign to implement best practices has been launched to address all issues associated with successful degree completion.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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





## 1. Student Success

FAU's primary initiatives and investments will be aimed toward continuing to improve operational efficiency related to student success as measured by increasing retention and graduation rates, and decreasing time to degree. Parallel initiatives will be implemented to enhance student services, such as academic and career advising, financial aid, etc., and to create meaningful incentives for students to remain enrolled on a full-time basis through graduation with minimal excess hours.

This past year, FAU's leadership began a multi-faceted, University-wide campus initiative to reinforce and grow our existing culture of student success. An *Assistant Provost for Student Success* was appointed whose sole role is to involve all units across the campus in assessing, planning, and employing new strategies that enhance student retention and progress towards a degree. A few examples of university wide efforts are provided below.



**Advising and Career Exploration.** Twenty-six additional advisors are being added to support and advise students as they plan their personal academic path toward successful graduation. In a proactive manner, the advisors are being trained to use intervention methods that target students who are at risk of academic difficulties; an approach that responds to early signs of academic struggle rather than being reactive (i.e., waiting for the students to contact an advisor). FAU is also employing enhanced advising technologies and tools. A new pilot program, “*Jump Start*” will begin this summer to assist students in developing skills for success in college. In addition, an emphasis on career exploration will begin when the students are accepted for admission to the university, helping students to determine majors, decrease time to degree and increase degree completion.

**Identifying and Removing Barriers to Graduation.** Institutional barriers that impede students’ progress towards graduation are being identified including improved class scheduling, a more efficient and effective method to evaluate transfer credits that lay out specific graduation requirements and an information campaign to encourage students to register early to plan their summer and fall schedules much earlier than in years past. In addition, listening forums are being held regularly with students, faculty and staff to determine ways to make FAU a student-friendly campus which has resulted in student success modules being developed for online programs and the establishment of a peer-mentoring program in the *Office of Undergraduate Research and Inquiry*, among others.

**Student Engagement.** *The Office for Undergraduate Research and Inquiry* has been created with Director and staff. Throughout the University, emphasis is being placed on increasing undergraduate student engagement in cutting-edge research activities consistent with the BOG’s goal of achieving international preeminence in targeted STEM fields and other strategic areas. FAU’s recently launched *Quality Enhancement Plan (QEP) - Distinction through Discovery* - creates opportunities for undergraduates to become deeply involved in research and scholarship under the guidance of faculty mentors. This University-wide program garnered high praise from the *Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)* who visited FAU last year during the 10-year reaffirmation of accreditation process, resulting in a perfect score, an extremely rare score from a visiting team. Among its achievements already are three volumes of the *FAU Undergraduate Research Journal* and the inaugural *Florida Atlantic University Undergraduate Law Journal*. Undergraduate research at FAU is a pioneering initiative that will complement our student success objectives by enhancing undergraduate student learning through mentoring relationships with faculty, developing critical thinking and intellectual independence, developing an understanding of research methodology, and promoting an innovation-oriented culture. The goal is to give students the knowledge and experience they need to fulfill productive roles in the 21st century global economy.



## 2. Sustainable Research

FAU's location in Southeast Florida provides the university with a unique set of strategic advantages not readily available elsewhere in the state. With the Atlantic Ocean immediately to the east and the Everglades to the west, FAU is also central to one of the largest metropolitan areas in the country, serving a population of over 6.2 million people. To provide public service to this region, our current strategic plan identifies three Signature Themes underpinning the university's current and future research endeavors. The themes include 1) *Biotechnology/Neuroscience*, 2) *Marine and Coastal Issues*, and 3) *Contemporary Societal Challenges*; some examples of programs underway are shown below.

Faculty and students will be taking special advantage of FAU's unique access to existing highly sophisticated research facilities and world-class partners. FAU has already reassigned several neuroscience faculty and more than 40 students to develop a neuroscience research program in partnership with scientists at *Scripps Florida* and the *Max Planck Florida Institute for Neuroscience* (MPFIN), both located on the FAU Jupiter campus. This program, which is focusing on issues that include aging, brain development, memory loss and brain damage due to stroke, is supported by allocation of space and budget, and additional faculty researchers will be added within the next three years. Much of the research is funded by the *National Institutes of Health*. FAU and MPFIN are already offering a collaborative four-year doctoral program in integrative biology and neuroscience. In addition, planning is under way to establish an *International Max Planck Research School* on the Jupiter campus. This top-flight program would be the 64th *International Max Planck Research School* worldwide and the only one of its kind in the United States.

Other world-class facilities for marine and ocean research already exist within FAU at *Harbor Branch Oceanographic Institute* (HBOI) in Fort Pierce and the *Ocean Research Institute* (SeaTech) in Dania. Together these institutes participate in the ocean energy research program granted national center status as *FAU's Southeast National Marine Renewable Energy Center*. Faculty and students participate in interdisciplinary research designed to develop turbines anchored to the sea floor and placed in the Gulf Stream. At HBOI, other examples of faculty and student research include natural products chemistry research to discover potential therapeutic compounds from marine organisms to treat cancer, and aquaculture research to develop sustainable food supplies. At *SeaTech* faculty and students work on the design and development of autonomous underwater vehicles to explore the ocean, as well as corrosion and materials science and engineering to develop better materials for the marine industry and US Navy. At *SeaTech*, much of the research carried out by faculty and students is funded by the Office of Naval Research.

As Florida and Southeast Florida continue to be attractive retirement venues, the general population continues to reflect a large senior citizenry. FAU's Healthy Aging initiative was initially funded by the university but has since garnered federal funding, principally from the *National Institutes of Health* (NIH). This project involves faculty and students across FAU's colleges and programs addressing issues such as dementia, ambulatory care of the elderly, social services, and biomarkers for healthy aging.



### 3. Public and Private Partnerships

FAU is committed to working with public and private partners throughout South Florida and beyond to meet the region's growing workforce and economic development needs. Implementation of effective and cost-efficient strategies requires that FAU engage with partners in the public and private sectors. The recent award by the BOG of a \$3.5 million *TEAm grant* to fund creation of an accelerated pipeline for students in computer science and computer engineering involving *FAU, Broward College, Palm Beach State College* and over 30 companies in our service region provides an excellent example of a program that leverages the combined strength of partner institutions to meet pressing workforce needs. The University has particularly strong relationships through shared campuses and collaborative advising procedures, evidenced by 2+2 articulation agreements, implemented decades ago.

Another example of FAU's ability to establish and develop important partnerships in the community is its medical residency program, which has already been fully accredited by the *Accreditation Council for Graduate Medical Education*. This program will get under way in June 2014, when 36 residencies in internal medicine will be offered by *FAU's Graduate Medical Consortium at Boca Raton Community Hospital, Bethesda Hospital East, Delray Medical Center, West Boca Medical Center, St. Mary's Medical Center and Palm Beach Children's Hospital*. Additional residency programs in general surgery, obstetrics-gynecology, pediatrics, psychiatry, neurology, family medicine, and physical medicine and rehabilitation are scheduled to be introduced over the next three years, with 400 residency positions projected by 2019. Currently, Florida ranks eighth from the bottom among the 50 states in terms of available medical residencies, with a ratio of 19 physicians-in-training per 100,000 population. It is critically important for this situation to improve, particularly in view of the need for additional doctors to serve Florida's rapidly aging population. Doctors who carry out their residencies in Florida are likely to set up their practices in our state as well. The Association of American Medical Colleges reports that 47 percent of physicians establish their practices in the locations where they have completed their residencies.

A further example is *Tech Runway* - a new initiative from *FAU's College of Business's Adams Center for Entrepreneurship*, with support of the *Research Park at FAU* and local companies. *Tech Runway* is slated to launch in August 2014 (pending State of Florida funding) and will establish a formal program for mentoring entrepreneurs and their ventures based on examples of a similar program from *Massachusetts Institute of Technology's Venture Mentoring Service (VMS)*. The project will combine VMS with university resources and the local business community to create an ecosystem that is conducive to the development of successful technology start-ups. *Tech Runway* will establish South Florida as a significant location for new technology related to STEM ventures by accepting 20 new technology business applicants in the first year and 40 applicants in years 2-5. *Tech Runway* will utilize existing research-focused teaching and learning environments to provide industry leaders access to multi-disciplinary approach to problem solving through case study and the use of best practices.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	0%	70%	70%	70%	70%	70%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	1%	\$34,900	\$35,200	\$35,600	\$36,000	\$36,300
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	-2%	\$32,430	\$32,750	\$33,080	\$33,410	\$33,750
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	3%	40%	43%	45%	46%	48%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	-3%	70%	70%	72%	74%	75%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	0%	41%	41%	42%	42%	43%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	2%	53%	54%	55%	56%	57%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	-3%	51%	53%	54%	56%	58%
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	63%	64%	65%	67%	69%
<b>Board of Trustees Choice Metric</b>						
<b>Bachelor's Degree Awarded to Minorities</b>	0%	42%	42%	43%	44%	45%

Note: Metrics are defined in appendix.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).





## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

Describe plans for increasing national preeminence of University and select programs.

FAU plans to hire outstanding faculty in strategic areas of emphasis in the signature themes of the University strategic plan (2012-2017).

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	87	1631	1603	1620	1630	1635
<b>High School GPA</b>	.4	3.6	3.6	3.7	3.7	3.8
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b> <i>(Note: Med School grads will take exam in 2014-15)</i>						
Exams Above Benchmarks	n/a	1	1	2	2	2
Exams Below Benchmarks	n/a	0	0	0	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	-4%	75%	77%	78%	79%	80%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	2%	19%	20%	21%	22%	23%
In 6 years (or less)	4%	40%	43%	45%	46%	48%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	0%	23%	19%	22%	23%	24%
In 4 years (or less)	1%	63%	62%	62%	62%	62%
<b>Average Time to Degree (for FTIC)</b>	0%	5.0 yrs	5.0 yrs	4.9 yrs	4.8 yrs	4.7 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	15%	5,124	5,000	5,050	5,100	5,150
<b>Percent of Bachelor's Degrees in STEM</b>	4%	20%	24%	25%	26%	27%
<b>Graduate Degrees Awarded</b>	25%	1,543	1,474	1,500	1,525	1,550
<b>Percent of Graduate Degrees in STEM</b>	0%	16%	16%	17%	18%	19%
<b>Annual Gifts Received (\$M)</b>	15%	\$ 11.9 M	\$ 13.5 M	\$ 15.4 M	\$ 17.6 M	\$ 20.1 M
<b>Endowment (\$M)</b>	8%	\$ 189.3 M	\$ 202.3 M	\$ 216.2 M	\$ 231.1 M	\$ 247.0 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.





## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards	25%	4	4	5	5	6
National Academy Members	0%	2	2	2	2	3
Number of Post-Doctoral Appointees*	10%	14	16	18	20	22
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	2 of 8	2 of 8	2 of 8	2 of 8	2 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M)* [includes non-Science & Engineering disciplines]	-45.9%	\$ 24.0 M	\$ 22.3 M	\$ 23.4 M	\$ 24.5 M	\$ 25.7 M
Science & Engineering Research Expenditures (\$M)*	-16.8%	\$ 10.8 M	\$ 10.6 M	\$ 11.1 M	\$ 11.7 M	\$ 12.3 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)*	-4.8%	\$ 20.0 M	\$ 18.4 M	\$ 19.3 M	\$ 20.3 M	\$ 21.3 M
Percent of Research Expenditures funded from External Sources	68%	67%	62%	64%	66%	68%
Patents Issued	47%	5	7	9	11	13
Licenses/Options Executed	36%	6	16	20	25	30
Licensing Income Received (\$M)	11%	\$.13 M	\$.14 M	\$.2M	\$.25M	\$.30M
Number of Start-up Companies	66%	1	2	3	4	5
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>RNP</u> 239	<u>RNP</u> 238	<u>RNP</u> 238	<u>RNP</u> 237	<u>RNP</u> 237
Research Doctoral Degrees Awarded	0%	90	94	96	98	100
Professional Doctoral Degrees Awarded (First MD class will graduate in 2014-15)	NA	13	15	77	80	86
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>7</b>	<b>7</b>	<b>12</b>	<b>11</b>	<b>13</b>

Note: An asterisk (\*) indicates that 2011-12 is the latest data available for these metrics  
Science & Engineering Disciplines National Ranks in Top 100 for Research Expenditures are Psychology (81) Mathematical Sciences (86)



Return on Investment: An asterisk (\*) indicates figures that reflect revised reporting processes due to changes in NSF reporting guidelines.

## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	<b>TREND</b> (2008-09 to 2012-13)	<b>2012-13</b> <b>ACTUAL</b>	<b>2013-14</b> <b>ESTIMATES</b>	<b>2014-15</b> <b>GOALS</b>	<b>2015-16</b> <b>GOALS</b>	<b>2016-17</b> <b>GOALS</b>
<b>Bachelor's Degrees Awarded to Minorities</b>	34%	2,128	2,087	2,100	2,120	2,140
<b>Percent of Course Sections Offered via Distance and Blended Learning</b>	6%*	12%	14%	16%	17%	18%
<b>Percentage of Undergraduate Students Participating in Identified Community and Business Engagement Activities (volunteer, service learning, co-op, and internships)</b>	3%	16%	19%	21%	23%	25%

An asterisk (\*) indicates that 3 year trend was used for this metric (2010-11 - 2012-13)

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

**Goal 1.** One of the guiding values of the FAU Strategic Plan "Making Waves" (2012-2017) is value and disseminate scholarship, research and creative activity, and use that scholarship to inform the academic discipline, teaching and community engagement. The FAU QEP initiative serves as an institution-wide catalyst for improvement in this area and the QEP measures serve as a broad estimate of efforts to enhance research engagement at the institutional level. Therefore, FAU plans to increase the number of undergraduate students participating in research activities, as defined and measured by the QEP initiative, by 325% by 2016.

<b>Number of Undergraduate Students Participating in Research Activities</b>	300*	968	1,700	2,050	2,700	3,150

**Goal 2.** The lead guiding value of the FAU Strategic Plan "Making Waves" (2012-2017) is to prepare students to fulfill a productive destiny in the workplace and society. Therefore, FAU plans to increase the median wages of bachelor's graduates employed full time in Florida after graduation by 4% by the year 2016.

<b>Median Wages of Bachelor's Graduates Employed Full-Time on Year After Graduation</b>	n/a	34,900*	\$35,200	\$35,600	\$36,000	\$36,300

An asterisk (\*) indicates that 2011-12 was the most recent available data for this metric.

\*Baseline number of students participating in research activities during that time period.



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 136.5	\$ 141.9
Tuition	\$ 124.9	\$ 129.1
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 261.4</b>	<b>\$ 271.0</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 14.5	\$ 14.4
Tuition	\$ 6.2	\$ 8.2
<b>TOTAL HSC</b>	<b>\$ 20.7</b>	<b>\$ 22.6</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	\$ 0	\$0
Tuition	\$ 0	\$0
<b>TOTAL IFAS</b>	<b>\$ 0</b>	<b>\$0</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 282.1</b>	<b>\$293.6</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 99.3	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 61.2	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 224.9	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 0	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 385.4</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 667.5</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,099.60	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10
<b>Tuition Differential Fee</b>	\$1,203.90	\$1,203.90	\$1,203.90	\$1,203.90	\$1,203.90
<b>Percent Increase</b>	15%	1.2%	0%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50
<b>TOTAL TUITION AND FEES</b>	<b>\$6,140.00</b>	<b>\$6,140.00</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	46%	48%	46%	48%	48%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$18,342	\$19,889	\$19,281	\$19,898	\$20,096
<b>NSLDS Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate (3rd Year)</b>	6.9% <i>trial</i>	7.6%	8.5%	7.6% <i>draft</i>	7.9%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$5,388	\$1,220	\$11,556	\$1,890	\$2,127	<b>\$22,181</b>
<b>AT HOME</b>	\$5,388	\$1,220	\$1,354	\$3,167	\$2,127	<b>\$13,256</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	4,545	39%	\$12,007	\$(2,161)	\$7,544	\$4,153
\$40,000-\$59,999	1,305	11%	\$13,460	\$15	\$5,410	\$3,696
\$60,000-\$79,999	879	7%	\$15,386	\$1,729	\$3,707	\$4,038
\$80,000-\$99,999	695	6%	\$16,306	\$2,826	\$2,655	\$4,300
\$100,000 Above	2,207	19%	\$17,082	\$3,088	\$2,393	\$3,465
Missing*	2,087	18%	n/a	\$3,731	\$1,178	\$88
<b>TOTAL</b>	<b>11,718</b>	<b>100%</b>	<b>AVERAGE \$13,985</b>	<b>\$707</b>	<b>\$4,624</b>	<b>\$3,249</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014**

Effective Date	
University Board of Trustees approval date:	TBA
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	N/A
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	N/A
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$40.13
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$0
Total differential fee revenue generated in 2014-15 (projected):	\$0
Intended Uses	
Describe how the revenue will be used. FAU is not requesting an increase in the tuition differential for 2014-15	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
N/A	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
N/A	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
To ensure access, degree completion, meet student demand, continue FTE goals, and augment advising	FTE production is estimated to be increased by 2 %
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	154
Total Number of Advisors Hired or Retained (funded by tuition differential):	8
Total Number of Course Sections Added or Saved (funded by tuition differential):	986
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
To augment existing need based funds	\$5,984,989 is estimated to be added to the Financial Aid need based pool of funds for students
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	4,770
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,645
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	215
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	3,300



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	<b>Estimated Actual*</b>		<b>Estimated</b>
	<b>2013-14</b>		<b>2014-15</b>
	-----		-----
<b><u>FTE Positions:</u></b>			
Faculty	153.90		154.00
Advisors	8.00		9.00
Staff	17.16		18.00
Total FTE Positions:	179.06		181.00
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ -		\$ -
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$ -		\$ -
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 19,650,714		19,847,221
Interest Revenue - Current Year	299,249		302,241
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 19,949,963		\$ 20,149,462
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 13,578,037		\$ 13,714,623
Other Personal Services	386,937		390,000
Expenses	5,984,989		6,044,839
Operating Capital Outlay	-		-
Student Financial Assistance	-		-
Expended From Carryforward Balance	-		-
**Other Category Expenditures	-		-
Total Expenditures:	\$ 19,949,963		\$ 20,149,462
<b>Ending Balance Available:</b>	<b>\$ -</b>		<b>\$ -</b>
*Since the 2013-14 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			





## FISCAL INFORMATION (continued) UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

This page is an excel document, pasted here as a placeholder.

University:							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	21.42	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$124.74</b>	<b>\$143.45</b>	<b>\$143.45</b>	<b>\$145.20</b>	<b>\$145.20</b>	<b>\$145.20</b>	<b>\$145.20</b>
% Change		15.0%	0.0%	1.2%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.96	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32
Health	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42
Athletic	\$16.45	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Fees</b>	<b>\$52.91</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$177.65</b>	<b>\$199.54</b>	<b>\$199.54</b>	<b>\$201.29</b>	<b>\$201.29</b>	<b>\$201.29</b>	<b>\$201.29</b>
% Change		12.3%	0.0%	0.9%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,742.20</b>	<b>\$4,303.50</b>	<b>\$4,303.50</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,741.10</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,483.30</b>	<b>\$6,140.00</b>	<b>\$6,140.00</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>
\$ Change		\$656.70	\$0.00	\$52.50	\$0.00	\$0.00	\$0.00
% Change		12.0%	0.0%	0.9%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$457.28	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$22.24	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69
Total per credit hour	<b>\$479.52</b>	<b>\$518.55</b>	<b>\$518.55</b>	<b>\$518.55</b>	<b>\$518.55</b>	<b>\$518.55</b>	<b>\$518.55</b>
% Change		8.1%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$17,460.60</b>	<b>\$19,119.30</b>	<b>\$19,119.30</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,408.30</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$19,868.90</b>	<b>\$21,696.50</b>	<b>\$21,696.50</b>	<b>\$21,749.00</b>	<b>\$21,749.00</b>	<b>\$21,749.00</b>	<b>\$21,749.00</b>
\$ Change		\$1,827.60	\$0.00	\$52.50	\$0.00	\$0.00	\$0.00
% Change		9.2%	0.0%	0.2%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
	\$9,071.88	\$9,344.04	\$9,624.36	\$9,913.09	\$10,210.48	\$10,516.80	\$10,832.30
\$ Change		\$272.16	\$280.32	\$288.73	\$297.39	\$306.31	\$315.50
% Change		3.0%	3.0%	3.0%	3.0%	3.0%	3.0%

<sup>1</sup> can be no more than 5% of tuition.

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

<sup>2</sup> as approved by the Board of Governors.

<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	21%	11,601	47%	11,682	47%	11,764	47%	11,846	47%
FTIC (Profile Admit)	-57%	198	1%	199	1%	201	1%	202	1%
AA Transfers*	46%	7,611	31%	7,664	31%	7,718	31%	7,772	31%
Other Transfers	-18%	5,173	21%	5,209	21%	5,246	21%	5,282	21%
<b>Subtotal</b>	<b>13%</b>	<b>24,583</b>	<b>100%</b>	<b>24,755</b>	<b>100%</b>	<b>24,928</b>	<b>100%</b>	<b>25,103</b>	<b>100%</b>
<b>GRADUATE STUDENTS</b>									
Master's	12%	3,541	81%	3,559	81%	3,576	81%	3,594	81%
Research Doctoral	5%	778	18%	778	18%	778	18%	778	18%
Professional Doctoral	221%	55	1%	55	1%	55	1%	55	1%
<b>Subtotal</b>	<b>12%</b>	<b>4,374</b>	<b>100%</b>	<b>4,392</b>	<b>100%</b>	<b>4,409</b>	<b>100%</b>	<b>4,427</b>	<b>100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>-6%</b>	<b>1,664</b>		<b>1,600</b>		<b>1,600</b>		<b>1,600</b>	
<b>MEDICAL</b>	<b>n/a</b>	<b>187</b>		<b>256</b>		<b>256</b>		<b>256</b>	
<b>TOTAL</b>	<b>12%</b>	<b>30,808</b>		<b>31,003</b>		<b>31,193</b>		<b>31,386</b>	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	39%	1,385	9%	1,541	10%	2,014	13%	2,491	16%
HYBRID (50%-79%)	93%	958	6%	1,695	11%	2,014	13%	2,335	15%
TRADITIONAL (<50%)	-2.8%	12,992	85%	12,176	79%	11,462	74%	10,741	69%
<b>TOTAL</b>	<b>7.0%</b>	<b>15,335</b>	<b>100%</b>	<b>15,412</b>	<b>100%</b>	<b>15,490</b>	<b>100%</b>	<b>15,567</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	11%	495	22%	534	24%	546	24%	558	25%
HYBRID (50%-79%)	1.7%	39	2%	45	2%	56	3%	66	3%
TRADITIONAL (<50%)	-7%	1,690	76%	1,647	74%	1,626	73%	1,606	72%
<b>TOTAL</b>	<b>-2.6%</b>	<b>2,224</b>	<b>100%</b>	<b>2,226</b>	<b>100%</b>	<b>2,229</b>	<b>100%</b>	<b>2,230</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than 49%* of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	6,432	4,461	6,464	6,496	6,529	6,561	6,594	6,627	.5%
UPPER	8,386	7,910	8,428	8,470	8,512	8,555	8,597	8,640	.5%
GRAD I	1,626	1,626	1,626	1,626	1,626	1,626	1,626	1,626	0%
GRAD II	300	300	300	300	300	300	300	300	0%
<b>TOTAL</b>	<b>16,744</b>	<b>14,297</b>	<b>16,818</b>	<b>16,892</b>	<b>16,967</b>	<b>17,042</b>	<b>17,117</b>	<b>17,193</b>	<b>.4%</b>
<i>Non- Resident</i>									
LOWER	365	n/a	371	376	382	388	393	399	1.5%
UPPER	349	n/a	354	359	364	370	375	381	1.5%
GRAD I	172	n/a	172	172	172	172	172	172	0%
GRAD II	98	n/a	98	98	98	98	98	98	0%
<b>TOTAL</b>	<b>983</b>	<b>n/a</b>	<b>995</b>	<b>1,005</b>	<b>1,016</b>	<b>1,028</b>	<b>1,038</b>	<b>1,050</b>	<b>1%</b>
<b>TOTAL</b>									
LOWER	6,797	n/a	6,835	6,872	6,911	6,949	6,988	7,026	.6%
UPPER	8,734	n/a	8,781	8,829	8,877	8,925	8,973	9,021	.5%
GRAD I	1,798	n/a	1,798	1,798	1,798	1,798	1,798	1,798	0%
GRAD II	398	n/a	398	398	398	398	398	398	0%
<b>TOTAL</b>	<b>17,727</b>	<b>n/a</b>	<b>17,812</b>	<b>17,897</b>	<b>17,984</b>	<b>18,070</b>	<b>18,157</b>	<b>18,243</b>	<b>.5%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	0	n/a	0	0	0	0	0	0	0%
UPPER	0	n/a	0	0	0	0	0	0	0%
GRAD I *	325	n/a	482	594	636	638	655	673	8%
GRAD II	0	n/a	0	0	0	0	0	0	0%
<b>TOTAL</b>	<b>325</b>	<b>n/a</b>	<b>482</b>	<b>594</b>	<b>636</b>	<b>638</b>	<b>655</b>	<b>673</b>	<b>8%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*:The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

#### Medical Doctorate Headcounts

RESIDENT	156	205	205	205	205	205	205	205	0%
NON-RESIDENT	31	51	51	51	51	51	51	51	0%
<b>TOTAL</b>	<b>187</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>0%</b>

#### Dentistry Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

#### Veterinary Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>



Note\*: Grad I market rate programs that are expected to grow are MBA, Executive MBA, Executive MHA, and Master of Science in Finance



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
M Education Psychology	42.2806	EDUC	FSU		65	Jan 2015
M Education Instructional Technology	13.0501	EDUC	FSU, UCF, UWF		40	Jan 2015
M Education in Secondary Education*	13.1205	EDUC	FGCU, FSU, UNF		85	Jan 2015
<b>DOCTORAL PROGRAMS</b>						
DSW Social Work*	44.0701				70	May 2014

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Bachelors in General Studies	24.0106		USF T		300	Jan 2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
PSM Marine Science	26.1302	STEM	USF T (40.0607)		30	May 2015
Physician's Assistant	51.0912	HEALTH	UF, USF, FIU		70	May 2015
<b>DOCTORAL PROGRAMS</b>						



Note\*: An asterisk indicates these degree programs were approved at November CAVP meeting.

## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
 Source: State University Database System (SUDS).

#### Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
 Source: State University Database System (SUDS).

#### University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
 Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis *(includes STEM)*

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).





**Freshmen in Top 10% of High School Class**  
Applies to: NCF  
Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.  
Source: New College of Florida.

**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**  
This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.  
Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).  
Source: State University Database System (SUDS).

**Number of Faculty Awards**  
This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.  
Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**  
This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.  
Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**  
FAMU  
This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
FAU, FGCU, FIU  
This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
FSU  
This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
Source: US News and World Report's annual National University rankings.





<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



### Goals Common to All Universities

#### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

#### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*



<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**  
 This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
 Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**  
 This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
 Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**  
 Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:  
<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015



# FLORIDA ATLANTIC UNIVERSITY

*The Year Ahead:  
Proposed Improvement Plan for Florida Atlantic University's  
Performance Based Funding Model Scores*

*June 18, 2014*

In the Board of Governors' Performance Based Funding Model that was released in January 2014, Florida Atlantic University (FAU) scored zero points in the following two metrics common to all universities in the State University System (SUS):

**Metric 4** - 6-year graduation rate for full- and part-time First-Time-In-College (FTIC) students; and

**Metric 5** - Academic progress rate, which is measured by the 2nd year retention of students with at least a 2.0 grade point average.

Moving forward under the direction of newly-appointed President John Kelly, Florida Atlantic University intends to place strategic emphasis on improving these metrics, both of which can be classified under the category of "student success."

FAU's current vision is to be a university known for excellent and accessible undergraduate and graduate education, as well as an institution distinguished for the quality of its programs across multiple campuses. This vision can only be attained through a thoughtful and robust plan to promote student success. Accordingly, FAU developed short-term and long-term strategies related to the graduation and retention rates of its baccalaureate students. These actionable strategies will be presented in this document, along with specific, measurable targets associated with each goal.

In 2013, FAU renewed its focus on student success. On November 1, Provost Gary Perry appointed an Assistant Provost for Student Success, who subsequently created a university-wide task force with subcommittees on data & analysis, program-specific plans of study for undergraduates, early warning for students approaching critical milestones, and communications. These groups were to be led by a steering committee that reviewed and audited recommendations for student success. As a result of this initiative, FAU will soon introduce a number of high-impact techniques and national best practices to decrease time-to-completion for students, which will be detailed in the final report of the task force due this semester in summer 2014.

## **The Goal of Promoting Student Success**

The prominent, overarching goal of FAU for the 2014-2015 academic year will be to enrich the educational experience in a manner that will support an organizational culture in which all units are dedicated to student success. This goal emerged as one of particular importance in FAU's 2012-2017 Strategic Plan, entitled *Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction*. Specifically, the basis for this plan is located in Goal I, Objective D of this FAU Board of Trustees-approved document.

## The Year Ahead – Strategies and Rationale

An increase in FAU’s standings in the above-specified SUS metrics would result in achieving this broad goal to promote student success. It should be noted that a short-term increase in retention would likely coincide with long-term increases in graduation rates, and the identified strategies might accomplish dual objectives. Therefore, it would be appropriate for these two SUS metrics of *6-year graduation rate* and *2nd-year retention rate* to serve as a single institutional objective for the coming year.

Per the tables below, specific actionable strategies will be implemented with measurable targets, in order to accomplish this objective of *promoting student success*.

### A. Increase the number of academic advisors

<b>Deadline</b>	<b>December 2014</b>	<b>May 2015</b>
<b>Target</b>	Hire 13 new academic advisors	Hire 13 additional academic advisors
<b>Measurement</b>	Number of new academic advisors hired	Number of new additional academic advisors hired
<b>Expectation</b>	13 new academic advisors are hired and strategically placed in FAU’s University Advising Services (5) as well as FAU’s colleges and departments (8)	13 additional new academic advisors are hired and strategically placed in FAU’s University Advising Services (5) as well as FAU’s colleges and departments (8)

Rationale: Hiring a total of 26 academic advisors in the next year would enable FAU to achieve 300 students to 1 advisor ratio, which is recommended by the National Academic Advising Association. This ratio represents the minimum number of advisors that is adequate for offering students the personal connection to the institution. Studies indicate that these personal connections are vital to retention and success (Nutt, 2010)



**B. Purchase and implement advising software**

<b>Deadline</b>	<b>December 2014</b>	<b>May 2015</b>
<b>Target</b>	Select and purchase advising software	Implement new advising software package
<b>Measurement</b>	Advising software purchasing process completed	Advising software implemented and functional for use
<b>Expectation</b>	Starfish advising software is installed on university servers.  Training is coordinated	100% of advisors (83) are trained and using new advising system with students

Rationale: FAU currently has no campus-wide advising software in place. Individual units have maintained their own software, and some units have maintained advising notes on paper only. The purchase of new software will enable us to do the following.

1. Create a more seamless advising system. Notes about students in their first two years that are kept by the central advising office will be visible to advisors within the academic units. This will facilitate a global understanding of the students' strengths and areas that require improvement.
2. Monitor participation in tutoring sessions and Supplemental Instruction, which is an integral component of the advising software. Advisors will be able to see the extent to which students have availed themselves of academic support services and better monitor those who have not followed the recommendations of advisors.
3. Identify at-risk students. Faculty will use the system to identify students at risk. The system also links to Blackboard, where many faculty members maintain students' grades. Advisors can use the information to commence an intervention program with the student.
4. Monitor the success of advisors in working with students. Advising units will be asked to meet metrics (meetings with students, meeting with students deemed at risk, etc.) deemed necessary to improve student retention and timely graduation.

**C. Launch “Jump Start” pilot for undergraduates admitted in summer**

<b>Deadline</b>	<b>December 2014</b>	<b>May 2015</b>
<b>Target</b>	First cohort will have completed summer portion of pilot and initiated special advising process	First cohort will have received special advising, and FAU will conduct assessment of program
<b>Measurement</b>	Number of students in first cohort who have completed summer portion of pilot and initiated special advising process	Number of students in first cohort who have completed spring semester with at least 2.0 GPA  Assessment of program completed
<b>Expectation</b>	125 Students have completed summer portion of pilot and initiated special advising process	50% of the 125 students are retained and complete spring semester with at least 2.0 GPA or higher

Rationale: Currently, 30 percent of FAU freshmen enter the second year with a GPA below 2.0. The Jump Start program, which focuses on first-year students, is modeled closely after FAU’s successful Academic and Career Enhancement for Second-Year Students (AcCESS) program, which works with at-risk students in the sophomore year. Over 70 percent of AcCESS students are retained. Jump Start students become part of a summer learning community. Data has also shown that students in learning communities outperform students who do not participate in such communities.

Jump Start targets at-risk freshmen admitted for the summer term. They are enrolled in specific courses and receive intrusive advising and tutoring support. The intrusive advising is continued into the fall and spring semesters, ensuring that these students are on a firm path to success. Students (including those not in the Jump Start program) ending their spring term with a GPA below a 2.0 will be invited to enroll in summer classes to bring up their GPA. These students will also receive the academic support and intrusive advising necessary to ensure their success and continuation at FAU.

**D. Develop study plans for undergraduates, also known as “Flight Plans”**

<b>Deadline</b>	<b>December 2014</b>	<b>May 2015</b>
<b>Target</b>	Develop draft Flight Plan templates for all baccalaureate degree programs	Develop individualized Flight Plans for all enrolled 2014-2015 FTIC students
<b>Measurement</b>	Percentage of baccalaureate programs with completed Flight Plan templates	Percentage of baccalaureate programs with completed Flight Plans templates
<b>Expectation</b>	65% (64 of 98) of baccalaureate programs have completed Flight Plan templates	100% of baccalaureate programs completed Flight Plans for all enrolled 2014-15 FTIC students

Rationale: Students need step-by-step roadmaps and intrusive guidance to on-time completion. Such tools save students time and money and significantly boost their success. National models for guided pathways to success have resulted in positive outcomes (Complete College America, 2012). Similarly, a recent report on undergraduate trends in enrollment management cites “tracking persistence and progression patterns, term by term, for all students who matriculate” as the most effective internal operations strategy for four-year public universities (Noel-Levitz, 2013). At FAU, these Flight Plans will enable advisors to track student progression through a program, as well as notify advisors and students when they have deviated from their plans.

**E. Launch bachelors of general studies degree program**

<b>Deadline</b>	<b>December 2014</b>	<b>May 2015</b>
<b>Target</b>	Approval of new degree program by FAU Faculty Senate Committees	Approval of new degree program by FAU Board of Trustees
<b>Measurement</b>	Initiated approval process for new degree program with FAU Faculty Senate Committees	Initiated new degree program approval by FAU Board of Trustees
<b>Expectation</b>	Initiated approval process for new degree program with FAU Faculty Senate	Bachelors of General Studies approved as active degree program by FAU Board of Trustees

Rationale: A general studies degree program would offer persisting students an option to obtain a degree in a variety of concentrations. In the spring 2014 semester, 14% of FAU’s student body consisted of registered undergraduates who had already earned 120 credit hours or more. This is an opportunistic degree program that will be crafted almost entirely from existing resources, with only modest resources needed for advising.

These persisting students would be well-served by the creation of a new degree program for those who might have struggled with academic progress within their original field of choice, which could broaden and enhance career opportunities. Florida Education and Training Placement Information Program (FETPIP) data shows that, for bachelor’s graduates from Florida public universities, general studies resulted in the fifth-highest percentage of full-time employment in the state (SUS, 2013).

**F. Launch “Major KnOWLedge” early career exploration module**

<b>Deadline</b>	<b>December 2014</b>	<b>May 2015</b>
<b>Target</b>	First cohort will have completed module	Assess early career exploration module
<b>Measurement</b>	Number of students in first cohort who have completed module	Assessment of early career exploration module completed
<b>Expectation</b>	400 students have fully completed module	75% of 400 students have declared a major, remainder referred to SLS 1301  Full assessment of early career exploration module completed

Rationale: This module will help all incoming undecided students to determine majors and subsequently decrease time-to-degree and increase degree completion. Students take the module before their first term at FAU. The central advising office will follow this up with a newly developed program, Owl Nation Exploration (ONE). With the ONE program, advisors will work closely with undecided students in getting them focused on a major and possible career. Those students still undeclared at the end of their first semester will be required to take a 1-credit course, SLS 1301 - Career and Life Planning. These career exploration programs are needed for the following reasons:

1. Career and major indecision is a major factor behind the attrition of FAU students in their first and second years. FAU loses over 75 percent of those undecided entering freshmen who are still undecided by the end of the second year.

2. FAU also loses a large number of students in pre-majors who are unable to obtain access to their majors of choice. Of the 262 pre-business majors entering in fall 2010, 34 were no longer registered students in fall 2012. These students need to be directed earlier into other majors, which they can choose with the help of the Major KnOWLedge module.

### **Sustainability and Assessment**

FAU is currently conducting a review of its institutional strategic plan. In the future, student success will continue to play a major role in the strategic plan. Measurable goals will be created that will ensure the long-term viability of the initiatives contained within this document. This process will require extensive consultation with faculty, staff, students, and the community.

The institution embraces accountability measures and supports the philosophy behind the SUS Performance Based Funding Model. FAU is proud of its successes in terms of job and graduate school placement for its graduates, as well as the salaries of its alumni. The institution looks forward to identifying and removing barriers to graduation, in order to ensure that even more of our bachelor's degree graduates will succeed in their careers in the state of Florida.

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# USF System 2014-15 Work Plan



**University of South Florida System**

*Work Plan Presentation for 2014-15 Board of Governors Review*

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



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*





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## MISSION STATEMENT *(What is your purpose?)*

The University of South Florida System, which includes the research-intensive USF Tampa, USF St Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives that develop graduates for 21<sup>st</sup> century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities across the Tampa Bay region for mutual benefits.

## VISION STATEMENT *(What do you aspire to?)*

The University of South Florida System will unite its institutions into a system that is nationally recognized for innovation in teaching and research, for attracting outstanding and diverse scholars, staff, and students, and for leveraging its institutions' strengths to make a positive impact on the Tampa Bay region and beyond.

## STATEMENT OF STRATEGY *(How will you get there?)*

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

The institutions of the USF System develop missions and strategic plans that best fit the communities they serve while also working together to achieve synergies and economies of scale. Under the leadership of the USF Board of Trustees the USF System embraces accountability, relying on a detailed dashboard to track key metrics such as graduation rates, retention rates, research support and faculty awards that are also key components of the Board of Governors' Strategic Plan, including performance and preeminence metrics. Engaging in partnerships represents another important strategy; USF and USF St Petersburg are both recognized by the Carnegie Foundation as community engaged universities.

USF, the doctoral research campus in Tampa, is classified by Carnegie as a very high research university, attracting students and faculty of the highest caliber from across the world. The institution is working hard to position itself for AAU eligibility as it maintains a commitment to student success, entrepreneurship and innovation, and global engagement. USF's strategy is rooted in accountability: setting clear goals and constantly monitoring progress.

USF St Petersburg is developing a new strategic plan for 2014-19, which will focus on faculty research and scholarship, student performance and strategic partnerships at the local, regional and global levels. Success will be continually monitored using metrics such as students' academic performance, faculty excellence, graduation and retention rates, employment rates and external funding.

USF Sarasota-Manatee's strategy focuses on developing partnerships with the Florida College System, expanding lower-level coursework, and growing degree programs to meet local and state needs. Targeted students include FCS transfers, returning adult students and local high school graduates who

## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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



The core capabilities of the USF System represent the varied strengths of its three distinctive and complementary member institutions. They include: high-impact scholarship and research; excellence in teaching and learning; entrepreneurial spirit, partnerships and innovation; focus on accountability and data driven decision making; community engagement and public service. All three institutions are dedicated to student success, and students in the USF System benefit from having an array of course options across Tampa Bay. Programs hosted at one System institution are available to all USF System students.

The challenges for the main USF doctoral research campus include maintaining current momentum in student success and institutional quality with limited resources, as the university is working to increase budgetary efficiencies and hold down costs for students. Furthermore, reduced federal research funds may impact future research opportunities. Despite those challenges, the USF System is once again a top performer in the BOG's performance funding model and is looking forward to returning those new funds into key areas that will continue to enhance quality.

The regional institutions, USF St Petersburg and USF Sarasota-Manatee, pride themselves on offering students an intimate campus experience and a high level of student-faculty interaction. At the same time, they benefit from brand associations, efficiencies of shared resources and opportunities for collaboration. Both are developing successful STEM programs that address local and statewide workforce needs and play an important role in regional economic development. At USFSP, challenges include growing needs for teaching and laboratory space as STEM programs prosper and enhancing student success to improve graduation and retention rates. For USFSM, the primary challenge is exploring ways to keep students engaged on campus without on-campus housing options.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Continue to improve student success, particularly in the areas of retention and graduation, by strategic reallocation of resources. Initiatives include enhancing academic advising; building on-campus housing; improving and expanding facilities such as classrooms, laboratories, studios, and libraries; enhancing the technology infrastructure; reinventing the organizational structure; infusing a global focus into the curriculum; expanding online learning; and enhancing internship opportunities and career services. The USF System is also working together in this realm with the University of Central Florida and Florida International University to share best student success practices and leverage the unique strengths as large, diverse, metropolitan universities. The universities have already jointly developed several strategies for improving the graduation rates, retention rates, and academic success of their unique metropolitan student populations by sharing knowledge, software and processes. They have also begun developing a shared database for student internship or job opportunities that may exist in Tampa, Orlando and Miami.



2. Build high-impact research and innovation and enhance academic program quality through strategic hiring of research-productive faculty; support for interdisciplinary initiatives that address critical problems, such as USF's focus on cybersecurity, which draws from the Colleges of Arts and Sciences, Behavioral and Community Sciences, Business, Education, Engineering, Global Sustainability, Public Health, the Office of Research and Innovation, and the Center for Urban Transportation; and development of local and global partnerships. Support innovators among both faculty and students and facilitate enhancement of the student experience through increased opportunities for faculty mentorship.

3. Implement fiscal management practices that increase transparency, such as a recent transition toward responsibility-centered budgeting, maximize efficiencies through shared services across the USF System, and encourage prudent use of resources. Apply strategic resource reallocations to support identified priorities related to student success, faculty research and innovation, infrastructure improvement, etc.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	0%Δ	69%	72%	73%	74%	74%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	4%Δ	\$34,600	\$34,730	\$35,191	\$35,659	\$36,133
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	5%Δ	\$24,340	\$24,583	\$24,829	\$25,078	\$25,328
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	7%Δ	61%	63%	65%	61%	66%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2]	1%Δ	86%	87%	87%	88%	89%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	0%Δ	41%	41%	41%	41%	41%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	1%Δ	50%	50%	51%	52%	53%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	2%Δ	67%	67%	68%	69%	70%
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	52%	54%	56%	58%	60%
<b>Board of Trustees Choice Metric</b>						
<b>Number of Post-doctoral Appointees</b>	-4%Δ	289	320	330	335	340

Note: Metrics are defined in appendix.



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

The Board of Governors shall designate each state research university that meets at least 11 of the 12 following academic and research excellence standards as a preeminent state research university. For this year, the University of Florida and Florida State University are the only universities required to complete the table below. The Board of Governors will consider the shaded 2014 actual data for approval.

### REPORTED FOR USF TAMPA ONLY

University of South Florida (Carnegie RU/VH)	BENCH- MARKS	2014 ACTUAL	2015 GOALS	2016 GOALS	2017 GOALS	2018 GOALS
<b>Average GPA and SAT Score</b> for incoming freshman in Fall semester	<b>4.0 GPA</b> <b>1800 SAT</b>	Fall 2013 4.0/1772	Fall 2014 4.05/1780	Fall 2015 4.05/1800	Fall 2016 4.075/1803	Fall 2017 4.1/1806
<b>Public University National Ranking</b> (in more than one national ranking)	<b>Top 50</b>	4/2014 1	4/2015 1	4/2016 2	4/2017 2	4/2018 2
<b>Freshman Retention Rate</b> (Full-time, FTIC)	<b>90%</b>	2011-12 87%	2012-13 89%	2013-14 90%	2014-15 91%	2015-16 92%
<b>6-year Graduation Rate</b> (Full-time, FTIC)	<b>70%</b>	2007-13 63%	2008-14 65%	2009-15 68%	2010-16 63%	2011-17 70%
<b>National Academy Memberships</b>	<b>6</b>	2011 3	2012 3	2013 4	2014 5	2015 6
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	<b>\$200 M</b>	2012-14 \$410 M	2013-14 \$414 M	2014-15 \$418 M	2015-16 \$422 M	2016-17 \$426 M
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	<b>\$150 M</b>	2012-13 \$192 M	2013-14 \$194 M	2014-15 \$196 M	2015-16 \$198 M	2016-17 \$200 M
<b>National Ranking in S.T.E.M. Research Expenditures</b> (includes public & private institutions)	<b>Top 100</b> in 5 of 8 disciplines	2011-12 5	2012-13 7	2013-14 7	2014-15 8	2015-16 8
<b>Patents Awarded</b> (over 3 year period)	<b>100</b>	2011-13 265	2012-14 251	2013-15 231	2014-16 234	2015-17 237
<b>Doctoral Degrees Awarded Annually</b> (Does not include Professional degrees)	<b>400</b>	2012-13 295	2013-14 315	2014-15 330	2015-16 340	2016-17 350
<b>Number of Post-Doctoral Appointees</b>	<b>200</b>	Fall 2010 293	Fall 2011 300	Fall 2012 289	Fall 2013 322	Fall 2014 330
<b>Endowment Size (\$M)</b>	<b>\$500 M</b>	2012-13 \$364 M	2013-14 \$390 M	2014-15 \$420 M	2015-16 \$450 M	2016-17 \$485 M
<b>NUMBER OF METRICS ABOVE THE BENCHMARK</b>	<b>11 of 12</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>10</b>



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).





## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

USF will (a) Educate competitive, highly-skilled students ready to enter the workforce (including investment in STEM and ranked programs, such as in the growing field of cybersecurity); (b) Engage in high impact research and innovation to improve health and foster positive societal change; and (c) Establish partnerships to enhance student access to academic programs and research to build a strong, sustainable future for Florida in a global economy.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	5%Δ	1759	1760	1760	1765	1770
<b>High School GPA</b>	6%Δ	3.89	4.00	4.00	4.00	4.00
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	5	4	5	6	6
Exams Below Benchmarks	n/a	0	1	0	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	1%Δ	87%	88%	88%	89%	90%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	17%Δ	40%	41%	43%	45%	46%
In 6 years (or less)	16%Δ	61%	63%	65%	64%	66%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	1%Δ	27%	28%	29%	30%	31%
In 4 years (or less)	6%Δ	66%	67%	68%	69%	70%
<b>Average Time to Degree (for FTIC)</b>	2%Δ	5.1 yrs	5.1 yrs	5.0 yrs	5.0 yrs	5.0 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	19%Δ	8,999	9,269	9,400	9,600	9,800
<b>Percent of Bachelor's Degrees in STEM</b>	5%Δ	23%	25%	27%	28%	30%
<b>Graduate Degrees Awarded</b>	11%Δ	3,209	3,300	3,400	3,500	3,600
<b>Percent of Graduate Degrees in STEM</b>	8%Δ	26%	26%	27%	28%	28%
<b>Annual Gifts Received (\$M)</b>	7%Δ	\$ 36.5 M	\$ 38.0 M	\$ 40.0 M	\$ 42.0 M	\$ 44.0 M
<b>Endowment (\$M)</b>	32%Δ	\$ 363.9 M	\$ 390.0 M	\$ 420.0 M	\$ 450.0 M	\$ 485.0 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards	-13%Δ	7	8	9	10	11
National Academy Members	0%Δ	3	4	5	6	7
Number of Post-Doctoral Appointees*	25%Δ	289	320	330	335	340
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	7 of 8	7 of 8	8 of 8	8 of 8	8 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	16%Δ	\$ 467 M	\$ 472 M	\$ 477 M	\$ 482 M	\$ 487 M
Science & Engineering Research Expenditures (\$M)	19%Δ	\$ 411 M	\$ 415 M	\$ 419 M	\$ 423 M	\$ 427 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	41%Δ	\$ 193 M	\$ 195 M	\$ 197 M	\$ 199 M	\$ 201 M
Percent of Research Expenditures funded from External Sources	-14%Δ	64%	63%	62%	61%	60%
Patents Issued	171%Δ	76	77	78	79	80
Licenses/Options Executed	200%Δ	75	76	77	78	79
Licensing Income Received (\$M)	38%Δ	\$ 1.8 M	\$ 1.5 M	\$ 1.6 M	\$ 1.7 M	\$ 1.8 M
Number of Start-up Companies	200%Δ	9	8	8	9	9
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	$\frac{170}{168}$	n/a	n/a	n/a	n/a
Research Doctoral Degrees Awarded	19%Δ	295	315	330	340	350
Professional Doctoral Degrees Awarded	-1%Δ	153	235	265	330	282
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>9</b>	<b>11</b>	<b>13</b>	<b>13</b>	<b>13</b>

Note: An asterisk (\*) indicates that 2011-12 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

**SEE INDIVIDUAL USF SYSTEM INSTITUTION WORK PLANS**



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds *	\$240.4	\$274.9
Tuition	\$194.6	\$222.1
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 435.0</b>	<b>\$497.1</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$71.8	\$74.4
Tuition	\$53.2	\$56.7
<b>TOTAL HSC</b>	<b>\$125.0</b>	<b>\$131.1</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$560.0</b>	<b>\$628.2</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p> <p>*The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting. The entire USF System allocation is included in the Main Operations, State Funds line – allocation to the USF System Budget Entities has not yet been determined.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$187.3	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$376.4	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$444.5	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$210.4	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$1,218.6</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$1,778.6</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>					
<b>Tuition Differential Fee</b>					
<b>Percent Increase</b>					
<b>Required Fees<sup>1</sup></b>					
<b>TOTAL TUITION AND FEES</b>					

Data cannot be rolled up into one reporting instance for the USF System.  
See individual USF System institution work plans.

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	52%	53%	57%	59%	59%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$21,811	\$21,784	\$22,623	\$22,719	\$22,700
<b>NSLDS Cohort Year</b>	2008	2009	2010	2011	2012 Goal
<b>Student Loan Cohort Default Rate</b> (3rd Year)	8.1% trial	10.1%	9.8%	7.5% draft	7.0%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,410	\$1,000	\$9,250	\$1,600	\$2,500	<b>\$20,760</b>
<b>AT HOME</b>	\$6,410	\$1,000	\$4,620	\$1,600	\$2,500	<b>\$16,130</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	7,314	36%	\$11,383	-\$2,720	\$8,556	\$4,180	
\$40,000-\$59,999	2,520	13%	\$13,271	-\$544	\$6,489	\$3,635	
\$60,000-\$79,999	1,910	10%	\$15,502	\$1,960	\$4,022	\$4,397	
\$80,000-\$99,999	1,626	8%	\$16,324	\$2,729	\$3,267	\$4,254	
\$100,000 Above	4,834	24%	\$16,515	\$2,911	\$3,110	\$3,114	
Missing*	1,805	9%	n/a	\$4,629	\$1,281	\$162	
<b>TOTAL</b>	<b>20,009</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$14,221*</b>	<b>\$484</b>	<b>\$5,461</b>	<b>\$3,518</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014**

**SEE INDIVIDUAL USF SYSTEM INSTITUTION WORK PLANS**



**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION**

**SEE INDIVIDUAL USF SYSTEM INSTITUTION WORK PLANS**





**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,  
& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

**SEE INDIVIDUAL USF SYSTEM INSTITUTION WORK PLANS**



**FISCAL INFORMATION (continued)  
UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS**

**SEE INDIVIDUAL USF SYSTEM INSTITUTION WORK PLANS**

**ENROLLMENT PLANNING**



### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	1%Δ	17,041	47%	17,030	49%	17,226	49%	17,423	50%
FTIC (Profile Admit)	-56%Δ	154	0%	135	0%	128	0%	110	0%
AA Transfers*	17%Δ	12,489	35%	12,043	34%	11,969	34%	11,697	34%
Other Transfers	-13%Δ	6,326	18%	5,812	17%	5,708	16%	5,541	16%
<b>Subtotal</b>	<b>3%Δ</b>	<b>36,010</b>	<b>100%</b>	<b>35,020</b>	<b>100%</b>	<b>35,031</b>	<b>100%</b>	<b>34,771</b>	<b>100%</b>
<b>GRADUATE STUDENTS</b>									
Master's	4%Δ	6,806	69%	7,002	70%	7,105	70%	7,179	70%
Research Doctoral	12%Δ	2,294	23%	2,340	24%	2,375	23%	2,400	23%
Professional Doctoral	554%Δ	739	8%	600	6%	700	7%	700	7%
<b>Subtotal</b>	<b>13%Δ</b>	<b>9,839</b>	<b>100%</b>	<b>9,942</b>	<b>100%</b>	<b>10,180</b>	<b>100%</b>	<b>10,279</b>	<b>100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>-4%Δ</b>	<b>1,984</b>		<b>2,132</b>		<b>2,138</b>		<b>2,144</b>	
<b>MEDICAL</b>	<b>5%Δ</b>	<b>496</b>		<b>496</b>		<b>496</b>		<b>496</b>	
<b>TOTAL</b>	<b>4%Δ</b>	<b>48,329</b>		<b>47,590</b>		<b>47,845</b>		<b>47,690</b>	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	11%Δ	5,072	21%	5,617	22%	5,687	23%	5,748	23%
HYBRID (50%-79%)	13%Δ	382	2%	743	3%	859	3%	878	100%
TRADITIONAL (<50%)	-2%Δ	18,776	77%	18,800	75%	18,764	74%	18,854	74%
<b>TOTAL</b>	<b>1%Δ</b>	<b>24,230</b>	<b>100%</b>	<b>25,160</b>	<b>100%</b>	<b>25,310</b>	<b>100%</b>	<b>25,480</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	-2%Δ	1,116	20%	1,300	22%	1,472	23%	1,476	23%
HYBRID (50%-79%)	1%Δ	110	2%	190	3%	219	3%	221	3%
TRADITIONAL (<50%)	-1%Δ	4,268	78%	4,491	75%	4,783	74%	4,793	74%
<b>TOTAL</b>	<b>-1%Δ</b>	<b>5,494</b>	<b>100%</b>	<b>5,981</b>	<b>100%</b>	<b>6,474</b>	<b>100%</b>	<b>6,490</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>Florida Resident</b>									
LOWER	8721	9274	8671	8694	8852	9021	9135	9252	1%
UPPER	13821	12283	13510	13251	12966	12816	13024	13239	0%
GRAD I	3222	3081	3234	3310	3440	3524	3651	3783	3%
GRAD II	918	623	998	1067	1167	1254	1299	1346	6%
<b>TOTAL</b>	<b>26,681</b>	<b>25,261</b>	<b>26,414</b>	<b>26,322</b>	<b>26,425</b>	<b>26,615</b>	<b>27,109</b>	<b>27,619</b>	<b>1%</b>
<b>Non- Resident</b>									
LOWER	819	n/a	1031	1244	1266	1288	1301	1315	5%
UPPER	687	n/a	772	853	832	817	827	838	2%
GRAD I	760	n/a	901	1077	1120	1145	1186	1228	7%
GRAD II	664	n/a	780	900	984	1058	1096	1136	8%
<b>TOTAL</b>	<b>2,930</b>	<b>1,302</b>	<b>3,484</b>	<b>4,074</b>	<b>4,201</b>	<b>4,309</b>	<b>4,410</b>	<b>4,517</b>	<b>6%</b>
<b>TOTAL</b>									
LOWER	9540	9274	9702	9938	10118	10309	10436	10567	2%
UPPER	14507	12283	14282	14104	13798	13633	13851	14076	0%
GRAD I	3982	3081	4135	4387	4560	4669	4837	5011	4%
GRAD II	1582	623	1778	1967	2151	2312	2395	2482	7%
<b>TOTAL</b>	<b>29,611</b>	<b>26,563</b>	<b>29,898</b>	<b>30,396</b>	<b>30,627</b>	<b>30,923</b>	<b>31,519</b>	<b>32,135</b>	<b>2%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	701	n/a	728	755	783	813	843	875	4%
UPPER	918	n/a	952	987	1,023	1,060	1,099	1,140	4%
GRAD I	387	n/a	402	418	434	450	467	486	4%
GRAD II	7	n/a	7	8	8	8	9	9	5%
<b>TOTAL</b>	<b>2,014</b>	<b>n/a</b>	<b>2,088</b>	<b>2,168</b>	<b>2,248</b>	<b>2,330</b>	<b>2,418</b>	<b>2,509</b>	<b>4%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

<b>Medical Doctorate Headcounts</b>									
RESIDENT	468	480	480	480	480	480	480	480	0%
NON-RESIDENT	16	0	16	16	16	16	16	16	0%
<b>TOTAL</b>	<b>496</b>	<b>480</b>	<b>496</b>	<b>496</b>	<b>496</b>	<b>496</b>	<b>496</b>	<b>496</b>	<b>0%</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

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

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Master of Pharmacy (USF)	51.2099	STEM	FAMU, UF	80% online	100	Fall 2014
MS in Nurse Anesthesia (USF)	51.3804		FIU		35	Fall 2015
MS in Health Systems Engineering (USF)	14.2701	STEM	UF		40	Fall 2015
Master of Accountancy (USFSP)	52.0301	Critical Workforce Gap Analysis	UF, FSU, FAU, FIU, UCF, UNF	No	45	September 2014

### DOCTORAL PROGRAMS

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Data Analytics (USFSP)	52.1301	Economic Development--STEM		UF		March 2016

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

### DOCTORAL PROGRAMS

Ph.D. in Global Sustainability (USF)	30.3301	STEM		Hybrid	24	Fall 2016
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## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.

Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree

*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.

Source: State University Database System (SUDS).

#### Academic Progress Rate

*2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).

Source: State University Database System (SUDS).

#### University Access Rate

*Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.

Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).



**Freshmen in Top 10% of High School Class**  
 Applies to: NCF  
 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.  
 Source: New College of Florida.

**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**  
 This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.  
 Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).  
 Source: State University Database System (SUDS).

**Number of Faculty Awards**  
 This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.  
 Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**  
 This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.  
 Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**  
 FAMU  
 This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
 Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
 FAU, FGCU, FIU  
 This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
 Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
 FSU  
 This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
 Source: US News and World Report's annual National University rankings.





<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
<b>6-year Graduation Rate (Full-time, FTIC)</b>	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.



<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



### Goals Common to All Universities

#### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

#### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

### Goals Specific to Research Universities



<b>Academic Quality</b>	
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .
<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR.
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).


**Professional Doctoral Degrees Awarded**

The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**
**Percent of Bachelor's Recipients with Debt**

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015



# FGCU

## 2014-15

# Work Plan



**Florida Gulf Coast University**

*Work Plan Presentation for 2014-15 Board of Governors Review*

**DRAFT - PENDING UBOT APPROVAL ON JUNE 17 2014**

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



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*





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## MISSION STATEMENT (What is your purpose?)

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents. Outstanding faculty upholds challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Working together, faculty and staff of the University transform students' lives and the southwest Florida region. Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

## VISION STATEMENT (What do you aspire to?)

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs.

## STATEMENT OF STRATEGY (How will you get there?)

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

FGCU is a public comprehensive regional university principally serving the five-county area of Southwest Florida comprised of Charlotte, Collier, Glades, Hendry, and Lee. The university's appeal also extends to other counties in South Florida and mainly attracts traditional age undergraduates who increasingly are seeking a residential experience at an institution noted for its environmental commitment and community engagement. FGCU offers these students the opportunity to acquire a sound foundation in the liberal arts and sciences complemented by a focused education in a number of professional fields and Science, Technology, Engineering and Mathematics (STEM) disciplines. The success of this approach is reflected in the number of students who choose majors in these disciplines and in their post-graduation employment.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The principal strengths of FGCU include: the success of its graduates; focus on teaching; commitment to sustainable growth; emphasis on efficiency; engagement with its community; quality of its facilities; location in the heart of Southwest Florida; potential to grow; state of the art technology; quality of its academic support resources; and regional economic impact. Our biggest challenges come from our relative youth and enhancing our visibility and reputation. FGCU continuously has made exceptional progress as a 17-year old, developing university, and has positioned itself for further growth but at a rate consistent with available resources. It is now among the most efficient universities in the SUS.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

**1 Academic Quality** - academic excellence will continue as a principal institutional goal. Assessment and continuous improvement will be tools in the vanguard of FGCU's further evolution into a fully comprehensive university. Regional accreditation, state licensure/national certification, and Board of Governors (BOG) planning and accountability requirements will ensure the integrity of our academic enterprise. Specialized accreditation will be sought, earned, and maintained for all appropriate disciplines.

**2 Return on Investment** - means FGCU will increase its degree production including STEM areas to provide the educated workforce that drives economic development. Graduation rate improvement will continue to be a major focus of our efforts, and FGCU will continue to demonstrate high levels of post-graduation employment and success that will support the projected growth of the region: in health care; education; management, finance, and real estate; information technology; the resort and hospitality industry; life sciences; environmental sciences, engineering; and the professions.

**3 Operational Efficiency** - FGCU will continue to demonstrate among the lowest costs per student credit hour in the SUS. The university also will continue to employ technology to ensure conservation of energy, the generation of clean energy, and the preservation of its environment. FGCU will continue to demonstrate among the lowest energy costs per square foot in the SUS. All future facilities where possible will be constructed to Leadership in Energy and Environmental Design (LEED) standards. Classroom and laboratory utilization rates will remain among the highest within the SUS. The campus will remain a clean and secure environment conducive to student success.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	0%Δ	70%	70%	71%	72%	73%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	0%Δ	\$32,900	\$33,500	\$34,000	\$34,500	\$35,000
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	-2%Δ	\$29,240	\$29,000	\$29,000	\$28,500	\$28,000
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	-1%Δ	43%	44%	45%	46%	47%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	1%Δ	72%	73%	74%	75%	76%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	1%Δ	35%	36%	37%	38%	39%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	2%Δ	44%	44%	45%	46%	47%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	5%Δ	66%	66%	67%	68%	69%
<b>Freshmen in Top 10% of High School Graduating Class</b> [for NCF only]	NAΔ	NA%	NA%	NA%	NA%	NA%
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	NA	74%	74%	75%	76%	77%
<b>Board of Trustees Choice Metric</b>						
<b>Bachelor's Degrees Awarded to Minorities</b> [FGCU UBOT Choice]	5%Δ	23%	23%	24%	25%	26%

Note: Metrics are defined in appendix.



## OTHER KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.



## OTHER KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

To achieve this FGCU will continue to focus on academic quality through the following: predominant use of full-time faculty providing instruction; continuous faculty development; maintenance of state-of-the-art facilities; use of technology to provide effective academic support and delivery of instruction; and the pursuit and maintenance of professional accreditation whenever possible.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	0%Δ	1534	1540	1550	1560	1570
<b>High School GPA</b>	3%Δ	3.4	3.4	3.5	3.6	3.7
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	2	3	3	3	3
Exams Below Benchmarks	n/a	1	0	0	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	-2%Δ	76%	77%	78%	79%	80%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	-2%Δ	21%	22%	23%	24%	25%
In 6 years (or less)	-2%Δ	43%	44%	45%	47%	49%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	-3%Δ	28%	29%	30%	31%	33%
In 4 years (or less)	+3%Δ	67%	68%	69%	70%	72%
<b>Average Time to Degree (for FTIC)</b>	+ .3%Δ	4.6 yrs	4.6 yrs	4.5 yrs	4.4 yrs	4.3 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	+39%Δ	1,875	1,965	2,125	2,200	2,300
<b>Percent of Bachelor's Degrees in STEM</b>	+6%Δ	19%	19%	20%	21%	22%
<b>Graduate Degrees Awarded</b>	+27%Δ	385	311	326	343	360
<b>Percent of Graduate Degrees in STEM</b>	+2%Δ	9%	9%	10%	11%	12%
<b>Annual Gifts Received (\$M)</b>	34%Δ	\$14.1 M	\$17.0 M	\$ 17.0 M	\$ 18.0 M	\$ 19.0 M
<b>Endowment (\$M)</b>	61%Δ	\$63.0 M	\$72.6 M	\$ 78.4 M	\$84.7 M	\$91.5 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## OTHER KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Bachelor's Degrees Awarded to Minorities	+116%Δ	427	450	475	500	525
Bachelor's Degrees in Areas of Strategic Emphasis	+69%Δ	835	850	950	1012	1081
Graduate Degrees in Areas of Strategic Emphasis	+61%Δ	255	205	218	233	248

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

**Goal 1.** Return on Investment: FGCU will continue to provide access to higher education to students from low socio-economic backgrounds. Between 2008-09 and 2012-13 with the exception of New College, FGCU had in the SUS the highest rate of growth in degrees awarded annually to students with Pell Grants.

Degrees Awarded to Pell recipients	+134%Δ	885	995	1100	1200	1300
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**Goal 2.** Operational Efficiency: FGCU will continue to demonstrate among the lowest costs per student credit hour among the SUS; it also will continue to employ technology to ensure conservation of energy, the generation of clean energy, and the preservation of its environment. FGCU will optimize scheduling of classes to maximize existing physical plant usage.

Total Expenditure per Student Credit Hour	-11%Δ	\$280	\$280	\$277	\$275	\$273
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## OPERATIONS FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 53.2	\$64.2
Tuition	\$ 54.5	\$56.5
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 107.7</b>	<b>\$120.7</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 107.7</b>	<b>\$120.7</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self-supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 45.9	\$48.5
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 14.7	\$12.9
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 38.6	\$39.2
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 99.2</b>	<b>\$100.6</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 206.9</b>	<b>\$221.3</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary (for 30 credit hours)

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
<b>Tuition Differential Fee</b>	\$1,091	\$1,091	\$1,091	\$1,091	\$1,091
<b>Percent Increase</b>	12%	0%	0%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$1,877	\$1,927	\$1,927	\$1,950	\$1,977
<b>TOTAL TUITION AND FEES</b>	<b>\$6,068</b>	<b>\$6,170</b>	<b>\$6,170</b>	<b>\$6,193</b>	<b>\$6,217</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	46.20%	45%	47.10%	51.40%	50%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$16,117	\$16,710	\$17,768	\$19,538	\$19,250
<b>Student Loan Cohort Default Rate</b> (3rd Year)	7%	8.2%	6.3%	n/a	6%

### Cost of Attendance (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,318	\$1,200	\$9,424	\$1,700	\$1,700	<b>\$20,342</b>
<b>AT HOME</b>	\$6,318	\$1,200	\$3,364	\$1,700	\$1,700	<b>\$14,282</b>

### Estimated Net Cost by Family Income (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	2,099	27%	\$11,194	\$(2,112)	\$7,536	\$3,868
\$40,000-\$59,999	693	9%	\$14,043	\$703	\$4,776	\$4,195
\$60,000-\$79,999	618	8%	\$16,006	\$2,753	\$2,762	\$4,540
\$80,000-\$99,999	555	7%	\$16,370	\$3,074	\$2,421	\$4,734
\$100,000 Above	1,540	20%	\$17,042	\$3,392	\$2,163	\$4,108
Missing*	2,128	28%	n/a	\$5,489	\$0	\$0
<b>TOTAL</b>	<b>7,633</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$10,278</b>	<b>\$2,143</b>	<b>\$3,342</b>	<b>\$2,985</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014**

<b>Effective Date</b>	
University Board of Trustees approval date:	N/A
<b>Campus or Center Location</b>	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	N/A
<b>Undergraduate Course(s)</b>	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	N/A
<b>Current and Proposed Increase in the Tuition Differential Fee</b>	
Current Undergraduate Tuition Differential per credit hour:	\$N/A
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	N/A%
\$ Increase in tuition differential per credit hour:	\$N/A
\$ Increase in tuition differential for 30 credit hours:	\$N/A
<b>Projected Differential Revenue Generated</b>	
Incremental revenue generated in 2014-15 (projected):	\$N/A
Total differential fee revenue generated in 2014-15 (projected):	\$N/A
<b>Intended Uses</b>	
Describe how the revenue will be used. N/A	
<b>Describe the Impact to the Institution if Tuition Differential is Not Approved</b>	
N/A	
<b>Request to Modify or Waive Tuition Differential Uses</b> (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
N/A	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Hire more faculty and staff to keep pace with enrollment growth, add breadth and depth to academic programs; and enhance student advising.	Enrollment grew by 4.7% from fall 12 to fall 13, new faculty, staff, and advisors were hired across a variety of disciplines providing additional depth to the curriculum and assistance to students.
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	58
Total Number of Advisors Hired or Retained (funded by tuition differential):	8
Total Number of Course Sections Added or Saved (funded by tuition differential):	342
2013-2014 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Provide additional need-based aid to students.	The minimum award rose from \$11 to \$250. The mean award declined slightly compared to the previous year, in part due to the tuition differential which did not change from the prior year.
Increase the number of students receiving need-based financial aid.	10% more students received need-based aid in 2013-14 over the previous year in part due to the tuition differential.
<b>Additional Information (estimates as of April 30, 2014):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1245
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,861.25
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$250
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$8,414.60



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2013-14 -----	Estimated 2014-15 -----
<b><u>FTE Positions:</u></b>		
Faculty	58 .	59 .
Advisors	8 .	16 .
Staff	.	.
Total FTE Positions:	66	75
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 9,015,473	9,847,915
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward	-	-
Balance	-	-
Total Receipts / Revenues:	9,015,473	9,847,915 -
<b><u>Expenditures</u></b>		
Salaries & Benefits	6,310,831	- 6,893,540
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
	-	-
Student Financial Assistance	2,704,642	2,954,375 -
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 9,015,473	\$ 9,847,915
<b>Ending Balance Available:</b>	<b>\$ -</b>	<b>\$ -</b>
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<b>Undergraduate Students</b>	<b>Actual</b>			<b>Projected</b>			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	21.42	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$124.74</b>	<b>\$139.70</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>
% Change		12.0%	1.3%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.15	\$5.15	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.24	\$11.24	\$11.50	\$11.50	\$11.73	\$11.96	\$12.20
Health	\$8.34	\$8.79	\$9.24	\$9.24	\$9.42	\$9.61	\$9.80
Athletic	\$16.54	\$16.79	\$17.54	\$17.54	\$17.89	\$18.25	\$18.62
Transportation Access	\$8.50	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70
Technology <sup>1</sup>	\$5.15	\$5.15	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$59.68</b>	<b>\$62.58</b>	<b>\$64.24</b>	<b>\$64.24</b>	<b>\$65.00</b>	<b>\$65.78</b>	<b>\$66.58</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$184.42</b>	<b>\$202.28</b>	<b>\$205.69</b>	<b>\$205.69</b>	<b>\$206.45</b>	<b>\$207.23</b>	<b>\$208.03</b>
% Change		9.7%	1.7%	0.0%	0.4%	0.4%	0.4%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,742.20</b>	<b>\$4,191.00</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>	<b>\$4,243.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,790.40</b>	<b>\$1,877.40</b>	<b>\$1,927.20</b>	<b>\$1,927.20</b>	<b>\$1,950.00</b>	<b>\$1,973.40</b>	<b>\$1,997.40</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,532.60</b>	<b>\$6,068.40</b>	<b>\$6,170.70</b>	<b>\$6,170.70</b>	<b>\$6,193.50</b>	<b>\$6,216.90</b>	<b>\$6,240.90</b>
\$ Change		\$535.80	\$102.30	\$0.00	\$22.80	\$23.40	\$24.00
% Change		9.7%	1.7%	0.0%	0.4%	0.4%	0.4%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$559.80	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$27.99	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21
Total per credit hour	\$587.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79
% Change		8.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$20,536.20</b>	<b>\$22,328.40</b>	<b>\$22,380.90</b>	<b>\$22,380.90</b>	<b>\$22,380.90</b>	<b>\$22,380.90</b>	<b>\$22,380.90</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,630.10</b>	<b>\$2,783.70</b>	<b>\$2,833.50</b>	<b>\$2,833.50</b>	<b>\$2,856.30</b>	<b>\$2,879.70</b>	<b>\$2,903.70</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$23,166.30</b>	<b>\$25,112.10</b>	<b>\$25,214.40</b>	<b>\$25,214.40</b>	<b>\$25,237.20</b>	<b>\$25,260.60</b>	<b>\$25,284.60</b>
\$ Change		\$1,945.80	\$102.30	\$0.00	\$22.80	\$23.40	\$24.00
% Change		8.4%	0.4%	0.0%	0.1%	0.1%	0.1%
<b>Housing/Dining<sup>4</sup></b>							
	\$9,160.82	\$9,424.00	\$9,612.48	\$9,804.73	\$10,000.82	\$10,200.84	\$10,404.86
\$ Change		\$263.18	\$188.48	\$192.25	\$196.09	\$200.02	\$204.02
% Change		2.9%	2.0%	2.0%	2.0%	2.0%	2.0%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> as approved by the Board of Governors.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2007-12)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	+64%Δ	8,369	66%	8914	66%	9,560	67%	10,120	67%
FTIC (Profile Admit)	-6%Δ	377	3%	402	3%	335	2%	370	2%
AA Transfers*	+39%Δ	2,450	19%	2,580	19%	2,735	19%	2,845	19%
Other Transfers	+12%Δ	1,579	12%	1,664	12%	1,745	12%	1,815	12%
<b>Subtotal</b>	<b>+48%Δ</b>	<b>12,775</b>	<b>100%</b>	<b>13,560</b>	<b>100%</b>	<b>14,375</b>	<b>100%</b>	<b>15,150</b>	<b>100%</b>
<b>GRADUATE STUDENTS</b>									
Master's	-10%Δ	863	87%	840	86%	845	85%	855	84%
Research Doctoral	n/a	48	5%	55	6%	60	6%	65	6%
Professional Doctoral	230%Δ	76	8%	85	9%	90	9%	95	9%
<b>Subtotal</b>	<b>0%Δ</b>	<b>987</b>	<b>100%</b>	<b>980</b>	<b>100%</b>	<b>995</b>	<b>100%</b>	<b>1,015</b>	<b>100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>-47%Δ</b>	<b>312</b>		<b>310</b>		<b>300</b>		<b>300</b>	
<b>MEDICAL</b>	<b>n/a</b>	<b>n/a</b>		<b>n/a</b>		<b>n/a</b>		<b>n/a</b>	
<b>TOTAL</b>	<b>+37%Δ</b>	<b>14,074</b>		<b>14,850</b>		<b>15,670</b>		<b>16,465</b>	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	+4%Δ	1,188	15%	1,285	15%	1,480	16%	1,580	17%
HYBRID (50%-79%)	+9%Δ	154	2%	235	3%	330	4%	430	5%
TRADITIONAL (<50%)	+14%Δ	6,349	83%	7,026	82%	7,209	80%	7,478	78%
<b>TOTAL</b>	<b>+12%Δ</b>	<b>7,691</b>	<b>100%</b>	<b>8,546</b>	<b>100%</b>	<b>9,019</b>	<b>100%</b>	<b>9,488</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	-9%Δ	191	29%	180	29%	185	30%	200	31%
HYBRID (50%-79%)	-36%Δ	53	8%	40	7%	50	8%	60	9%
TRADITIONAL (<50%)	-6%Δ	420	63%	395	64%	390	62%	387	60%
<b>TOTAL</b>	<b>-10%Δ</b>	<b>664</b>	<b>100%</b>	<b>615</b>	<b>100%</b>	<b>625</b>	<b>100%</b>	<b>647</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).





## ENROLLMENT PLANNING (continued)

## Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	4275	2224	4530	4757	4995	5245	5507	5782	5.2%
UPPER	3473	2319	3655	3838	4030	4232	4444	4666	5.0%
GRAD I	491	510	475	476	485	509	535	561	2.3%
GRAD II	111	10	111	115	120	126	132	139	3.8%
<b>TOTAL</b>	<b>8350</b>	<b>5063</b>	<b>8771</b>	<b>9186</b>	<b>9630</b>	<b>10112</b>	<b>10618</b>	<b>11148</b>	<b>4.9%</b>
<i>Non-Resident</i>									
LOWER	230	n/a	254	282	312	327	343	361	7.8%
UPPER	128	n/a	134	142	151	158	166	174	5.3%
GRAD I	18	n/a	15	14	12	12	13	13	-4.9%
GRAD II	9	n/a	14	20	30	31	33	34	26.9%
<b>TOTAL</b>	<b>385</b>	<b>310</b>	<b>417</b>	<b>458</b>	<b>505</b>	<b>528</b>	<b>555</b>	<b>582</b>	<b>7.2%</b>
<b>TOTAL</b>									
LOWER	4505	n/a	4784	5039	5307	5572	5850	6143	5.3%
UPPER	3601	n/a	3789	3980	4181	4390	4610	4840	5.1%
GRAD I	509	n/a	490	490	497	521	548	574	2.1%
GRAD II	120	n/a	125	135	150	157	165	173	6.3%
<b>TOTAL</b>	<b>8735</b>	<b>5373</b>	<b>9188</b>	<b>9644</b>	<b>10135</b>	<b>10640</b>	<b>11173</b>	<b>11730</b>	<b>5.0%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	61	n/a	65	68	72	76	80	84	5.5%
UPPER	47	n/a	49	51	54	57	60	63	5.0%
GRAD I	14	n/a	13	13	13	14	15	16	2.4%
GRAD II	3	n/a	3	3	3	3	3	3	0.0%
<b>TOTAL</b>	<b>125</b>	<b>n/a</b>	<b>130</b>	<b>135</b>	<b>142</b>	<b>150</b>	<b>158</b>	<b>166</b>	<b>4.8%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Music Therapy	51.2305		FSU	No	30	4/2015
Renewable Energy	14.9999	STEM	None	No	60	4/2015

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Educational Technology	13.0501	STEM	FSU, UCF, UWF	Yes	30	4/2015
Engineering	14.0101	STEM	FPU, USF	No	30	4/2015

### DOCTORAL PROGRAMS

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Real Estate	52.1501		FAU, FIU, FSU, UCF, UF	No	45	4/2016
Public Health	51.2201	HEALTH	USFT	Yes	50	4/2017
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Biology	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, USFT, UWF, UF	No	20	4/2016
Physician Assistant Studies	51.0912	HEALTH	UF, USFT	No	60	4/2016
Health Administration	51..0701	HEALTH	FAMU,FIU,FAU,UNF,USFT	Yes	60	4/2017
<b>DOCTORAL PROGRAMS</b>						
Occupational Therapy	51.2306	HEALTH	None	No	25	4/2017



## DEFINITIONS

### Performance Based Funding

**Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

**Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation**

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

**Average Cost per Bachelor's Degree**  
*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

**Six Year FTIC Graduation Rate**

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
 Source: State University Database System (SUDS).

**Academic Progress Rate**  
*2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
 Source: State University Database System (SUDS).

**University Access Rate**  
*Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
 Source: State University Database System (SUDS).

**Bachelor's Degrees Awarded within Programs of Strategic Emphasis**  
*(includes STEM)*

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).

**Graduate Degrees Awarded within Programs of Strategic Emphasis**  
*(includes STEM)*

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).



**Freshmen in Top 10% of High School Class**  
 Applies to: NCF  
 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.  
 Source: New College of Florida.

**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**  
 This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.  
 Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).  
 Source: State University Database System (SUDS).

**Number of Faculty Awards**  
 This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.  
 Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**  
 This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.  
 Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**  
 FAMU  
 This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
 Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
 FAU, FGCU, FIU  
 This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
 Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
 FSU  
 This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
 Source: US News and World Report's annual National University rankings.



<p><b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF</p>	<p>This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.</p>
<p><b>Number of Bachelor Degrees Awarded Annually</b> UCF</p>	<p>This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).</p>
<p><b>Total Research Expenditures</b> UF</p>	<p>This metric is the total expenditures (includes non-science &amp; engineering fields) for research &amp; development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).</p>
<p><b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF</p>	<p>This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).</p>
<p><b>Number of Postdoctoral Appointees</b> USF</p>	<p>This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).</p>
<p><b>Percentage of Adult Undergraduates Enrolled</b> UWF</p>	<p>This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).</p>
<p><b>Preeminent Research University Funding Metrics</b></p>	
<p><b>Average GPA and SAT Score</b></p>	<p>An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').</p>
<p><b>Public University National Ranking</b></p>	<p>A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.</p>
<p><b>Freshman Retention Rate (Full-time, FTIC)</b></p>	<p>Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.</p>



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.





### Goals Common to All Universities

#### Academic Quality

**Avg. SAT Score** (for 3 subtests) The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).

**Avg. HS GPA** The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.

**Professional/Licensure Exam First-time Pass Rates** The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

**Freshman Retention Rate** The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see [link](#).

**FTIC Graduation Rates**  
In 4 years (or less)  
In 6 years (or less) As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

**AA Transfer Graduation Rates**  
In 2 years (or less)  
In 4 years (or less) As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

**Average Time to Degree (for FTIC)** This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

#### Return on Investment

**Bachelor's Degrees Awarded** This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).

**Percent of Bachelor's Degrees in STEM** The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).

**Graduate Degrees Awarded** This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).

**Percent of Graduate Degrees in STEM** The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).

**Annual Gifts Received (\$M)** As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at [www.cae.org/vse](http://www.cae.org/vse).) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.

**Endowment (\$M)** Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).





**Goals Specific to Research Universities**

**Academic Quality**

**Faculty Awards** Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

**National Academy Members** The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

**Number of Post-Doctoral appointees** As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

**Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures** The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation’s annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

**Return on Investment**

**Total Research Expenditures (\$M)** Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Science & Engineering Research Expenditures in non-medical/health sciences** This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

**Percent of R&D Expenditures funded from External Sources** This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Patents Issued** The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

**Licenses/Options Executed** Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

**Licensing Income Received (\$M)** License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

**Number of Start-up Companies** The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

**National rank is higher than predicted by Financial Resources Ranking** This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.  
*based on US News & World Report*



<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**  
 This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
 Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt**  
 This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
 Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)**  
 Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:  
<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

# FSU

## 2014-15 Work Plan



**Florida State University**

*Work Plan Presentation for 2014-15 Board of Governors Review*

STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors

### INTRODUCTION



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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

## VISION STATEMENT (What do you aspire to?)

The vision for Florida State University as adopted in its recent strategic plan states that “Florida State University will be one of the world’s premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.”

## STATEMENT OF STRATEGY (How will you get there?)

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

Florida State University competes in national and international markets for faculty, and our student centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and we seek continual improvement in our position in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the physical sciences and fine arts with emerging opportunities for innovation and problem-solving in the sciences and the professions.





## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

A core capability of Florida State University is its extraordinarily efficient and effective use of the resources entrusted to it. We intend to advance the important mission of FSU by deliberately leveraging our strengths and successes and by expanding opportunities through new partnerships. Our most immediate need is to hire additional faculty, and we will use recurring and nonrecurring funds to invest in new faculty, replacing the non-recurring funds with recurring revenue when it becomes available.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Become a National Top 25 Public University: The national ranking of FSU is highly dependent on investment in STEM fields. We are engaged in strategic hiring initiatives in energy and materials, coastal and marine ecosystems, and brain health and disease. All three of these initiatives address critical needs of the state and nation, are tied to research funding initiatives, and leverage strengths of FSU. In addition, we are recruiting for a director and several faculty positions for our newly established Institute for Successful Longevity with the goal of advancing interdisciplinary research and teaching in the promotion of health and quality of life across the life span. These targeted investments are expected to result in increases in national rankings of our STEM programs. Relatedly, we will invest in resources to support graduate students in STEM fields and to increase undergraduate research opportunities in the STEM fields. Finally, FSU is embarking on revisions to our curriculum in order to meet the rapid technological changes that impact critical thinking, problem solving, communication, collaboration, creativity and innovation skills that are integral to the success of all of our students.

2 Entrepreneurial University Program: This program is part of FSU's plan to become a State and National leader in student career readiness. Across the U.S., most business courses are usually available only to business majors, yet entrepreneurs span a wide variety of majors, and to limit such valuable education to only those majoring in business is to lose out on opportunities to strengthen the value of degrees in other fields. As one example, consider the increased value of a degree in engineering if it is combined with the fundamental courses in business and entrepreneurship. FSU has hired the faculty necessary to open a four-course sequence in entrepreneurship to all majors. In addition, we are hiring Entrepreneurs-in-Residence in our colleges to enable faculty and students to take ideas to the marketplace, fund an enhanced start-up competition, create start-up incubators, create partnerships between business majors and STEM graduate students, and create a platform for investors to partner with the University. This program is designed to promote the job prospects and entrepreneurial potential of students and faculty, and to create new partnerships with industry. Finally, we've added career readiness milestones to Academic Maps to prompt students to engage in post-graduation planning and we are embedding career center liaisons in our academic departments to serve as resources for students, advisors and faculty.

3 Improving Student - Faculty Ratios: The loss of faculty has resulted in decreased course availability and larger classes – with the likely result of increasing time to graduation. Longer graduation times are a significant waste of taxpayer dollars. Having fewer faculty members also diminishes the ability of the university to accomplish its research mission and expand our contract and grant funding, all of which also reduce opportunities for our students who benefit by working directly with faculty in their research labs. Moreover, improving student-faculty ratios is important for achieving our goal of becoming a Top 25 Public University. We propose a deliberate effort to target faculty hiring to student needs at all levels





## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	-2% pts	61%	62%	63%	64%	65%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	1%	\$30,300	\$30,900	\$31,500	\$32,100	\$32,800
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	2%	\$25,255	\$26,910	\$28,669	\$31,704	\$33,571
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	2% pts	75%	77%	79%	79%	80%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	0% pts	90%	90%	91%	91%	92%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	-1% pt	35%	36%	35%	35%	35%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	2% pts	38%	38%	39%	40%	41%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	0% pt	38%	39%	40%	41%	42%
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	-1% pt	77%	78%	79%	80%	81%
<b>Number of Faculty Awards</b> [for FSU and UF only] [* 2012 TARU Report]	22%	11*	11	12	12	13
<b>Board of Trustees Choice Metric</b>						
<b>National Rank is Higher than Predicted by the Financial Resources Ranking</b> [based on U.S. News & World Report]	n/a	91 overall 211 financial	89 overall 210 financial	88 overall 208 financial	86 overall 207 financial	85 overall 205 financial

Note: Metrics are defined in appendix.



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

The Board of Governors shall designate each state research university that meets at least 11 of the 12 following academic and research excellence standards as a preeminent state research university. For this year, the University of Florida and Florida State University are the only universities required to complete the table below. The Board of Governors will consider the shaded 2014 actual data for approval.

	BENCH- MARKS	2014 ACTUAL	2015 GOALS	2016 GOALS	2017 GOALS	2018 GOALS
<b>Average GPA and SAT Score</b> for incoming freshman in Fall semester	<b>4.0 GPA</b> <b>1800 SAT</b>	4.0 1830	4.0 1830	4.0 1835	4.1 1840	4.1 1840
<b>Public University National Ranking</b> (in more than one national ranking)	<b>Top 50</b>	3	4	4	4	5
<b>Freshman Retention Rate</b> (Full-time, FTIC)	<b>90%</b>	91%	92%	92%	93%	93%
<b>6-year Graduation Rate</b> (Full-time, FTIC)	<b>70%</b>	77%	79%	79%	80%	80%
<b>National Academy Memberships</b>	<b>6</b>	7	7	7	8	8
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	<b>\$200 M</b>	\$224 M	\$228.9 M	\$233.5 M	\$238.1 M	\$242.9 M
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	<b>\$150 M</b>	\$ 217 M	\$221.0 M	\$225.5 M	\$230.0 M	\$234.6 M
<b>National Ranking in S.T.E.M. Research Expenditures</b> (includes public & private institutions)	<b>Top 100</b> in 5 of 8 disciplines	7	7	7	7	7
<b>Patents Awarded</b> (over 3 year period)	<b>100</b>	103	119	128	123	126
<b>Doctoral Degrees Awarded Annually</b> (Does not include Professional degrees)	<b>400</b>	370	410	420	420	420
<b>Number of Post-Doctoral Appointees</b>	<b>200</b>	241	217	217	212	210
<b>Endowment Size (\$M)</b>	<b>\$500 M</b>	\$548 M	\$585 M	\$625 M	\$660 M	\$690 M
<b>NUMBER OF METRICS ABOVE THE BENCHMARK</b>	<b>11 of 12</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

Note: Due to the various timelines that these data represent, the data reported in each column corresponds to the most updated data for the June Board meeting each year. Metrics are defined in appendix.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

Florida State University proposes to become a National Top 25 Public University and to become a State and National Leader in Student Career Readiness. With a truly comprehensive spectrum of high quality programs, FSU is knocking on the door of the top public universities in the nation, and we are achieving excellence more efficiently than any other research university. The ranking of FSU is highly dependent on investment in STEM fields. With targeted investment, we expect to maintain at least one STEM field in the top 5, achieve two STEM fields in the top 10, one in the top 15, two in top the 20, and move Engineering into the top 50. With these advances in recognition of our STEM programs, FSU would be among the truly first-rate public universities in STEM and move into the top 25 ranking of all public universities. Further, FSU is embarking on revisions to our curriculum that will impact critical thinking, problem-solving, communication, collaboration, creativity and innovation skills that are integral to success in all fields.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests] [* 2009-10-2012-13]	1%*	1838	1830	1830	1835	1840
<b>High School GPA</b>	0.2 pt	4.0	4.0	4.0	4.0	4.0
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	4	5	5	5	5
Exams Below Benchmarks	n/a	1	0	0	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	0%	91%	92%	92%	93%	93%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	12% pts	61%	61%	61%	62%	62%
In 6 years (or less)	6% pts	77%	79%	79%	80%	80%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	-7% pts	39%	41%	42%	42%	43%
In 4 years (or less)	4% pts	79%	81%	82%	82%	83%
<b>Average Time to Degree</b> (for FTIC)	0 yrs	4.2 yrs	4.2 yrs	4.1 yrs	4.1 yrs	4.1 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	4%	7,938	8,083	8,100	8,150	8,200
<b>Percent of Bachelor's Degrees in STEM</b>	3%	16%	16%	17%	18%	20%
<b>Graduate Degrees Awarded</b>	9%	3,104	2,917	2,900	2,900	3,000
<b>Percent of Graduate Degrees in STEM</b>	3%	15%	16%	16%	17%	18%
<b>Annual Gifts Received (\$M)</b>	30%	\$ 61 M	\$ 55 M	\$ 65 M	\$ 70 M	\$ 75 M
<b>Endowment (\$M)</b>	34%	\$ 548.1 M	\$ 585 M	\$ 625 M	\$ 660 M	\$ 690 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards ] [* 2012 TARU Report]	0%	11*	11	12	12	13
National Academy Members ] [* 2012 TARU Report]	0%	7*	7	7	8	8
Number of Post-Doctoral Appointees* [# 2012 TARU Report]	-4%	241 #	217	217	212	210
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	6%	\$ 250.9 M	\$ 255.9 M	\$ 261.0 M	\$ 266.3 M	\$ 271.6 M
Science & Engineering Research Expenditures (\$M)	15%	\$224.4 M	\$ 228.9 M	\$ 233.5 M	\$ 238.1 M	\$ 242.9 M
Science & Engineering R&D Expenditures in Non- Medical/Health Sciences (\$M)	19%	\$ 216.7 M	\$ 221.0 M	\$ 225.5 M	\$ 230.0 M	\$ 234.6 M
Percent of Research Expenditures funded from External Sources	-8% pts	64%	64%	63%	63%	63%
Patents Issued	330%	43	40	41	42	43
Licenses/Options Executed	50%	15	15	15	15	15
Licensing Income Received (\$M)	-13%	\$ 1.03 M	\$ 1.03 M	\$ 1.03 M	\$1.03 M	\$ 1.03 M
Number of Start-up Companies	50%	3	4	4	4	5
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	91 overall 211 financial	89 overall 210 financial	88 overall 208 financial	86 overall 207 financial	85 overall 205 financial
Research Doctoral Degrees Awarded	12%	370	410	420	420	420
Professional Doctoral Degrees Awarded	9%	366	409	425	430	435
<b>TOTAL NUMBER OF IMPROVING METRICS</b>			<b>8</b>	<b>7</b>	<b>8</b>	<b>7</b>

Note: An asterisk (\*) indicates that 2011-12 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Freshman in Top 10% of Graduating High School Class	10% pts	41%	42%	43%	44%	44%
Bachelor's Degrees in Areas of Strategic Emphasis	11%	3,449	3,538	3,600	3,700	3,825
Graduate Degrees in Areas of Strategic Emphasis	13%	1,170	1,126	1,250	1,275	1,325

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

**Goal 1.** Recruitment, development, and retention of outstanding, diverse faculty members are critical to being a pre-eminent university and to achieving our goal of becoming a Top 25 Public University. World-class programs delivered by a dedicated and creative faculty inspire students to reach new levels of achievement. This requires hiring new faculty in areas of strategic emphasis (e.g., STEM fields) and replenishing losses in the faculty ranks. We are challenged to enhance the opportunities we provide on campus to our most promising students, and hiring faculty with national and international preeminence as scholars and scientists is essential to our vision of being one of the world's premier institutions of higher education.

Number of Tenure/Tenure-earning faculty (taken from IPEDS HR Surveys; F/T Instructional Faculty)	-4%	1,021	1,026	1,060	1,100	1,150
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**Goal 2.** Enrich the student experience by supporting and improving undergraduate, graduate, and professional education, with its accompanying positive effect on future graduates and the communities and professions they will serve. Our goal is student success, measured by high retention and graduation rates, access to cutting-edge knowledge, worthwhile employments and contributions to the vitality of our nation. We intend to be a leader in promoting the career readiness of our students by opening the doors to the College of Business to students of all majors, increasing opportunities for students to be involved in faculty research, and increasing opportunities for internships and experiential learning experiences.

Percent of Business Student Credit Hours Taken by Non-Business Majors <sup>1</sup> <sup>1</sup> Undergraduate Non-Business majors enrolled in upper division business courses	5% pts	17.8%	18.2%	19%	20%	20%
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## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 296.0 (est.)	\$ 326.0 (est.)
Tuition	\$ 190.6 (est.)	\$ 192.3 (est.)
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 486.6 (est.)</b>	<b>\$ 518.3 (est.)</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 34.6 (est.)	\$ 35.0 (est.)
Tuition	\$ 9.9 (est.)	\$ 9.9 (est.)
<b>TOTAL HSC</b>	<b>\$ 44.5 (est.)</b>	<b>\$ 44.9 (est.)</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	n/a	n/a
Tuition	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 531.1 (est.)</b>	<b>\$ 563.2 (est.)</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$ 229.1 (est.)	\$ 228.0 (est.)
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 253.3 (est.)	\$ 260.0 (est.)
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$ 214.1 (est.)	\$ 218.1 (est.)
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 8.8 (est.)	\$ 9.3
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 705.3 (est.)</b>	<b>\$ 715.4 (est.)</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 1,236.4 (est.)</b>	<b>\$ 1,278.6 (est.)</b>





## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
<b>Tuition Differential Fee</b>	\$1,487.70	\$1,487.70	\$1,487.70	\$1,576.80	\$1,671.30
<b>Percent Increase</b>	13%	1.1%	0%	1.9%	2%
<b>Required Fees<sup>1</sup></b>	\$1,815.40	\$1,866.70	\$1,866.70	\$1,931.50	\$1,999.60
<b>TOTAL TUITION AND FEES</b>	<b>\$6,402.70</b>	<b>\$6,506.50</b>	<b>\$6,506.50</b>	<b>\$6,660.40</b>	<b>\$6,823.00</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	48%	54%	51%	53%	52%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$20,993	\$22,139	\$23,365	\$22,772	\$22,500
<b>NSLDS Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate (3rd Year)</b>	7%	5%	7%	6%	5%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,404	\$1,000	\$9,912	\$1,210	\$2,914	<b>\$21,440</b>
<b>AT HOME</b>	\$6,404	\$1,000	\$4,956	\$1,210	\$2,914	<b>\$16,484</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	6,785	26%	\$13,747	\$(2,150)	\$7,761	\$4,089
\$40,000-\$59,999	2,572	10%	\$15,538	\$(402)	\$5,970	\$3,898
\$60,000-\$79,999	2,384	9%	\$17,581	\$1,663	\$3,927	\$3,932
\$80,000-\$99,999	2,264	9%	\$18,226	\$2,338	\$3,282	\$3,851
\$100,000 Above	9,982	38%	\$18,417	\$2,606	\$3,091	\$2,257
Missing*	2,523	10%	n/a	\$3,053	\$3,333	\$188
<b>TOTAL</b>	<b>26,510</b>	<b>100%</b>	<b>AVERAGE \$16,828*</b>	<b>\$ 811</b>	<b>\$4,680</b>	<b>\$2,974</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014

Effective Date	
University Board of Trustees approval date:	N/A – no increase for Fall 2014
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	N/A – no increase for Fall 2014
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	All university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$49.59
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$0
Total differential fee revenue generated in 2014-15 (projected):	\$31,359,674
Intended Uses	
Funds related to the Summer increment of last year's increase will continue to be used to hire faculty to enhance the undergraduate experience	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Hire additional faculty to support three key initiatives	
1) Entrepreneurial University Program	Since the tuition differential fee has not increased since 2012-13, there was no new revenue to allocate. The initial investment in new faculty continues for three initiatives.
2) STEM Excellence	
3) Critical needs for students success, includes pressure enrollment targets.	
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	209
Total Number of Advisors Hired or Retained (funded by tuition differential):	33
Total Number of Course Sections Added or Saved (funded by tuition differential):	2,795 in 2012-13 1,236 in 2011-12
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
.	The university had 6,883 Pell eligible resident students who met the 2013-2014 Pell Promise requirements by the March 22, 2013 application deadline. All of these students were awarded financial aid (grants and/or scholarships) to cover tuition and fees.
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,587
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,814
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$ 107
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,145



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	<b>Estimated Actual*</b>		<b>Estimated</b>
	<b>2013-14</b>		<b>2014-15</b>
	-----		-----
<b><u>FTE Positions:</u></b>			
Faculty	209.		212.
Advisors	33.		35.
Staff	11.		11.
Total FTE Positions:	253		258
<b><u>Balance Forward from Prior Periods</u></b>			
Balance Forward	\$ 5,189,962		\$ 3,528,412
Less: Prior-Year Encumbrances	0		0
Beginning Balance Available:	\$ 5,189,962		\$ 3,528,412
<b><u>Receipts / Revenues</u></b>			
Tuition Differential Collections	\$ 31,359,674		31,359,674
Interest Revenue - Current Year	0		0
Interest Revenue - From Carryforward Balance	0		0
Total Receipts / Revenues:	\$ 31,359,674		\$ 31,359,674
<b><u>Expenditures</u></b>			
Salaries & Benefits	\$ 22,600,000		\$ 23,384,140
Other Personal Services	530,000		550,000
Expenses	100,000		100,000
Operating Capital Outlay	0		0
Student Financial Assistance	4,941,224		7,243,722
Expended From Carryforward Balance	4,850,000		3,528,412
**Other Category Expenditures	0		0
Total Expenditures:	\$ 33,021,224		\$ 34,806,274
<b>Ending Balance Available:</b>	<b>\$ 3,528,412</b>		<b>\$ 81,812</b>
*Since the 2013-14 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida State							
<u>Undergraduate Students</u>	Actual			Projected			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	\$32.00	\$49.59	\$49.59	\$49.59	\$52.56	\$55.71	\$59.05
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$135.32</b>	<b>\$152.91</b>	<b>\$154.66</b>	<b>\$154.66</b>	<b>\$157.63</b>	<b>\$160.78</b>	<b>\$164.12</b>
% Change		13.0%	1.1%	0.0%	1.9%	2.0%	2.1%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$11.69	\$12.24	\$12.86	\$12.86	\$13.50	\$14.17	\$14.87
Health	\$12.96	\$13.42	\$13.97	\$13.97	\$14.66	\$15.39	\$16.15
Athletic	\$7.39	\$7.54	\$7.90	\$7.90	\$8.29	\$8.70	\$9.13
Transportation Access	\$8.40	\$8.90	\$8.90	\$8.90	\$9.34	\$9.80	\$10.29
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
<b>Total Fees</b>	<b>\$57.52</b>	<b>\$59.18</b>	<b>\$60.89</b>	<b>\$60.89</b>	<b>\$63.05</b>	<b>\$65.32</b>	<b>\$67.70</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$192.84</b>	<b>\$212.09</b>	<b>\$215.55</b>	<b>\$215.55</b>	<b>\$220.68</b>	<b>\$226.10</b>	<b>\$231.82</b>
% Change		10.0%	1.6%	0.0%	2.4%	2.5%	2.5%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,059.60</b>	<b>\$4,587.30</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>	<b>\$4,728.90</b>	<b>\$4,823.40</b>	<b>\$4,923.60</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,765.60</b>	<b>\$1,815.40</b>	<b>\$1,866.70</b>	<b>\$1,866.70</b>	<b>\$1,931.50</b>	<b>\$1,999.60</b>	<b>\$2,071.00</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,825.20</b>	<b>\$6,402.70</b>	<b>\$6,506.50</b>	<b>\$6,506.50</b>	<b>\$6,660.40</b>	<b>\$6,823.00</b>	<b>\$6,994.60</b>
\$ Change		\$577.50	\$103.80	\$0.00	\$153.90	\$162.60	\$171.60
% Change		9.9%	1.6%	0.0%	2.4%	2.4%	2.5%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07
Total per credit hour	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$18,504.00</b>	<b>\$19,031.70</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>	<b>\$19,173.30</b>	<b>\$19,267.80</b>	<b>\$19,368.00</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,487.70</b>	<b>\$2,537.50</b>	<b>\$2,588.80</b>	<b>\$2,588.80</b>	<b>\$2,653.60</b>	<b>\$2,721.70</b>	<b>\$2,793.10</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$20,991.70</b>	<b>\$21,569.20</b>	<b>\$21,673.00</b>	<b>\$21,673.00</b>	<b>\$21,826.90</b>	<b>\$21,989.50</b>	<b>\$22,161.10</b>
\$ Change		\$577.50	\$103.80	\$0.00	\$153.90	\$162.60	\$171.60
% Change		2.8%	0.5%	0.0%	0.7%	0.7%	0.8%
<b>Housing/Dining<sup>4</sup></b>	<b>\$9,150.00</b>	<b>\$9,858.00</b>	<b>\$10,148.00</b>	<b>\$10,493.00</b>	<b>\$10,774.00</b>	<b>\$11,062.00</b>	<b>\$11,992.00</b>
\$ Change		\$708.00	\$290.00	\$345.00	\$281.00	\$288.00	\$930.00
% Change		7.7%	2.9%	3.4%	2.7%	2.7%	8.4%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> as approved by the Board of Governors.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT	Fall 2014 PLANNED HEADCOUNT	Fall 2015 PLANNED HEADCOUNT	Fall 2016 PLANNED HEADCOUNT
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	3%	23,155	23,200	23,250	23,300
FTIC (Profile Admit)	-57%	70	70	69	67
AA Transfers*	25%	7,104	7,100	7,140	7,180
Other Transfers	36%	1,947	1,950	1,960	1,970
<b>Subtotal</b>	<b>9%</b>	<b>32,276</b>	<b>32,320</b>	<b>32,419</b>	<b>32,517</b>
<b>GRADUATE STUDENTS</b>					
Master's	-10%	4,159	4,160	4,220	4,300
Research Doctoral	1%	2,624	2,625	2,675	2,750
Professional Doctoral+	1%	771	775	785	800
<b>Subtotal</b>	<b>-5%</b>	<b>7,554</b>	<b>7,560</b>	<b>7,680</b>	<b>7,850</b>
<b>NOT-DEGREE SEEKING</b>	<b>4%</b>	<b>1,166</b>	<b>1,180</b>	<b>1,190</b>	<b>1,200</b>
<b>MEDICAL</b>	<b>17%</b>	<b>481</b>	<b>481</b>	<b>484</b>	<b>483</b>
<b>TOTAL</b>	<b>6%</b>	<b>41,477</b>	<b>41,541</b>	<b>41,773</b>	<b>42,050</b>

Note\*: AA transfers refer only to transfers from the Florida College System. + Includes Law and Nursing; does not include Medical.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	104%	1,307	6%	1,750	8%	2,000	9%	2,300	10%
HYBRID (50%-79%)	153%	309	1%	350	2%	370	2%	400	2%
TRADITIONAL (<50%)	-3%	20,952	93%	20,320	91%	20,330	90%	20,060	88%
<b>TOTAL</b>	<b>0%</b>	<b>22,568</b>	<b>100%</b>	<b>22,420</b>	<b>100%</b>	<b>22,700</b>	<b>100%</b>	<b>22,760</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	-7%	357	7%	400	8%	450	8%	525	10%
HYBRID (50%-79%)	-11%	153	3%	130	2%	140	3%	155	3%
TRADITIONAL (<50%)	-3%	4,803	90%	4,735	90%	4,835	89%	4,770	87%
<b>TOTAL</b>	<b>-3%</b>	<b>5,313</b>	<b>100%</b>	<b>5,265</b>	<b>100%</b>	<b>5,425</b>	<b>100%</b>	<b>5,450</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than* 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	9,513	9,327	9,500	9,600	9,620	9,650	9,675	9,700	0.4%
UPPER	11,690	10,713	11,700	11,850	11,870	11,900	11,950	12,000	0.5%
GRAD I	1,962	2,233	1,965	2,050	2,050	2,070	2,110	2,150	1.9%
GRAD II	1,988	1,941	2,000	2,050	2,070	2,100	2,150	2,200	2.0%
<b>TOTAL</b>	<b>25,153</b>	<b>24,214</b>	<b>25,165</b>	<b>25,550</b>	<b>25,610</b>	<b>25,720</b>	<b>25,885</b>	<b>26,050</b>	<b>0.7%</b>
<i>Non- Resident</i>									
LOWER	580	n/a	585	600	610	620	630	640	1.9%
UPPER	624	n/a	635	650	660	670	680	690	1.7%
GRAD I	562	n/a	565	580	580	590	605	620	1.9%
GRAD II	735	n/a	735	745	750	760	780	800	1.8%
<b>TOTAL</b>	<b>2,501</b>	<b>2,483</b>	<b>2,520</b>	<b>2,575</b>	<b>2,600</b>	<b>2,640</b>	<b>2,695</b>	<b>2,750</b>	<b>1.8%</b>
<b>TOTAL</b>									
LOWER	10,093	n/a	10,085	10,200	10,230	10,270	10,305	10,340	0.5%
UPPER	12,314	n/a	12,335	12,500	12,530	12,570	12,630	12,690	0.6%
GRAD I	2,524	n/a	2,530	2,630	2,630	2,660	2,715	2,770	1.9%
GRAD II	2,723	n/a	2,735	2,795	2,820	2,860	2,930	3,000	1.9%
<b>TOTAL</b>	<b>27,654</b>	<b>26,697</b>	<b>27,685</b>	<b>28,125</b>	<b>28,210</b>	<b>28,360</b>	<b>28,580</b>	<b>28,220</b>	<b>0.8%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	539	n/a	540	545	550	555	560	565	0.9%
UPPER	658	n/a	670	685	700	715	720	725	1.6%
GRAD I	326	n/a	325	330	330	335	335	340	0.9%
GRAD II	18	n/a	20	20	20	20	20	20	0.0%
<b>TOTAL</b>	<b>1,540</b>		<b>1,555</b>	<b>1,580</b>	<b>1,600</b>	<b>1,625</b>	<b>1,635</b>	<b>1,650</b>	<b>1.2%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

#### Medical Doctorate Headcounts

RESIDENT	472	471	472	474	472	472	472	472	0.0%
NON-RESIDENT	9	9	9	10	11	8	8	8	-2.5%
<b>TOTAL</b>	<b>481</b>	<b>480</b>	<b>481</b>	<b>484</b>	<b>483</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>0.0%</b>

#### Dentistry Headcounts

RESIDENT									%
NON-RESIDENT									%
<b>TOTAL</b>									%

#### Veterinary Headcounts

RESIDENT									%
NON-RESIDENT									%
<b>TOTAL</b>									%





## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Nurse Anesthesia	51.3804	HEALTH	FIU	----	50	June 2014
Applied Economics	45.0602	----	----	----	50	Nov. 2014
Risk Management/Insurance	52.1701	GAP	----	----	80	Nov. 2014
Physician Assistant	51.0912	HEALTH	UF, USF	----	120	Nov. 2014
<b>DOCTORAL PROGRAMS</b>						

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Digital Media Communication	09.0702	STEM	FAU, FGCU	----	440	Sept. 2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Digital Media Communication	09.0702	STEM	FAU	----	50	Sept. 2015
<b>DOCTORAL PROGRAMS</b>						



## DEFINITIONS

### Performance Based Funding

**Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
 Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

**Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation**

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
 Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

**Average Cost per Bachelor's Degree**  
*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
 Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

**Six Year FTIC Graduation Rate**

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
 Source: State University Database System (SUDS).

**Academic Progress Rate**  
*2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
 Source: State University Database System (SUDS).

**University Access Rate**  
*Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
 Source: State University Database System (SUDS).

**Bachelor's Degrees Awarded within Programs of Strategic Emphasis**  
*(includes STEM)*

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).

**Graduate Degrees Awarded within Programs of Strategic Emphasis**  
*(includes STEM)*

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
 Source: State University Database System (SUDS).


**Freshmen in Top 10% of High School Class**

Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.

Source: New College of Florida.

**BOG Choice Metrics**
**Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).

Source: State University Database System (SUDS).

**Number of Faculty Awards**

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.

Source: Board of Governors staff review.

**BOT Choice Metrics**
**Percent of R&D Expenditures Funded from External Sources**  
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.

Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.

Source: US News and World Report's annual National University rankings.



<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.





### Goals Common to All Universities

#### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

#### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*





<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt** This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt** This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)** Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

# UF

## 2014-15 Work Plan



**University of Florida**

*Work Plan Presentation for 2014-15 Board of Governors Review*

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



## INTRODUCTION

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

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT *(What is your purpose?)*

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.

Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

## VISION STATEMENT *(What do you aspire to?)*

UF aspires to become a U.S. top-ten public research university. UF will leverage its resources effectively to provide maximum return on investment to the state, the nation, and the world. UF will provide exceptional undergraduate, graduate, and professional education on its residential campus and promote its reputation internationally through state of the art online education. UF will build a world-class faculty to engage students and to pursue vigorous externally funded research programs with global impact. These will lead to new discoveries and inventions, enabling UF to build on its excellent national ranking in technology transfer and licensing. This will spur new businesses and state economic development to accompany UF's emphasis on service and outreach to State citizens.

## STATEMENT OF STRATEGY *(How will you get there?)*

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

UF competes with the top twenty public research universities in the nation for talent. To rise into the top ten, UF will assume a leadership position in a strategically selected subset of disciplines and endeavors through investment of resources appropriated in the preeminence legislation. With the addition of over 120 new faculty members, UF will strengthen undergraduate and graduate student recruitment, doctoral education, research programs and online education. These thrusts will be supported by vigorous outreach and branding efforts, technology transfer and licensing programs, and economic development initiatives.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

UF is well positioned to tackle large interdisciplinary projects such as Big Data, Aging, Emerging Pathogens, and Metabolomics. UF is recruiting teams of senior researchers in these and other fields to raise existing groups from “strong” to “preeminent.” UF is capitalizing on its rapidly growing distance education enterprise with the advent of UF Online to increase the university’s visibility and to provide increased access to high quality undergraduate education. UF is placing increasing emphasis on its research and technology transfer enterprise to create and foster new businesses and to attract new industry into the state.

## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1 With the approval of the preeminence legislation, UF will focus on actions needed to advance UF as one of the nation’s top public research universities. This will involve wise investment into strategically selected research groups and doctoral education. It will also be important to foster an internal focus on this initiative and on efforts to encourage interdisciplinary collaboration to tackle problems of national and global significance. UF will also address other areas to achieve top status, including graduation rates, federal grants and contracts, tech transfer, economic development, faculty awards and recognition, etc. UF will employ Academic Analytics software to help measure research productivity and to help guide new investment decisions.

2 UF will continue to implement and build UF Online. Its mission is to increase access to high quality online undergraduate degrees for Floridians and nonresidents. This initiative was launched successfully in January and joined the extensive online graduate and professional education program that has been a successful ongoing enterprise for several decades. Over the next five years, UF will build the number of majors available through UF Online and will enlarge the program substantially through marketing, advertising, recruiting, and provision of a high quality academic and student services program.

3 The preeminence legislation authorized UF to develop and administer a set of core courses for lower division students. The intent of this initiative is to provide a signature UF experience that serves to introduce students to important subject matter and that provides a common student experience to help the freshman class to bond. The humanities course “What is the Good Life?” is the first in the series and has been successfully delivered to all UF freshmen. Additional courses have been proposed in the sciences and in the social sciences. UF will develop these course offerings and round out the signature core course offerings over the next several years.





## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation</b>	-5%	63%	63%	65%	65%	65%
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	n/a	\$33,100	\$33,100	\$34,000	\$34,000	\$35,000
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	n/a	\$24,960	\$24,960	\$24,960	\$24,960	\$24,960
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	1%	86%	86%	86%	87%	87%
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA≥2 ]	1%	96%	96%	96%	97%	97%
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	0%	32%	32%	32%	32%	32%
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	-5%	52%	52%	52%	53%	53%
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b> [Based on list approved by BOG at 11/2013 meeting]	3%	69%	69%	69%	70%	70%
<b>Board of Governors Choice Metric</b>						
<b>Number of Faculty Awards</b> [for FSU and UF only]	-18.2%	18	19	20	21	23
<b>Board of Trustees Choice Metric</b>						
Total Research Expenditures	-0.3%	\$695M	\$695M	\$695M	\$709M	\$723M

Note: Metrics are defined in appendix.





## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

The Board of Governors shall designate each state research university that meets at least 11 of the 12 following academic and research excellence standards as a preeminent state research university. For this year, the University of Florida and Florida State University are the only universities required to complete the table below. The Board of Governors will consider the shaded 2014 actual data for approval.

	BENCH- MARKS	2014 ACTUAL	2015 GOALS	2016 GOALS	2017 GOALS	2018 GOALS
<b>Average GPA and SAT Score</b> for incoming freshman in Fall semester	<b>4.0 GPA</b> <b>1800 SAT</b>	4.3 1922	4.3 1925	4.3 1927	4.3 1929	4.3 1931
<b>Public University National Ranking</b> (in more than one national ranking)	<b>Top 50</b>	4	4	4	4	4
<b>Freshman Retention Rate</b> (Full-time, FTIC)	<b>90%</b>	96%	96%	97%	97%	97%
<b>6-year Graduation Rate</b> (Full-time, FTIC)	<b>70%</b>	87%	87%	87%	87%	87%
<b>National Academy Memberships</b>	<b>6</b>	23	23	23	24	24
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	<b>\$200M</b>	\$643M	\$643M	\$643M	\$655M	\$668M
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	<b>\$150M</b>	\$472M	\$522M	\$522M	\$532M	\$543M
<b>National Ranking in S.T.E.M. Research Expenditures</b> (includes public & private institutions)	<b>Top 100</b> in 5 of 8 disciplines	8	8	8	9	9
<b>Patents Awarded</b> (over 3 year period)	<b>100</b>	231	323	327	333	333
<b>Doctoral Degrees Awarded Annually</b> (Does not include Professional degrees)	<b>400</b>	742	742	742	742	742
<b>Number of Post-Doctoral Appointees</b>	<b>200</b>	648	648	648	648	648
<b>Endowment Size (\$M)</b>	<b>\$500M</b>	\$1.36B	\$1.48B	\$1.55B	\$1.62B	\$1.7B
<b>NUMBER OF METRICS ABOVE THE BENCHMARK</b>	<b>11 of 12</b>	<b>12</b>				

Note: Due to the various timelines that these data represent, the data reported in each column corresponds to the most updated data for the June Board meeting each year. Metrics are defined in appendix.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

Consistent with UF's goal to become a "top 10 public," UF will invest appropriated funds to hire new faculty in key areas and to improve the impact of its doctoral and professional education programs. Other areas that will receive attention: improved performance in winning federal grants; 6-year graduation rate; faculty awards and recognition; licensing and technology transfer success linked to economic development. UF will increasingly direct its attention to multidisciplinary problems and projects with high national and international impact.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>SAT Score</b> [for 3 subtests]	-1%	1922	1925	1927	1929	1931
<b>High School GPA</b>	2%	4.3	4.3	4.3	4.3	4.3
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	11	11	11	11	11
Exams Below Benchmarks	n/a	0	0	0	0	0
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	0%	96%	96%	96%	97%	97%
<b>FTIC Graduation Rates</b>						
In 4 years (or less)	8%	66%	67%	67%	68%	68%
In 6 years (or less)	4%	86%	86%	87%	87%	87%
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	-3%	40%	43%	43%	44%	44%
In 4 years (or less)	5%	86%	86%	86%	86%	86%
<b>Average Time to Degree (for FTIC)</b>	0.0 yrs	4.1 yrs	4.1 yrs	4.1 yrs	4.1 yrs	4.1 yrs
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	-10%	8,245	8,245	8,245	8,245	8,245
<b>Percent of Bachelor's Degrees in STEM</b>	7%	33%	34%*	34%*	36%*	36%*
<b>Graduate Degrees Awarded</b>	6%	5,981	5,981	5,981	5,981	5,981
<b>Percent of Graduate Degrees in STEM</b>	6%	36%	32%*	32%*	34%*	34%*
<b>Annual Gifts Received (\$M)</b>	0.81%	\$211M	\$215M	\$225M	\$235M	\$245M
<b>Endowment (\$M)</b>	6%	\$1,360M	\$1,480M	\$1,550M	\$1,620M	\$1,700M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.

\*Based on revised strategic emphasis CIPs approved by BOG at 11/2013 meeting. Graduate programs in dental clinical sciences, pharmaceutical sciences and veterinary sciences are now included in the health category.



## KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards	-25%	18	19	20	21	23
National Academy Members	10%	23	23	23	23	24
Number of Post-Doctoral Appointees*	8%	648	648	680	690	690
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) <small>[includes non-Science &amp; Engineering disciplines]</small>	8%	\$ 695M	\$ 695M	\$ 695M	\$ 709M	\$ 723M
Science & Engineering Research Expenditures (\$M)	9%	\$ 643M	\$ 643M	\$ 643M	\$ 655M	\$ 668M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	3%	\$ 472M	\$ 522M	\$ 522M	\$ 532M	\$ 543M
Percent of Research Expenditures funded from External Sources	51%	51%	51%	51%	51%	51%
Patents Issued	81%	107	106	110	111	112
Licenses/Options Executed	52%	140	118	125	130	130
Licensing Income Received (\$M)	-52%	\$28.0M	\$29.7M	\$30.8M	\$31.7M	\$32.6M
Number of Start-up Companies	67%	16	15	16	17	18
National Rank is Higher than Predicted by the Financial Resources Ranking <small>[based on U.S. News &amp; World Report]</small>	n/a	<u>49</u> 46	<u>49</u> 46	<u>49</u> 46	<u>49</u> 46	<u>49</u> 46
Research Doctoral Degrees Awarded	12%	742	742	742	742	742
Professional Doctoral Degrees Awarded	-10%	1,222	1,222	1,222	1,222	1,222
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>15</b>	<b>9</b>	<b>10</b>	<b>17</b>	<b>11</b>

Note: An asterisk (\*) indicates that 2011-12 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year’s Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Bachelor’s Degrees in Areas of Strategic Emphasis	7%	4,019	4,437*	4,437*	4,450*	4,450*
Graduate Degrees in Areas of Strategic Emphasis	10%	3,523	4,124*	4,124*	4,140*	4,140*
Percentage of Eligible Programs with Specialized Accreditation	99%	99%	99%	99%	99%	99%

\*Based on revised strategic emphasis CIPs approved by BOG at 11/2013 meeting.

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

#### Goal 1. N/A

Metric	%Δ	xx	xx	xx	xx	xx
Metric	%Δ	xx	xx	xx	xx	xx

#### Goal 2. N/A

Metric	%Δ	xx	xx	xx	xx	xx
Metric	%Δ	xx	xx	xx	xx	xx



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations*
<b>Education &amp; General – Main Operations</b>		
State Funds	\$342.5	\$371.00
Tuition	\$288.4	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$630.9</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$109.0	\$110.70
Tuition	\$ 38.5	n/a
<b>TOTAL HSC</b>	<b>\$147.5</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	\$144.6	\$153.00
Tuition	\$ -	n/a
<b>TOTAL IFAS</b>	<b>\$144.6</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$923.0</b>	<b>n/a</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year, so are estimated. *The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$325.2	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$998.9	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$515.9	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$678.5	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$2,518.5</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$3,441.5</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary (for 30 credit hours)

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
<b>Tuition Differential Fee</b>	\$1,325	\$1,325	\$1,325		
<b>Percent Increase</b>	9%	1.2%	0%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$1,718	\$1,786	\$1,836	\$1,897	\$1,961
<b>TOTAL TUITION AND FEES</b>	<b>\$6,143</b>	<b>\$6,263</b>	<b>\$6,313</b>		

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	37%	38%	41%	43%	45%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$16,600	\$17,504	\$19,636	\$20,708	\$24,018
<b>NSLDS Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate</b> (3rd Year)	3.5%	3.8%	3.7%*	n/a	n/a

\*The 2010 cohort data are an estimate.

### Cost of Attendance (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,263	\$1,080	\$9,520	\$1,110	\$2,240	<b>\$20,213</b>
<b>AT HOME</b>	\$6,263	\$1,080	\$1,090	\$1,110	\$2,240	<b>\$11,783</b>

### Estimated Net Cost by Family Income (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	7,904	28.33%	\$10,204	(\$3,705)	\$9,975	\$2,833	
\$40,000-\$59,999	2,604	9.33%	\$13,578	(\$159)	\$6,429	\$3,077	
\$60,000-\$79,999	2,347	8.41%	\$15,660	\$2,300	\$3,970	\$3,360	
\$80,000-\$99,999	2,088	7.48%	\$16,229	\$3,010	\$3,260	\$3,186	
\$100,000 Above	9,957	35.69%	\$16,330	\$3,312	\$2,958	\$1,824	
Missing*	2,996	10.74%	n/a	\$3,624	\$2,646	\$82	
<b>TOTAL</b>	<b>27,896</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$14,400*</b>	<b>\$1,397</b>	<b>\$4,873</b>	<b>\$2,394</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.





## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014

Effective Date	
University Board of Trustees approval date:	n/a
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	n/a
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$44.17
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$0
Total differential fee revenue generated in 2014-15 (projected):	\$28,448,033
Intended Uses	
n/a	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
n/a	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
n/a	



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Fund faculty/instructors to provide instruction and improve student-faculty ratio	Since the implementation of the Differential Tuition, a total of 125 Faculty have been hired or retained. We continue to advertise for additional faculty from commitments made from these funds. There are currently three positions being advertised.
Fund advisors to provide student advising	Since the implementation of the Differential Tuition, a total of three advisors have been hired.
These funds will also be used to fund specific undergraduate programs	Departments have been provided funds to support various undergraduate programs.
Provide funding to replace budget reductions from FY13	Colleges have been provided funds to support undergraduate programs that would have been negatively impacted by the budget reductions.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	125
Total Number of Advisors Hired or Retained (funded by tuition differential):	3
Total Number of Course Sections Added or Saved (funded by tuition differential):	1,298
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
Need-based grants for undergraduate students with financial need	Funds were awarded as need-based grants in the Florida Opportunity Scholars Program to Florida resident, first-generation-in-college, undergraduate students, with total family income generally less than \$40,000 per year.
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,274
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,761
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$164
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$17,389



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2013-14 -----	Estimated 2014-15 -----
<b><u>FTE Positions:</u></b>		
Faculty	146.00	154.00
Advisors	4.00	4.00
Staff	5.00	5.00
Total FTE Positions:	155.00	163.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 2,219,434	\$ 3,112,335
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 2,219,434	\$ 3,112,335
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 28,448,033	28,448,033
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 28,448,033	\$ 28,448,033
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 19,877,275	\$ 21,537,480
Other Personal Services	28,360	-
Expenses	217	-
Operating Capital Outlay	-	-
Student Financial Assistance	6,600,000	6,600,000
Expended From Carryforward Balance	1,049,280	2,161,000
**Other Category Expenditures	-	-
Total Expenditures:	\$ 27,555,132	\$ 30,298,480
<b>Ending Balance Available:</b>	<b>\$ 3,112,335</b>	<b>\$ 1,261,888</b>
*Since the 2013-14 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: University of Florida							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	\$32.00	\$44.17	\$44.17	\$44.17			
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$135.32</b>	<b>\$147.49</b>	<b>\$149.24</b>	<b>\$149.24</b>	<b>\$105.07</b>	<b>\$105.07</b>	<b>\$105.07</b>
% Change		9.0%	1.2%	0.0%			
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$14.55	\$16.06	\$17.35	\$18.19	\$19.06	\$19.97	\$20.93
Health	\$13.82	\$13.82	\$14.11	\$14.93	\$15.80	\$16.71	\$17.67
Athletic	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90
Transportation Access	\$7.88	\$8.41	\$8.91	\$8.91	\$9.22	\$9.54	\$9.87
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$53.23</b>	<b>\$57.27</b>	<b>\$59.53</b>	<b>\$61.19</b>	<b>\$63.24</b>	<b>\$65.38</b>	<b>\$67.63</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$188.55</b>	<b>\$204.76</b>	<b>\$208.77</b>	<b>\$210.43</b>			
% Change		8.6%	2.0%	0.8%			
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		0.0%	0.0%	0.0%			
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,059.60</b>	<b>\$4,424.70</b>	<b>\$4,477.20</b>	<b>\$4,477.20</b>			
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,596.90</b>	<b>\$1,718.10</b>	<b>\$1,785.90</b>	<b>\$1,835.70</b>	<b>\$1,897.20</b>	<b>\$1,961.40</b>	<b>\$2,028.90</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,656.50</b>	<b>\$6,142.80</b>	<b>\$6,263.10</b>	<b>\$6,312.90</b>			
\$ Change		\$486.30	\$120.30	\$49.80			
% Change		8.6%	2.0%	0.8%			
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36
Total per credit hour	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$25,275.90</b>	<b>\$25,641.00</b>	<b>\$25,693.50</b>	<b>\$25,693.50</b>			
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,657.70</b>	<b>\$2,778.90</b>	<b>\$2,846.70</b>	<b>\$2,896.50</b>	<b>\$2,958.00</b>	<b>\$3,022.20</b>	<b>\$3,089.70</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$27,933.60</b>	<b>\$28,419.90</b>	<b>\$28,540.20</b>	<b>\$28,590.00</b>			
\$ Change		\$486.30	\$120.30	\$49.80			
% Change		1.7%	0.4%	0.2%			
<b>Housing/Dining<sup>4</sup></b>							
	\$8,800.00	\$9,370.00	\$9,520.00	\$9,630.00	\$9,967.00	\$10,316.00	\$10,677.00
\$ Change		\$570.00	\$150.00	\$110.00	\$337.00	\$349.00	\$361.00
% Change		6.5%	1.6%	1.2%	3.5%	3.5%	3.5%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> as approved by the Board of Governors.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	-3.1%	26,223	52.8%	27,099	53.2%	28,004	53.6%	28,940	54.0%
FTIC (Profile Admit)									
AA Transfers*	-12.5%	5,283	10.6%	5,460	10.7%	5,642	10.8%	5,830	10.9%
Other Transfers	-31.7%	869	1.7%	898	1.8%	928	1.8%	959	1.8%
<b>Subtotal</b>	<b>-5.8%</b>	<b>32,375</b>	<b>65.2%</b>	<b>33,457</b>	<b>65.7%</b>	<b>34,574</b>	<b>66.2%</b>	<b>35,730</b>	<b>66.6%</b>
<b>GRADUATE STUDENTS</b>									
Master's	4.7%	7,204	14.5%	7,288	14.3%	7,372	14.1%	7,458	13.9%
Research Doctoral	-8.8%	4,283	8.6%	4,333	8.5%	4,383	8.4%	4,434	8.3%
Professional Doctoral	-2.3%	1,597	3.2%	1,616	3.2%	1,634	3.1%	1,653	3.1%
<b>Subtotal</b>	<b>-1.0%</b>	<b>13,084</b>	<b>26.3%</b>	<b>13,236</b>	<b>26.0%</b>	<b>13,389</b>	<b>25.6%</b>	<b>13,545</b>	<b>25.3%</b>
<b>NOT-DEGREE SEEKING</b>	<b>16.8%</b>	<b>1,791</b>	<b>3.6%</b>	<b>1,851</b>	<b>3.6%</b>	<b>1,913</b>	<b>3.7%</b>	<b>1,977</b>	<b>3.7%</b>
<b>MEDICAL</b>	<b>0.1%</b>	<b>2,410</b>	<b>4.9%</b>	<b>2,368</b>	<b>4.7%</b>	<b>2,368</b>	<b>4.5%</b>	<b>2,368</b>	<b>4.4%</b>
<b>TOTAL</b>	<b>-3.6%</b>	<b>49,660</b>	<b>100.0%</b>	<b>50,911</b>	<b>100.0%</b>	<b>52,245</b>	<b>100.0%</b>	<b>53,619</b>	<b>100.0%</b>

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	52.7%	4,847	20.6%	6,334	25.2%	7,467	29.0%	9,393	35.7%
HYBRID (50%-79%)	-29.1%	366	1.6%	502	2.0%	386	1.5%	263	1.0%
TRADITIONAL (<50%)	-8.9%	18,364	77.9%	18,284	72.8%	17,909	69.5%	16,648	63.3%
<b>TOTAL</b>	<b>-1.1%</b>	<b>23,576</b>	<b>100.0%</b>	<b>25,121</b>	<b>100.0%</b>	<b>25,762</b>	<b>100.0%</b>	<b>26,304</b>	<b>100.0%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	105.7%	1,674	18.5%	1,772	20.0%	1,907	21.5%	1,953	22.0%
HYBRID (50%-79%)	-20.9%	225	2.5%	133	1.5%	89	1.0%	44	0.5%
TRADITIONAL (<50%)	<b>-13.9%</b>	7,166	79.1%	6,954	78.5%	6,873	77.5%	6,881	77.5%
<b>TOTAL</b>	<b>-3.8%</b>	<b>9,065</b>	<b>100.0%</b>	<b>8,859</b>	<b>100.0%</b>	<b>8,869</b>	<b>100.0%</b>	<b>8,879</b>	<b>100.0%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned Enrollment Plan by Residency and Student Level (Florida FTE)

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	9,673	10,122	10,122	10,223	10,323	10,423	10,523	10,623	1.0%
UPPER	13,239	13,852	13,852	14,052	14,152	14,452	14,802	15,252	1.9%
GRAD I	1,910	1,981	1,981	1,981	1,981	1,981	1,981	1,981	0.0%
GRAD II	3,639	3,830	3,830	3,830	3,830	3,830	3,830	3,830	0.0%
<b>TOTAL</b>	<b>28,461</b>	<b>29,785</b>	<b>29,785</b>	<b>30,086</b>	<b>30,286</b>	<b>30,686</b>	<b>31,136</b>	<b>31,686</b>	<b>1.2%</b>
<i>Non- Resident</i>									
LOWER	449		492	531	574	620	669	723	8.0%
UPPER	474		655	955	1,255	1,555	1,855	2,155	26.9%
GRAD I	1,248		1,249	1,250	1,251	1,253	1,254	1,255	0.1%
GRAD II	1,781		1,799	1,808	1,817	1,826	1,835	1,844	0.5%
<b>TOTAL</b>	<b>3,951</b>	<b>4,049</b>	<b>4,195</b>	<b>4,544</b>	<b>4,897</b>	<b>5,253</b>	<b>5,613</b>	<b>5,977</b>	<b>7.3%</b>
<b>TOTAL</b>									
LOWER	10,122	10,122	10,614	10,755	10,897	11,043	11,193	11,346	1.3%
UPPER	13,713	13,852	14,507	15,007	15,407	16,007	16,657	17,407	3.7%
GRAD I	3,157	1,981	3,230	3,231	3,232	3,234	3,235	3,236	0.0%
GRAD II	5,420	3,830	5,629	5,638	5,647	5,656	5,665	5,674	0.2%
<b>TOTAL</b>	<b>32,411</b>	<b>33,834</b>	<b>33,980</b>	<b>34,630</b>	<b>35,183</b>	<b>35,939</b>	<b>36,749</b>	<b>37,663</b>	<b>2.1%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	181	n/a	183	185	186	188	190	192	1.0%
UPPER	429	n/a	434	438	442	447	451	456	1.0%
GRAD I	1,551	n/a	1,597	1,645	1,694	1,745	1,797	1,851	3.0%
GRAD II	395	n/a	395	395	395	395	395	395	0.0%
<b>TOTAL</b>	<b>2,555</b>	<b>n/a</b>	<b>2,608</b>	<b>2,662</b>	<b>2,718</b>	<b>2,775</b>	<b>2,834</b>	<b>2,894</b>	<b>2.1%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

### Medical Student Headcount Enrollments

#### Medical Doctorate Headcounts

RESIDENT	524	513	513	513	513	513	513	513	0.0%
NON-RESIDENT	6		27	27	27	27	27	27	0.0%
<b>TOTAL</b>	<b>530</b>	<b>513</b>	<b>540</b>	<b>540</b>	<b>540</b>	<b>540</b>	<b>540</b>	<b>540</b>	<b>0.0%</b>

#### Dentistry Headcounts

RESIDENT	322	321	321	321	321	321	321	321	0.0%
NON-RESIDENT	8		10	10	10	10	10	10	0.0%
<b>TOTAL</b>	<b>330</b>	<b>321</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>0.0%</b>

#### Veterinary Headcounts

RESIDENT	355	332	344	344	344	344	344	344	0.0%
NON-RESIDENT	0		0	0	0	0	0	0	0.0%
<b>TOTAL</b>	<b>382</b>	<b>332</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>0.0%</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Marine Sciences	26.1302		FIU, UWF	10%	175	Fall 2014
Civil Eng Technology	15.0201		None	100%	300	Fall 2014
Biomed Eng Tech	15.0401		None	100%	300	Fall 2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Arts in Medicine	50.0799		None	Yes	30	Spring 2014
Entrepreneurship	52.0701		USF	TBD	40	Spring 2014
ISOM	11.0501		FAU, FGCU, FIU, FSU	TBD	250	Spring 2014
International Bus	52.1101		FAU, FIU	TBD	150	Spring 2014
<b>DOCTORAL PROGRAMS</b>						
Comp Science	11.0101		FAU, FIU, FSU, UCF	No	120	Fall 2014

### New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Mass Comm	09.0102		FGCU, FIU, USFT, USFSP, UWF	100%	550	Fall 2015
Comp Eng Technology	15.1201		None	100%	300	Fall 2016
Environ Eng Technology	15.0507		None	100%	300	Fall 2015
Mech Eng Technology	15.0805		None	100%	300	Fall 2015
Indus Eng Technology	15.0612		None	100%	300	Fall 2015
Mfg Eng Technology	15.0613		None	100%	300	Fall 2016
Comm Studies	09.0100		FAU, FIU, UCF	100%	35	Fall 2016
Environ Analysis/Design	04.0401		None	No	20	Fall 2016
Educational Technology	13.0501		None	100%	30	Fall 2016
Marine Sciences	30.0201		FIU, UWF	TBD	100	Spring 2015
Ag Operations Mgmt	01.0106		None	TBD	40	Spring 2015
Public Health	51.2201		None	TBD	95	Fall 2016



**MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS**

Dance	50.0301	FSU	No	25	Fall 2016
Case Management	51.0001	None	Yes	40	Fall 2016
Human-Centered Comp	11.0104	None	No	20	Fall 2015
Advanced Legal Research	22.0201	None	Yes	25	Fall 2016

**DOCTORAL PROGRAMS**

Human-Centered Comp	11.0104	None	No	50	Fall 2015
Family, Youth & Comm Sciences	19.0707	UCF, USF, FSU	No	20	Fall 2015



## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.

Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.

Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree

*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data. Source: State University Database System (SUDS).

#### Academic Progress Rate

*2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).

Source: State University Database System (SUDS).

#### University Access Rate

*Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.

Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).

Source: State University Database System (SUDS).



**Freshmen in Top 10% of High School Class**  
 Applies to: NCF  
 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.  
 Source: New College of Florida.

**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**  
 This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.  
 Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).  
 Source: State University Database System (SUDS).

**Number of Faculty Awards**  
 This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.  
 Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**  
 This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.  
 Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**  
 FAMU  
 This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
 Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
 FAU, FGCU, FIU  
 This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
 Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
 FSU  
 This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
 Source: US News and World Report's annual National University rankings.



<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



## Goals Common to All Universities

### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).





## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  
Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

*based on US News & World Report*





<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt** This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

**Average Amount of Debt for Bachelor's who have graduated with debt** This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

**Student Loan Cohort Default Rate (3rd Year)** Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

Three Year CDR			
Cohort Fiscal Year	Year Published	Borrowers in the Numerator Borrowers in the Denominator	3-Yr Time Period (Numerator) 1-Yr Time Period (Denominator)
2009	2012	Borrowers who entered repayment in 2009 and defaulted in 2009, 2010 or 2011 Borrowers who entered repayment in 2009	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015



## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
<b>Base Tuition</b>	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
<b>Tuition Differential Fee</b>	\$1,325	\$1,325	\$1,325		
<b>Percent Increase</b>	9%	1.2%	0%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$1,718	\$1,786	\$1,836	\$1,897	\$1,961
<b>TOTAL TUITION AND FEES</b>	<b>\$6,143</b>	<b>\$6,263</b>	<b>\$6,313</b>		

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
<b>Percent of Bachelor's Recipients with Debt</b>	37%	38%	41%	43%	45%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$16,600	\$17,504	\$19,636	\$20,708	\$24,018
<b>NSLDS Cohort Year</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012 GOAL</b>
<b>Student Loan Cohort Default Rate</b> (3rd Year)	<b>2.43%</b>	<b>3.0%</b>	<b>3.8%</b>	<b>3.7%</b>	<b>4.0%</b>

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$6,263	\$1,080	\$9,520	\$1,110	\$2,240	<b>\$20,213</b>
<b>AT HOME</b>	\$6,263	\$1,080	\$1,090	\$1,110	\$2,240	<b>\$11,783</b>

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	7,904	28.33%	\$10,204	(\$3,705)	\$9,975	\$2,833	
\$40,000-\$59,999	2,604	9.33%	\$13,578	(\$159)	\$6,429	\$3,077	
\$60,000-\$79,999	2,347	8.41%	\$15,660	\$2,300	\$3,970	\$3,360	
\$80,000-\$99,999	2,088	7.48%	\$16,229	\$3,010	\$3,260	\$3,186	
\$100,000 Above	9,957	35.69%	\$16,330	\$3,312	\$2,958	\$1,824	
Missing*	2,996	10.74%	n/a	\$3,624	\$2,646	\$82	
<b>TOTAL</b>	<b>27,896</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$14,400*</b>	<b>\$1,397</b>	<b>\$4,873</b>	<b>\$2,394</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). \*Missing\* includes students who did not file a FAFSA.



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations*
<b>Education &amp; General – Main Operations</b>		
State Funds	\$342.5	\$371.1
Tuition	\$288.4	\$289.4
<b>TOTAL MAIN OPERATIONS</b>	<b>\$630.9</b>	<b>\$660.5</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$109.0	\$110.70
Tuition	\$ 38.5	\$38.4
<b>TOTAL HSC</b>	<b>\$147.5</b>	<b>\$149.1</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	\$144.6	\$153.00
Tuition	\$ -	\$ -
<b>TOTAL IFAS</b>	<b>\$144.6</b>	<b>\$153.0</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$923.0</b>	<b>\$962.6</b>
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year, so are estimated. *The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	\$325.2	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$998.9	n/a
<b>Local Funds</b>		
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	\$515.9	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$678.5	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$2,518.5</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$3,441.5</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014

Effective Date	
University Board of Trustees approval date:	n/a
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	n/a
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$44.17
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$0
Total differential fee revenue generated in 2014-15 (projected):	\$28,448,033
Intended Uses	
n/a	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
n/a	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
<p>UF requests a waiver of the 70%/30% intended uses criteria identified in Regulation 7.001(14). UF will meet the financial needs of resident undergraduates who apply by the financial aid deadline. UF is currently utilizing a portion of the Differential Tuition (\$6.6M) and has increased its need-based financial aid from private source since 2011-12 to more than meet the 30% statutory requirement.</p>	



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**

**Academic and Student Affairs Committee  
Grand Ballroom, UCF Fairwinds Alumni Center  
University of Central Florida  
Orlando, Florida  
June 18, 2014  
2:00 p.m. to 2:30 p.m.**

**or**

**Upon Adjournment of Previous Meetings**

**Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link  
Members: Beard, Carter, Cavallaro, Chopra, Frost, Stewart, Webster**

1. **Call to Order and Opening Remarks** **Governor Norman Tripp**
  
2. **Vice Chancellor and Chief Academic Officer's Report** **Dr. Jan Ignash,**  
*Vice Chancellor for  
Academic and Student Affairs,  
Board of Governors*
  
3. **Approval of Committee Meeting Minutes** **Governor Tripp**  
*Minutes, March 19, 2014*
  
4. **Academic Program Item** **Governor Tripp**  
  
*Ph.D. in Rehabilitation Sciences, CIP 51.2314  
University of South Florida, Tampa* **University Staff**

5. **Relocation of the Florida International University  
Broward County Educational Site** **Governor Tripp**
  
6. **Public Notice of Intent to Amend Board of Governors  
Regulation 6.017, Criteria for Awarding the Baccalaureate Degree** **Governor Tripp**
  
7. **Academic and Student Affairs Updates**
  - a. **SUS Council of Academic Vice Presidents (CAVP)** **Dr. Ronald Toll,**  
*Provost and Vice President for  
Academic Affairs,  
Florida Gulf Coast University,  
and Chair, CAVP*
  
  - b. **SUS Council for Student Affairs (CSA)** **Dr. Kevin Bailey,**  
*Vice President for Student Affairs,  
University of West Florida,  
and Chair, CSA*
  
  - c. **Florida Student Association** **Governor Stefano Cavallaro**
  
8. **Closing Remarks and Adjournment** **Governor Tripp**

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 18, 2014

**SUBJECT:** Vice Chancellor and Chief Academic Officer's Report

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will provide an update regarding the activities of the Office of Academic and Student Affairs.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Jan Ignash



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 18, 2014**

**SUBJECT:** Approval of Summary Minutes of March 19, 2014 Committee Meeting

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**PROPOSED COMMITTEE ACTION**

Approval of summary minutes of the meeting held on March 19, 2014 at Florida State University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the summary minutes of the meeting held on March 19, 2014 at the Florida State University.

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**Supporting Documentation Included:** Minutes, March 19, 2014

**Facilitators/Presenters:** Governor Tripp

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
FLORIDA STATE UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 19, 2014

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

1. Call to Order and Opening Remarks

Governor Norman Tripp, Chair, convened the meeting of the Academic and Student Affairs Committee at 12:30 p.m. Committee members present were Richard Beard, Matthew Carter, Manoj Chopra, Carlo Fassi, Patricia Frost, and Pamela Stewart. Other members present were Dean Colson, Daniel Doyle, Mori Hosseini, H. Wayne Huizenga, Jr., Thomas Kuntz, Alan Levine, and Edward Morton.

FIU was recognized for improving their 6 year graduation rate by 9% and being awarded Most Visible Progress by the Association of Public and Land-Grant Universities.

2. Vice Chancellor and Chief Academic Officer's Report

Vice Chancellor Ignash provided an update on the activities of the Board's Office of Academic and Student Affairs. The office has recently devoted the majority of its time in responding to data requests and bill analyses as a result of the legislative session. ,

The CAVP Academic Coordination Project work group met February 7<sup>th</sup> in Orlando and three Board of Governors staff members were in attendance. The next CAVP Academic Coordination Project work group meeting is on March 28<sup>th</sup>.

Concern expressed by the University of West Florida regarding the Pensacola State College's letter of intent to start a bachelor's degree program in cyber security was resolved through conversations between the two institutions, with facilitation by staff.

A scope of work has been drafted by the information technology staff at the Board of Governors office to develop an early information system between the Florida College System and the Board of Governors for new degree programs under consideration. This system will allow communication through notifications between the Florida College System and the Board of Governors prior to the 90 day letter of intent period established in statutes.

A meeting was scheduled with the Vice Presidents for Research on Wednesday, April 16<sup>th</sup>, at the University of Central Florida in Orlando. The purpose is to follow up on ideas from the Department of Defense Agency workshop mentioned at a previous meeting.

Staff has worked with the State Board of Education on Florida's "Take Stock in Children" program. The program facilitates access to the state university system for qualified "Take Stock in Children" high school graduates. Staff is also working on Cross-Sector planning group for upcoming State Board of Education workshop on Teacher Preparation.

Vice Chancellor Ignash informed the Committee about recent staff changes. Dr. Alma Littles was retained as the new special consultant for Health Initiatives Committee and Amy Beaven has been hired as the new director for STEM Health Initiatives. One research employee has resigned and the office has begun accepting applications for a replacement.

3. Approval of Committee Meeting Minutes

Governor Carter moved that the Committee approve the meeting minutes for November 20<sup>th</sup>, 2013 as presented. Governor Chopra seconded the motion and members of the Committee concurred.

4. State University System Research: ExpertNet

Amy Finley, Associate Director of Florida ExpertNet, provide a presentation on ExpertNet.org. ExpertNet is a premier portal to expertise across Florida's universities, and a gateway to intellectual capital within the university system. Ten public and two private universities currently participate in ExpertNet. Florida Polytechnic University has expressed interest in joining as soon as it opens. ExpertNet includes Florida TalentNet, which is a statewide catalog of postsecondary instructional programs. Florida ExpertNet is also launching the Innovation Exchange which has been funded by the Economic Development Agency of the U.S. Department of Commerce.

5. Targeted Educational Attainment Grant Program Recommendations for Awards

Dr. Chris Mullin, Associate Vice Chancellor, provided the Access and Attainment Commission's recommendations for the Targeted Educational Attainment (TEAm) Grant Program awards. Applications for the TEAm Grant Program became available after the November 2013 board meeting and were due Monday, February 23<sup>rd</sup>, 2014. Twelve applications were received from 11 state universities that included partnerships with 4 independent colleges and universities and 10 state colleges. The applications were scored on the following criteria:

- Criteria 1: Projected number of new graduates who will earn degrees in the targeted programs.
- Criteria 2: Increasing the probability that graduates who have earned degrees in the targeted programs will start jobs in Florida.
- Criteria 3: Evidence that the proposal can be faithfully implemented with quality by the state university or consortium of institutions that include a state university.

The proposal review committee recommended four applications for funding to the Access and Attainment Commission on March 3<sup>rd</sup>, 2014. They were subsequently approved and forwarded to the Board of Governors for consideration.

Four applications were considered by the Board of Governors for approval.

- Application 1: CSIT, from the Florida International University, University of Central Florida, and University of South Florida. An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs.
- Application 2: From the Florida International University, University of Central Florida, and University of South Florida. An Innovative, Collaborative Approach to Increase the Supply of Quality Accounting Graduates in Florida.
- Application 3: The FITC Alliance, from the Florida Agricultural and Mechanical University. Expanding North Florida's IT Career Pathways.
- Application 4: Capture Project, from the Florida Atlantic University, Palm Beach State College and Broward College. Focused on Paving Down the Gap in Computer and Information Technology.

Another category of the TEAm grants was Middle School Teacher Retention. Three applications were received for this category, all of which were not rated because of errors in their preparation.

Governor Fassi moved that the committee approve recommendations of the Commission on Florida Higher Education Access and Degree Attainment for TEAm grants. Governor Chopra seconded the motion and members of the Committee concurred.

6. Public Notice of Intent to Establish Board of Governors Regulation 8.005, General Education Core Course Options

Vice Chancellor Ignash provided an overview of the proposed Board of Governors Regulation 8.005. This regulation enacts 2013 legislation that establishes a common core for the General Education curriculum. Half of the curriculum is to be prescribed and students must pick from a limited number of course options in each of 5 major discipline areas:

- Communications;
- Humanities;
- Math;
- Natural Sciences;
- Social Sciences.

The goal is to make sure students graduate with some common understanding as part of their general education. It was noted that the general education core outlined in the proposed regulation had been developed by faculty discipline committees made up of state university and Florida college faculty. Universities will still be free to fill out the second half of the 36 credits in general education with their own courses.

Governor Carter moved that the committee approve the public notice of intent to adopt Board of Governors Regulation 8.005 General Education Core Course Options. Governor Frost seconded the motion and members of the Committee concurred.

7. Academic and Student Affairs Updates

a. SUS Council of Academic Vice Presidents (CAVP)

Dr. Ronald Toll provided an update on activities of SUS Council of Academic Vice Presidents and the Academic Program Coordination Workgroup. The Academic Program Coordination Workgroup goals are to:

- Review degrees that are in place;
- Review degree proposals for new degree programs from baccalaureate, masters and doctoral degree levels;
- Review the need for regional distributions of programs.

Dr. Toll noted that Provost Tony Waldrop, Chair of the Academic Program Coordination Workgroup would be leaving to assume the presidency at an out-of-state institution, and that he would be replaced by another provost.

Dr. Ronald Toll also noted that he will begin to serve on the Advisory group for the Innovation and Online Learning committee.

b. Florida Student Association

Governor Fassi provided an update on Florida Student Association (FSA) activity. The FSA event "Rally in Tally" was scheduled to take place in Tallahassee on March 25<sup>th</sup>, on the 4<sup>th</sup> floor of the capitol building.

FSA legislative bills of interest included:

- Florida GI bill has been passed by the house and senate. Grants in-state tuition and scholarships to honorably discharged veterans;
- House bill 851;
- Senate bill 1400.

The FSA was also working with Representative Flores and focusing on her bill on textbook affordability.

8. Closing Remarks and Adjournment, Governor Tripp

Having no further business, Chair Tripp adjourned the meeting at 1:29 p.m.

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Richard P. Stevens,  
Director, Academic and Student Affairs

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Norman Tripp, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 18, 2014**

**SUBJECT:** Ph.D. in Rehabilitation Sciences (CIP 51.2314) at the University of South Florida

---

**PROPOSED COMMITTEE ACTION**

Consider approval of the Ph.D. in Rehabilitation Sciences at the University of South Florida, CIP Code 51.2314.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The University of South Florida (USF) proposes to offer a PhD in Rehabilitation Sciences with three applied concentration areas: chronic disease, veteran's health/ reintegration, and neuromusculoskeletal disability. The purpose of the program is to prepare students for faculty roles, capable of teaching and conducting research in a variety of rehabilitation-related programs, such as Physical Therapy, Occupational Therapy, Speech Therapy, Audiology, and Rehabilitation Counseling. The direct and indirect contributions of the program to the workforce could be substantial, as these faculty members will be preparing future graduates for high-paying and critical need health professions.

The program will recruit from a population of students with master's or first-professional doctoral degrees in a rehabilitation-related discipline. The curriculum has been designed to be interdisciplinary in nature and includes 66 credit hours (15 rehabilitation core credit hours, 15 research credit hours, 15 concentration credit hours, 9 elective credit hours, and 12 credits hours for the dissertation).

The proposal includes a letter of support from the University of Florida, which also currently offers a PhD in Rehabilitation Sciences. This letter and the proposed program's external reviewer each report a significant enough need for faculty to support an additional program.

The USF Board of Trustees approved the program on December 5, 2013. If the proposal is approved by the Board of Governors, USF will implement the program in Fall 2014.



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**Supporting Documentation Included:**

Staff Analysis  
(Full proposal online at [www.flbog.edu](http://www.flbog.edu))

**Facilitators/Presenters:**

USF Representatives

**BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

**Program:** Ph.D. in Rehabilitation Sciences    **CIP Code:** 51.2314  
**Institution:** University of South Florida    **Proposed Implementation Date:** Fall 2014  
**Staffed By:** A. Beaven    **Initial Review Date:** March 2014    **Last Update:** May 2014

**Projected program costs:**

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	Cost per FTE	SUS 12-13 Average Cost per FTE
Year 1	\$245,000	100% \$245,000	0% \$0	0% \$0	0% \$0	\$0	\$65,333	\$9,220.16 51 CIP
Year 5	\$390,000	82.1% \$320,000	0% \$0	0% \$0	17.9% \$70,000	\$0	\$24,912	

**Projected FTE and Headcount are:**

	Student Headcount	Student FTE
<b>First Year</b>	4	3.75
<b>Second Year</b>	9	7.31
<b>Third Year</b>	15	10.03
<b>Fourth Year</b>	18	11.90
<b>Fifth Year</b>	20	12.85

*On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.*

**Proposal Page Numbers:**

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	3	4	7	10	12	13	22	23

**A. Program Description:**

The University of South Florida (USF) is proposing to offer a PhD in Rehabilitation Sciences with three applied concentration areas: chronic disease, veteran’s health/reintegration, and neuromusculoskeletal disability. The program will be offered at USF’s main campus.

The proposed PhD in Rehabilitation Sciences at the USF School of Physical Therapy and Rehabilitation Sciences (SPTRS) will be a research doctoral program with an interdisciplinary focus. Rehabilitation Science as a field draws from multiple disciplines spanning the physiological, health, and social sciences and relates to understanding and restoring human function and performance. The proposed program aims to prepare students for faculty roles, capable of teaching and conducting research in a variety of rehabilitation-related programs such as Physical Therapy, Occupational Therapy, Speech Therapy, Audiology, and Rehabilitation Counseling.

The program will recruit from a population of students with a master’s or first-professional doctoral degree in a rehabilitation-related discipline. According to the proposal, the curriculum has been designed to advance the education of these professionals through a rehabilitation sciences core, a research core, and a choice of three concentrations. Core courses and electives will draw from a variety of USF Health’s course offerings. In addition to coursework, the program will include requirements to pass qualifying and written comprehensive examinations and to successfully defend a written dissertation proposal. The degree will culminate in the successful defense of a dissertation and the submission of at least one full text scientific manuscript to a refereed journal.

The USF proposal emphasizes the need for terminally degreed faculty researchers to contribute to the development of rehabilitation practice, research, and education in an emerging 21<sup>st</sup> century health care environment. The program’s goal, as stated in the proposal, is to “create a new generation of faculty with a broad perspective of enablement that can be linked to the economic development and betterment of the health and welfare of the citizens of our state and society” (p. 2).

The proposed doctoral program would be the second such program to be offered in the state of Florida. The University of Florida currently offers a PhD in Rehabilitation

Sciences. In more discipline-specific related fields, Florida State University offers a PhD in Vocational Rehabilitation Counseling and Nova Southeastern University offers a PhD in Occupational Therapy and a PhD in Physical Therapy.

## **B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:**

The proposal suggests many State University System (SUS) 2012-2025 Strategic Plan Goals would be supported by its implementation. These goals are:

- increase the number of degrees awarded in STEM and other Areas of Strategic Emphasis,
- increase research and commercialization activity,
- strengthen the quality and reputation of scholarship, research, and innovation,
- strengthen the quality and recognition of commitment to community and business engagement,
- increase levels of community and business engagement, and
- increase community and business workforce, including indirect contributions through the USF-Tampa Veteran's Reintegration Strategy.

Greater detail of how the program aligns with the Strategic Plan Goals is included below and is primarily excerpted from the proposal.

### *Teaching and Learning*

The program aims to educate the next generation of faculty scholars and researchers to populate graduate and professional educational programs. By training the future health care workforce, the program will increase the number of degrees awarded in areas of strategic emphasis both directly and indirectly.

### *Scholarship, Research and Innovation*

The program will convert university research in rehabilitation sciences into the commercialization or improvement of products, such as mobility aids, prosthetics and therapeutic robotics, which serves to strengthen the University's reputation for quality.

### *Community and Business Engagement*

The program proposes to engage students with the USF-Tampa Veteran's Reintegration Strategy and other established business connections for their research.

## **Need Analysis**

The proposal notes two trends that are creating an increased need for faculty, thereby justifying the PhD in Rehabilitation Sciences program. The first is projected

vacancies that will be created by retiring faculty. As an example, the proposal notes that more than 40% of physical therapy faculty are over the age of 55 and similar trends are evident in occupational therapy and speech therapy/audiology programs. The second trend is expected growth in the rehabilitation-related workforce and greater need for faculty as discipline-specific programs are developed or expand.

Successful students of the PhD in Rehabilitation Sciences program will be qualified to teach in a variety of programs, including undergraduate and graduate entry-level professional and research degree programs in Physical Therapy, Occupational Therapy, Audiology, Rehabilitation Counseling, Art and Music Therapy, Prosthetics and Orthotics, Speech-Language Pathology, and Athletic Training. As the proposal suggests, these programs are increasingly requiring faculty to hold a research doctorate in addition to the entry-level professional degree to meet accreditation standards, an assertion supported by the external consultant.

According to a 2013 position paper by the Commission on Accreditation in Physical Therapy Education (CAPTE), the Doctor of Physical Therapy (DPT) as an entry-level professional degree does not by itself qualify an individual for a faculty role. The paper strongly emphasizes the need for faculty to exhibit “evidence of other appropriate qualifications” and goes on to give guidance about scholarship required of faculty. And while the paper does not explicitly state that faculty must hold a PhD for program accreditation, the critical inquiry and scholarship skills it outlines can be gained through a research doctoral program such as USF’s. CAPTE recognizes the following capabilities as key for physical therapy faculty:

- analyzing and applying research findings to physical therapy practice and education;
- evaluating the efficacy and effectiveness of both new and established practice and technologies; and
- participating in planning, conducting and disseminating clinical, basic, or applied research.

The program’s external evaluator also notes this shift toward the need for faculty to hold a PhD, in part because many of the rehabilitation disciplines are increasing the educational requirements for the entry-level professional degree.

The national projected growth to 2022 for the rehabilitation workforce by the Bureau of Labor Statics is 36% for physical therapists, 29% for occupational therapists, 19% for speech-language pathologists, 34% for audiologists, 36% for orthotists and prosthetists, and 21% for athletic trainers. Parallel growth trends are expected for the state of Florida. Meeting this workforce need will likely require the expansion of academic programs, as suggested in the proposal. A 2013 analysis conducted by Board of Governors staff identified a gap for physical therapists and concluded approximately 100 additional DPT graduates per year will be needed to meet the projected workforce demand in Florida.

Additionally, the projection for postsecondary health specialties teachers in Florida, due to growth and replacement, is 430 open positions annually. Faculty openings in the rehabilitation sciences will be a subset of these teachers. The proposal and external reviewer each note greater than 300 openings in core rehabilitation disciplines nationally at the time of their writing. However, a search at HigherEdjobs.com in May 2014 yielded three advertised faculty positions in Florida requiring the PhD and roughly 85 positions nationally.

Institution	CIP	CIP Title	2009-10	2010-11	2011-12
University of Florida	51.2314	Rehabilitation Science	8	8	6
Florida State University	51.2310	Vocational Rehabilitation Counseling	2	0	1
Nova Southeastern University	51.2306	Occupational Therapy	2	4	3
	51.2308	Physical Therapy	7	8	6

Data Sources: [www.flbog.edu](http://www.flbog.edu) as of 5/9/2014; National Center for Education Statistics. (2014). Integrated Postsecondary Education Data System (IPEDS). Completions file.

As mentioned previously, another PhD program in Rehabilitation Sciences and three discipline-specific PhD programs exist in the state. These programs are also potential sources to meet the need for faculty. However, the number of degrees granted by these programs in the past few years is relatively small, as illustrated in Table A.

In addition to faculty employment, the proposal suggests graduates of the program would be qualified for leadership roles in industry or government. Specifically, the proposal notes “graduates may also fill governmental or social agency administrative positions involved in leading the implementation of the Affordable Care Act or serve industry as innovation/product development consultants” (p.8).

### **Demand Analysis**

Tables B and C below highlight System enrollment in baccalaureate, master’s and professional degree rehabilitation programs. The master’s and professional degree students from these programs are potential applicants for the PhD in Rehabilitation Sciences program. However, given the typical career trajectory of graduates in these disciplines, with three to five years of clinical practice before consideration of an academic career, the figures in the table may not fully capture how many students will be immediately interested or qualified. There is also some concern that individuals entering the rehabilitation fields at an entry wage of approximately \$25.00 per hour and

median wage of \$35.00 per hour will not be motivated to leave their positions to pursue the PhD and a faculty career. Perhaps due to this fact, the program planners have assumed that a proportion of the students will attend part-time. This is reflected in the proposal's FTE projections (for example, only 14.06 FTE for a headcount of 20 in the fifth year).

The proposal also notes that roughly two to four (7-10%) of the program graduates at the University of Miami go on to pursue the PhD degree annually.

Table B. Number of Graduate Students Enrolled, by CIP Code (2013 data)									
CIP	CIP Title	FAMU	FGCU	FIU	FSU	UCF	UF	UNF	USF T
51.2301	Art Therapy/Therapist	-	-	-	M: 30	-	-	-	-
51.2305	Music Therapy/Therapist	-	-	-	M: 55	-	-	-	-
51.2306	Occupational Therapy/Therapist	M: 63	M: 60	M: 168	-	-	M: 113	-	-
51.2308	Physical Therapy/Therapist	M & P: 117	M & P: 76	P: 163	-	P: 115	P: 178	P: 88	M & P: 332
51.2310	Vocational	-	-	-	M &	-	-	-	M:

Additionally, correspondence with USF produced a brief email survey of USF Health DPT students. Four of 32 students (roughly 10%) expressed interest in pursuing USF's proposed program. By drawing from an international applicant pool and seeking students from the full spectrum of rehabilitation disciplines, USF expects to enroll four students in the first year and have a total of 20 enrolled by the fifth year.



	Rehabilitation Counseling/Counselor				R: 3				127
51.2314	Rehabilitation Science	-	-	-	-	-	R: 33	-	-

M=master’s program, P= professional doctoral program, R= research doctoral program

**Summary**

A growing demand for faculty in the rehabilitation disciplines provides support for the University of South Florida’s PhD in Rehabilitation Sciences. An aging population will increase demand for rehabilitation services at the same time that current faculty in rehabilitation programs are retiring. These pressures are confounded by new accreditation standards for faculty as the educational requirements for entry-level professional programs increase. As a result, the number of faculty openings requiring the terminal research degree is expected to grow.

The proposal states that shortages of faculty in the rehabilitation sciences “frequently pose a barrier to new program initiation and achieving or maintaining programmatic accreditation or expanding enrollments at existing institutions” (p. 2). Faculty prepared by the PhD program will help address this bottleneck and build institutional capacity in a variety of rehabilitation disciplines. The indirect contribution of the program to the workforce could be substantial, as these faculty members will be preparing future graduates for the high-paying and critical need health professions.

Table C. Number of Undergraduate Students Enrolled, by CIP Code (2013 data)									
CIP	CIP Title	FAMU	FGCU	FIU	FSU	UCF	UF	UNF	USF T
51.2305	Music Therapy/Therapist	-	-	-	119	-	-	-	-

Data Source: [www.flbog.edu](http://www.flbog.edu) as of 4/7/2014

According to the proposal, students of the program will gain research and scholarship skills delivered through a unique, interdisciplinary curriculum and in concentration areas suited to current health demands. The external consultant notes the high quality of the curriculum, talented faculty available for mentorship, and opportunities for external funding with this proposed program.

**C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:**

*Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.*

**ACCOUNTABILITY**

*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

**1. Overall** – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

**The proposal has been approved by the university board of trustees and includes all required signatures.**

The University of South Florida Board of Trustees approved the program on December 5, 2013.

**The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The university has used the standard SUS format in accordance with the Board's Regulation 8.011.

**The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

One doctoral program in Rehabilitation Sciences is currently offered in the State University System. The Provost of the University of Florida, which offers a PhD in Rehabilitation Sciences, has provided a letter of support. He notes the high demand for faculty justifies an additional program.

**The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The university provides adequate information on enrollment (Table 1-B), budget (Table 2 & 3) and faculty effort (Table 4). A \$5,000 library expenses was added to Table 2 to address a concern highlighted within the proposal, but was mistakenly not included on the proposal's cover page in Year 1 Total Cost. The Year 1 Total Cost in Table 2, in the amount of \$245,000, is correct and is noted as a correction on the cover

page.

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity has been reviewed and signed by the USF Equity Officer on April 23, 2013.

- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposed program does not duplicate any program offered at FAMU or FIU.

*2. Budget - The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.*

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

Minor corrections have been made to the budget since the original submission. As noted previously, a \$5,000 library expense was added to the reallocated E&G funds for both Year 1 and Year 5 in the budget (Table 2 and cover page). The FTE figures were slightly adjusted for each of the first 5 years of implementation, although the headcount projections remained the same (Table 1 and cover page). As a result, the E&G Cost per FTE was reduced by \$873 for Year 1 and increased by \$2,508 for Year 5 compared to the budget in the original proposal.

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

A review of the budget by Dr. Stephen Klasko, SVP for USF Health, was included as a letter in the Appendix of the proposal. He notes the program has an adequate financial plan, including sufficient resources for reallocation of the School's existing E&G funds and for pursuit of grants to help support students. The tuition rate for the PhD in Rehabilitation Sciences will be the same as that currently established for USF Tampa campus' graduate credit hour.

According to Table 2, in the first year of operation, \$165,000 of the \$245,000 total cost will be used for 11 faculty positions (nine existing, two new hires) and one staff position. In addition, Table 2 includes funds for graduate assistantships and fellowships for the program's doctoral students. Specifically, E&G Funds of \$70,000 in year one and \$70,000 in year five, plus another \$70,000 in year 5 from Contracts and Grants, are expected to support two to four graduate assistantships.

A comparison to expenditures at University of Florida's PhD in Rehabilitation Science was not included in the proposal. The University of South Florida is projecting that the cost per FTE will be \$65,333 in the first year of operation and \$24,912 by the fifth year of operation. The E&G cost per FTE of this program remains higher than average even in year five with a head count of 20 students. However, it should be noted that cost of programs in the 51 CIP are highly variable, much more so than any other discipline area.

The high cost per FTE is partially attributable to the relatively small projected enrollment of the program and the expectation that some students will be part-time. This low enrollment means that a higher proportion of resources are directed to each student compared to a larger program. However, the overall cost of this smaller program (\$245,000 in year one, \$390,000 in year five) is not excessive compared to other programs in the 51 CIP (Health).

- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The university notes that while there will be a reallocation of current and future faculty effort, they expect the impact to existing undergraduate and graduate programs to be only positive or neutral. As a positive impact, undergraduates in related programs (rehabilitation counseling, public health, mental health, nursing, exercise science, engineering, biomedical sciences and gerontology, for example) may have increased opportunities for research and develop an interest in continuing to graduate studies at USF. At the graduate level, the PhD program's concentrations will be built from existing courses. The proposal includes letters of concurrence from faculty members of other programs, allowing for enrollment of the Rehabilitation Sciences students in courses and thereby contributing to the interdisciplinary curriculum.

### **READINESS**

*Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.*

**3. Program Quality** – *The proposal provides evidence that the university planning activities*

*have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

- The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**
- An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

Dr. Carl Mattacola, Professor and Director of the Rehabilitation Sciences Doctoral Program, University of Kentucky, submitted an external evaluation report on July 8, 2013. His report considered the need and demand for the program, provided faculty and curriculum recommendations, and fully supported the program's implementation.

He states, "Dr. William S. Quillen and faculty in the SPTRS should be commended on developing a comprehensive plan with a well-constructed inter-professional curriculum. The research foci are cutting edge and unique when compared to many other rehabilitation sciences doctoral programs."

- The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

According to the proposal, USF's School of Physical Therapy and Rehabilitation Sciences (SPTRS) has successfully maintained accreditation for the entry-level degree in Physical Therapy since 2001 (MSPT 2001-2006, DPT 2008-present). The SPTRS received commendations on its 2008 reaccreditation of the DPT program. Recommendations from accreditation or reviews of other related entry-level master's and first-professional doctoral programs were not discussed, despite the possibility of these programs contributing graduates to the PhD in Rehabilitation Sciences. Since there is currently no specialized accreditor for the PhD in Rehabilitation Sciences, the SPTRS will plan for the program to undergo a Program Review within seven years of its initiation (in accordance with BOG Regulation 8.015).

- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The PhD in Rehabilitation Sciences will be offered through a combination of traditional classroom delivery on the Tampa campus as well as online for some courses. The proposal suggests the unique, interdisciplinary concentrations of the program

require face-to-face interactions at USF's Tampa campus.

- If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

**4. Curriculum** - *The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.*

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

The curriculum has been designed to be interdisciplinary in nature, drawing from courses across the health-related disciplines that are relevant to rehabilitation sciences. The curriculum includes 66 credit hours (15 credits – rehabilitation sciences core; 15 credits – research methodology core; 15 credits – one of three concentrations; 9 credits – electives; 12 credits – dissertation). The foundational, core requirements and unique concentrations will prepare students as faculty within a variety of university programs or as researchers and leaders in industry or government roles.

- The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

As stated in the proposal and as verified by Board staff, there are no program-specific accrediting agencies for the Rehabilitation Sciences doctoral program. Related disciplines, such as physical therapy, occupational therapy and rehabilitation counseling, are accredited at various program levels. The proposal states the PhD in Rehabilitation Sciences program will seek accreditation if it becomes available in the future.

**5. Faculty** – *The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.*

YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

A portion of faculty effort for nine current faculty members will be reallocated to the PhD in Rehabilitation Sciences program in the first year. In addition, two new hires are anticipated by fall term of 2014 for participation in year one. By year five of the program, 14 faculty members (ten current, four new hires) will participate, each contributing 5-25% effort to the PhD program.

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

The proposal shows in Table 4 that 10 of the current professors hold a research doctorate, with eight holding a PhD, one holding an EdD and another holding a DSc. All but one are licensed physical therapists (PT or DPT, professional degrees), and the other is a licensed chiropractor (DC, professional degree). Two faculty members hold tenure-earning positions, four hold tenure, and four new faculty members are expected to be hired, on tenure-earning tracks, by year five of the program.

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal highlights the experience of the SPTRS faculty with its Doctorate in Physical Therapy program, including enrollments, degrees granted, and high professional exam pass rates. In addition, the proposal includes evidence of external research funding (currently \$1.29M), scholarship (15 refereed publications and book contributions this past year), and service in professional organizations.

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

Two new hires are anticipated prior to fall 2014 for participation in year one. Two additional new hires are anticipated by year five. Each position is proposed at the Assistant Professor rank.

**6. Resources** – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..*

YES NO

- The university has provided a signed statement from the Library Director**



**verifying that the library volumes and serials available are sufficient to initiate the program.**

A summary statement from the Library Director is included in the proposal and states the library resources are currently sufficient to implement the program. However, she indicates that current funding will not be adequate to sustain it and requires a 3-6% annual investment "to preserve sufficiency." USF amended the budget to address this concern and has since identified an additional \$5,000 in reallocated E&G to apply towards annual library expenses. Table 2, Table 3, and the cover page have been updated with the additional \$5,000.

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, instructional space is sufficient.

- The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, all the necessary equipment and specialized research facilities are available.

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal states the SPTRS intends to fund two graduate assistantships beginning in year one and to secure funding for an additional two assistantships through faculty grants or contracts by year five of the program. Projected enrollment for year five is 20 students. A recommendation from the proposal's external consultant to create clinical fellowship opportunities was not incorporated into the proposal. While not an educational requirement for the program, the clinical doctoral fellowship is a mechanism for a tuition-free education for the student and increases partnerships with the clinical community.

- If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

N/A

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 18, 2014**

**SUBJECT:** Relocation of the Florida International University Broward (Pines Center) Campus

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**PROPOSED COMMITTEE ACTION**

Consider approval of the relocation of the Florida International University Broward (Pines Center) Campus.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.009

**BACKGROUND INFORMATION**

Board of Governors Regulation 8.009, Educational Sites, requires that universities seeking to relocate existing Type I, II, and III Campuses or Special Purpose Centers receive approval from the Board of Governors. Florida International University is requesting approval to relocate its Broward (Pines Center) Campus from its current location at 17195 Sheridan Street, Pembroke Pines, FL 33331 to a new facility constructed by Broward College at 1930 SW 145th Avenue, Miramar, FL 33027. The two locations are approximately 5.5 miles apart. The relocated campus will also remain a Type III Campus, but will be renamed FIU @ I-75.

The new facility will provide FIU with full-time use of approximately 40,000 dedicated square feet. At the current facility, FIU has 12,000 dedicated square feet and the shared use of high school classrooms beginning at 4:00 pm on weekdays and on weekends. The current annual lease payment is \$1,047,648, projected at \$1,068,600 for 2014-15 with 2 percent escalation. The new lease payment will be \$1,131,000 per year. The new space will accommodate more students, provide state-of-the-art facilities and greatly expand the times during which instruction may be offered. Additionally, the co-location with Broward College will provide for the expansion of 2+2 programs for Associate of Arts degree holders seeking upper division studies. FIU plans to implement some new degree program offerings as well.

The Florida International University Board of Trustees approved the site relocation at its March 2014 meeting. If approved by the Board of Governors, the relocation will be effective July 1, 2014.

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**Supporting Documentation Included:**

FIU Board of Trustees Agenda Item and  
Additional Program and Site Information

**Facilitators/Presenters:**

Governor Tripp



**FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES  
FULL BOARD MEETING**

Thursday, March 27, 2014  
1:00 pm *approximate start time*  
Florida International University  
Engineering Center  
10555 West Flagler Street, EC 2300  
Miami, Florida 33174

**AGENDA**

- |    |  |                              |
|----|--|------------------------------|
| 1. | <b>Call to Order and Chair's Remarks</b>   | <b>Chairman Albert Maury</b> |
| 2. | <b>Foundation Report</b>   | <b>Justo L. Pozo</b>         |
| 3. | <b>Public Appearances</b>  | <b>Albert Maury</b>          |
| 4. | <b>President's Report</b>  | <b>Mark B. Rosenberg</b>     |
| 5. | <b>Action Items – Consent Agenda</b>   | <b>Albert Maury</b>          |
|    | BT1. Minutes, August 19, 2013  |                              |
|    | BT2. Minutes, October 14, 2013   |                              |
|    | BT3. Minutes, January 9, 2014  |                              |
|    | FA1. Authorization to Modify Bank Controls for Certain Foreign Research Program Accounts                   |                              |
|    | AP1. Tenure as a Condition of Employment Nominations   |                              |
|    | AP2. Master in Physician Assistant Studies New Program Proposal  |                              |
|    | AP3. Amendment to Regulations: Student Code of Conduct, FIU-2501; and Disruptive Student Conduct, FIU-2520 |                              |
|    | AP4. Amendment to Demonstrations Regulation, FIU-110   |                              |
|    | AP5. Proposed Camping Regulation, FIU-111  |                              |
|    | AP6. Approval of Relocation of FIU Broward (Pines Center) Educational Site                                 |                              |
| 6. | <b>Action Item</b>   |                              |
|    | FA2. FIU Campus Master Plan Update 2010-2020   | <b>Sukrit Agrawal</b>        |

The Florida International University  
Board of Trustees  
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March 27, 2014  
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**7. Discussion Item**

**BT4. Amendments to the Florida International University Board of Trustees Operating Procedures** **Albert Maury**

**8. Status Reports, Board Committees**

- Athletics Committee Report **Jorge L. Arrizurieta**
- Personnel Committee Report **Michael M. Adler**
- Finance and Audit Committee Report **Sukrit Agrawal**
- Health Affairs Task Force Meeting Report **Jose J. Armas**
- Academic Policy and Student Affairs Committee Report **Cesar L. Alvarez**

**9. New Business** *(If any)* **Albert Maury**

**10. Concluding Remarks and Adjournment** **Albert Maury**

*Next Full Board Meeting is scheduled for Thursday, June 12, 2014*

**THE FLORIDA INTERNATIONAL UNIVERSITY  
BOARD OF TRUSTEES**

March 27, 2014

**Subject: Approval of Relocation of FIU Broward (Pines Center) Educational Site**

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**Proposed Board Action:**

Approve, and request that the Florida Board of Governors (BOG) approve, the relocation of the FIU Broward (Pines Center) Educational Site located in Pembroke Pines to the new Broward College Educational Facility located in Miramar; and delegate to the University President the authority to submit all documents and take all actions necessary or desirable to obtain BOG's approval of the relocation.

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**Background Information:**

To provide enhanced instructional space to improve the quality of educational programs in the same service area at roughly the same cost, the University intends to relocate the FIU Broward Pines Center from the City of Pembroke Pines Center to a new facility being constructed by Broward College in the same general vicinity. The new facility provides FIU with approximately 40,000 dedicated square feet compared to 12,000 dedicated square feet and the shared use of high school classrooms beginning at 4:00 pm on weekdays and on weekends in the current facility.

In addition to significantly enhancing the quality of the facility at a rental cost comparable to the current rent, the new space will improve the programs and services being offered by the University by accommodating more students, providing state-of-the-art facilities and greatly expanding the times during which instruction may be offered. Additionally, the co-location with Broward College offers the University the opportunity to further expand its successful 2+2 programs to Associate of Arts degree holders in a seamless transition to upper division studies. We believe that these facility improvements and partnership opportunities will encourage student success, improve graduation rates, increase baccalaureate degrees awarded to minorities, and minimize excess hours through expanded course availability and better on-site advising for potential transfer students.

Through the FIU Broward Pines Center, the University currently offers non-traditional undergraduate and graduate students a distinctive higher educational experience. At the Broward Pines Center, FIU's College of Arts and Sciences, College of Business, College of Education, and College of Engineering and Computing offer select, high-demand degree programs.

The structure of the FIU bachelor's and master's programs offered at the Center have successfully made the lives of working adults easier by scheduling class-time around working hours. Evening and weekend courses, as well as fast-track programs are available to accommodate non-traditional adult students who lead busy lifestyles. Students attending the Center benefit from convenient scheduling and high-tech computer labs as well as access to the resources of the FIU libraries and a wide array of online services.

The Florida International University  
Board of Trustees  
March 27, 2014  
Consent Agenda – AP6  
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As noted above, co-locating with Broward College is also expected to provide additional opportunities for our 2+2 programs. Broward College is ranked as one of the top 10 community colleges in the U.S. by the prestigious Washington, D.C.-based Aspen Institute. Broward College is also ranked in the top 10 community colleges in the nation for number of associate's degrees awarded to minorities (Community College Week).

On August 6, 2013, the University entered into a 20-year lease with Broward College which is scheduled to commence on July 1, 2014, the date the current Pembroke Pines lease expires.

Approval of the relocation of this educational site by the BOT and BOG was not originally identified as a requirement given that the character and service area of the educational site are unchanged. However, the BOG recently informed the University that such approval would be required pursuant to BOG Regulation 8.009(3)(d).

As required by BOG Regulation 8.009, the President consulted with the Chancellor of the State University System. This consultation took place on March 11, 2014. Following approval by the BOT, a request for approval of the relocation will be forwarded to the BOG.

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**Supporting Documentation:** N/A



**FIU Broward Programs**  
**Current Program Offerings (all programs will relocated to new facility)**

***Undergraduate Programs:***

- BA - Liberal Studies with a track in Business, Law and Society
- BBA - Upper Division Core Courses
- BS - Construction Management (core courses)

***Masters Programs:***

- HCMBA Healthcare MBA
- MS Adult Education & Human Resource Development
- MS Construction Management (selected offerings)
- MS Counselor Education (track in School Counseling)
- PMSEM Professional Engineering Management\*
- MS Reading Education
- MSF Finance
- WMPA Weekend Public Administration
- PMBA Professional Business Administration
- PMSCM Professional Construction Management

***Certificate Programs:***

- Certificate Homeland Security and Emergency Management (Public Administration)\*
- Certificate Community Development (Public Administration)\*

***Additional Programs Planned for New Location in 2015***

- BBA Bachelor of Business Administration (International Business or Marketing)  
-Upper Division
- MSHI&MS Health Informatics and Management Systems
- MS Management Information Systems

### Location and Lease Information

**Old address:** 17195 Sheridan Street  
Pembroke Pines, FL 33331

**New address:** 1930 SW 145th Avenue  
Miramar, FL 33027

**Old lease Payment:** Currently \$1,047,648, projected at \$1,068,600 for 2014-15 with 2 percent escalation.

Lease period: July 1, 2003 to August 2, 2014 (Original 10 year 1/1/2003 to 12/31/2012 with extensions)

**New lease Payment:** \$1,131,000.

Lease period: August 1, 2014 to July 31, 2033.

**Number of Hours at old location:** 12,000 square feet office/administrative space dedicated; 35 classrooms (approximately 15,000 square feet) after 4pm on weekdays, all day on weekends. Considering 4pm to 11 pm M-F and 7am to 11pm Saturday, this would be 51 hours. Looking at total clock hours, 8 hours M-F and 24 hours S-S is 96 hours.

**Number of Hours at new location:** 40,884 square feet office/administrative/classrooms/student services space all day weekday and weekend. Considering 7am to 11pm Monday through Saturday, this would be 96 hours. Looking at total clock hours, 24 hours Mon-Sun is 168 hours.

Site name should be changed to "FIU @ I-75", Site ID remains the same.



FLORIDA INTERNATIONAL UNIVERSITY

**Broward Pines Student Credit Hours (SCH)**

LEVEL	2013-2014
LOWER	963
UPPER	7542
GRAD I	6714
GRAD II	143
<b>Grand Total</b>	<b>15362</b>

**FIU at i75 Projected SCH**

2014-2015	2018-2019
1011	1020
7919	8954
7049	7971
146	169
<b>16125</b>	<b>18114</b>

**Departments Offering Courses at Broward Pines and Student Credit Hours (SCH)**

SCH	ACAD_YR
DEPARTMENT	2013-2014
Communication Arts/CARTA	684
Construction Management/CENGR	831
Decision Sciences & Information Systems/CBADM	1530
Department of Finance/CBADM	1848
Dietetics & Nutrition/CPHSW	45
Earth & Environment/CASCI	60
Engineering Management/CENGR	462
Global & Sociocultural Studies/CASCI	543
Law/CLAW	78
Leadership and Professional Studies	925
Management & International Business/CBADM	1647
Marketing/CBADM	801
Mathematics/CASCI	423
Mechanical and Materials Engineering/CENGR	237
Politics & International Relations/CASCI	132
Psychology/CASCI	1527
Public Administration/CASCI	897
Religious Studies/CASCI	132
School of Accounting/CBADM	1476
Teaching and Learning	1084
<b>Grand Total</b>	<b>15362</b>

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 18, 2014

**SUBJECT:** Public Notice of Intent to Amend Board of Governors Regulation 6.017  
Criteria for Awarding the Baccalaureate Degree

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**PROPOSED COMMITTEE ACTION**

Consider approval of the public notice of intent to amend Board of Governors  
Regulation 6.017 Criteria for Awarding the Baccalaureate Degree

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development  
Procedure

**BACKGROUND INFORMATION**

Regulation 6.017 includes the provision that all twelve credit hours that meet the  
composition coursework required for the "Gordon Rule" must be within the general  
education program. The proposed amendment allows for the six (6) credit hours of  
non-English composition coursework to be taught outside of general education. This  
amendment provides similar standards as those required by the State Board of  
Education for Florida College System institutions.

Amendments reflect changes proposed originally by the State University System  
undergraduate deans. It has been reviewed by the university general counsels, Council  
of Academic Vice Presidents, Council of Student Affairs, and other state university staff.  
Pursuant to the regulation procedure adopted by the Board at its meeting on March 23,  
2006, the Board is required to provide public notice on its Internet Web site at least 30  
days before adoption of the proposed regulation.

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**Supporting Documentation Included:** Amended Regulation 6.017

**Facilitators/Presenters:** Governor Tripp

### 6.017 Criteria for Awarding the Baccalaureate Degree

(1) Except as approved by the Board of Governors, all students receiving a baccalaureate degree within the State University System must meet the following graduation requirements:

- (a) Completion of thirty-six (36) semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, including:
  - 1. Six (6) semester hours of English Composition coursework ~~and six semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section.~~ Students awarded college credit in English Composition courses based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
  - 2. Six (6) semester hours of mathematics coursework at the level of college algebra or higher. Applied logic, statistics and other computation-based coursework that may not be offered by a mathematics department may be used to fulfill three (3) of the six (6) hours required by this section. Students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
- (b) Completion of an additional six semester hours of coursework in which the student is required to demonstrate college-level English language writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. Students awarded college credit in one of these courses based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction shall be considered to have satisfied this requirement to the extent of the college credit awarded.
- (c) Completion of a minimum of one hundred twenty (120) credit hours through university coursework, acceleration mechanisms, and/or transfer credit.

(2) In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements.

(3) At New College of Florida contracts and independent study projects take the place of credit hours and grades. Working with professors, students design a course of study that parallels their interests and establish contracts each semester that specify academic activities and how student achievement will be evaluated. Students also complete three month-long independent study projects and a senior thesis or senior project. The requirements for earning a Bachelor's degree at New College of Florida are satisfactory completion of the following: seven contracts, three independent study projects, the liberal arts curriculum requirements, a senior thesis or project, and a baccalaureate exam.

Authority: Section 7(d), Art. IX, Fla. Const., History -- Formerly 6C-6.17, 8-9-83, 8-11-85, 9-28-86, 10-19-88, 11-27-95, Amended on

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 18, 2014**

**SUBJECT:** Council of Academic Vice Presidents Reports and Updates

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

As Chair of the Council of Academic Vice Presidents (CAVP), Dr. Ronald Toll will provide an update on current CAVP activities and issues related to academic programs on SUS campuses.

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**Supporting Documentation Included:**

None

**Facilitators / Presenters:**

Dr. Ronald Toll, Provost and Vice  
President for Academic Affairs, Florida  
Gulf Coast University and Chair, CAVP



STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Academic and Student Affairs Committee  
June 18, 2014

**SUBJECT:** Student Affairs Reports and Updates

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**PROPOSED COMMITTEE ACTION**

For information

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Governor Stefano Cavallaro, newly elected Chairman of the Florida Student Association, will update the Committee on recent Association activities and plans for 2014-2015.

In addition, Dr. Kevin Bailey, Chair of the State University System (SUS) Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses.

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**Supporting Documentation Included:**

None

**Facilitators / Presenters:**

Governor Cavallaro  
Dr. Kevin Bailey, Chair, SUS Council for  
Student Affairs



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Audit and Compliance Committee**  
**Grand Ballroom, UCF Fairwinds Alumni Center**  
**University of Central Florida**  
**Orlando, Florida**  
**June 18, 2014**  
**2:30 p.m. - 3:00 p.m.**  
**or**  
**Upon Adjournment of Previous Meetings**

**Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton**  
**Members: Carter, Huizenga, Kuntz, Lautenbach, Webster**

1. **Call to Order and Opening Remarks** **Governor Alan Levine**
  
2. **Approval, Committee Meeting Minutes** **Governor Levine**  
*Minutes, March 19, 2014*
  
3. **Approval, Charters** **Mr. Joe Maleszewski**  
a. *Board of Governors Audit and Compliance Committee Charter* *Inspector General and Director of Compliance, Board of Governors*  
b. *Office of Inspector General and Director of Compliance Charter*
  
4. **Approval, Office of Inspector General and Director of Compliance Work Plan** **Mr. Maleszewski**
  
5. **Updates, Office of Inspector General and Compliance** **Mr. Maleszewski**
  
6. **Concluding Remarks and Adjournment** **Governor Levine**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 18, 2014**

**SUBJECT:** Approval of Minutes of the March 19, 2014, Meeting

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**PROPOSED COMMITTEE ACTION**

Approval of Minutes of the March 19, 2014, meeting.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the Minutes of the meeting held March 19, 2014.

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**Supporting Documentation Included:** Minutes: March 19, 2014

**Facilitators/Presenters:** Governor Alan Levine

MINUTES  
BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
AUDIT AND COMPLIANCE COMMITTEE  
FLORIDA STATE UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 19, 2014

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

Chair Alan Levine convened the meeting of the Audit and Compliance Committee at 2:37 p.m., at the Turnbull Conference Center, Florida State University (FSU), in Tallahassee, Florida. The following members were present: Matthew Carter, Wayne Huizenga, Tom Kuntz, and Ed Morton.

1. Call to Order

Mr. Levine called the meeting to order.

2. Approval of Minutes

Mr. Carter moved that the Committee approve the Minutes of the meeting of the Board of Governors Audit and Compliance Committee (Audit Committee) held November 20, 2013, as presented. Mr. Huizenga seconded the motion. The Minutes were approved.

3. Discussion, Performance Funding Data Integrity

Before introducing the guest speaker for this topic, Mr. Levine discussed the importance of data integrity to the success of the Performance Funding Model. Sound data, he explained, allows us a way to measure the progress towards System goals, ensures a fair playing field for universities vying for scarce dollars, and builds our credibility with stakeholders, including universities.

As a first step in performing the Board's due diligence with regard to Performance Funding Data Integrity, Mr. Levine explained that he had invited Mr. Gene Kovacs, Assistant Vice Chancellor for Information Resource Management, to present the current Board Office regulations, process and activities in place to ensure data integrity of information submitted by universities to the Board Office.

Mr. Kovacs's presentation described the university data submissions process, including the current certification process and the Board Information Resource Management staff review of submitted data. Mr. Levine reminded the Committee of its responsibility to ensure accuracy of the data collected. He stated that an additional component of the data certification process currently in place will be to have a similar process for university Presidents and Chief Audit Executives, who will certify that the methodology is appropriate. The Committee requested staff provide data on the number of resubmissions the Board Office receives annually.

4. Concluding Remarks and Adjournment

Mr. Levine requested the remaining agenda items be moved to the next Audit Committee meeting due to time restraints.

The meeting of the Audit Committee was adjourned at 2:59 p.m.

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Alan Levine, Chair

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Lori Clark, Compliance Analyst

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 18, 2014

**SUBJECT:** Approval of Charters

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**PROPOSED COMMITTEE ACTION**

Approval of Charters.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Mr. Maleszewski will present the revised *Audit and Compliance Committee Charter* and the *Office of the Inspector General and Director of Compliance Charter* for the Audit Committee's review and consideration. If approved by the Audit Committee, this item will be presented to the Board of Governors with a recommendation for approval.

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**Supporting Documentation Included:** *Board of Governors Audit and Compliance Committee Charter and Office of the Inspector General and Director of Compliance Charter*

**Facilitators/Presenters:** Joe Maleszewski



**CHARTER:**  
**AUDIT AND COMPLIANCE COMMITTEE**

**1.0 Purpose**

The purpose of this document is to serve as the State University System of Florida Board of Governors (Board) Audit and Compliance Committee’s (AACC) Charter. This Charter identifies the authority under which the AACC operates, and specifies its establishment, composition, quorum, meetings, governance structure, and duties and responsibilities.

A related, but separate Charter governs the duties and responsibilities of the Office of Inspector General and Director of Compliance.

**2.0 Authority**

Article IX, Section 7, Florida Constitution, establishes the State University System and the Board of Governors as the governing body corporate of the System

Article VI, Section C.(2), Operating Procedures of The Board of Governors of The State University System of Florida, establishes the AACC as a standing committee of the State University System of Florida Board of Governors.

**3.0 Establishment**

The AACC is the governance body that is charged with oversight of the System’s audit and control functions as well as the process for monitoring compliance with laws, rules and regulations.

**4.0 Composition**

The AACC will consist of at least five members of the Board of Governors and should include at least one member who is a “financial expert.”<sup>1</sup> The AACC

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<sup>1</sup> Financial expert is defined as an individual who possesses expertise through education or substantial practical business experience in the function and meaning of financial statements and an understanding of proper oversight and accountability for financial matters.



## AUDIT AND COMPLIANCE COMMITTEE CHARTER

Chair and Committee members shall be appointed by the Chair of the Board of Governors. The term shall commence upon appointment. Each member shall serve for two years and may be re-appointed for additional terms at the discretion of the Board Chair.

### **5.0 Quorum**

A majority of committee members present at a committee meeting constitutes quorum for purposes of committee business.

### **6.0 Meetings**

The AACC will meet at least four times a year, with authority to convene additional meetings, as circumstances require. Any meeting of the AACC may be conducted through a telephone conference call or by any other technological means. All committee members are expected to attend each meeting.

AACC meetings shall be open and noticed to the public in accordance with the Article I, Section 24 of the Florida Constitution and the requirements of Chapter 286, Florida Statutes.

The committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary.

Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. Minutes will be prepared. Records of the meetings, including any video or audio recordings, are public records subject to Chapter 119, Florida Statutes.

#### **6.1 Confidential/Exempt Issues**

Most matters addressed by the AACC are public records subject to Chapter 119, Florida Statutes. However, the AACC will, from time to time, have to address matters which are either confidential or exempt. Section 119.07, Florida Statutes, provides that certain limited records are confidential and exempt from the public record and requires that such information be properly protected.

Proper protection of confidential and exempt information helps to promote the integrity of the investigative activity and protects the System against breaches of data and information technology security. Limited exemptions include, but are not limited to:

- Sections 112.3187-112.31895, Florida Statutes - "Whistle-blower's Act"

## AUDIT AND COMPLIANCE COMMITTEE CHARTER

- Section 119.071(2)(g)1.a., Florida Statutes - Complaints of discrimination
- Section 119.071(2)(k)1., Florida Statutes - Complaints of misconduct
- Section 282.318, Florida Statutes - Enterprise security of data and information technology

Issues of a confidential or exempt nature will be reported by the Inspector General and Director of Compliance (Inspector General) directly to AACC members and the Chancellor (as appropriate).

### **7.0 Governance Structure**

The Board's AACC, the Board's Inspector General, the university boards of trustees audit committees and their respective Chief Audit Executive each serve important roles in ensuring that processes are in place to meet the State University System's responsibility for financial accountability, integrity and efficiency.

The audit committees of the university boards of trustees and their respective Chief Audit Executives serve as the central point for demonstrating the university's commitment to accountability, financial integrity, and efficiency in the operations of their respective institutions.

The Inspector General shall provide leadership and coordination of audit, investigative and compliance functions for the Board and is generally responsible for promoting activities that ensure accountability, financial integrity, and efficiency as required by law.

### **8.0 Duties and Responsibilities**

This section outlines the duties and responsibilities of the AACC, the AACC Chair and the Inspector General.

#### **8.1 AACC Responsibilities**

The AACC will be responsible for:

- a. Assisting the Board of Governors in fulfilling oversight responsibilities in relation to financial reporting, internal control system, risk management system and internal and external audit functions. Its role is to provide advice and recommendations to the Board within the scope of this Charter.

## AUDIT AND COMPLIANCE COMMITTEE CHARTER

- b. Reviewing and approving the AACC Charter and the Office of Inspector General and Director of Compliance (OIGC) Charter.
- c. Reviewing the external quality assessment of the OIGC, required by law<sup>2</sup> and professional auditing standards.
- d. Directing the Inspector General to conduct investigations into any matters within its scope of responsibility and obtaining advice and assistance from outside legal, accounting, or other advisers, as necessary, to perform its duties and responsibilities. Meeting with and seeking any information it requires from employees, officers, directors, or external parties.

### **8.1.1 Reporting and Communication Responsibilities**

With regard to reporting and communication responsibilities, the AACC shall:

- a. Regularly report to the Board about AACC activities, issues, and related recommendations.
- e. Provide for open communication among the OIGC, university board of trustees audit committees, university chief audit executives, external auditors, and the Board of Governors.

### **8.1.2 Internal Control**

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Regarding internal controls, the AACC shall:

- a. Consider the effectiveness of the Board Office and State University System of Florida's internal control system, including information technology security and control.
- b. Understand the scope of internal and external auditors' review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

### **8.1.3 Financial Statements**

The AACC shall receive and review Auditor General financial statement audits related to the Board Office and State University System of Florida and conducted for the purpose of determining whether the Board Office or university:

- a. Presented the basic financial statements in accordance with generally accepted accounting principles;

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<sup>2</sup> Section 11.45(2)(i), Florida Statutes

## AUDIT AND COMPLIANCE COMMITTEE CHARTER

- b. Established and implemented internal control over financial reporting and compliance with requirements that could have a direct and material effect on the financial statements; and
- c. Complied with the various provisions of laws, rules, regulations, contracts, and grant agreements that are material to the financial statements.

Receiving and reviewing any disclosure of: i) significant deficiencies and material weaknesses in the design or operation of internal control over financial reporting which are reasonably likely to adversely affect the System's ability to record, process, summarize, and report financial data; and ii) any fraud, whether material or not, that involves management or other employees who have a significant role in the System's internal controls.

The AACC shall follow up, as determined appropriate, on any findings continued in Auditor General financial statement audits of the Board Office and State University System of Florida.

### **8.1.4 External Audit**

With regard to external audits, the AACC shall:

- a. Receive and review all external auditors' reports of Board Office operations, including the Auditor General and Office of Program Policy and Governmental Accountability (OPPAGA) and follow-up to ensure the Chancellor takes timely and appropriate corrective action.
- b. Receive and review all external auditors' reports of the State University System of Florida, including the Auditor General and OPPAGA, and follow-up to ensure university boards of trustees and presidents take timely and appropriate corrective action.

### **8.1.5 Internal Audit**

With regard to internal audits, the AACC shall:

- a. Receive and review the Inspector General's Board Office risk assessment.
- b. Approve the OIGC risk-based audit plan and all major changes to the plan.
- c. Review the OIGC performance of audit activities relative to its plan.

## AUDIT AND COMPLIANCE COMMITTEE CHARTER

- d. Receive and review internal audit reports of Board Office operations and follow-up to ensure the Chancellor takes timely and appropriate corrective action.
- e. Direct the Inspector General and Director of Compliance to serve on the State University Audit Council.

### **8.1.6 Compliance**

With regard to compliance, the AACC shall:

- a. Review the effectiveness of the State University System of Florida's efforts to comply with Board of Governors Regulations; and
- b. Direct the Inspector General and Director of Compliance to serve on the State University System Compliance and Ethics Consortium.

### **8.1.7 Investigative Responsibilities**

With regard to investigations, the AACC shall:

- a. Ensure a process exists for receiving anonymous complaints and review the nature and disposition of reported matters.
- b. Institute and oversee special investigations as needed.
- c. Direct the Inspector General to conduct, coordinate, or request investigations when the Board determines that a state university board of trustees is unwilling or unable to address credible allegations relating to waste, fraud, or financial mismanagement within a state university [Section 20.155(5), Florida Statutes].

### **8.1.8 Other Responsibilities**

The AACC's other responsibilities shall include but not be limited to performing activities consistent with this Charter, regulations, rules and governing laws that the Board or AACC determines are necessary or appropriate.

## **8.2 AACC Chair Responsibilities**

The AACC Chair shall:

- a. Preside at all AACC meetings and shall have the authority to call any special or emergency meetings of the Committee. The AACC Chair shall assign members responsibility for specific projects.
- b. Approve decisions regarding the appointment, replacement and removal of the Inspector General. This responsibility will help ensure the Inspector General is independent and possesses the competencies necessary to

## AUDIT AND COMPLIANCE COMMITTEE CHARTER

perform the position duties and responsibilities as outlined in the position description and the OIGC Charter.

- c. Provide input to the Chancellor on the annual performance evaluation of the Inspector General.
- d. Accept the Inspector General's determination of no further Board action when, as a result of a Preliminary Inquiry, the Inspector General recommends that no further Board action is warranted. In all other situations the Audit Committee shall review the matter at its next meeting.<sup>3</sup>

The AACC Vice Chair shall perform the duties of the AACC Chair and have the same power and authority in the absence or disability of the AACC Chair.

### **8.3 Inspector General Responsibilities**

The Inspector General is responsible for:

- a. Carrying out the mission, standards of work, code of ethics, access, independence and objectivity, organization, and responsibilities specified in the Office of Inspector General and Director of Compliance Charter.
- b. Serving as the Chief Audit Executive (CAE) of the Board Office and shall perform all such duties as necessary to assist the AACC's implementation of its duties and responsibilities.
- c. Serving as the AACC's liaison for communications with university CAEs.
- d. Representing the Board of Governors on the State University Audit Council which is comprised of the CAEs at each of the System Universities.
- e. Representing the Board of Governors on the State University System Compliance and Ethics Consortium.
- f. Keeping the AACC informed of all issues affecting or that may affect the Board Office and the System and make recommendations for improvement, if necessary.
- g. Attending and participating in all meetings of the AACC and preparing and submitting such reports or meeting materials as may be required by the Board or by law, or as deemed necessary by the AACC Chair, Chancellor or the Inspector General.

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<sup>3</sup> The Board of Governors granted the AACC Chair authority to make such determinations at the June 21, 2012, meeting of the Board of Governors.

AUDIT AND COMPLIANCE COMMITTEE CHARTER

**9.0 Review**

The AACC shall periodically review this Charter and assess its adequacy in achieving the goals and objectives of the Board.

**History:** Adopted 3-26-09, Reviewed and Amended 6-18-10, 6-21-12, x-xx-14

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

**AUDIT AND COMPLIANCE COMMITTEE CHARTER**

**INTRODUCTION:**

The State University System of Florida, Board of Governors (“Board”) Audit and Compliance Committee (“Audit Committee”) was established to demonstrate the Board’s commitment to accountability. The *Audit and Compliance Committee Charter* (“Charter”) articulates the powers and duties of the Audit Committee, provides for a systematic and disciplined approach to the evaluation of the Board’s operations, and fosters a management environment committed to integrity, efficiency, sound financial controls, and accountability for the State University System.

This Charter establishes clear lines of authority, responsibility and expectations related to the Office of Inspector General and Director of Compliance (“Inspector General”), which shall coordinate activities designed to promote accountability, efficiency and effectiveness in the operations of the Board and activities to support accountable, efficient, and effective practices in the State University System.

The Charter is presented with the following sections: I. Organization, II. Authority, III. Duties and Responsibilities, and IV. Meetings/Reporting Responsibilities, V. Annual Review.

**I. ORGANIZATION:**

The Board is comprised of seventeen members, fourteen of whom are appointed by the Florida Governor and confirmed by the Florida Senate for a term of seven years. The remaining members are the Chair of the Advisory Council of the Faculty Senate, the Commissioner of Education, and the President of the Florida Student Association.



## AUDIT AND COMPLIANCE COMMITTEE CHARTER

~~The Audit Committee serves as the central point for demonstrating the Board's commitment to accountability, financial integrity, and efficiency in the operations of the State University System. The Audit Committee shall be comprised of five to nine members of the Board appointed by the Chair and should include at least one member who is a "financial expert."<sup>4</sup>~~

~~The audit committees of the University Boards of Trustees and their respective internal audit executives serve as the central point for demonstrating the university's commitment to accountability, financial integrity, and efficiency in the operations of their respective institutions.~~

~~The Board's Audit Committee, the Board's Inspector General, the University Boards of Trustees audit committees and their respective internal audit executives each serve important roles in ensuring that processes are in place to meet the State University System's responsibility for financial accountability, integrity and efficiency.~~

~~The Chair of the Audit Committee shall preside at all Audit Committee meetings and have the authority among other things to develop the agenda and assign members responsibility for specific projects. In the absence of the Chair, the Vice Chair will preside at the Audit Committee meeting(s).~~

~~The Chancellor for the State University System of Florida, Board of Governors ("Chancellor") is primarily responsible for providing support to the Board in achieving its mission, goals, and objectives. Among other duties, the Chancellor is responsible for the development and implementation of Board policies and the day-to-day operations of the Board Office, including supervision of professional and support staff.~~

~~The Inspector General shall provide leadership and coordination of audit and compliance functions for the Board and is generally responsible for promoting activities that ensure accountability, financial integrity, and efficiency as required by law.~~

~~To achieve necessary independence and to ensure maximum effectiveness and coordination, the Inspector General has a dual reporting relationship with the Audit Committee and the Chancellor. The Inspector General shall report functionally to the Audit Committee and shall report administratively directly to the Chancellor. To report functionally means the Inspector General shall, among other duties, provide to the Audit Committee:~~

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<sup>4</sup> Financial expert is defined as an individual who possesses expertise through education or substantial practical business experience in the function and meaning of financial statements and an understanding of proper oversight and accountability for financial matters.

## AUDIT AND COMPLIANCE COMMITTEE CHARTER

- ~~the proposed internal risk assessment and audit plan for the Board Office; and~~
- ~~reports on the results of internal audits, preliminary inquiries, investigations and other matters as requested by the Audit Committee, or as may be required by law, applicable auditing standards or the independent professional judgment of the Inspector General.~~

~~To report administratively to the Chancellor shall mean all matters within the Board's office management structure that facilitate day to day operations of the internal audit and investigation function such as budgeting, human resources administration, internal communication flows, and administration of Board Office internal policies and procedures.~~

### **II. AUTHORITY:**

~~Article IX, Section 7, subsection (d) of the Florida Constitution mandates that the Board operate, regulate, control, and be fully responsible for the management of the State University System of Florida, including but not limited to defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges; ensuring the well-planned coordination and operation of the system; and avoiding wasteful duplication of facilities or programs. The Board's management is subject to the powers of the Legislature to appropriate for the expenditure of funds, and the Board is required to account for such expenditures as provided by law. Under Article IX, Section 7, subsection (c) of the Florida Constitution and Board authorizations, the Board of Trustees of each university in the State University System is responsible for oversight and administration of the university.~~

~~The authority of the Audit Committee comprises the specific duties and responsibilities delegated to it by the Board as set forth in this Charter.~~

### **III. DUTIES AND RESPONSIBILITIES:**

#### **A. BOARD OF GOVERNORS**

~~The Audit Committee's essential functions relative to the operation and management of the Board are to provide oversight of activities related to internal audit, financial controls, compliance and ethics; to review significant accounting and reporting issues and confirm appropriate management responses; to review risk assessment methodologies and risk management policies; to assess the effectiveness of the internal control system; and to review and confirm appropriate management response to any report of significant audit or~~

## AUDIT AND COMPLIANCE COMMITTEE CHARTER

~~compliance-related findings and recommendations. Specifically, the Audit Committee will:~~

- ~~• review the operational and financial audits conducted by the Auditor General;~~
- ~~• review periodic reports issued by the Inspector General on audits, management reviews, and investigations;~~
- ~~• review corrective action plans implemented by the Chancellor;~~
- ~~• approve the Charter for the Board's Inspector General's Office;~~
- ~~• review and approve risk assessments and internal audit plans prepared by the Inspector General, who shall determine operationally the scope and assignment of the audit;~~
- ~~• direct the Inspector General to perform audits of special programs, functions, or organizational units;~~
- ~~• provide guidance on establishing and maintaining strong working relationships with external auditors and other stakeholders and assist the Board in obtaining adequate funding and resources needed by the Board's Office of Inspector General to fulfill his or her mandated duties.~~

~~When as a result of a Preliminary Inquiry the Inspector General recommends that no further Board action is warranted, the Audit Committee Chair is delegated the authority to accept that determination. In all other situations the Audit Committee shall review the matter at its next meeting.~~

## **B. STATE UNIVERSITY SYSTEM**

~~The Audit Committee's duties relative to the State University System include:~~

- ~~• acting as a liaison with the University Boards of Trustees audit committee;~~
- ~~• receiving and reviewing university independent audited financial statement reports;~~
- ~~• receiving and reviewing university internal audit reports;~~
- ~~• identifying trends in all such reports and confirming that adverse trends are being addressed by the universities;~~
- ~~• initiating inquiries if the Audit Committee has reasonable cause to believe that a university is not providing for appropriate response to significant audit findings;~~
- ~~• directing the Inspector General to conduct an inquiry or investigation if the Audit Committee has reasonable cause to believe that a University Board of Trustees is unwilling or unable to provide for objective investigation of credible allegations of fraud or other substantial financial impropriety; and~~

## AUDIT AND COMPLIANCE COMMITTEE CHARTER

- ~~working collaboratively with the universities to develop resources that will support sound audit and financial compliance practices.~~

### **IV. MEETINGS/REPORTING RESPONSIBILITIES:**

~~The Audit Committee shall generally meet face to face or by conference call four times a year or as needed. The Audit Committee shall report regularly to the Board about Audit Committee activities and provide an open and effective avenue of communication between the Inspector General, external auditors, and the University Boards of Trustee's audit committees.~~

### **V. ANNUAL REVIEW**

~~The Audit Committee shall confirm annually that the duties and responsibilities outlined in this Charter have been carried out and will review and assess the adequacy of the Charter in achieving the goals and objectives of the Board.~~

~~Approved by the State University System of Florida, Board of Governors.~~

~~History: Adopted 3-26-09, Reviewed and Amended 6-18-10, 6-21-12~~



**CHARTER:**  
**OFFICE OF INSPECTOR GENERAL**  
**AND DIRECTOR OF COMPLIANCE**

**1.0 Purpose**

The purpose of this document is to serve as the Office of Inspector General and Director of Compliance's (OIGC) Charter. It identifies the authority under which the OIGC operates, and specifies its mission, standards of work, code of ethics, access, independence and objectivity, organization, and OIGC responsibilities (Board Office and System).

A related, but separate Charter governs the duties and responsibilities of the Audit and Compliance Committee (AACC).

**2.0 Authority**

Article IX, Section 7, Florida Constitution, establishes a single state university system of Florida comprised of all public universities. The board of governors shall operate, regulate, control, and be fully responsible for the management of the whole university system. Each local constituent university shall be administered by a board of trustees.

Section 20.155, Florida Statutes, establishes the Office of Inspector General with all the powers, duties and responsibilities authorized in Section 20.055, Florida Statutes

Section 20.055, Florida Statutes, establishes the duties of the Office of Inspector General to provide a central point for coordination of and responsibility for activities that promote accountability, integrity, and efficiency in government

**3.0 Mission**

The mission of the OIGC is to promote accountability, integrity and efficiency by providing quality audits, investigations, management reviews and technical assistance.

It is our priority to deliver value-added services marked by objectivity, timeliness and sufficiency.

OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

#### 4.0 Organization

The Inspector General and Director of Compliance (Inspector General) shall serve as the Chief Audit Executive (CAE) for the Board Office. To provide for the independence of the OIGC, its personnel report to the Inspector General, who in turn reports administratively to the Chancellor and operationally to the AACC.

The Inspector General is responsible for establishing and maintaining an internal audit function in accordance with the Standards of Work section of this document.

#### 5.0 Standards of Work

All work in the OIGC is conducted in accordance with *the Principles and Standards for Offices of Inspector General*, published by the Association of Inspectors General.

Audit engagements are performed in accordance with the *International Professional Practices Framework (Standards for the Professional Practice of Internal Auditing)*, published by the Institute of Internal Auditors, Inc.; or, where appropriate, the *Government Auditing Standards*, published by the United States Government Accountability Office; and the *Information Systems Auditing Standards* published by ISACA.<sup>1</sup> These standards require that auditors plan and perform the audit to obtain sufficient and appropriate evidence that provides a reasonable basis for findings and conclusions pursuant to the audit objectives.

Investigation assignments are to be performed in accordance with the Quality Standards for Investigations included in the *Principles and Standards for Offices of Inspector General*, published by the Association of Inspectors General.

The AACC recognizes that professional competence requires that the auditors have knowledge of operations and appropriate expertise in the subject matter being audited. Therefore, the Inspector General will periodically report on OIGC personnel, including their qualifications, certifications, training and development.

#### 6.0 Code of Ethics

All OIGC staff members shall abide by the *Florida Code of Ethics for Public Officers and Employees* as codified in Sections 112.311-112.326, Florida Statutes; the Board Office Code of Ethics included in its Operating Policies and Procedures Manual (Section 2.2.5) and the Code of Ethics issued by the Institute of Internal Auditors.

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<sup>1</sup> Previously known as the Information Systems Audit and Control Association, ISACA now goes by its acronym only, to reflect the broad range of IT governance professionals it serves.

## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

The OIGC professional staff shall also follow the Code of Ethics of any relevant professional organizations to which they belong.

### 7.0 Access

In accordance with the statutory provisions of Sections 20.055 and 20.155, Florida Statutes, the Inspector General and OIGC staff shall have access to all information and personnel necessary to perform the duties and responsibilities. This shall include freedom from any interference with audits or investigations and timely access to records and other sources of information.

### 8.0 Independence and Objectivity

In accordance with Section 20.055, Florida Statutes, requires that the Inspector General conduct investigations and other inquiries free of actual or perceived impairment to independence. Professional audit standards provide that the internal audit activity must be independent, and internal auditors must be objective in performing their work.

- The Inspector General shall periodically discuss standards of professional audit independence with the AACC. The standards of independence used as benchmarks are mentioned in the Standards of Work section of this document.
- The Inspector General shall freely discuss audit policies, findings and recommendations, audit follow-up, guidance issues, and other matters as necessary.
- The Inspector General shall discuss any potential issues regarding impairment of independence and/or conflicts of interest and their mitigation(s) with the AACC as soon as practicable.

### 9.0 OIGC's Board Office-related Responsibilities

With regard to the Board Office, certain, but not all, responsibilities of the OIGC are determined by the provisions of Section 20.055<sup>2</sup>, and Sections 112.3187 – 112.3189<sup>3</sup>, Florida Statutes. The OIGC is divided into three functional responsibilities: Audit, Investigations, and Compliance. General responsibilities include:

- Conducting, supervising, or coordinating other activities carried out or financed by

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<sup>2</sup> Agency Inspectors General

<sup>3</sup> Whistle-blower's Act



## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

the Board Office for the purpose of promoting economy and efficiency in the administration of, or preventing and detecting fraud and abuse in its programs and operations;

- Keeping the AACC Chair and the Chancellor informed concerning fraud, abuses, and deficiencies relating to programs and operations administered or financed by the Board Office, recommending corrective action concerning fraud, abuses, and deficiencies, and reporting on progress made in implementing corrective action;
- Ensuring that an appropriate balance is maintained between audit, investigative, and other accountability activities;
- Preparing agendas, materials, and meeting minutes for committee and board meetings;
- Informing the AACC Chair and Chancellor of resource and staffing needs;
- Preparing an annual report, not later than September 30 of each year, summarizing the activities of the office during the immediately preceding state fiscal year; and
- Ensuring appropriate handling of Whistle-blower's Act complaints<sup>4</sup>.

### **9.1 OIGC Board Office-related Audit Responsibilities**

The goal of the OIGC's audit responsibilities is to promote integrity, accountability and process improvement by providing objective, timely, sufficient and value-added audit services. According to the *International Professional Practices Framework*:

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

The OIGC shall review and evaluate internal controls necessary to ensure the fiscal accountability of the Board Office. The Inspector General shall conduct financial, compliance, electronic data processing, and performance audits of the Board Office and prepare audit reports of his or her findings. The scope and assignment of the audits shall be determined by the Inspector General; however, the AACC Chair and the Chancellor may at any time direct the Inspector General to perform an audit of a special program, function, or organizational unit. The performance of the audit shall be under

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<sup>4</sup> Whistle-blower's Act complaints are complaints or information that fall within the definition provided in Section 112.3187(5), Florida Statutes.

OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

the direction of the Inspector General.

Pursuant to Section 20.055, Florida Statutes, the internal audit activity of the OIGC shall be responsible for:

**9.1.a Audit Plans**

The Inspector General shall develop long-term and annual audit plans based on the findings of periodic risk assessments. The audit plans shall be submitted to the AACC and the Chancellor for approval. A copy of the approved plan shall be submitted to the Board and the Auditor General. Any significant deviation from the approved annual audit plan shall be communicated to the AACC Chair and the Chancellor through periodic status reports.

**9.1.b Conducting Audits**

Audit workpapers and reports shall be public records to the extent that they do not include information which has been made confidential or exempt from the provisions of Section 119.07(1), Florida Statutes, pursuant to law.

At the conclusion of each audit, the Inspector General shall submit preliminary findings and recommendations to the person responsible for supervision of the program function or operational unit who shall respond to any adverse findings within 20 working days after receipt of the preliminary findings. Such response shall be included in the final audit report.

At the conclusion of an audit in which the subject of the audit is a specific entity contracting with the state or an individual substantially affected, if the audit is not confidential or otherwise exempt from disclosure by law, the Inspector General shall, consistent with Section 119.07(1), Florida Statutes, submit the findings to the entity contracting with the state or the individual substantially affected, who shall be advised in writing that they may submit a written response within 20 working days after receipt of the findings. The response and the Inspector General's rebuttal to the response, if any, must be included in the final audit report.

The Inspector General shall submit the final report to the AACC Chair, the Chancellor and to the Auditor General.

**9.1.c Audit Follow-up**

With regard to audit follow-up, the OIGC is responsible for monitoring the implementation of the Board Office's response to any report on the Board Office issued by the Auditor General or by the Office of Program Policy Analysis and Government Accountability. No later than six (6) months after the Auditor General or the Office of Program Policy Analysis and Government Accountability publishes a report on the Board Office, the Inspector General shall provide a written response to the AACC Chair

## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

and the Chancellor on the status of corrective actions taken. The Inspector General shall file a copy of such response with the Joint Legislative Auditing Committee.

### **9.1.d Quality Assurance and Improvement Program**

The OIGC shall have a quality assurance and improvement program which complies with the *International Standards for the Professional Practice of Internal Auditing* as published by the Institute of Internal Auditors.

### **9.1.e External Audit Liaison**

The OIGC is responsible for ensuring effective coordination and cooperation between the state Auditor General, federal auditors, and other governmental bodies with a view toward avoiding duplication of efforts.

### **9.1.f Advising on Rule and Regulation Development**

The OIGC is responsible for reviewing rules and regulations, as appropriate, relating to the programs and operations of the Board Office and making recommendations concerning their impact.

### **9.1.g Performance Measures**

With regard to performance measures, the OIGC is responsible for:

- Advising in the development of performance measures, standards, and procedures for the evaluation of Board Office programs;
- Assessing the reliability and validity of performance measure information and making recommendations for improvement, if necessary; and
- Reviewing actions taken by the Board Office to improve program performance and meet program standards and, if necessary, making recommendations for improvement.

## **9.2 OIGC Board Office-related Investigative Responsibilities**

The goal of the OIGC's investigative responsibilities is to deter, detect and investigate internal and external fraud, waste, mismanagement, misconduct and other abuses.

The OIGC serves as the focal point for Whistle-blower allegations and State Comptroller "Get Lean" hotline reports concerning Board Office personnel and programs.

Pursuant to Section 20.055, Florida Statutes, the OIGC shall be responsible for initiating, conducting, supervising and coordinating investigations designed to detect, deter, prevent, and eradicate fraud, waste, mismanagement, misconduct, and other abuses in

## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

the Board Office. Specifically, the OIGC is responsible for:

- Receiving complaints and coordinating all activities of the Board Office as required by the Whistle-blower's Act, pursuant to Sections 112.3187 - 112.31895, Florida Statutes;
- Receiving and considering the complaints which do not meet criteria for an investigation under the Whistle-blower's Act and conducting, supervising, or coordinating such inquiries, investigations, or reviews as the Inspector General deems appropriate;
- Reporting expeditiously to the Florida Department of Law Enforcement or other law enforcement agencies, as appropriate, whenever the Inspector General has reasonable grounds to believe there has been a violation of criminal law; and
- Publishing reports of investigation. At the conclusion of each investigation in which the subject of the investigation is a specific entity contracting with the state or an individual substantially affected as defined in Section 20.055, Florida Statutes, and if the investigation is not confidential or otherwise exempt from disclosure by law, the Inspector General shall, consistent with Section 119.07(1) Florida Statutes, submit findings to the subject that is a specific entity contracting with the state or an individual substantially affected, who shall be advised in writing that they may submit a written response within 20 working days after receipt of the findings. Such response and the Inspector General's rebuttal to the response, if any, shall be included in the final investigative report.

### **9.3 OIGC Board Office-related Compliance Responsibilities**

The goal of the OIGC's compliance responsibilities is to promote and support a culture of compliance, risk mitigation, and accountability. The goals of the Board Office compliance program are to effectively assist in the prevention and detection of conduct that is contrary to applicable laws, regulations, policies or procedures; and to promote a culture that encourages a commitment to compliance. The OIGC shall:

- Prioritize implementation of a compliance program to focus on areas of higher regulatory risk which could impact health or safety, academic or fiscal integrity;
- Provide recommendations, education and training in connection with identified regulatory compliance gaps; and
- Monitor, disseminate and communicate regulatory compliance issues.

OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

## **10.0 OIGC State University System-Related Responsibilities**

With regard to the State University System, the OIGC is divided into three functional responsibilities: Audit, Investigations, and Compliance.

### **10.1 OIGC System-related Audit Responsibilities**

The OIGC is responsible for representing the Board Office on the State University Audit Council. The Council is comprised of the Chief Audit Executives at each of the System Universities.

The OIGC is responsible for receiving and reviewing university independent audited financial statements, independent operational audits, and university internal audit reports of their operations in order to identify trends in such reports and confirm that adverse trends are being addressed by the universities.

In accordance with Florida Board of Governors Regulation 1.001, each board of trustees shall establish policies and procedures for the performance of annual internal audits of university finances and operations. All reports generated from such audits must be submitted to the Board of Governors after review and acceptance by the board of trustees, or its designee. Each board of trustees and each direct support organization shall submit annual financial statements to the Board of Governors.

The OIGC shall keep the AACC Chair and the Chancellor informed of repeat audit findings of the Auditor General for their financial and operational audits of the state universities.

### **10.2 OIGC System-related Investigative Responsibilities**

The OIGC receives complaints from various sources alleging fraud, waste, abuse or misuse of funds at a state university. In accordance with Section 20.155, Florida Statutes, if the Board of Governors determines that a state university board of trustees is unwilling or unable to address allegations made by any person relating to waste, fraud, or financial mismanagement, the OIGC shall conduct, coordinate, or request investigations into allegations made by any person relating to waste, fraud, or financial mismanagement within a state university.

The office shall have access to all information and personnel necessary to perform its duties and shall have all of its current powers, duties, and responsibilities authorized in Section 20.055, Florida Statutes.

#### **10.2.a Preliminary Inquiries**

Upon receipt of the complaint, the Inspector General shall promptly conduct fact-finding into the allegations. The purpose of a preliminary inquiry is to determine

## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

whether, in the opinion of the Inspector General, the allegations are credible and, if so, whether they warrant further investigation by the Board of Governors. The preliminary inquiry may include:

1. Identifying and obtaining statements from all relevant and material witnesses to the extent practicable; and
2. Identifying, gathering, and preserving all other relevant and material evidence.

The Inspector General shall report the results of the preliminary inquiry to the AACC Chair and Chancellor (as appropriate), and the Inspector General is to recommend appropriate action in cases of credible allegations.

The AACC Chair shall consider the results of the preliminary inquiry along with the Inspector General's recommendation. If the Inspector General's recommendation is for no further action, the Board of Governors has delegated the authority<sup>5</sup> to the AACC Chair to make a final determination regarding a Report of Preliminary Inquiry in those instances where the Inspector General recommends no further Board action is warranted. In all other situations, the AACC shall consider the matter at its next meeting.

### **10.2.b Possible Criminal Violations**

The Inspector General shall confer with law enforcement in all instances where he has reasonable grounds to believe a violation of criminal statutes has occurred. The OIGC shall follow *The Florida Department of Law Enforcement (FDLE) and The State Agency Inspectors General Protocol When Reporting Possible Violations of Criminal Law*, established in 2006. This protocol establishes thresholds for determining the types of cases that are appropriate for referral to FDLE, and procedural guidelines for making a referral.

### **10.3 OIGC System-related Compliance Responsibilities**

The Inspector General is responsible for representing the Board Office on the Compliance and Ethics Consortium. The Consortium is comprised of compliance directors and representatives at each of the System universities.

Core compliance functions include:

- **Compliance** - Enhancing compliant behavior in accordance with applicable laws, regulations, requirements and university policies and procedures.

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<sup>5</sup> At the June 21, 2012, meeting of the Board of Governors, the Board approved language for this charter which delegated the AACC Chair authority to make the final determination and accept the Inspector General and Director of Compliance's report of Preliminary Inquiry in those instances where the recommendation is that no further Board action is warranted.

OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

- Ethics and Conflict of Interest - Fostering a culture of integrity, trust, and respect.

11.0 Review

The AACC shall periodically review the Office of Inspector General and Director of Compliance Charter.

History: Adopted 6-18-09, Reviewed and Amended 6-18-10, 6-21-12, x-xx-14

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS

~~THE OFFICE OF THE INSPECTOR GENERAL AND  
DIRECTOR OF COMPLIANCE CHARTER~~

**INTRODUCTION:**

~~This Charter shall establish clear lines of authority, responsibility, and expectations related to the Office of Inspector General and Director of Compliance (“Inspector General”), which shall coordinate activities designed to promote accountability, efficiency, and effectiveness in the operations of the State University System of Florida Board of Governors (“Board”) and activities to support accountable, efficient, and effective practices throughout the system.~~

~~The Charter is presented with the following sections consistent with the *Audit and Compliance Committee Charter*: I. Organization, II. Authority, III. Independence, IV. Professional Standards, V. Scope of Work, VI. Audit Planning, and VII. Annual Review.~~

**I. ORGANIZATION:**

~~The Inspector General shall provide leadership and coordination of audit and compliance functions for the Board and is generally responsible for promoting activities that ensure accountability, financial integrity, and efficiency as required by law.~~

~~The Audit and Compliance Committee (“Audit Committee”) serves as the central point for demonstrating the Board’s commitment to accountability, financial integrity, and efficiency in the operations of the State University System. The Audit Committee is comprised of five to nine members of the Board appointed by the Chair and should include at least one member who is a “financial expert.”<sup>6</sup>~~

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<sup>6</sup> Financial Expert is defined as an individual who possesses expertise through education or substantial practical business experience in the function and meaning of financial statements and an understanding of proper oversight and accountability for financial matters.



## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

~~The Chair of the Audit Committee shall preside at all Audit Committee meetings. In the absence of the Chair, the Vice Chair will preside at the Audit Committee meeting(s). The Chair has the authority among other things, to develop the agenda and assign members responsibility for specific projects. In addition, when as a result of a Preliminary Inquiry the Inspector General recommends that no further Board action is warranted, the Audit Committee Chair is delegated the authority to accept that determination. In all other situations, the Audit Committee shall review the matter at its next meeting.~~

~~The Chancellor for the State University System of Florida, Board of Governors (“Chancellor”) is primarily responsible for providing support to the Board in achieving its mission, goals, and objectives. Among other duties, the Chancellor is responsible for the development and implementation of Board policies and the day-to-day operations of the Board Office, including supervision of professional and support staff.~~

~~The Board’s Audit Committee, its Inspector General, the University Boards of Trustees audit committees and their respective internal audit executives each serve important roles in ensuring that processes are in place to meet the State University System’s responsibility for financial accountability, integrity and efficiency.~~

### **II. AUTHORITY:**

~~Article IX, Section 7, subsection (d) of the Florida Constitution mandates that the Board operate, regulate, control, and be fully responsible for the management of the State University System of Florida, including but not limited to defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges; ensuring the well-planned coordination and operation of the system; and avoiding wasteful duplication of facilities or programs. The Board’s management is subject to the powers of the Legislature to appropriate for the expenditure of funds, and the Board is required to account for such expenditures as provided by law. Under Article IX, Section 7 of the Florida Constitution and Board authorizations, the Board of Trustees of each university in the State University System is responsible for oversight and administration of the university.~~

~~The authority of the Audit Committee comprises the specific duties and responsibilities delegated to it by the Board as set forth in the Charter adopted on March 26, 2009.~~

~~The Board has established the Office of Inspector General which shall provide leadership and coordination of audit, investigative, and compliance functions for the Board Office and shall generally promote activities within the State University System designed to ensure accountability, financial integrity, and efficiency.~~

### **III. INDEPENDENCE:**

~~To achieve the necessary independence, and to ensure effective communication, coordination of activities, and maximum effectiveness, the Inspector General has a dual reporting relationship with the Audit Committee and the Chancellor. The Inspector General shall report functionally to the Audit Committee and shall report administratively directly to the Chancellor. This dual~~

## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

reporting relationship is designed to ensure that the Inspector General is not impaired in any manner from performing his or her mandated duties and responsibilities.

To report functionally to the Audit Committee means the Inspector General shall, among other duties, provide to the Committee:

- the proposed internal risk assessment and audit plan for the Board Office; and
- reports on the results of internal audits and investigations, and on other matters as requested by the Committee, or as may be required by law, applicable auditing standards or the independent professional judgment of the Inspector General.

To report administratively to the Chancellor shall mean all matters within the Board's office management structure that facilitate day-to-day operations of the internal audit and investigation function such as budgeting, human resources administration, internal communication flows, and administration of Board Office internal policies and procedures.

All internal audit activities related to the Board Office shall remain free of influence by any other employee of the Board, including matters of audit selection, scope, procedures, frequency, timing, or report content to ensure the continuation of independent and objective actions necessary to render accurate and unbiased conclusions and findings. In addition, no employee of the Board shall prevent or prohibit the Inspector General from initiating, carrying out, or completing any audit or investigation that is authorized by the Board or required by law. However, the Board, the Audit Committee, or the Chancellor may at any time direct the Inspector General to perform an audit of a special program, function, or organizational unit of the Board Office.

### IV. PROFESSIONAL STANDARDS:

The Inspector General shall conduct all of its activities in accordance with the current *International Standards for the Professional Practice of Internal Auditing* published by the Institute of Internal Auditors, Inc., or, where appropriate, in accordance with *Government Auditing Standards*, published by the Comptroller General of the United States, and *the Principles and Standards for Offices of Inspector General* published by the Association of Inspectors General. All reports issued by the Inspector General shall include a statement that the audit or investigation was conducted pursuant to the appropriate standards.

Furthermore, the Inspector General and his or her staff shall conduct activities consistent with the Institute of Internal Auditors "Code of Ethics" as well as any and all professional codes of conduct required by applicable law, rule, regulation, or Board's policy.

### V. SCOPE OF WORK:

In adherence with applicable law, the Florida Constitution, and the *Audit and Compliance Committee Charter*, the Inspector General shall perform the following activities as they relate to:

#### A. THE BOARD OFFICE

## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

### 1. Internal Audit

- Provide direction for, supervise, and coordinate audits, management reviews, surveys, inspections, and other such activities, relating to the programs and operations of the Board. Audits to be conducted shall be identified through a risk-based assessment and work plan and include financial, performance, compliance, and information systems/ IT audits.
- Conduct, supervise, or coordinate other projects carried out or financed by the Board for the purpose of promoting economy and efficiency in the administration of, or preventing and detecting fraud and abuse in, its programs and operations.
- Ensure that an appropriate balance is maintained between audit, investigative, and other accountability activities.
- Report periodically to the Board, the Audit Committee, and the Chancellor about fraud, abuses, or deficiencies relating to programs and operations administered or financed by the Board, recommend appropriate corrective actions, and report on the progress made in implementing such corrective action.
- Act as liaison with the Auditor General, federal auditors, and other governmental entities to ensure coordination of external reviews to avoid duplication.
- Review, as appropriate, regulations relating to the programs and operations of the Board and make recommendations concerning their impact.
- Monitor the implementation of the Board's response to any report on the Board issued by the Office of the Auditor General or by the Office of Program Policy Analysis and Government Accountability and no later than six months after the release of the final report provide a written response to the Audit Committee and to the Chancellor on the status of corrective actions taken and confirm a copy of such response is filed with the Legislative Auditing Committee.

### 2. Investigations and Preliminary Inquiries

- Receive and review complaints of alleged violations of policies, regulations, or procedures, and when appropriate initiate, conduct, supervise, and coordinate investigations designed to detect, deter, prevent, and eradicate fraud, waste, mismanagement, misconduct, and other abuses.
- Report expeditiously to the Department of Law Enforcement or other law enforcement agencies, as appropriate, whenever the Inspector General has reasonable grounds to believe there has been a violation of criminal law.
- Conduct investigations and other inquiries free of actual or perceived impairment by any person to the independence of the Inspector General.

## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

- Report to the Audit Committee Chair results of Preliminary Inquiries with a recommendation for no further Board action or a recommendation for review by the Audit Committee.
- Submit in a timely fashion to the Board, the Audit Committee, and the Chancellor final reports on investigations conducted by the Inspector General, except for investigations conducted pursuant to the Florida Whistle-blower's Act, which shall be conducted and reported pursuant to applicable law.
- Investigate complaints filed by a Board employee pursuant to Florida's "Whistle-blower's Act," which allege violation of federal, state, local law, rule, or regulation or which create and present a substantial and specific danger to the public's health, safety, or welfare or which allege a suspected act of gross mismanagement, malfeasance, or misfeasance.

### **B. THE STATE UNIVERSITY SYSTEM**

- Receive and review university independent audited financial statements and university internal audit reports of their operations in order to identify trends in such reports and confirm that adverse trends are being addressed by the universities.
- As directed by the Audit Committee, initiate inquiries if the Audit Committee has reasonable cause to believe that a university is not providing for appropriate response to significant audit findings.
- As directed by the Audit Committee, be responsible for conducting any audit or other such activity relating to a state university pursuant to the provisions set forth in the Audit Committee's Charter.
- As directed by the Audit Committee, conduct an inquiry or investigation in order for the Audit Committee to determine if there is reasonable cause to believe that a University Board of Trustees is unwilling or unable to provide for objective investigation of credible allegations of fraud or substantial financial impropriety.
- Work collaboratively with the universities to develop resources that will support sound audit and financial compliance practices.

### **C. OTHER ACTIVITIES**

- Prepare an annual report on or before September 30, which summarizes the activities of the Office of the Inspector General during the preceding fiscal year. The annual report shall be provided to the Chancellor, members of the Board, and other designated entities.
- Provide support to the Board and the Chancellor, as requested, in matters that improve the overall efficiency and/or effectiveness of the Board.

## OFFICE OF INSPECTOR GENERAL AND DIRECTOR OF COMPLIANCE CHARTER

- ~~• Ensure that periodic quality assurance reviews by the Florida Auditor General of the Office of the Inspector General are conducted consistent with applicable law and professional standards.~~
- ~~• Represent the Board of Governors on the State University Audit Council.~~
- ~~• On behalf of the Board, act as a liaison with outside agencies and the federal government to promote accountability, integrity, and efficiency in the audit and compliance functions relating to the Board's internal operations.~~

### **VI. AUDIT PLANNING:**

~~The Inspector General shall develop long term and annual Audit Plans relating to the Board Office based on the findings of periodic risk assessments. The Audit Plan shall include the individual audits to be conducted during each year and related resources to be devoted to the respective audits and activities.~~

~~The Audit Plan shall be developed based on a review of all Board operational units using a risk-based methodology and assessment. Any significant deviation from the formally approved work schedule shall be communicated to the Audit Committee and to the Chancellor through periodic status reports. The Audit Plan shall take into account available resources and staffing and budget limitations.~~

~~The Audit Plan may include special projects supporting Board or system financial controls, integrity and accountability.~~

~~The Audit Plan shall be submitted to the Audit Committee of the Board for final approval, with a copy of the approved plan submitted to the Auditor General.~~

### **VII. ANNUAL REVIEW:**

~~The Audit Committee shall confirm annually that the duties and responsibilities outlined in this Charter have been carried out and review and assess the adequacy of the Charter in achieving the goals and objectives of the Board.~~

~~Approved by the State University System of Florida, Board of Governors.~~

~~History: Adopted 6-18-09, Reviewed and Amended 6-18-10, 6-21-12~~

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 18, 2014**

**SUBJECT:** Approval of Office of Inspector General and Director of Compliance Work Plan for Fiscal Year 2014-2015

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**PROPOSED COMMITTEE ACTION**

Approval of Office of Inspector General and Director of Compliance Work Plan for Fiscal Year 2014-2015.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 20.055, Florida Statutes

**BACKGROUND INFORMATION**

Section 20.055, Florida Statutes, requires Inspectors General to create annual and long-term work plans. The OIGC work plan is presented today for review and approval.

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**Supporting Documentation Included:** Office of Inspector General and Director of Compliance Work Plan for Fiscal Year 2014-2015

**Facilitators/Presenters:** Joe Maleszewski



# Office of the Inspector General and Director of Compliance 2014-2015 Work Plan

Pending Approval by the Board of Governors  
June 19, 2014

Joseph K. Maleszewski, MBA, CIG, CIA, CISA  
Inspector General and Director of Compliance





Draft Pending Board of Governor Approval: 5/29/14

## *INTRODUCTION*

The Office of Inspector General and Director of Compliance (OIGC) was established within the Board Office to provide a central point of coordination and responsibility for activities that promote accountability, integrity and efficiency. The duties, functions, and activities of the OIGC are prescribed pursuant to Sections 20.155, and 20.055, Florida Statutes.

Our work plan for fiscal year 2014-15 is based on a risk assessment as well as prior audit and investigative coverage.

### *OIGC WORK PLAN - FISCAL YEAR 2014-2015*

Section 20.055, Florida Statutes, specifies that the Inspector General develop long-term and annual audit plans based on the findings of periodic risk assessments and that the plan show the individual audits to be conducted during each year and related resources to be devoted to the respective audits. The plan is submitted to the Audit and Compliance Committee, the Board of Governors and the Chancellor for approval. A copy of the approved plan is submitted to the Auditor General.

To help ensure that Board Office risk exposures are understood and managed, the OIGC conducted a risk assessment survey. The risk assessment has a two-fold purpose: 1) to help identify potential risks to the operational and programmatic activities of the Board Office; and 2) to assist the OIGC in identifying audit projects and assignments for the coming fiscal year.

Forty-three (43) of 57 Board Office staff (75%) participated in a one-hour OIGC risk assessment meeting. Forty (40) of 57 Board Office staff (70%) completed the risk assessment survey.

The 20-question survey inquired about management controls; communications; staffing and resources; data systems and information; reporting; degree of change; performance measures; fraud, waste and abuse; and risks. The first 13 questions were based on the Likert scale and provided the opportunity for additional free-response information. The remaining seven questions were free-response. The survey results were compiled and analyzed both quantitatively and qualitatively.

Using assumptions regarding leave usage, professional development, indirect time, and likely vacancies, we computed the OIGC staff hours available for projects. In total the OIGC will have 4,720 hours available for projects including audit, investigative and compliance activities. We estimated that it would take 700 of these hours to complete four priority OIGC projects currently in progress.



Draft Pending Board of Governor Approval: 5/29/14

We also set aside approximately 15% (700 hours) for special projects to meet management's and the board's needs as priorities are identified.

Based on the results of our assessment, the following areas were identified as priorities for fiscal year 2014-2015.

<b>Annual Work Plan - FY 2014-2015</b>	
<b>Project Title</b>	<b>Estimated Hours</b>
<b>AUDIT</b>	
Information Resource Management - Information Technology Governance	400
Board Office Telecommuting	150
<b>CONSULTING</b>	
Performance Based Funding Model - Data Integrity	300
Target Educational Attainment (TEAm) Grant Program	250
Control Self Assessment - University Audit and Audit Committee Practices	250
FAMU Corrective Action Plan Follow-up	100
<b>COMPLAINTS/PRELIMINARY INQUIRIES/INVESTIGATIONS</b>	
Complaint Intake and Triage	150
Preliminary Inquiries	150
Investigations	250
<b>OIGC PROJECTS</b>	
Risk Assessment and Audit Plan - 2015-2016	150
OIGC Annual Report - 2013-2014	150
OIGC Complaint Webpage (Hotline) Development	40
Regulation Development - Repeat Audit Finding Process (Section 1008.322, F.S.)	100
Audit Finding Tracking and Assessment	200
Data Request System for Collection of SUS External and Internal Audit Reports	150
Records Retention/ Archival Project	30
Update Audit and Investigative Procedures	100
Committee and Board Meeting Preparations	400
<i>Special Request Hours (Approximately 15%)</i>	<i>700</i>
<i>Carry Forward Hours</i>	<i>700</i>
<b>Total</b>	<b>4,720</b>



Draft Pending Board of Governor Approval: 5/29/14

Additionally, the following audit topics have been scheduled as part of the OIGC’s long-term work plan.

<b>Long-Term Work Plan - FY 2014-2015</b>	
Public Private Partnership legislation	350
Tuition Issues (Tuition Differential and Fees Programs)	350
UF Online	500
Institutes and Centers	350
Establishment of Educational Sites	350
Academic Program Review database and reporting process	350
FSU Higher Education and Healthcare Grant	300
UNF Online University Study Grant	300
University Work Plans Process	500
State University System of Florida Board of Governors Foundation	350
Residency for Tuition Purposes	350

The OIGC work plan is subject to change based on the results of the periodic risk assessments, and in order to be responsive to requests made by the Board of Governors or the Chancellor to evaluate particular programs.

Respectfully Submitted: \_\_\_\_\_ Date: \_\_\_\_\_  
 Inspector General

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Chancellor

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Chair, Audit and Compliance Committee

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Chair, State University System of Florida Board of Governors

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Audit and Compliance Committee  
June 18, 2014

**SUBJECT:** Updates, Office of Inspector General and Director of Compliance  
Activities

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**PROPOSED COMMITTEE ACTION**

Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Mr. Maleszewski will provide Committee members with updates on various activities in the Office of Inspector General and Director of Compliance, as time permits.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Joe Maleszewski



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 18, 2014**

**SUBJECT:** Minutes of Meetings held October 9, 2013, and January 15, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of the meeting held on October 9, 2013, at the Tampa International Airport, Tampa; and the minutes of the meeting held on January 15, 2014 at Florida Gulf Coast University, Ft. Myers.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the meetings held on October 9, 2013, at the Tampa International Airport, Tampa, and on January 15, 2014 at Florida Gulf Coast University, Ft. Myers.

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**Supporting Documentation Included:** Minutes: October 9, 2013; and January 15, 2014

**Facilitators/Presenters:** Governor H. Wayne Huizenga, Jr.

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
FACILITIES COMMITTEE - WORKSHOP  
GRAND BALLROOM EAST  
TAMPA AIRPORT MARRIOTT  
4200 GEORGE J. BEAN PARKWAY  
TAMPA, FLORIDA  
October 9, 2013

Chairman Dick Beard convened the Board of Governors Facilities Committee Workshop at 12:34 p.m., October 9, 2013, in the Grand Ballroom East at the Tampa Airport Marriott. The following members were present: Vice Chair Wayne Huizenga, Manoj Chopra, Alan Levine, Wendy Link and Edward Morton. Also present was the FSA representative, Carlo Fassi.

1. Opening Remarks

Governor Beard called the Facilities Committee Workshop to order and welcomed all members.

The Board of Governors, at its September 12, 2013 meeting, discussed the Fixed Capital Outlay Legislative Budget Request (FCO LBR) and the corresponding projects associated with the list. The Board approved a 5 year project list, totaling \$377 million for the upcoming 2014-15 fiscal year. Of this amount, \$96 million is from PECO and \$280 million from general revenue. New project requests totaling an additional \$88 million were considered but not added to the FCO LBR at this time. Additionally, the Board approved a Capital Improvement Trust Fund (CITF) project list totaling \$151 million. Specific project priorities were not assigned at this time to the Board's 2014-15 FCO LBR. The Facilities Committee directed staff to set up a Facilities Workshop in order to provide an opportunity for further discussion for both the new project requests as well as all previously appropriated high priority projects funded at less than 25 percent. The projects to be presented represent high priority new projects and/or continuation projects funded at less than 25 percent. A standard set of project metrics has been provided to the schools as follows:

1. Total Project Budget, including non-state funding
2. Photos/renderings of the project
3. Site plans or map, showing the project's location
4. The specific goals or metrics in the 5 Year strategic plan and/or work plan goals tied to the project
5. Identify the anticipated negative consequences of delaying funding
6. Identify the annual operational costs (PO&M costs) of the facility
7. Number of construction and permanent jobs



8. From a statewide perspective, the most compelling reason to construct the project
9. If all state funding were provided in the amount and year requested, when would the facility be completed?
10. Other considerations – for example, will it allow a program to advance or maintain its national or regional stature?

The information provided by the schools will assist Board staff in development of a prioritized project funding list, and may result in the amendment of the Board's current request from General Revenue. The Board will take action, as appropriate, at its meeting scheduled for January 15-16, 2014.

2. Presentations of Selected High Priority Fixed Capital Outlay Projects  
Commencement of university presentations took place as follows:

#### **University of South Florida**

President Judy Genshaft presented on the St. Petersburg College of Business, the Tampa Science, Technology, Engineering and Math Learning Center, and the USF Health Morsani College of Medicine Facility, collaborating with team members Dr. Ralph Wilcox, Dr. Sophia Wisniewska, Dr. Alicia Monroe, and John Ekarius. Dr. Wisniewska discussed the USFSP College of Business, placing importance on the synergy it would create, while allowing the College to maintain status among elite programs. Funding this project would further support high-demand for education in the financial services industry.

Provost Wilcox continued with the USF Tampa STEM Learning Center. The STEM Learning Center, proposed to be located at the center of the STEM District at USF Tampa, would accommodate an increased number of business and engineering faculty, researchers, technicians and students by 2016.

Finally, Dr. Monroe and John Ekarius discussed the USF Health Morsani College of Medicine Facility, a structure that would provide 79,000 nsf teaching space, which would benefit significant enrollment growth and need for program expansion.

#### **University of West Florida**

Provost Martha Sanders presented on the Laboratory Sciences Annex, collaborating with team members Dr. Susan Stephenson and Dr. Jim Barnett. Dr. Sanders explained that they had amended their request to align with the Board of Governors, Legislature and UWF's goals. For instance, this facility will help increase STEM degrees by providing additional wet lab research space.

#### **University of North Florida**

President John Delaney presented on Skinner Jones Hall North and Skinner Jones Hall South. UNF has amended their request from land acquisition to the renovation

project named above, which had been funded by the 2013 Legislature, focusing on STEM. (Note – a presentation was not required per the established metrics; however, UNF requested the opportunity to make a brief statement).

### **New College of Florida**

President Donal O’Shea presented on the Roland V. Heiser Natural Sciences Complex, Building Addition Project, collaborating with Provost Steve Miles. Prior to 1998 construction for Heiser Natural Sciences, planned space for expansion was scaled back by 30%. This new 21,975 gross/14,650 net sq. ft. project would support the need for research and teaching labs for bioinformatics, molecular biology, earth science, bioorganic chemistry and biology/environmental studies.

### **Florida State University**

President Eric Barron presented on the Earth Ocean Atmospheric Sciences (EOAS) Building, Science, Technology, Engineering and Math Teaching Lab Building, and the FAMU-FSU College of Engineering III- Joint Use project, collaborating with Dr. Yaw Yawboa. President Barron said that funding the EOAS Building would allow for integration of the departments, which would save money and promote research and teaching, and provide a more efficient facility for both students and faculty. Research in these departments is critical to the State as the Department of Earth, Ocean and Atmospheric Science has no other counterpart in the State of Florida.

Continuing, the STEM Teaching Lab Building was introduced, a project that is designed to pull some of the teaching lab activities out of old, deficient science buildings and renovate the space to house the new STEM faculty. This project would also address a critical shortage of teaching lab space on FSU’s Main Campus.

Dr. Yawboa then presented the project for FAMU-FSU College of Engineering III, which intends to create a powerful economic engine around the current location of the College of Engineering. The College is isolated from both main campuses, which makes it difficult to share the resources of the libraries, auditorium, information and other student-centered facilities.

### **University of Central Florida**

President John Hitt presented on the UCF Valencia College Classroom Building, the Arts Complex Phase II, the Engineering Building Renovation, and the Interdisciplinary Research and Incubator, collaborating with team members Bill Merck, and Provost Tony Waldrop. Mr. Merck commented that although all projects are of high importance, the highest priority is the Interdisciplinary Research Facility. Through a partnership with Valencia College, UCF agreed to contribute \$7.5 million toward expanding the UCF Valencia Classroom Building’s size to accommodate the growing number of UCF students enrolled on that campus. The request to fund this project is to

recoup those dollars, half of which has been paid to Valencia; the other half is due in 2014.

Next, the Arts Complex Phase II was presented, the second of a three-phased center for the Arts. Phase II intends to provide performance space for both units, including a 600-seat concert hall, a 263-seat recital hall, a 520-seat proscenium theatre, and a 225-seat black box theatre.

President Hitt then introduced the Engineering Building I Renovation project. The lack of state-of-the-art facilities limits sponsored research opportunities and hinders both students and faculty. Funding this project would create an opportunity to lower excessive energy use and expensive stop-gap repairs.

Continuing, the Interdisciplinary Research Facility project was presented. This building was partially funded by the Legislature in 2010-11 for \$5,924,183, however when funding was not received to complete construction of Classroom II building, the funds were transferred in the 2013-14 budget to finish funding the Classroom II building project. Re-focusing on the Interdisciplinary Research Facility, UCF would be able to house programs in nano-science technology, advanced materials processing and analysis, optics and lasers, and energy research. It would also support the UCF business incubator program, which recently graduated its 100<sup>th</sup> company. Funding this project would furthermore provide research space for faculty lines and an increased output for business incubator programs.

### **Florida Gulf Coast University**

Provost Ron Toll presented on two major projects including the Innovation Hub Research Building and Academic Building 9- Science, Technology, Engineering and Math Labs and Classrooms, collaborating with team member Steve Magiera. They introduced the 200 acre, 30,000 sq. ft. Innovation Hub Research project emphasizing the variety of energy sources that would be on display behind the laboratories and classrooms.

Provost Toll then continued with Academic Building 9, STEM Labs and Classrooms, which would provide a new co-op education/internship office. This project would house "bench" courses and research in the lab sciences which would enhance connection between education and the work world.

### **Florida Agricultural & Mechanical University**

Interim President Larry Robinson and Dr. Bill Hudson presented on the Student Affairs Building, collaborating with team member Kendall Jones. FAMU explained that these new campus facilities have multi-purpose functions that enhance teaching and learning.

### **Florida International University**

President Mark Rosenberg presented on Strategic Land Acquisition and the Humanities Center- Arts and Sciences Project, collaborating with team members Dr. Douglas Wartzok and Dr. Ken Jessell. FIU explained that the Strategic Land Acquisition project would provide several acres for future new facilities, including space for wet and dry labs, research facilities, as well as partnership space for business, industry and governmental involvement, and undergraduate student housing.

Next, the plan for the Humanities Center- Arts and Sciences was presented, intending to meet the demand for space for their large class sizes and to be able to offer more courses. It was emphasized by FIU that there is significant demand from both students and employers for humanities degrees.

### **Florida Atlantic University**

Thomas Donaudy, University Architect, presented on General Classroom- Phase II, in collaboration with team member Provost Gary Perry. FAU's University Theatre has been utilized as large classroom space, but is being re-evaluated for necessary equipment to prepare it for better use in theatre production instruction. Funding the General Classroom- Phase II project would allow FAU to gain a large classroom space for instruction.

### 3. **System-wide Projects**

Governor Beard noted that system-wide projects are solely funded with direct championing and leadership from the Board and the Chancellor.

### **Joint Use Library Storage Facility**

Dr. Judith Russell, Dean of University Libraries at UF, presented on High-Density Library Storage Facility for the State University, Dr. Russell noted that the ~30,000 GSF high-density facility will provide archival storage for 5.2 million volumes of library materials for benefit of all twelve State Universities. She also stated that this project will maximize capacity through storing volumes by size and retrieving by bar code. Furthermore, the renovation and expansion of existing ~42,000 GSF facility and ~10,000 GSF new construction will co-locate digital, conservation, and preservation services. Dr. Russell notes that the impact of this project will create opportunity for removal of low circulation books and journals from SUS libraries. Funding this project will reduce the need for construction of new or expanded libraries on campuses, it is less expensive than operating multiple individual library storage facilities, and it provides a shared research collection for all SUS students and faculty.

## **Florida Institute of Oceanography Research Vessel**

USF's Dean William Hogarth and Provost Ralph Wilcox presented on the replacement of Florida Institute of Oceanography Research Vessel (R/V) Bellows. Dr. Hogarth explained the importance of the vessel to the SUS for STEM teaching and research, including its roll in securing major grants.

### **4. Concluding Remarks and Adjournment**

Following the presentations, the Committee engaged in discussion, including the following topics:

- An analysis of facility needs, similar to what the Board was provided with related to operating expenses.
- Staff was directed to have a final list with recommendations for the January Board meeting.
- The need to link facilities needs to academic degree and program needs.

There being no further business, the Facilities Workshop adjourned at 5:52 p.m., October 9, 2013.

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Dick Beard, Chair

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Kristen Connors  
Facilities Planner, Finance & Facilities

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
FACILITIES COMMITTEE  
FLORIDA GULF COAST UNIVERSITY  
FORT MYERS, FLORIDA  
January 15, 2014

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

Chairman H. Wayne Huizenga, Jr. convened the Board of Governors Facilities Committee meeting at 1:02 p.m., January 15, 2014, at Florida Gulf Coast University. The following members were present: Vice Chair Dick Beard, Matt Carter, Manoj Chopra, Mori Hosseini, Alan Levine, Wendy Link and Edward Morton.

1. Call to Order

Governor Huizenga called the meeting of the Facilities Committee to order and welcomed the new member.

2. Approval of Minutes of the Meetings of the Facilities Committee held September 12, 2013

Dr. Manoj Chopra moved that the Committee approve the Minutes of the Meetings of the Facilities Committee held September 12, 2013. Ms. Wendy Link seconded the motion, and members of the Committee concurred.

3. Completed Projects Report

Mr. Chris Kinsley provided information of all the major facilities projects within the system, introducing state appropriated projects first, followed by those funded with bonds. Mr. Kinsley noted these half state, half bonded projects total \$346 million in funding of \$2 million square feet, and announced the completion of 16 projects in 2013.

4. Energy Conservation Report Update

The Facilities Committee's Annual Work Plan called for this information to be collected and presented. Governor Huizenga asked that information for energy reports be provided on annual basis so there is a sense of the progress being made, and so that Committee members can ask questions on this topic. Governor Huizenga noted that even in the absence of formal sustainability policy or energy benchmarks by the state, the individual effort of State University System member institutions has been remarkable.

Mr. Kinsley affirmed this remark with the presentation on total utility costs for facilities, noting the data compiled is specific to energy cost, which does not include water, waste, etc. He was pleased to announce that with an 11% increase in space, there was also an 11% decrease in the amount paid for energy costs.

5. Florida Gulf Coast University Educational Plant Survey Validation

The first action item for the Committee was to review and validate the completed Florida Gulf Coast University Educational Plant Survey. Although it has not been the Board's practice to validate the Educational Plant Survey, Governor Huizenga acknowledges the Board is charged statutorily with the responsibility and concurs with the importance in reviewing the information contained in the plant survey for each university. Mr. Edward Morton moved that the Committee approve the request. Dr. Chopra seconded the motion. The committee unanimously approved the item as presented.

7. Amendment of the 2014-2015 Fixed Capital Outlay Legislative Budget Request

Information presented regarding the amendment of the Legislative Budget Request resulted from collaborations involving information from the October workshop, new Public Education Capital Outlay (PECO) revenue estimates, and individual discussions Chris Kinsley has had with the new Chancellor Marshall Criser III, Board Chair Mori Hosseini and Vice-Chair Tom Kuntz; as well as Dick Beard and Wayne Huizenga.

Mr. Kinsley walked the Committee through changes that have occurred since the September meeting. First, Priority A in Attachment 1, reflects changes to from the PECO conference. Mr. Kinsley stated there is no bonding capacity coming back for PECO; PECO, as far as a significant state funding source, is gone. Next, he noted that projects under Priority B are partially funded by the Legislature and additional funding is needed to complete them. Both Priority B and C have been modified since the workshop – Mr. Kinsley explained each of the changes.

Mr. Kinsley addressed questions from the Committee about selected projects. Governor Fassi requested additional information regarding Attachment V and Mr. Kinsley indicated that is available and will be provided. No other follow-up items were requested by the Committee.

Vice Chair Dick Beard moved to approve the amendment to FCO LBR to fund \$321 million for critical projects: priority A critical maintenance, priority B completion, and Priority C renovation projects. Dr. Chopra seconded the motion, and members of the Committee concurred.

Vice Chair Dick Beard then moved to approve the amendment to FCO LBR to fund \$15.6 million for Priority D future projects. Dr. Chopra seconded the motion, and members of the Committee concurred.



Mr. Beard then moved approval of Attachment V, which is a request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain. This request provides legal authority for future operating budget requests for plant operations and maintenance (PO&M). Mr. Hosseini seconded the motion, and the motion passed by unanimous consent.

8. Concluding Remarks and Adjournment

There being no further business, the meeting adjourned at 1:50 p.m., January 15, 2014.

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H. Wayne Huizenga, Jr., Chair

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Kristen Connors,  
Facilities Planner, Finance & Facilities

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 18, 2014

**SUBJECT:** Approval of 2014-15 CITF Project Allocations

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**PROPOSED COMMITTEE ACTION**

Approve the 2014-2015 university CITF project allocations.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

**BACKGROUND INFORMATION**

The 2014 General Appropriations Act included funding of \$41,123,760 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

*Funds in Specific Appropriation 24 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved September 12, 2013. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.*

This language stems from the fact that the Board requested an allocation of \$151,123,760 million. Accordingly, attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting. In some instances, completion of the desired project will require additional funding, which will be requested during the 2015-2016 LBR cycle.

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**Supporting Documentation Included:** Attachment I

**Facilitators/Presenters:** Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
2014/2015 CAPITAL IMPROVEMENT FEE PROJECT LIST

Univ	CITF Project Selection	GAA Pro rata Amount	Project Amount
UF	Reitz Union - Expansion/Renovation		6,801,870
		\$6,801,870	<u>6,801,870</u>
FSU	Student Union Replacement		3,845,926
	Barron Building Renovation		250,000
		4,095,926	<u>4,095,926</u>
FAMU	Student Business Incubator Space		250,000
	Lounge Renovation		165,000
	Club and Organizational Co-Working Space		175,000
	Student Union Minor Renovations		1,124,861
		1,714,861	<u>1,714,861</u>
USF	USF Tampa - Library Remodeling and Learning Enhancements Phase II		3,870,374
	USFSP - Safety, Environmental and Co-Curricular/Wellness Upgrades		574,881
	USFSM - Co-curricular and Wellness Support Facilities Phase II		230,161
	USF - Health Student Union Annex Facility - Phase II		555,526
		5,230,942	<u>5,230,942</u>
FAU	Student Union - Expansion/Renovation		3,351,586
		3,351,586	<u>3,351,586</u>
UWF	Practice Field: Football, Band, Intramurals		1,151,465
		1,151,465	<u>1,151,465</u>
UCF	John C. Hitt Library Renovation, Phase I		6,855,331
		6,855,331	<u>6,855,331</u>
FIU	Wellness Track Modesto A. Maidique Campus		1,000,000
	Expansion of Wellness and Fitness Center Modesto A. Maidique Campus		5,028,254
	Wolfe University Center-Lecture Hall Renovation Biscayne Bay Campus		1,000,000
	Renovation-Graham Center Modesto A. Maidique Campus		300,000
		7,328,254	<u>7,328,254</u>
UNF	Recreational Program Venues/Student Assembly Center		1,932,817
		1,932,817	<u>1,932,817</u>
FGCU	South Village Recreation Center		2,524,999
		2,524,999	<u>2,524,999</u>
NEWC	Capital Renewal and Maintenance Student Life Facilities		135,709
		135,709	<u>135,709</u>
	<b>University CITF Projects Total</b>	<b>41,123,760</b>	<b><u>41,123,760</u></b>

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
2013/2014 CAPITAL IMPROVEMENT FEE PROJECT LIST  
(2013/14 is for Information Only)

ATTACHMENT I

Univ	CITF Project Selection	GAA Pro rata Amount	Project Amount
UF	Reitz Union		11,621,124
		11,621,124	<u>11,621,124</u>
FSU	Student Union Replacement		8,218,342
		8,218,342	<u>8,218,342</u>
FAMU	New Student Union		2,301,246
	Student Union Minor Renovations		700,000
		3,001,246	<u>3,001,246</u>
USF	Tampa Phyllis P. Marshall Student Center (MSC) Remodeling		\$ -
	Tampa Recreation Center Health and Safety Improvements		\$ 1,997,948
	Tampa Library Remodeling and Learning Enhancements		\$ 2,043,372
	Health Student Union Annex Facility		\$ 4,695,337
	St. Petersburg Safety, Environmental and Co-Curricular/Wellness Upgrades		\$ 1,134,805
	Sarasota-Manatee Co-curricular and Wellness Support Facilities		\$ 454,335
		10,325,797	<u>10,325,797</u>
FAU	Breezeway Renovation and Repairs		3,450,000
	Recreational Field Lights, Jupiter Campus		200,000
	Project Selection Pending		2,468,375
		6,118,375	<u>6,118,375</u>
UWF	Tennis Courts- East Athletic Complex		1,117,311
	Recreational Field Improvements		1,100,000
		2,217,311	<u>2,217,311</u>
UCF	John C. Hitt Library Renovation, Phase I		12,457,801
		12,457,801	<u>12,457,801</u>
FIU	Wolfe University Center Renovations		1,108,352
	Recreation Center Expansion		8,595,233
		9,703,585	<u>9,703,585</u>
UNF	Recreational Program Venues		3,493,544
		3,493,544	<u>3,493,544</u>
FGCU	South Village Recreation Center		2,614,363
		2,614,363	<u>2,614,363</u>
NEWC	Capital Renewal and Maintenance Student Life Facilities		228,512
		228,512	<u>228,512</u>
	University CITF Projects Total	70,000,000	<u><u>70,000,000</u></u>

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 18, 2014

**SUBJECT:** Approval of 2014-2015 Critical Deferred Maintenance Allocation

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**PROPOSED COMMITTEE ACTION**

Approve the 2014-15 university critical deferred maintenance allocation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

**BACKGROUND INFORMATION**

The 2014 General Appropriations Act included funding of \$20,000,000 for projects to be funded for Critical Deferred Maintenance, with proviso specifying that:

*Funds provided for Critical Deferred Maintenance to the State University System shall be distributed to each university in a pro rata amount consistent with amounts submitted in the November 8<sup>th</sup>, 2013 update of the Board of Governor's Fixed Capital Outlay Budget Request.*

This language stems from the fact that the Board requested funding of approximately \$62 million. Accordingly, attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting.

If approved by the Board, the universities will be required to report expenditures; however, the institutions have flexibility to transfer funds between projects as needed. It is anticipated that additional funding will be requested for the 2015-2016 LBR cycle.

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**Supporting Documentation Included:** Attachment II

**Facilitators/Presenters:** Chris Kinsley

Critical Deferred Maintenance - Proposed Allocation  
Summary

<u>School</u>	<u>2013-14 Request - Not Funded</u>	<u>2014-15 Request</u>	<u>2014-15 Funding Received</u>	<u>Proposed Reserve</u>	<u>2014-15 Amount Available for projects</u>
FAMU	\$2,701,000	\$2,897,859	\$925,508	-	\$925,508
FAU	\$4,815,000	\$5,814,937	\$1,857,154	257,154	\$1,600,000
FGCU	\$2,614,000	\$2,500,000	\$798,441	250,000	\$548,441
FIU	\$5,042,000	\$6,239,694	\$1,992,811	-	\$1,992,811
FSU	\$8,100,000	\$8,450,000	\$2,698,731	-	\$2,698,731
NCF	\$2,500,000	\$2,950,000	\$942,160	-	\$942,160
UCF	\$5,134,000	\$6,844,391	\$2,185,937	-	\$2,185,937
UF	\$9,305,000	\$9,385,300	\$2,997,444	-	\$2,997,444
UNF	\$3,120,000	\$3,600,000	\$1,149,755	-	\$1,149,755
USF	\$8,027,000	\$9,939,849	\$3,174,553	500,000	\$2,674,553
UWF	\$3,925,000	\$4,000,000	\$1,277,506	-	\$1,277,506
	<b>\$55,283,000</b>	<b>\$62,622,030</b>	<b>\$20,000,000</b>	<b>1,007,154</b>	<b>\$18,992,846</b>

Critical Deferred Maintenance - Proposed Allocation

University Name	Building/Project Name	Project Detail	2014-15 Request	2014-15 Proposed Projects
Florida Agricultural & Mechanical University	Lucy Moten- HVAC Modular Colling Equipment Replacement	Repair/replacement of cooling towers, dry collers, air cooling, and heat rejection.		\$ 500,000
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Heating and Cooling System	HVAC system replacement to include air handlers, ductwork, VAVs, VFDs, heat exchangers, pumps, piping, electrical connections, and demo of existing system	\$ 155,000	\$ 370,000
Florida Agricultural & Mechanical University	Lucy Moten- Fire/Life Safety	Repair or replacement of the alarm/detection system/components, including alarms, pull boxes, smoke/heat detectors, remote dialers, etc.		\$ 32,096
Florida Agricultural & Mechanical University	Dyson Pharmacy-Electrical-Emergency Power System	Replace generators, central battery banks, transfer switches or emergency power grid, etc.	\$ 24,319	\$ 23,412
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Site/ADA/Code Compliance/Life Safety	Site Pavement replacement and Fire Alarm system; Install a wet-pipe sprinkler System; Other ADA	\$ 958,000	\$ -
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Restroom Renovation	Major restroom revovation, water supply piping and drain piping replacement	\$ 780,000	\$ -
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Upgrade Electrical Network	Power panels, conductors, raceways, devices, demolition, and cut and patching materials	\$ 539,000	\$ -
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Roof/Envelope	Replacement of Build-Up Roof, restore brick veneer	\$ 185,000	\$ -
Florida Agricultural & Mechanical University	Dyson Pharmacy-Fire/Life Safe-Detection/Alarm	Repair or replace alarm/detection system/components, including alarms, pull boxes, smoke/heat detectors, annunciator panels, remote dialers, central fire stations, station communicators	\$ 172,540	\$ -
Florida Agricultural & Mechanical University	Benjamin Banneker Buildings - Emergency Power System	Diesel General including fuel tank, battery, charger, exhaust, automatic transfer switches, emergency power network to include power panels, raceways, all connections, and	\$ 84,000	\$ -
		<b>FAMU Total</b>	<b>\$ 2,641,319</b>	
		<b>Allocation Proposal for June 2014 Board Meeting</b>		<b>\$ 925,508</b>
Florida Atlantic University	BLDG 47 College of Education re-roof	replace 20 yr plus roof and correct parapet and flashing conditions	\$ 1,170,000	\$ 1,170,000
Florida Atlantic University	BLDG 4 Instructional services	replace 20 yr plus roof and correct parapet and flashing conditions	\$ 430,000	\$ 430,000
Florida Atlantic University	Reserve		\$ 257,154	\$ 257,154
Florida Atlantic University	SE Wimberly Library	Outside windows, doors, walls; Mechanical/Air Conditioning; Plumbing; Electrical/Lighting	\$ 2,280,000	
Florida Atlantic University	Engineering	Outside windows, doors, walls; Mechanical/Air Conditioning; Plumbing; Electrical/Lighting	\$ 1,319,000	
Florida Atlantic University	Central Plant Utility Upgrades	Roofing repairs; Outside windows, doors, walls; Mechanical/Air Conditioning; Plumbing; Electrical/Lighting	\$ 1,310,417	
Florida Atlantic University	Cooling Towers 15 & 27	Mechanical, Air conditioning, Heating, Exhaust, Fume Hoods, Site Piping	\$ 905,520	
		<b>FAU Total</b>	<b>\$ 7,672,091</b>	
		<b>Allocation Proposal for June 2014 Board Meeting</b>		<b>\$ 1,857,154</b>



**Board of Governors Committees and Meeting - Facilities Committee**

ATTACHMENT II

University Name	Building/Project Name	Project Detail	2014-15 Request	2014-15 Proposed Projects
Florida Gulf Coast University	Gymnasium (Buckingham Campus)	Replace HVAC, plbg, and electrical systems	\$ 1,375,000	\$ 338,441
Florida Gulf Coast University	Reserve			\$ 250,000
Florida Gulf Coast University	McTarnaghan Hall, Howard Hall, Griffin Hall, Reed Hall, Wellness Center, WGPU Broadcast Building	Replace original failing and obsolete fire alarm panels	\$ 210,000	\$ 210,000
Florida Gulf Coast University	Monroe, Madison, Taylor & Tyler Bldgs. Admin Bldg, Steam Plant 1 & 2, and 2 minor facilities (Buckingham Campus)	Demolition and abatement of 9 buildings in danger of structural collapse or hazardous occupancy	\$ 915,000	
		<b>FGCU Total</b>	<b>\$ 1,585,000</b>	
		<b>Allocation Proposal for June 2014 Board Meeting</b>		<b>\$ 798,441</b>
Florida International University	Central Utilities/Chiller Plant Biscayne Bay Campus	Upgrades/modernization		\$ 1,100,000
Florida International University	Building Repairs (Academic 1 and Academic 2)	Fire Panel replacement, Air Handlers Biscayne Bay Campus		\$ 442,811
Florida International University	Classroom renovations/life-safety upgrades Modesto A. Maidique Campus	Code compliance issues		\$ 250,000
Florida International University	Sewer System Biscayne Bay Campus	Repairs		\$ 200,000
Florida International University	Engineering Center (EC)	Bring up to new code fire smoke control (life safety)	\$ 1,700,000	
Florida International University	Owa Ehan	Upgrade power distribution to address deficiencies	\$ 1,581,867	
Florida International University	ACADEMIC II (AC-2) (BBC)	Code Compliance - alarm panel, elevator units; Replace Air Handlers at end of useful life	\$ 1,320,000	
Florida International University	Engineering Center (EC)	Replace generators to address age and added power requirements. Replace switchgear to address power requirements	\$ 800,000	
Florida International University	ACADEMIC I (AC-1) (BBC)	Replace 30 year old fire alarm panel, also need additional circuits for expansion	\$ 500,000	
Florida International University	THE LIBRARY (LIB) (BBC)	Replace elevator units at end of useful life, unable to find repair parts	\$ 267,000	
Florida International University	Engineering Center (EC)	Upgrade emergency lighting	\$ 70,827	
		<b>FIU Total</b>	<b>\$ 4,601,867</b>	
		<b>Allocation Proposal for June 2014 Board Meeting</b>		<b>\$ 1,992,811</b>
Florida State University	Strozier Library Mechanical Improvements	Replace air handler units and Variable Air Volume (VAV) boxes	\$ 1,800,000	\$ 1,800,000
Florida State University	Mag Lab Building Envelope	Replace failing roof	\$ 1,500,000	\$ 898,731
Florida State University	Ditmer Building	Sprinkler, Fire Alarm, Elevator	\$ 2,000,000	
Florida State University	Bio Unit 1 (Hazardous Material Abatement)	Asbestos abatement and upgrading of mechanical and electrical systems	\$ 1,500,000	
Florida State University	Keene Building Critical Building Envelope Repairs	Replace air handler units	\$ 1,000,000	
Florida State University	Campus-Wide Electrical System Upgrades	Replace sections of high voltage distribution system	\$ 650,000	
		<b>FSU Total</b>	<b>\$ 8,450,000</b>	
		<b>Allocation Proposal for June 2014 Board Meeting</b>		<b>\$ 2,698,731</b>
New College of Florida	Campus Hot Water Lines	Replace underground Hot Water Lines	\$ 550,000	\$ 550,000
New College of Florida	Heiser Natural Sciences HVAC renovation	Repair and upgrade to an overly modified system that has been performing poorly	\$ 392,130	\$ 392,130

Board of Governors Committees and Meeting - Facilities Committee

ATTACHMENT II

University Name	Building/Project Name	Project Detail	2014-15 Request	2014-15 Proposed Projects
New College of Florida	Old Caples & Carriage House Repairs Phase 1	Phase 1 of a \$3.7M Historical Renovation Project. (Phase 1 addresses exterior, roof and HVAC units)	\$ 1,500,000	
New College of Florida	Campus Central Boiler Plant	Increase capacity to create needed redundancy and future reheat capacity	\$ 500,000	
New College of Florida	Cook Library	Replace HVAC systems (This is the unfunded amount from last year that will allow NCF to complete the project Summer 2014	\$ 400,000	
<b>New College Total</b>			<b>\$ 3,342,130</b>	
<b>Allocation Proposal for June 2014 Board Meeting</b>				<b>\$ 942,160</b>
University of Central Florida	The College of Optics & Phonetics (CREOL)	Priority 2: CREOL Infrastructure: repair roof deck, remove curtain walls and raise equipment curbs, replace roof membrane (\$1,300,000.00) FCA report JAN, 2012	\$ 1,300,000	\$ 765,000
University of Central Florida	Library	Priority 2: Library Infrastructure: extend fire sprinkler system (\$1,406,671), replace primary and secondary electrical distribution system (\$1,034,739)	\$ 2,441,410	\$ 594,722
University of Central Florida	Chemistry	Priority 4: Chemistry Infrastructure: install fire sprinkler for building (\$368,538.00), replace domestic supply and drains (\$1,158,123.00), <del>replace 120/208 switchgear and associated distribution panels and wiring (\$676,320.00) FCA Report JAN, 2012</del>	\$ 2,202,981	\$ 565,930
University of Central Florida	College of Science	Priority 2: College of Sciences Infrastructure: repair roof deck and replace roof membrane (\$450,000.00) FCA report JAN, 2012	\$ 450,000	\$ 260,285
<b>UCF Total</b>			<b>\$ 6,394,391</b>	
<b>Allocation Proposal for June 2014 Board Meeting</b>				<b>\$ 2,185,937</b>
University of Florida	DAN MCCARTY HALL D	MCCARTY D - REPLACE AHU-D2, 2, 3, & 4 (UNIT #2 IS 56 YRS OLD, UNIT #3 IS 47 YRS OLD)	\$ 1,000,000	\$ 1,010,000
University of Florida HSC	Dental Science Bldg.	DENTAL SCIENCE - REPLACE HHW PIPING ON THE 2nd, 3rd, 4th, 5th FLOORS	\$ 750,000	\$ 750,000
University of Florida	LABORATORY OFFICE BLDG	CREC (LAKE ALFRED) - REPLACE CHILLER & DX UNIT	\$ 350,000	\$ 447,444
University of Florida	CAMPUS	CABLES 6 - REPLACE CABLES FROM MH-75 TO MH-83 (SUB 5 TO FORMER BABY GATOR AREA)	\$ 440,000	\$ 440,000
University of Florida	DAN MCCARTY HALL D	MCCARTY D - REPLACE AHU-1 IN ROOM 1070 (UNIT IS 56 YEARS OLD)	\$ 240,000	\$ 250,000
University of Florida	UNIVERSITY AUDITORIUM	AUDITORIUM - REPAIRS TO STEEPLE	\$ 100,000	\$ 100,000
University of Florida	JOHN R. BENTON HALL	BENTON HALL - REPLACE AHU-31, 32, & 33 (ALL 3 UNITS ARE 46 YEARS OLD)	\$ 940,000	
University of Florida	DENTAL SCIENCE	DENTAL BUILDING - REPLACE FIRE ALARM SYSTEM ON FLOORS 6 & 7	\$ 750,000	
University of Florida	ANIMAL SCIENCES BUILDING	ANIMAL SCIENCES - REPLACE HVAC UNITS & CONTROLS	\$ 650,000	
University of Florida	COMMUNICORE	COMMUNICORE - REPLACE THE BASEMENT FIRE ALARM SYSTEM	\$ 600,000	
University of Florida	IFAS MECHANICAL EQUIPMENT BLDG	FIFIELD HALL CHILLER PLANT	\$ 400,000	
University of Florida	RAE O. WEIMER HALL	JOURNALISM - REPLACE THE SMALL EPDM RUBBER ROOF (7,800 SF)	\$ 362,000	
University of Florida	Lacy Rabon Plant	Replace Roof on areas 1, 2,4 & 7	\$ 325,300	

**Board of Governors Committees and Meeting - Facilities Committee**

ATTACHMENT II

University Name	Building/Project Name	Project Detail	2014-15 Request	2014-15 Proposed Projects
University of Florida	INFIRMARY	INFIRMARY - REPLACE AHU'S IN THE ATTIC AND 3RD FLOOR MECHANICAL ROOM	\$ 315,000	
University of Florida	MECHANICAL & AEROSPACE ENG B	MECHANICAL & AEROSPACE ENGINEERING B - REPLACE AHU-35 (UNIT IS 46 YEARS OLD)	\$ 290,000	
University of Florida	PSYCHOLOGY BUILDING	PSYCHOLOGY - REPLACE AHU-3 (UNIT IS 41 YEARS OLD)	\$ 265,000	
University of Florida	BEN HILL GRIFFIN CITRUS HALL	CREC (LAKE ALFRED) - INDOOR AIR QUALITY, BALANCE CONTROLS	\$ 250,000	
University of Florida	PARTICLE SCIENCE & TECHNOLOGY	PARTICLE SCIENCE BUILDING - REPLACE MAIN EXHAUST FANS (FANS ARE 15 YEARS OLD)	\$ 200,000	
University of Florida	CHEMICAL ENGINEERING	CHEMICAL ENGINEERING - REPLACE AHU-17 (UNIT IS 46 YEARS OLD)	\$ 186,000	
University of Florida	Medical Sciences Building	Replace 2 pipe HVAC system with 4 pipe on MSB 6th floor	\$ 175,000	
University of Florida	WARPHAUS BUILDING	WARPHAUS - REPLACE BUILT-UP ROOF AND SMALL TAR & GRAVEL ROOF	\$ 158,000	
University of Florida	PHYSICAL PLANT GROUNDS	GROUNDS BUILDING - REPLACE RUBBER ROOF	\$ 139,000	
University of Florida	EH&S ADMIN OFFICES	EH&S OFFICES - STABILIZE FOUNDATION TO PREVENT ADD'L CRACKING & DEFORMATION	\$ 125,000	
University of Florida HSC	Academic Research Bldg.	ACADEMIC RESEARCH BUILDING - COMPLETION OF HVAC CONTROLS REPLACEMENT (PHASE 4)	\$ 100,000	
University of Florida	RALPH D. TURLINGTON HALL	TURLINGTON HALL - REPLACE AHU-16 & 17 (BOTH UNITS ARE 31 YEARS OLD)	\$ 100,000	
University of Florida	ACADEMIC RESEARCH BUILDING	ACADEMIC RESEARCH BUILDING - COMPLETION OF HVAC CONTROLS REPLACEMENT (PHASE 4)	\$ 100,000	
University of Florida	THE 105 CLASSROOM BUILDING	105 CLASSROOM BUILDING - REPLACE AHU AND CONDENSER (13 YEARS OLD), INSTALL VFD'S	\$ 75,000	
		<b>UF Total</b>	<b>\$ 9,385,300</b>	
<b>Allocation Proposal for June 2014 Board Meeting</b>				<b>\$ 2,997,444</b>
University of North Florida	B41 University Police Department (UPD) - New Air Conditioning System	Existing HVAC system has reached the end of its service life and has partially failed	\$ 500,000	\$ 500,000
University of North Florida	Alumni Drive Resurfacing	Mill and replace existing asphalt pavement section	\$ 300,000	\$ 300,000
University of North Florida	B60 Alumni Hall HVAC Replacement	Existing DX equipment failing from salt air exposure and needs to be replaced.	\$ 300,000	\$ 249,755
University of North Florida	B8 English Hall Exterior Switchgear Replacement	Exterior switchboard has reached end of life from exposure to the elements.	\$ 100,000	\$ 100,000
University of North Florida	B34 Teaching Gymnasium HVAC Replacement	Replacement of existing HVAC system that has reached the end of its service life and is failing.	\$ 900,000	
University of North Florida	B39 Brooks College of Health HVAC Replacement	Replacement of existing central AHU's that have reached the end of their service life.	\$ 600,000	
University of North Florida	B99 Museum of Contemporary Art (MOCA) - Envelope Leals	Repairs to the exterior building envelope to fix extensive water intrusion problems	\$ 550,000	
University of North Florida	Underground Chilled/Hot Water Piping	Replacement of failed section of underground CHW/HW piping	\$ 400,000	
University of North Florida	B53 Hicks Hall - Replace Air-Cooled Chiller Coils	Existing air-cooled chiller coils corroded from salt air exposure and need to be replaced.	\$ 150,000	
University of North Florida	B41 UPD Exterior Switchgear Replacement	Exterior switchboard has reached end of life from exposure to the elements	\$ 100,000	
		<b>UNF Total</b>	<b>\$ 3,900,000</b>	

Board of Governors Committees and Meeting - Facilities Committee

ATTACHMENT II

University Name	Building/Project Name	Project Detail	2014-15 Request	2014-15 Proposed Projects
<b>Allocation Proposal for June 2014 Board Meeting</b>				<b>\$ 1,149,755</b>
University of South Florida	Library	LIB fire sprinkler installation	\$ 1,581,000	\$ 1,463,351
University of South Florida	Various buildings - Life Safety and Code Compliance	Fire code and ADA compliance issues - including handrail issues, in various buildings, including CIS, MHC, CPR, TAT and WRB and FAH	\$ 196,177	\$ 938,671
University of South Florida	Reserve	Consideration given for master planning-assessment will be made mid-year on Library Sprinkler project to determine criticality at that time.	\$ -	\$ 500,000
University of South Florida	St. Pete PR Wallace Center (PRW)	Reroof, seal leaking windows, replace water damaged drywall	\$ 399,000	\$ 171,163
University of South Florida	Sarasota Campus (SMC)	Upgrade Emergency Notification System to meet current code requirements	\$ -	\$ 54,263
University of South Florida	MDC air handler unit replacement	Replace original air handler unit	\$ -	\$ 47,105
University of South Florida	Medical Center (MDC)	Roof replacement	\$ 3,395,000	
University of South Florida	School of Physical Therapy Building (MDT)	Roof replacement	\$ 1,000,000	
University of South Florida	Fine Arts Hall	Roof replacement	\$ 1,000,000	
University of South Florida	St. Pete Harbor Hall (HBR)	Roof and stucco replacement	\$ 689,672	
University of South Florida	St. Pete Nelson Poynter Memorial Library (POY)	Replace air handler units	\$ 563,000	
University of South Florida	St. Pete Coquina Hall (COQ)	Replace air handler units	\$ 426,000	
University of South Florida	Medical Center (MDC)	Replace air handler units	\$ 275,000	
University of South Florida	Bioscience Academic Facility (BSF)	Laboratory air valves replacement	\$ 250,000	
University of South Florida	Sarasota Viking Complex	Replace original HVAC equipment	\$ 165,000	
			<b>USF Total</b>	<b>\$ 9,939,849</b>
<b>Allocation Proposal for June 2014 Board Meeting</b>				<b>\$ 3,174,553</b>
University of West Florida	Building 54 HVAC Replacement Ph 2 of 3 - AHU nos. 6, 7, 13, & 14	This mechanical system is twelve years past the estimated cyclic useful life expectancy. Failure is imminent. Phase 2 includes the main gym area.	\$ 812,506	\$ 812,506
University of West Florida	Bldg 76 COB - AHU no. 1 replacement	This mechanical system is 37 years old; heating coil has failed. Unit has deteriorated.	\$ -	\$ 250,000
University of West Florida	Building 54 HVAC Replacement Ph 1 of 3 - AHU no. 4 (26 tons, 100% OA unit)	The unit serves men's and women's locker rooms; unit has failed and cannot be repaired.	\$ 115,000	\$ 115,000
University of West Florida	Bldg 54 Electrical Grounding Evaluation and Correction	bldg 54 is 44 years old, occupied in 1970; absence of electrical grounding per current code requirements is a safety hazard	\$ -	\$ 100,000
University of West Florida	Building 54 HVAC Replacement Ph 3 of 3 - AHU nos. 1, 2, 3, 5, 8, 9, 10, 11, & 12	This mechanical system is twelve years past the estimated cyclic useful life expectancy. Failure is imminent. Phase 3 includes the balance of this 44 year old, 72K+GSF building	\$ 1,472,494	
University of West Florida	Building 82 Building Automation System Replacement	The Center for Fine and Performing Arts building needs a system that will significantly improve the conditioned environment. The existing heating, air-conditioning, and humidification controls must be replaced to ensure expensive equipment is retained in good condition.	\$ 500,000	
University of West Florida	Repairs/replacement of campus Medium Voltage System	South Campus conversion from overhead electrical 12,470V to underground ductbanks and pad mounted VFI switches.	\$ 500,000	

**Board of Governors Committees and Meeting - Facilities Committee**

ATTACHMENT II

<b>University Name</b>	<b>Building/Project Name</b>	<b>Project Detail</b>	<b>2014-15 Request</b>	<b>2014-15 Proposed Projects</b>
University of West Florida	Building 79 Heating, Ventilation, & Air Conditioning/ Medium Voltage Electrical) Replacement	The HVAC units are at the end of their cyclic useful life expectancy. Information Technology Services for academic and administrative computing are located in this building.	\$ 325,000	
University of West Florida	Building 73 Direct Expansion Electrical Unit Replacement	Seven (7) Aquatic Center roof top units are past the estimate cyclic useful life expectancy. The units require significant maintenance. Failure is imminent.	\$ 175,000	
University of West Florida	Campus Stormwater Drainage/Ponds Rehab	Annual rehabilitation and repairs to failed storm drain collection inlets, transmission piping and retention ponds	\$ 100,000	
		<b>UWF Total</b>	<b>\$ 4,000,000</b>	
		<b>Allocation Proposal for June 2014 Board Meeting</b>		<b>\$ 1,277,506</b>
	<b>Grand Total</b>		<b>\$ 61,911,947</b>	<b>\$ 20,000,000</b>

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 18, 2014

**SUBJECT:** New College of Florida Educational Plant Survey Validation

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**PROPOSED COMMITTEE ACTION**

Review and validate the completed New College of Florida (NCF) Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An educational plant survey is required at least once every five years for all public educational entities, including state universities. At the request of NCF, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of Section 1013.31, Florida Statutes, were met. The completed survey was approved by the NCF Board of Trustees on March 8, 2014. In addition to NCF and Board staff, the team included staff from FGCU, FIU, FSU and UCF. This survey will cover the current time through 2018-2019.

A summary of the Survey Team recommendations may be found on pages 27-29 of the report. The final Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, has been completed, and is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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**Supporting Documentation Included:** NCF Educational Plant Survey Report

**Facilitators/Presenters:** Chris Kinsley



**New College**  
THE HONORS COLLEGE of Florida

*Office of the President*

March 12, 2014

Mr. Chris Kinsley  
Florida Board of Governors  
325 West Gaines Street  
Suite 1652  
Tallahassee, FL 32399-0400

Re: Educational Plant Survey for New College of Florida for the Five Year Period ending June 30, 2018

Dear Chris,

In accordance with F.S. 1013.31 herewith are 3 copies of the College's Educational Plant Survey for the Five Year Period ending June 20, 2018, that was approved by our Board of Trustees at a meeting held on March 8, 2014.

We are grateful to you, your staff and the Board of Governors for your collective ongoing support of New College's facilities planning needs. Should you have any questions regarding this survey, please don't hesitate to contact Alan Burr or Becky Owens with Facilities Planning & Construction.

Sincerely,

A handwritten signature in blue ink, appearing to read "Donal O'Shea".

Donal O'Shea  
President

Enclosure

cc: Provost Miles  
Vice President Martin  
Alan Burr, Director, Facilities & Construction





**New College**  
THE HONORS COLLEGE of Florida



**Five Year Period Ending June 30, 2019**

**FACILITIES INVENTORY VALIDATION & SPACE NEEDS ASSESSMENT**

**NOVEMBER 5-7, 2013**



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## **Educational Plant Survey Team**

### **Facilities Inventory Validation & Space Needs Assessment**

November 5-7, 2013

Survey team members participating in the 2013-2014 Educational Plant Survey at New College of Florida are as follows:

#### **Survey Leader**

Joe Castrillo, Coordinator  
Space Analysis and Assessment  
University of Central Florida

#### **Team Members**

Gloria Jacomino, Director  
Academic Space Management  
Florida International University

Lorilyne Pinkerton, Associate Director  
Planning Space Management  
Florida State University

Patricia Pasden, Coordinator  
Administrative Services  
Florida Gulf Coast University

Ken Ogletree, Senior Architect  
Florida Board of Governors

Teira E. Farley, Campus Development Coordinator  
Florida Board of Governors

#### **Inventory Validation Facilitators**

Alan Burr, Director, Facilities & Construction  
New College of Florida

Becky Owens, Facilities Project Manager  
New College of Florida

Dave Houghton, Facilities Project Manager  
New College of Florida

## I. Introduction

An Educational plant Survey is required by Florida Statutes for all public educational entities. The State University System requires that, at a minimum of every five years, each university report on their existing facilities and also project its future facilities needs for the next five years.

### Definitions and Requirements for the Educational Plant Survey

An Educational Plant survey is defined in s.1013.01 (8) Florida Statutes (F.S.), as a systematic study of present educational and ancillary plants and the determination of future needs to provide appropriate educational programs and services for each student based on projected capital outlay FTE's approved by the Florida Board of Governors.

The term "educational plant" is defined in s.1013.01 (7) F.S., as those areas comprised of the education facilities, sites and site improvement necessary to accommodate students, faculty, administrative staff and the activities of the educational program.

The term "ancillary plant" is defined in s.1013.01 (1) F.S., as an area comprised of the building, sites and improvement necessary to provide such facilities as vehicle maintenance, warehouse, maintenance or administrative buildings necessary to provide support to an education program.

A Survey is required at least every five years pursuant to s.1013.31 (1) F.S. In addition, s.1013.64 (4)(A) F.S. requires that each remodeling and/or renovation project, included in the Florida Board of Governors Three Year PECO Project Priority List, be recommended in a Survey and that the educational specifications for new construction be approved by the Florida Board of Governors before appearing in the first year of the list.

PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in s.1013.01 (16) F.S., a PECO funded Project is any "site acquisition, site improvement, renovation, remodeling, or construction project funded through this source of revenue and all buildings, equipment, other structures and educational use areas that are built, installed or established must be necessary to accommodate and serve the primary educational institutional program of the University's Board of Trustees".

Surveys may be amended if conditions warrant a change in the construction program. Each *revised* Education Plant Survey and each *new* Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the Board of Trustees (s.1013.31 (1)(a) F.S.). Recommendations contained in a survey report are null and void when a new Survey is completed.

## II. Overview of the Survey Process

### The Purpose of the Educational Plant Survey

The purpose of the Educational Plant Survey is to aid in the formulation of five-year plans to house the educational programs and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the Master Plan for the long term physical development of specific building programs prior to submitting a request for funding.

### Types of Facilities Addressed in the Survey

The following ten categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Study, Research Laboratory, Office, Auditorium/Exhibit, Instructional Media, Student Academic Support, Gymnasium and Campus Support Services. These categories are included within the nationally recognized space classifications, as identified within the *Postsecondary Education Facilities Inventory and Classification Manual*, dated May 2006. The need for merchandising facilities, residential facilities and special purpose non-credit facilities such as demonstration schools, continuing education centers or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measure and program requirements.

### The Survey Process

The survey process is comprised of two main components: the Facilities Inventory Validation component and the Needs Assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the survey leader from one of the university's sister institutions. Other survey team members include an architect from the Florida Board of Governors and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. Table 1 identifies the main Survey activities and lead responsibilities.

**Table 1**  
**Educational Plant Survey Activities**

Activity	Responsibility		
	University	Board of Governors	Survey Team
Establish schedule	X	X	
Letter to President		X	
Dates, procedures, responsibilities, designation of University representatives; determine inventory sample for validation	X		
Identification of existing/proposed "ineligible" space	X		
Prepare facilities inventory reports (site/building/room reports)	X		
Coordinate logistics for validation field work	X		
Perform validation (on-site field work)	X		X
Update inventory based on validation	X		
Provide established enrollment projections		X	
Perform formula space needs analysis	X		
Develop proposed projects & justification	X		
Develop survey workbook: schedule, mission statement, site data, academic programs, enrollment, space needs, inventory data, project summaries & justification	X		
Develop comments regarding degree program facility needs	X		
Develop comments regarding proposed projects (CIP & Master Plan)	X		
Coordinate logistics for needs assessment field work	X		
Perform needs assessment (on-site field work): review proposed projects in relation to programs, space needs, data, current inventory and any special justification	X		X
Exit meeting	X	X	X
Prepare Initial summary of survey recommendations			X
Prepare final summary of survey recommendations	X		
Prepare written report	X		
Validate survey		X	

### III. Facilities Inventory Validation

#### Purpose of Validation

The main purpose of the Inventory Validation component is to ensure that the facilities inventory data, used in the subsequent Space Needs Assessment component, fairly represents the existing facilities available to support educational programs.

#### Sampling Technique

The Inventory Validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms are selected from the Physical Facilities Inventory Report, a mainframe-based inventory system that contains data about sites, buildings and rooms. Annually, in July, changes in the File are reconciled to specific project activity and submitted to the Board of Governors. The buildings selected for Inventory Validation include all buildings constructed since the last Survey, all buildings affected by major renovation or remodeling, all buildings the university desires to change the designated condition to a satisfactory or unsatisfactory status and any additional buildings necessary to achieve a reasonable representation of all space categories (see [Table 2](#)).

An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. Table 2 identifies the buildings included in the sample for validation. Facilities inventory reports with room details and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

#### Function of Survey Team during Validation

The main function of the team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes and proper room use or space category classification are the objective of the team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during this validation process. However, the survey team recommends that NCF review data entries for all overhangs on buildings and update the current Form B space categories as captured in this review. These variances will be captured through the standard space file submission in July 2014.

#### The Resulting Adjusted Inventory Data

The resulting inventory file, with any required adjustments, enables preparation of reports used in the Needs Assessment portion of the Survey. Summary reports of building and net assignable space information are included in Section VIII of this report.

**Table 2**  
**Buildings Included in Inventory Validation**

<b>Building #</b>	<b>Building Name</b>	<b>Year Constructed</b>	<b>GSF</b>
<b>New Construction</b>			
3087	Heiser Greenhouse West	2009	800
3086	Public Archeology Lab	2010	1,771
3085	New Academic Center – Offices/Classrooms	2011	35,622
3093	Outdoor Classroom	2012	1,296
<b>Remodeling/Renovation</b>			
3065	Rolland V. Heiser Natural Science Complex - Chemical storage addition	2009	800
3021	Hamilton Center – Black Box renovation/IT Hub renovation	2010	4,000 of 24,778
3042	Jane Bancroft Cook Library – Offices/Classroom/Study (Phase 1 upgrade)	2013	24,231 of 74, 731



## IV. The Space Needs Assessment

### Objective

The object of the Survey Team during the Space Needs Assessment component is to develop specific project recommendations consistent with approved programs in the Campus Master Plan. The Space Needs Assessment activity includes an evaluation of the following elements:

1. Projects proposed by the university.
2. Results of applying a quantitative space needs model.
3. Any special justification presented by the university.

University officials provide supporting information and any special justification for the proposed projects to the survey team in the form of a survey workbook and presentations.

### Types of Recommendations

The projects proposed by the university include site acquisition, site improvements, renovation, remodeling and new construction. The projects are presented as part of an overall development plan that include identification of proposed uses of spaces to be vacated as a result of occupying new buildings and the remodeling of existing buildings.

### Space Needs Formula

The Space Needs model applied is the State University System Space Needs Generation Formula (formula). The formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level and research programs. A more complete explanation of the formula is provided in [Appendix B](#). The most important measure in the formula is full time equivalent student enrollment. Other important measures include positions, research activity and library materials. The following space categories are included in the formula:

#### Instructional/Research

Classrooms  
Teaching Laboratories  
Research Laboratories

#### Academic Support

Study Facilities  
Instructional Media  
Auditorium/Exhibition  
Teaching Gymnasium

#### Institutional Support

Student Academic Support  
Office/Computer  
Campus Support

Application of the formula results in the unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the formula does not support a proposed project, the justification provided by the university is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the formula. This type of space is regarded as ineligible to meet the space needs generated by the formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that formula space needs are compared to facilities designed to meet those needs. The results of applying the formula for the NCF survey are identified within Section IX of this report.

## V. Overview of New College of Florida

### Mission

The mission and goals of New College evolved out of intensive dialogue about higher education at the College's inception in the early 1960s. That dialogue involved administration, trustees and the charter faculty. Later, the faculty developed a unique, intellectually-rigorous curriculum designed to sustain the College's broad commitment to individualism, pluralism, flexibility, freedom and excellence.

As stated in the very first college catalog: "New College was named for a purpose. It is not, and never will be another college. It is, and will always remain, the new college, seeking new solutions to educational needs, accepting no dogma without test, striving to eliminate all barriers that inhibit the growth of ideas."

More than fifty years later, New College's mission remains essentially unchanged.

"To offer a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society."

In 2008, the College's Board of Directors approved an Academic Master Plan that is firmly rooted in the College's mission and reaffirms the distinctive, innovative academic features developed by our founders over 50 years ago. More recently, we identified four core values that sum up what New College is all about: an intellectually rigorous curriculum; an innovative academic program; a collaborative learning environment; and a place to chart one's course. The current planning process is grounded in these collective institutional strengths.

The College's mission emphasized not only honors-quality liberal arts education in a residential setting, but also the importance of active and individualized learning. The broad consensus among trustees, faculty, students and administrators concerning the New College mission effectively compounds the strengths present within the mission itself, accounting for the sense of vitality that visitors to campus often notice. Historically, the success of this mission has been evident in the accomplishments of the College's graduates – whether in terms of acceptance rates into graduate and professional schools, strong showings in national fellowship competitions, or career success. Recent additional evidence, such as the College's top ten ranking in these two measures: ***U.S. News & World Report*** ranked New College No. 6 among all public liberal arts colleges in its annual rankings of the [Best National Liberal Arts Colleges for 2012](#); also ***The Princeton Review and USA Today*** named New College the No. 3 [Best Value Public College in America](#) in their 2012 list of "100 Best Value Colleges."

The features of the New College program reflecting the specific measure taken to promote the College's mission – such as the Contract system, student-initiated tutorials, and independent research – are all intended to promote a sense of student ownership of the learning experience. Perhaps paradoxically, the student's robust sense of his/her individualized program of learning goes hand-in-hand with a strong system of faculty mentoring and advising, involving an unusually large number of contact hours, especially for a public institution. Indeed, perhaps the greatest asset New College has to offer a student is serious dialogue with committed faculty, as well as with other students, in a common

pursuit. The campus culture is in fact pervaded by a sense of this common pursuit, which develops naturally from the College's founding educational principles.

Historically, the College has perhaps tilted too far in the direction of an emphasis on depth rather than breadth in a liberal education and recent measures to strengthen New College's general education efforts are no doubt a reflection of that fact. Still, the emphasis on individualized learning culminating in a senior thesis or project exemplifies the most successful feature of the College's mission. In developing a strong sense of ownership of their own learning process, New College students acquire the initiative, self-reliance and self-confidence necessary to transform their college years into habits of learning and critical thinking that will last a lifetime.

### Goals & Principles

As a member of the State University System of Florida, New College of Florida, the 4-year residential liberal arts honors college of the State of Florida, preserves its distinctive mission as a residential liberal arts honors college. To maintain this purpose, New College of Florida has the following goals:

- a. To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.
- b. To engage in undergraduate educational reform by combining educational innovation with educational excellence.
- c. To provide programs of study allowing students to design their educational experience as much as possible in accordance with their individual interests, values and abilities.
- d. To challenge undergraduates not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.

New college pursues these goals through highly selective admissions, and individualized and intensive "academic contract" curriculum, frequent use of individual and small-group instruction, an emphasis on student/faculty collaboration, a required senior thesis and innovative approaches to the modes of teaching and learning. Four principles define our educational philosophy. These principles serve as guideposts among each student's educational path:

1. Each student is responsible in the last analysis for his or her education.
2. The best education demands a joint search for learning by exciting instructors and able students.
3. Students' progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades.
4. Students should have from the outset opportunities to explore areas of deep interest to them.

The New College enrollment plan assumed that enrollment growth would lead to an enriched curriculum and a more vibrant and diverse student life. Since this assumption has proven to be correct, it is further assumed that continued growth past 760 to 800 with the possibility of eventual growth to some figure between 1,000 and 1,200 will yield additional programmatic dividends without forfeiting the special qualities associated with the intimate scale of an honors college. These special qualities begin with mentoring relationships between faculty students and a personalized, self-governing arena of student life.

Enrollment growth gains further strategic justification because of the economies of scale that is increasingly realized with a larger campus population. Moreover, it is prudent to increase enrollment at a time when the College will receive fuller legislative scrutiny in the course of its budget building

efforts. New College's standing as the only in-state school to which many gifted Florida residents apply helps the state in its efforts to reverse the brain-drain phenomenon.

New College believes that the special nature of a small, residential liberal arts college can only be preserved if on-campus housing for 75-80 percent of student is made available. The College completed construction of residence halls adding 200 beds, using an off-books funding mechanism that is using the income from student housing fees to service the debt. New College's emphasis on personal growth and individual responsibility informs its efforts to insure a vibrant atmosphere for student activities and residential life. This will allow us to strengthen student life even further with the development of "Residential Colleges" within the residence halls. This would facilitate dorm activity programming as well as co-curricular activities connecting in-class and out-of-class involvements. In addition, the small number of large, well-furnished apartments in both the new and renovated residence halls along with land acquisition efforts will create the opportunity for faculty to live on site, further enhancing these activities and helping to bridge the academic and non-academic sides of life at New College. Moreover, a greater adult presence within the campus housing domain should bring a measure of refinement to student life, through formal and informal occasions hosted by the resident faculty.

New College's striking bay front setting and the variety of beautiful edifices that grace the grounds constantly impress visitors to the 144-acre campus. The most significant structures include the unique residence halls and student center on the east campus, designed by the celebrated architect I.M. Pei, and Caples, Cook and College Halls, ornate mansions built in the 1920's as residences directly on Sarasota Bay and listed in the National Register of Historic Places. Our newest first class facilities include a dedicated Academic Center and Koski Plaza incorporating sustainable features (2011); a Public Archaeology Lab (2010) for processing and interpreting artifacts, preparing archaeological site reports and storing excavated finds; the Pritzker Marine Biology Research Center (2001) with seven research labs and over 100 aquariums; and the Heiser Natural Sciences Center Complex (2000) with teaching and research labs for chemistry, biology, computational science, physics and math. Yet, despite its beauty and character, the physical facilities on the New College campus require an infusion of funding and focused planning to complete necessary deferred and critical maintenance, to improve the campus infrastructure and to enhance the residential and academic facilities. In order to meet the present needs of the academic program as well as to position New College for anticipated growth, critical improvements and renovations to the existing and historical physical facilities will be central to the college's ability to fulfill its mission of providing innovative, student-centered education, in an environment conducive to those ends.

## Campus Site

New College of Florida is located in Sarasota/Manatee counties at 5800 Bay shore Road, Sarasota, FL.



## VI. Academic Degree Programs of the College

New College of Florida has one academic degree program (Liberal Arts) and student enrollment within the program generates the primary demand for facilities. The College's Board of Trustees, pursuant to s.1001.74 (7) F.S., has responsibility for the establishment and discontinuance of degree programs up to and including the Master's degree level. The approved programs for the College are identifies within [Table 3](#), below.

**Table 3**  
**New College of Florida Academic Degree Programs**

CIP	CIP TITLE	DEGREE RECEIVED
240199	Liberal Arts & Sciences	Bachelors

## VII. Analysis of Student Enrollment

Student Enrollment is the single most important measure used to develop facility requirements for an SUS college or university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hour for graduates. First, FTE enrollment is reported by site and then all enrollment not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for Survey purposes is the level for the fifth year beyond the year the Survey is conducted. For this survey, the projected enrollment used is for academic year 2017-2018.

The University's Board of Trustees approved the University Work Plan which includes planned enrollments for the next five years. This data was provided to the survey team and was used in the survey. [Table 4](#) identifies the Statutorily Required Enrollment Plan (based on State-Funded Florida FTE), taken from page 18 of the 2013-14 Work Plan.



**Table 4**  
**Statutorily Required Five-Year Enrollment Plan**

					Prepared	07-Nov-13
	PROJECTED FTE		2018-2019			
	Main	On-Line	Total	Year	Current Inventory as of:	Current Funded for Construction
NCF	712	0	712	2018-2019	June-13	June-13
<b>FTE Assumptions (Main Campus)</b>						
	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>
Lower Division	179	180	181	182	183	184
Upper Division	515	518	520	523	525	528
Grad I						
Grad II						
<b>TOTAL MAIN FTE <sup>1</sup></b>	694	697	701	704	708	712
<b>Avg Annual Growth Rate <sup>2</sup></b>		1%	1%	1%	1%	1%
					MAIN FTE	712
					DISTANCE FTE 17% of total <sup>3</sup>	0

**NOTES**

<sup>1</sup> 2013-14 Estimated FTE taken from 2013-2014 University Work Plan, pg 18

<sup>2</sup> Five Year projected average annual growth rate taken from 2013-14 University Work Plan, pg 18

<sup>3</sup> NCF does not offer distance or online learning as part of it's enrollment plan. They only offer a full time schedule.

Main Campus only unless otherwise noted

Medical Headcounts excluded (if applicable)

## VIII. Inventory of Existing sites and Buildings

The overview of the university includes a general description of the sites where educational program activity is carried out by the university. This section provides information about buildings located at the site.

The building information provided in [Table 5](#) includes Status, Condition, Net Assignable Square Feet (NASF) and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years.

Building condition identifies whether a building is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the university and concurred by the survey team. Buildings considered satisfactory are classified as either satisfactory or in need of remodeling. Buildings considered unsatisfactory are classified as those to be terminated for use or scheduled for demolition and include all modular and portable structures.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas which have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

### Instructional/Research

Classrooms  
Teaching Laboratories  
Research Laboratories

### Academic Support

Study Facilities  
Instructional Media  
Auditorium/Exhibition  
Teaching Gymnasium

### Institutional Support

Student Academic Support  
Office/Computer  
Campus Support

[Table 6](#) identifies the amount of satisfactory eligible space, by space type, for each building which supports the above-stated functions. As stated within the Space Needs Assessment section, eligible space refers to whether the space meets a need identified as a formula-generated space need. The buildings included within these tables are only those located on land the university leases from the State of Florida or land leased for a long term to the university on which buildings have been constructed by the university. Title to State land is vested in the Internal Improvement Trust Fund for the State of Florida.



**Table 5**  
**Building Inventory Data Report**

Bldg. #	Bldg. Prefix	Building Name	Building Status <sup>1</sup>	Building Condition <sup>2</sup>	GSF E&G	GSF AUX	NASF
3001	CHL	College Hall	1	2	21,441		9,868
3002	COH	Cook Hall (Admin - South Hall)	1	3	12,047		5,284
3003	ROB	Robertson Hall - Carriage House	1	3	3,681		2,424
3004	SSC	Social Science	1	4	1,794		1,159
3005	BRN	The Barn (Four Winds Café)	2	3		1,402	1,205
3007	DEV	Trailer - Development	3	6	939		899
3008	UTL	Utility - Pumps	1	5	194		0
3012	CPD	Campus Police	1	1	2,033		1,341
3013	PMA	Palmer "A"	1	3	9,411		5,394
3014	PMB	Palmer "B"	1	4		8,230	5,378
3015	PMC	Palmer "C"	1	3	8,534		4,894
3016	PMD	Palmer "D"	1	3	8,534		5,853
3017	PME	Palmer "E"	1	4	8,230		4,754
3018	CAP	Caples House	1	4	5,804		3,546
3019	CGR	Caples Garage (Carriage House)	1	3	2,350		1,525
3021	HCT	Hamilton Center	1	2		24,778	17,297
3022	HCL	Hamilton Classrooms	1	2	15,399		9,486
3023	PDW	Bob Johnson Residence Hall	1	4		24,482	15,935
3024	PDS	Rothenberg Residence Hall	1	4		24,213	16,406
3025	PDE	Peggy Bates Residence Hall	1	2		24,482	16,526
3026	BLR	Hamilton Boiler Room	1	4	2,964		1,057
3037	BTH	Bath House	1	4		461	0
3038	BON	Bon Seigneur Residence	1	3	4,188		2,645
3041	SUD	Sudakoff Lecture & Conference Center	1	2	12,216		8,475
3042	LBR	Jane Bancroft Cook Library	1	3	74,731		48,052
3043	ANL	Sarasota Anthropolgy Lab	2	3	652		614
3045	PHS	Physical Plant	1	2	5,350		3,788
3052	FCS	Fitness Center	1	4	8,380		6,794
3057	PHA	Physical Plant Storage "A"	3	3	200		194
3058	PHB	Physical Plant Storage "B"	3	4	200		194
3059	CWY	Covered Walkway ( COH to CHL )	7	3	0		0
3060	SAN	Caples Fine Arts Complex / Sainer Auditorium	1	2	8,493		3,353
3088	IFA	Caples Fine Arts Complex / Iserman/Felsmann Building.	1	1	11,262		9,150

<sup>1</sup> **Building Status:** 1=Permanent; 2=Temporary (Non-Relocatable); 3=Temporary (Relocatable); 4=Under Construction; 5=Farm (Permanent); 6=Farm (Temporary); 7=Covered Walkway

<sup>2</sup> **Building Condition:** 0=Not Surveyed; 1=Satisfactory; 2=Moderate Remodeling (Fair); 3=Significant Renovations (Poor); 4=Major Renovations (Unsatisfactory); 5=Replace/Demolition; 6=Termination

**Board of Governors Committees and Meeting - Facilities Committee**

<b>Bldg. #</b>	<b>Bldg. Prefix</b>	<b>Building Name</b>	<b>Building Status</b>	<b>Building Condition</b>	<b>GSF E&amp;G</b>	<b>GSF AUX</b>	<b>NASF</b>
3089	MUN	Caples Fine Arts Complex / Lota Mundy Music Building	1	2	4,515		2,691
3090	SCU	Caples Fine Arts Complex / Sculpture Studio	1	2	5,975		3,984
3062	DRH	Elizabeth and Dallas Dort Residence Hall	1	2		24,396	19,808
3063	GRH	Ann and Alfred Goldstein Residence Hall	1	2		24,396	19,808
3064	CPS	Chiller Plant	1	2	3,535		205
3065	HNS	Rolland V. Heiser Nat. Sci. Complex	1	1	36,214		21,234
3066	MBR	Rhoda and Jack Pritzker Marine Bio. Lab.	1	2	8,920		6,853
3067	SSE	Sarasota Sailing Equipment Shed	2	1		693	693
3068	HGN	Heiser Greenhouse North	1	2	320		320
3073	CWC	Counseling and Wellness Center	1	1	3,936		1,882
3075	KNT	Knight Residence - 5801 Bay Shore Rd.	1	3	3,254		2,508
3076	RER	Reichert House - 572 58th St.	1	2	2,574		1,180
3077	SAR	Salvatori Residence - 540 58th St.	1	4		2,039	1,908
3078	VRH	V Residence Hall	1	1		11,447	0
3079	WRH	W Residence Hall	1	1		11,448	0
3080	XRH	Ulla R. Searing (X) Residence Hall	1	1		11,447	0
3081	YRH	Y Residence Hall	1	1		11,448	11,448
3082	ZRH	Z Residence Hall	1	1		25,407	0
3083	CMU	Car Museum	1	5	58,454		26,923
3084	CMS	Car Museum Shop	1	5	3,287		3,287
3091	PBR	Pedestrian Bridge	1	2	1,200		0
3085	ACE	New Academic Center	1	1	35,787		17,555
3086	PAL	Public Archeology Lab	1	1	1,771		1,371
3087	HGW	Heiser Greenhouse West	1	1	880		880
3070	TKC	Keating Center NCF Foundation	1	1	7,000		4,448
3093	OCL	Outdoor Classroom	1	1	1,296		800
	ACM	ACE Mechanical Building	1	1	243		
					<b>GSF E&amp;G</b>	<b>GSF AUX</b>	<b>NASF</b>
					408,248	230,196	
			<b>TOTAL SITE</b>		638,444		363,276

**Table 6**  
**Eligible and Ineligible Assignable Square Footage of Satisfactory Space by Site, Building and Category**  
**07/08/2013**

	CLASS ROOM	TEACH LAB	STUDY	RES LAB	OFC EDP	AUD EXH	INST MEDIA	STU ACAD SUPPORT	GYM	CAMPUS SUP SERVICE	RES & OTHER	TOTAL
Site #0001												
TOTAL SITE	25,385	25,051	38,228	10,406	68,308	10,058	2,571	0	0	8,800	133,326	322,133
ROOM CNT	51	48	50	34	444	15	9	0	0	24	123	798
ELIGIBLE	25,385	24,787	38,228	10,406	65,367	9,858	2,571	0	0	7,472	19,611	203,685
INELIGIBLE	0	264	0	0	2,941	200	0	0	0	1,328	113,715	118,448
TOTAL UNIV	25,385	25,051	38,228	10,406	68,308	10,058	2,571	0	0	8,800	133,326	322,133
ROOM CNT	51	48	50	34	444	15	9	0	0	24	123	798

## IX. Quantitative (Formula) Space Needs

The basic method used to determine the facilities required by a university to accommodate educational programs, student enrollments, personnel and services is the Fixed Capital Outlay Space Needs Generation Formula. The Space Needs Formula (formula) provides the three general classifications of space: instructional, academic support and institutional support. Within these classifications, ten categories of space are included: classroom, teaching laboratory, research laboratory, study, instructional media, auditorium and exhibition, gymnasium, student academic support, office and campus support services. While the FTE enrollment projection acts as primary generator, the formula recognizes variation in space requirements derived from discipline grouping, course levels, research programs and library holdings, as well as faculty, staff and contract and grant positions. The outcome of running the formula is a campus-wide aggregate of the ten categories of space based on each individual university's make of students, programs, faculty and staff.

Table 7 reports the results of applying the space needs formula to the Campus and then comparing the needs to the existing satisfactory and eligible facilities inventory.

Table 8, also known as the "Form B", shows the details of these comparison results.

**Table 7**  
**Formula Generated Net Assignable Square Feet**  
**Space Needs by Space Type for Site 1: Main Campus 2018-2019**

Space Category		NASF
<b><u>Instructional</u></b>		
	Classroom	7,464
	Teaching Laboratory	10,047
	Research Laboratory	7,236
<b><u>Academic Support</u></b>		
	Study	6,688
	Instructional Media	11,313
	Auditorium/Exhibition	28,283
	Teaching Gymnasium	56,559
<b><u>Instructional Support</u></b>		
	Student Academic Support	427
	Office/Computer	44,926
	Campus Support Services	7,941
<b>Total</b>		<b>180,884</b>

NOTE: The State University System's Honors College, New College of Florida (NCF) features a unique contract-based, student-inspired curriculum and program offering. This exclusive academic configuration requires a much smaller student-teacher ratio than typically encountered at the collegiate level. Such a model is not currently recognized by the standard space formula calculations and would not yield the anticipated need for new space. *The exception procedure is utilized for NCF's recommendations to ensure the continuance of their academic mission.*



**Table 8b**  
**Impact of Survey Recommended Projects on Facilities Inventory**

New College of Florida																	
2018-2019																	
			Class-	Teaching		Research			Aud/	Instruct.	Student		Campus				
			room	Lab	Study	Lab		Office	Exhibition	Media	Support	Gym	Support	Total			
Space Needs by Space Type	2018-2019		7,464	10,048	6,688	7,236	44,926	28,283	11,313	427	56,559	7,941	180,885				
Net Space Needs from Form B			(17,921)	(14,739)	(31,540)	(3,170)	(20,441)	18,425	8,742	427	56,559	469	(3,189)				
Percent of Space Needs			340.10%	246.69%	571.59%	143.81%	145.50%	34.85%	22.73%	0.00%	0.00%	94.09%	101.76%				
<b>3) Projects Funded for Planning</b>																	
Proj. 1)	N/A		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Sub Total Net Space	(17,921)	(14,739)	(31,540)	(3,170)	(20,441)	18,425	8,742	427	56,559	469	(3,189)				
		Sub Total Percent	340.10%	246.69%	571.59%	143.81%	145.50%	34.85%	22.73%	0.00%	0.00%	94.09%	101.76%				
Proj. 2)	N/A		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Sub Total Net Space	(17,921)	(14,739)	(31,540)	(3,170)	(20,441)	18,425	8,742	427	56,559	469	(3,189)				
		Sub Total Percent	340.10%	246.69%	571.59%	143.81%	145.50%	34.85%	22.73%	0.00%	0.00%	94.09%	101.76%				
<b>4) CIP Projects</b>																	
Proj. 1)	Utilities/Infrastructure/Capital Renewal/Roofs		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Sub Total Net Space	(17,921)	(14,739)	(31,540)	(3,170)	(20,441)	18,425	8,742	427	56,559	469	(3,189)				
		Sub Total Percent	340.10%	246.69%	571.59%	143.81%	145.50%	34.85%	22.73%	0.00%	0.00%	94.09%	101.76%				
Proj. 2)	Heiser Natural Science Addition		0	4,000	0	7,690	2,960	0	0	0	0	0	14,650				
		Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
		Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
Proj. 3)	Hamilton Student Support and Plaza Remodeling		0	0	0	0	0	0	0	0	0	0	0				
		Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
		Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
Proj. 4)	Pritzker Marine Biology Service Core & College Hall mechanical upgrade		0	0	0	0	0	0	0	0	0	0	0				
		Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
		Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
Proj. 5)	Old Caples House & Carriage House Restoration and Remodeling		0	0	0	0	0	0	0	0	0	0	0				
		Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
		Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
Proj. 6)	Shared use facility - NCF/FSU Ringling		0	0	0	0	0	0	0	0	0	0	0				
		Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
		Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
Proj. 7)	Land Purchases		0	0	0	0	0	0	0	0	0	0	0				
	a) 512 58th Street, 2014	Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
	b) 500 58th Street, 2015	Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
	c) 448 58th Street, 2016																
	d) 480 58th Street, 2017																
	e) 436 58th Street, 2018	Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
		Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
Proj. 8)	College Hall Renovation and Remodeling and Service Core (no NASF adds)		0	0	0	0	0	0	0	0	0	0	0				
		Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
		Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
Proj. 9)			0	0	0	0	0	0	0	0	0	0	0				
		Sub Total Net Space	(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
		Sub Total Percent	340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				
Total Net Space Needs			(17,921)	(18,739)	(31,540)	(10,860)	(23,401)	18,425	8,742	427	56,559	469	(17,839)				
Total Percent of Net Space Needs			340.10%	286.49%	571.59%	250.08%	152.09%	34.85%	22.73%	0.00%	0.00%	94.09%	109.86%				

**Table 8c**  
**2010 State University System Space Need Factors**

*Factors acknowledge the need for increased space by basic space category per FTE.  
They are "Space Intensity Factors" which are based on the academic program requirements of each university  
by space type.*

University	Space Type									
	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Academic Support	Student Gym	Campus Support Services
<b>UF</b>	11.30	15.46	26.40	52.64	54.04	3.00	0.73	0.60	4.01	7.36
<b>FSU</b>	11.60	15.40	21.07	29.99	36.77	3.00	0.79	0.60	4.26	5.45
<b>FAMU</b>	11.62	14.36	18.37	25.70	36.60	3.01	1.46	0.60	7.22	5.37
<b>USF</b>	11.66	14.02	17.37	31.99	39.63	3.00	0.79	0.60	4.26	5.59
<b>UCF</b>	11.70	14.41	15.95	22.59	24.15	3.00	0.77	0.60	4.17	4.42
<b>UWF</b>	11.78	12.68	23.86	14.45	29.91	4.21	1.85	0.60	8.89	4.54
<b>FAU</b>	11.78	16.35	21.39	22.65	29.67	3.00	1.04	0.60	5.37	4.85
<b>FIU</b>	11.91	14.98	17.54	20.18	26.70	3.00	0.83	0.60	4.42	4.48
<b>UNF</b>	11.97	13.77	19.47	14.25	26.38	3.00	1.29	0.60	6.45	4.22
<b>FGCU</b>	12.02	9.79	19.47	29.94	28.14	4.98	2.09	0.60	9.97	5.20
<b>NEWC**</b>	10.49	14.12	9.40	10.17	63.14	39.75	15.90	0.60	79.49	11.16

\*Factors as provided to University Facilities Planners by Chris Kinsley on October 20, 2010

\*\*SUS Teaching Lab average factor inserted to eliminate 0, per Chris Kinsley November 25, 2013



## X. Recommendations of Survey Team

### New College of Florida

Date: November 7, 2013

### Survey Team

Jose (Joe) Castrillo, Team Leader (UCF), Gloria Jacomino (FIU), Lorilyne Pinkerton (FSU), Patricia Pasden (FGCU), Kenneth Ogletree (BOG), Teira E. Farley (BOG)

### Site Improvement Recommendations:

- 1.1 Landscaping/site improvements consistent with the current adopted Campus Master Plan
- 1.2 Land purchases consistent with the current adopted Campus Master Plan are recommended as presented. These are the last 5 properties to complete land acquisitions for the current Master Plan to 2030:
  - (a) 512 58<sup>th</sup> Street, 2014
  - (b) 500 58<sup>th</sup> Street, 2015
  - (c) 448 58<sup>th</sup> Street, 2016
  - (d) 480 58<sup>th</sup> Street, 2017
  - (e) 436 58<sup>th</sup> Street, 2018
- 1.3 General Spaatz East Campus Gateway Improvements
- 1.4 Sarasota Bay Trail - Multi-Use Recreational Trail (MURT)
- 1.5 Caples Landscaping Improvements consistent with the current Campus Master Plans

### Remodeling/Renovation Recommendations:

- 2.1 All projects requiring renovations to space vacated in conjunction with construction of new facilities that require no significant changes in space categories are recommended.
- 2.2 Remodeling/Renovation Recommendations, approved as presented and required to address code deficiencies and ADA upgrades. Impacts yield no significant changes to existing space categories:
  - a) Caples Fine Arts Renovations
  - b) Cook Library Renovation and Remodeling
  - c) Robertson Hall Renovation and Remodeling
  - d) Social Sciences Renovation and Remodeling
  - e) Hamilton Student Support and Plaza Remodeling
  - f) Pritzker Marine Biology Renovation and Service Core
  - g) Old Caples Historic Restoration and Remodeling
  - h) College Hall Renovation and Remodeling

### New Construction Recommendations:

- 3.1 Joint Use Facility – NCF/FSU Ringling Chiller Plant Geothermal Heat Rejection Installation as presented with no significant changes in space categories.

**Special Purpose Center Recommendations:**

4.1 N/A

**Projects Based on Exception Procedure (New Construction):**

5.1 <sup>3</sup> Heiser Natural Science Addition recommended as presented to include teaching lab (Use codes 210 & 215); research lab (Use codes 250 & 255); office and office service (Use codes 310 & 315); study (Use codes 410 & 412); support services (use code 730)

**Demolition Recommendations**

6.1 Modular Unit - Development (DEV, #3007)

**Standard University Wide Recommendations:**

- SR1 All recommendations for facilities include spaces necessary for custodial services and sanitation facilities.
- SR2 All projects for safety corrections are recommended.
- SR3 All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act is recommended.
- SR4 Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR5 Expansion, replacement and upgrading of existing utilities/infrastructure systems are recommended to support the educational plant, as expanded or modified by the recommended projects.
- SR6 All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

**Notes:**

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan Update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the ten (10) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
1. Re-verify classification /utilization
  2. Delete project or space utilization category
  3. Reduce space utilization category
  4. Trade with other space category within the project
  5. Shift project priorities

<sup>3</sup> The State University System's Honors College, New College of Florida (NCF) features a unique contract-based, student-inspired curriculum and program offering. This exclusive academic configuration requires a much smaller student-teacher ratio than typically encountered at the collegiate level. Such a model is not currently recognized by the standard space formula calculations and would not yield the anticipated need for new space. The exception procedure is utilized for this recommendation to ensure the continuance of the NCF's academic mission.

6. Provide sufficient data to support any overage
  - D. Supplemental surveys can be conducted at a later date should project scope change in the future.

## XI. Funding of Capital Projects

The projects recommended by the survey team may be funded based on the availability of funds authorized for such purposes. The primary source available to the university is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Article XII, s. 9 (a)(2), Florida Constitution, as amended. These funds are appropriated to the State University System pursuant to s.1013.64 (4), F.S., which provides that a list of projects is submitted to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated to the universities. The projects funded from PECO are normally for instructional, academic support or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees for a total of \$6.76 per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. The projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Division of Colleges and Universities for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant "Courtelis Program" Program, established pursuant to s.1013.79, F.S., provided for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 1013.74, F.S., provides authority to accomplish capital projects from grants and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects.

Table 9 identifies the specific project appropriations made available to the university over the last five years.

**Table 9**  
**Capital Outlay Allocations State Appropriations**  
**From 2001-2002 through 2013-2014**

Project Type	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Utilities/Infras/Cap Renewal/Roofs-PECO	1,425,000		2,025,000	1,417,000	2,443,372	3,914,400	3,150,000	4,400,000	2,680,937	3,305,609	1,685,336	0	0	26,446,654
Utilities/Infras/Cap Renewal/Roofs-Lottery	0	0	0	0	0	0	0	0	0	0	0	1,793,266	0	1,793,266
Remodeling/Renovation/Maint/Repair	0	120,267	5,626	0	280,136	249,898	275,167	174,911	154,253	296,050	84,473	42,700	248,847	1,932,328
Land Acquisition	0	1,500,000		2,000,000	1,000,000	1,400,000	0	0	0	(82,086)	0	0	0	5,817,914
Academic Facility Planning	0	0	0	0	0	700,000	0	0	0	0	0	0	0	700,000
Academic Facility Construction	0	0	0	0	0	0	9,621,763	0	0	0	0	0	0	9,621,763
Academic Facility Equipment	0	0	0	0	0	0	0	961,211	0	0	0	0	0	961,211
Remodeling Parkview/West Side Student Ctr	0	0	0	0	0	700,000	0	0	0	0	0	0	0	700,000
Hamilton Center and Classroom Remodeling	0	0	0	0	0	0	0	1,500,000	0	82,086	0	0	0	1,582,086
Sea Wall Infrastructure Replacement	0	0	0	0	0	0	0	2,500,000	0	0	0	0	0	2,500,000
Cook Library Mechanical Renovation-Pahse II	0	0	0	0	0	0	0	0	0	0	0	0	2,100,000	2,100,000
Capital Improvement Trust Fund (Student Proj)	228,198	0	0	0	351,780	0	0	500,000	0	0	0	0	228,512	1,308,490
	1,653,198	1,620,267	2,030,626	3,417,000	4,075,288	6,964,298	13,046,930	10,036,122	2,835,190	3,601,659	1,769,809	1,835,966	2,577,359	55,463,712

## Appendices

## A. Educational Plant Survey Process Overview

BOARD OF GOVERNORS  
Office of Finance & Facilities  
Chris Kinsley, Director  
FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA  
Revised: January 25, 2011

Section 1013.31, Florida Statutes, requires that, at least once every five years, each University Board of Trustees shall arrange for an educational plant survey to aid in providing physical facilities necessary to accommodate its academic programs, students, faculty, staff, and services during the next five-year period.

### 1. Designation of Responsibility

The University to be surveyed (the "University") appoints the Survey Team Coordinator. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors (the "Board") staff during the survey process. It is recommended in order to expedite the overall process and to maintain consistency and quality that the coordinator be a staff person from the Board.

It is recommended that the Survey Team Leader be requested from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All team members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process.

The University President appoints the Survey Team Facilitator for its University from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the University activities for the team during the survey process at the University.

For continuity and consistency of the final report, Survey Team Members will consist of staff from universities not being surveyed that year and should include a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year. Board staff should also be included.

### 2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections based on the work plans submitted annually to the Board by the universities pursuant to Board regulation 2.002. One undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

### 3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System.

Staff of the University prepare a list of programs for the survey, indicating which existing programs the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula (the "Formula"). The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as, minimum space allowances. Thus, the Formula results in aggregate space generations for ten (10) standard space categories based on the combination of students, programs, faculty and staff unique to the University.

#### 4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, (the "Space File") as well as building schematics.

Staff of the University and validation team members visits all sites and selected buildings. The buildings to be visited for Inventory Validation purposes should include any buildings that have not been previously surveyed, buildings which the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, University staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the validation.

An important part of the Inventory Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard per diem for members of the Inventory Validation team.

#### 5. University Identification of Needs

Administrators and staff of the University undergoing the survey prepare lists for each site of needs identified by the University for site acquisition, development and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site

improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the list of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the University's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the Formula approach. This method involves performance levels for space use by the University based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categorical square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula, the Survey Team Coordinator ensures the preparation of space needs analyses by the University for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University staff develops requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

In conjunction with the Formula, Space Factors (the "Factors"), have been developed as part of the process and are used to expedite the use of the Formula in determining university space needs. The Factors are periodically reviewed and revised by the Board Office of Finance and Facilities. Each university at the time of its survey, after the Inventory Validation and prior to the Needs Assessment, may make a presentation and request a recommendation from the survey team to revise one or all of their Factors as a result of data or policy actions taken by its Board of Trustees and its university. The presentation should include, at a minimum, data based on the projected space needs using existing factors, a presentation on changes at the University that make the current factors inappropriate (i.e. the policy action by its Trustees or University), and documentation of what the space impact of the requested revised factors would be. In addition, a comparison against the other universities in the System should be included.

The survey team will review the data and make a recommendation to modify or leave the factors unchanged as part of their survey recommendations. The team will evaluate the request for consistency with other universities in the system and comparison for similar issues.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the University has special problems or extraordinary needs not supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, University staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective



space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility needs beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the University for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the University should not include requests related to these needs.

## 6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the University. It is supplemented by available information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

## 7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report

## 8. Needs Assessment Segment of Survey

The Survey Team Leader and the University make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with University administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will

reimburse travel costs and pay standard state per diem for members of the Validation and Needs Assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

#### 9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach, modification of Factors and the exception procedure, cost estimates for recommendations, and the university-wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the University, has been recommended and authorized by the Legislature.

#### 10. Written Survey Reports

The University prepares the draft and the final written report of the findings and recommendations of the survey team for review and approval by the University Board of Trustees (UBOT's). After approval by the UBOT's, the university must submit the official copy of the report to the Chancellor, State University System of Florida.

## B. Explanation of the Space Needs Generation Formula

The space needs generation formula uses three types of information to determine unmet space needs:

- Workload measures such as enrollment, positions and library materials
- Space standards including station sizes and utilization levels
- Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers and the Institute of Food and Agricultural Sciences.

A revised factor list (2010) accompanies this report to provide updated data which has been incorporated to ensure that the factors better represent the current state of the universities.

### FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based of five-year projections of annual FTE's requiring facilities, excluding enrollments housed at non-owned sites. Annual FET (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detail allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories and variations between disciplines in the number of contact or weekly student hours of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

### Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space included:

#### Instructional/Research

Classrooms  
Teaching Laboratories  
Research Laboratories

#### Academic Support

Study Facilities  
Instructional Media  
Auditorium/Exhibition  
Teaching Gymnasium

#### Institutional Support

Student Academic Support  
Office/Computer  
Campus Support

### Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configurations. These include lecture rooms, lecture-demonstration rooms, seminar rooms and general purpose classrooms. Related service areas such as projection rooms, telecommunication control booths, preparation rooms, closets, storage areas, etc. are included in this category if they serve classrooms.

The net assignable square feet (NASF) need for classrooms is based upon 22 NASF per student station, 40 periods of room use per week and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

### Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting room, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories and similar specially designed or equipped room if they are used primarily for group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF needed for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

$$7.81 \text{ (Space Factor)} \times 5.0 \text{ (Weekly Student Hours Per FTE)} = 39.05 \text{ NASF Per FTE}$$

$$\text{Where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \quad \text{or} \quad \frac{125}{20 \times .80} = 7.81 \text{ NASF}$$

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for development of future campuses.

### Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty: Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E7G FTE faculty to FTE student ratio and the percentage of E&G research faculty for the actual or base year. The number of C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students: Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrolment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

**Study Facilities**

Study facilities include study rooms, stack areas, processing rooms and study service areas. The NASF needed for study facilities is based on separately determine NASF needs for study rooms, carrel space, stack areas and study service areas.

Study Rooms (Other than Computer Study Rooms): the NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms: the NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrels: the NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate science FTE and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas: the NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year’s acquisitions.

Non-Law Stacks	Law Stacks
0.10 NASF/volume for the first 150,000 volumes	0.14 NASF/volume for the first 150,000 volumes
0.09 NASF/volume for the second 150,000 volumes	0.12 NASF/volume for the second 150,000 volumes
0.08 NASF/volume for the next 300,000 volumes	0.10 NASF/volume for the next 300,000 volumes
0.07 NASF/volume for all volumes above 600,000	0.09 NASF/volume for all volumes above 600,000

Study Facilities Service Areas: the NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels and stack areas.

### **Instructional Media Facilities**

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio stations, sound studios, photo studios, video or audio cassette and software production or distribution rooms and media centers. Service areas such as film, tape or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms and studio control booths are also included in the category.

A minimum facility of 10,000 NASF and 0.5 NASF over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

### **Auditorium/Exhibition Facilities**

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms and vaults are all included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

### **Teaching Gymnasium Facilities**

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollment, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

### **Student Academic Support Facilities**

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting

rooms are also included in this category. Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

### Office/Computer Facilities

An office is defined as a room housing faculty, staff or students working at one or more desks, table or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school or entire institution. Rooms that directly serve these areas are also included in the category, as well as faculty and staff lounges.

The NASF need for office/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

### Campus Support Facilities

Campus support facilities are defined as those areas used for institution wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities plus related service areas such as supply storage areas, closets and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

### Existing Facilities Inventory

The facilities inventory for each university is designed using the format and definitions prescribed in the Postsecondary Education Facilities Inventory and Classification Manual, 2006, published by the U.S. Department of Education, National Center for Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing

assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator and intercollegiate athletics area.



## C. Executive Summary of the Campus Master Plan

This master plan update for New College of Florida (the College) follows a directive from the Florida State Legislature, establishing a new governance structure for public universities, which took effect on July 1, 2001. The public universities are now governed by the Florida Board of Governors and appointed University Boards of Trustees, rather than by the former Florida Board of Regents. The new governance structure established New College of Florida as the eleventh independent institution within the State University System, thereby ending its affiliation with USF. It also granted fiscal and operational autonomy to the regional campuses of the USF system, including Sarasota/Manatee.

### Core Principles

The underlying theme and core principles of these Master Plan documents embody sustainable planning and development. This implies whole systems planning and integrated design, where each new project or improvement to the campus, no matter how small, contributes to the long term social, economic and environmental prosperity of the campus and surrounding community. This thesis demands profound communication between students, faculty, administration and neighbors that results in an ongoing stewardship of the natural and built environments and support the integrity of the academic, social and recreational life of the campus.

### Goal

The Master plan is intended to establish a future form for New College's campus that first and foremost furthers its academic mission. The master plan that emerged is responsive to the communities that the college serves, and will guide its orderly growth over the next 25 years. There are few documents which are more comprehensive or informative than an effective master plan. The process of framing such a plan places a premium on gauging needs of various kinds, including assessment of existing facilities and the demand for new ones, response to experienced growth and anticipation of future changes. It also facilitates the adjustment of existing and often outdated plans.

### Objectives

- To guide the physical development of New College for the next 25 years, integrating the fiscal planning already being done with future capital campaigns;
- To unify existing campus elements into a functioning campus system supporting long term academic excellence and quality of life;
- To incorporate a process of environmental stewardship;
- To prioritize the construction of projects;
- To enhance the campus's physical identity both within the campus and to the outside community; and

- To provide illustrative visions for the plan, in recognition that the plan is a development tool rather than a set of architectural designs.

The ultimate goal of this master plan is to create a “living document” which can serve as a foundation for New College’s future. Consistent with the College’s enduring vision of itself as a highly competitive, small liberal arts institution, the master plan is intended to enhance programs and facilities as well as to allow the growth of the student population towards an ideal sized learning environment.

### **Master Plan Amendment**

This document amends the June 22

, 2005 master plan for the New College Campus which recently amended the 1995 plan for the shared campus which was amended in 2003 by the USF S/M to set out the proposals for its new campus on the Crosley site. This amendment addresses the needs of New College and provides the framework for concurrency negotiations with the City of Sarasota. It re-evaluates the recommendations of the 2005 plan to reflect current issues and concerns.

*Note: Because of the large size of the Master Plan, please see the URL below linking you to the current 30 year Campus Master Plan:*

<http://www.ncf.edu/master-plan>

[http://www.ncf.edu/c/document\\_library/get\\_file?uuid=8b7a9406-9fd6-4dee-88f4-f70bcb734107&groupId=48902](http://www.ncf.edu/c/document_library/get_file?uuid=8b7a9406-9fd6-4dee-88f4-f70bcb734107&groupId=48902)



**New College**  
THE HONORS COLLEGE of Florida

*Office of the President*

## **D. Recommendations of Survey Team**

### **New College of Florida**

Date: November 7, 2013

#### **Survey Team**

Jose (Joe) Castrillo, Team Leader (UCF), Gloria Jacomino (FIU), Lorilyne Pinkerton (FSU), Patricia Pasden (FGCU), Kenneth Ogletree (BOG), Teira E. Farley (BOG)

#### **Site Improvement Recommendations:**

- 1.6 Landscaping/site improvements consistent with the current adopted Campus Master Plan
- 1.7 Land purchases consistent with the current adopted Campus Master Plan are recommended as presented. These are the last 5 properties to complete land acquisitions for the current Master Plan to 2030:
  - (a) 512 58<sup>th</sup> Street, 2014
  - (b) 500 58<sup>th</sup> Street, 2015
  - (c) 448 58<sup>th</sup> Street, 2016
  - (d) 480 58<sup>th</sup> Street, 2017
  - (e) 436 58<sup>th</sup> Street, 2018
- 1.8 General Spaatz East Campus Gateway Improvements
- 1.9 Sarasota Bay Trail - Multi-Use Recreational Trail (MURT)
- 1.10 Caples Landscaping Improvements consistent with the current Campus Master Plans

#### **Remodeling/Renovation Recommendations:**

- 2.1 All projects requiring renovations to space vacated in conjunction with construction of new facilities that require no significant changes in space categories are recommended.
- 2.2 Remodeling/Renovation Recommendations, approved as presented and required to address code deficiencies and ADA upgrades. Impacts yield no significant changes to existing space categories:
  - a) Caples Fine Arts Renovations
  - b) Cook Library Renovation and Remodeling
  - c) Robertson Hall Renovation and Remodeling
  - d) Social Sciences Renovation and Remodeling
  - e) Hamilton Student Support and Plaza Remodeling
  - f) Pritzker Marine Biology Renovation and Service Core
  - g) Old Caples Historic Restoration and Remodeling
  - h) College Hall Renovation and Remodeling

New College of Florida | 5800 Bay Shore Road | Sarasota, FL 34243-2109 | 941-487-4100 | Fax: 941-487-4101 | [www.ncf.edu](http://www.ncf.edu)



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**New Construction Recommendations:**

- 3.1 Joint Use Facility – NCF/FSU Ringling Chiller Plant Geothermal Heat Rejection Installation as presented with no significant changes in space categories.

**Special Purpose Center Recommendations:**

- 4.1 N/A

**Projects Based on Exception Procedure (New Construction):**

- 5.1 <sup>4</sup> Heiser Natural Science Addition recommended as presented to include teaching lab (Use codes 210 & 215); research lab (Use codes 250 & 255); office and office service (Use codes 310 & 315); study (Use codes 410 & 412); support services (use code 730)

**Demolition Recommendations**

- 6.1 Modular Unit - Development (DEV, #3007)

**Standard University Wide Recommendations:**

- SR1 All recommendations for facilities include spaces necessary for custodial services and sanitation facilities.
- SR2 All projects for safety corrections are recommended.
- SR3 All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act is recommended.
- SR4 Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR5 Expansion, replacement and upgrading of existing utilities/infrastructure systems are recommended to support the educational plant, as expanded or modified by the recommended projects.
- SR6 All projects requiring renovations to space vacated in conjunction with the construction of new facilities that require no significant changes in space categories are recommended.

**Notes:**

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.
- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan Update(s).

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<sup>4</sup> The State University System's Honors College, New College of Florida features a unique contract-based, student-inspired curriculum and program offering. This exclusive academic configuration requires a much smaller student-teacher ratio than typically encountered at the collegiate level. Such a model is not currently recognized by the standard space formula calculations and would not yield the anticipated need for new space. The exception procedure is utilized for this recommendation to ensure the continuance of the NCF's academic mission.



*Office of the President*

- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the ten (10) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
  - 1. Re-verify classification /utilization
  - 2. Delete project or space utilization category
  - 3. Reduce space utilization category
  - 4. Trade with other space category within the project
  - 5. Shift project priorities
  - 6. Provide sufficient data to support any overage
- D. Supplemental surveys can be conducted at a later date should project scope change in the future.

Acknowledged on 2-26, 2014

  
\_\_\_\_\_  
Donal O'Shea, President

## E. State University Checklist for Submitting Educational Plant survey Reports to the Florida Board of Governors

This checklist is to be used by the university before submitting state university educational plant survey reports pursuant to Section 1013.31(1)(a), F. S. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (✓) beside an item number indicates the answer is "Yes;" an ex (X) beside a number indicates "No."

1. Name of university: New College of Florida
2. Date of previous five-year survey: November 2007
3. Date of this survey: November 5-7, 2013
4. New survey out year: 2018-1019
5. Three copies of survey report submitted to the Board of Governors (BOG). ✓
6. Was the survey report made available on the university web site? ✓
7. Was the survey conducted for official sites only? ✓
8. Is each site described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? ✓
9. Throughout the report, are sites referred to by name and number? ✓
10. Is a copy of the current list of Institutional Sites by Type for the State University System attached? N/A
11. Has a current site inventory report for the university been forwarded to the Board of Governors? ✓
12. Is a copy of the approved current five-year planned enrollments for the university attached? ✓
13. Do FTE figures used in the survey report match those in the five-year planned enrollments? ✓
14. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? ✓
15. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey out year? ✓

- 16. Have all space needs been generated correctly? ✓
- 17. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
- 18. Is a copy of the current building inventory report for the university available? ✓
- 19. Is a copy of a site plan showing building locations attached for each site? ✓
- 20. Is a copy of the current room inventory report for the university available? ✓
- 21. Is a copy of the current existing satisfactory aggregate assignable square feet by space category by site report for the university attached? ✓
- 22. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? ✓
- 23. Throughout the report, are buildings referred to by number and name? ✓
- 24. Are the aggregate amounts of existing satisfactory square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
- 25. Does the survey report contain recommendations for each site? ✓
- 26. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? ✓
- 27. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? ✓
- 28. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square feet planned? ✓
- 29. Are the amounts of square feet planned the same as the amounts of square feet needed? ✓

The Educational Plant Survey for New College of Florida was approved by the University Board of

Trustees on March 8, 2014  
Date

**F.**

**BUILDING SYSTEM CONDITION SURVEY**  
**STATE UNIVERSITY SYSTEM OF FLORIDA**

University Name: New College of Florida

Date: November 7, 2013

Building Name: Development Trailer

Building No. 3007

Building Occupancy Date: 1963

Building Age: 50 years

**Building Envelope:**

(Data Element 10067)

Window/Glazing:	Condition Code: <u>5</u>
Exterior Wall:	Condition Code: <u>5</u>
Foundation:	Condition Code: <u>5</u>
Exterior Doors:	Condition Code: <u>5</u>

Condition Code: 5

**Building Roof System (See CM-N-16 for components):**

(Data Element 10068)

Condition Code: 5

**Mechanical Systems:**

(Data Element 10069)

HVAC System:	Condition Code: <u>5</u>
Elevator System:	Condition Code: <u>NA</u>

Condition Code: 5

**Electrical System:**

(Data Element 10070)

Lighting	Condition Code: <u>5</u>
Grounding	Condition Code: <u>5</u>
Internal Distribution	Condition Code: <u>5</u>

Condition Code: 5

**Plumbing System:**

(Data Element 10071)

Fixtures	Condition Code: <u>5</u>
Piping	Condition Code: <u>5</u>

Condition Code: 5

**Building Interior:**

(No Data Element)

Doors	Condition Code: <u>5</u>
Ceilings	Condition Code: <u>5</u>
Floors	Condition Code: <u>5</u>
Walls/partitions	Condition Code: <u>5</u>

Condition Code: 5

**Life Safety Systems:**

(No Data Element)

Fire Alarm	Condition Code: <u>NA</u>
Fire Suppression	Condition Code: <u>NA</u>
Emergency Generator	Condition Code: <u>NA</u>

Condition Code: 5

Notes: This temporary building has been recommended for demolition since the 2007 Educational Plant Survey and is safety hazard.

Completed By: Rebecca Owens, Facilities Project Manager 01-31-14

**Condition Codes:**

1. **Satisfactory.** Building component is suitable for continued use with normal maintenance.
2. **Renewal A.** Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. **Renewal B.** Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. **Renewal C.** Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. **Replacement.** Component should be replaced.



**NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES  
FINANCE AND ADMINISTRATION COMMITTEE MEETING**

**Saturday, March 8, 2014 at 8:30 a.m.  
Sainer Auditorium  
Caples Campus**

**AGENDA**

1. Call to Order
2. Acknowledgement of Notice of Meeting
3. Introduction of Guests
4. Approval of November 16, 2013 Meeting Minutes (**Action Item**)
5. Action on FY 2013-14 Amendments to the 2011-2014 Collective Bargaining Agreement Between New College of Florida and the New College United Faculty of Florida (**Action Item**)
6. Action on FY 2013-14 Amendments to the 2012-2015 Collective Bargaining Agreement Between New College of Florida and Florida Public Employees Council 79 American Federation of State, County and Municipal Employees AFL-CIO for the Period 2012-2015 (**Action Item**)
7. Action on the Successor Collective Bargaining Agreement Between New College of Florida and the Police Benevolent Association for the Period 2013-2016 (**Action Item**)
8. Action on Educational Plant Survey Recommendations for the Five Year Period Ending June 30, 2018 (**Action Item**)
9. Action on Revisions to College Regulation 3-6005 Possession of Firearms and Weapons on NCF Property (**Action Item**)
10. Vice President's Report
  - a. Review FY 2013-14 College Operating and Capital Budgets Status for the Second Quarter Ending 12/31/13
  - b. Foundation's Fourth Quarter 2013 Investment Review Report From SEI
  - c. Foundation's FY 2013-14 Budget Status for the Second Quarter Ending 12/31/13
  - d. Briefing on Potential Land Swap Involving New College and the Sarasota-Manatee Airport Authority
  - e. Briefing on BOG Performance Funding Initiative for FY 2014-15
11. Other Business
12. Adjournment

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Facilities Committee  
June 18, 2014**

**SUBJECT:** Approval of the 2015-2016 Fixed Capital Outlay Legislative Budget Request (LBR) Guidelines

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**PROPOSED COMMITTEE ACTION**

Approve the 2015-2016 LBR guidelines for the fixed capital outlay budget.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

**BACKGROUND INFORMATION**

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2015-2016 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2015-2016 operating and fixed capital outlay LBR at the September 2014 meeting. The initial budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. **Operating LBR - primary changes are as follows**
  - a. Eliminates the reference to requesting the Major Gift unmatched funds. The Board Office will maintain this information and make it available as requested.
  - b. Eliminates the reference to administered funds. The annualization of employee salary and benefits, retirement adjustments and health adjustments are automatically calculated by the Legislature. The Board Office will continue to monitor the annual process to ensure the universities are included in these adjustments.

- c. Eliminates the reference to the annual funding request for the continued implementation of the FIU and UCF medical schools. The final funding for these programs was provided in 2014-2015.
  - d. Adds a section on performance funding.
- I. **Fixed Capital Outlay LBR** - There are three primary changes:
- a. Eliminates the reference to requesting Courtelis Matching funds. The Board Office will maintain this information and make it available as requested.
  - b. Project category names have been re-titled to align with 2014-2015 LBR categories adopted by the Board in January 2014.
  - c. An October Facilities Workshop has been added to the calendar.

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**Supporting Documentation Included:** 2015-2016 LBR Guidelines

**Facilitators/Presenters:** Chris Kinsley



## State University System of Florida Board of Governors 2015-16 Legislative Budget Request Development Policy Guidelines

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The 2015-2016 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

### **Operating and Specialized Program Funds:**

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:
  - a) Plant operations and maintenance for new and existing buildings –
    - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2014-2015;
    - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2015-2016.
    - iii. Funds will be requested for the increased utilities and operating costs of existing buildings.



2. Performance Funding – Funding will be requested based on a performance funding model as agreed upon by the Board, Legislature and Governor.
3. Task Force Reports and Studies – Consideration will be given to initiatives recommended in any task force reports or studies and endorsed by the Board.
4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources.
5. If a university received non-recurring funds for an initiative and that initiative is a priority for continued funding, then the university should submit that issue for consideration by the Board. System non-recurring funds received for base budget operations will be considered for the LBR.

The following represents the timeline for submission of the SUS 2015-2016 LBR for operations:

- June: Board approves the LBR Policy Guidelines.
- July – Aug: Chancellor works with universities to develop any system and university LBR issues.
- September: Board approves the operating LBR.
- October: Operating LBR is submitted to the Governor and Legislature.
- January: If necessary, potential amendments will be considered.

#### **Fixed Capital Outlay Funds:**

The university's approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.



Funding will be requested for institutional survey recommended PECO projects in the following priority order<sup>1</sup>:

- A. Maintenance Projects
  - a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statutes.
  - b. Critical Deferred Maintenance
  
- B. System and Continuation Projects
  - a. Projects funded by the legislature in the amount and in the year as last included on the Board adopted three year list.
  - b. Projects funded by the Legislature, but not on the Board adopted three year list.
  - c. Projects that require additional funding to complete.
  
- C. Renovation Projects
  - a. Utilities/infrastructure/capital renewal/roofs needs.
  - b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation.
  
- D. Strategic Projects
  - a. Land or building acquisition in accordance with university board of trustees adopted master plans.
  - b. New facilities, as needed to meet instructional and support space needs.
  
- E. Legislative Authorizations
  - a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.

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<sup>1</sup> Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site-specific basis.



The following represents the timeline for submission of the SUS 2015-16 Fixed Capital Outlay LBR:

- May Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs.
- June Board approves the LBR Policy Guidelines.
- August: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required.
- September: Board approves the fixed capital outlay (FCO) LBR.
- October: Fixed capital outlay LBR is submitted to the Governor and Legislature.
- October Board Facilities Workshop. The Board will meet with university trustees and university staff to review projects, including at a minimum all those approved in the initial September LBR.
- December: Universities submit amended FCO requests to Board as needed.
- January: Board approves amended LBR.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Budget and Finance Committee**  
**Grand Ballroom, UCF Fairwinds Alumni Center**  
**University of Central Florida**  
**Orlando, Florida**  
**June 18, 2014**  
**4:00 p.m. – 4:45 p.m.**  
**or**  
**Upon Adjournment of Previous Meetings**

**Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach**  
**Members: Cavallaro, Colson, Hosseini, Huizenga, Levine, Tripp**

1. **Call to Order and Opening Remarks** **Governor Tom Kuntz**
  
2. **Approval of Committee Meeting Minutes** **Governor Kuntz**  
**Minutes, March 19, 2014**
  
3. **Allocation of Performance Funds** **Mr. Tim Jones**  
*Vice Chancellor for  
Finance and Administration,  
Board of Governors*
  
4. **Market Tuition Pilot Extension** **Mr. Jones**
  
5. **2015-2016 Legislative Budget Request Guidelines** **Mr. Jones**
  
6. **Concluding Remarks and Adjournment** **Governor Kuntz**



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 18, 2014**

**SUBJECT:** Approval of Minutes of Meeting held March 19, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of meeting held on March 19, 2014.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the minutes of the meeting held on March 19, 2014 at Florida State University.

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**Supporting Documentation Included:** Minutes: March 19, 2014

**Facilitators/Presenters:** Governor Kuntz

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
BUDGET AND FINANCE COMMITTEE  
FLORIDA STATE UNIVERSITY  
TALLAHASSEE, FLORIDA  
MARCH 19, 2013

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

Mr. Tom Kuntz, Chair, convened the meeting of the Budget and Finance Committee at 4:00 PM. Members present for roll call were Ned Lautenbach; Carlo Fassi; Wayne Huizenga, Jr.; Alan Levine, Norman Tripp, Mori Hosseini and Dean Colson. Vice Chair Lautenbach joined the meeting at 4:06 PM and Committee member Mori Hosseini joined the meeting at 4:10 PM. Other Board members present included Dick Beard, Matthey Carter, Manoj Chopra, Ed Morton, Pam Stewart, Daniel Doyle, Jr., and Patricia Frost.

**1. Call to Order**

Mr. Kuntz called the meeting to order.

**2. Approval of January 16, 2014, Meeting Minutes**

Mr. Colson moved that the Committee approve the minutes of the meeting held January 16, 2014 as presented. Mr. Huizenja seconded the motion, and members of the Committee concurred except Vice Chair Lautenbach and Mr. Hosseini who were temporarily absent from the meeting.

**3. Auxiliary Facilities 2014-2015 Operating Budget**

Mr. Kuntz asked Tim Jones to present this issue. Mr. Jones stated that Section 1010.60, Florida Statutes, authorizes the issuance of bonds to finance or refinance capital projects authorized by the Legislature. Specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety days preceding the beginning of the fiscal year. Staff has reviewed the income and expenditure statements for the seven universities identified in the packet and there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2013-2014.

Mr. Levine moved that the Committee approve the 2014-2015 operating budgets as presented. Mr. Colson seconded the motion, and members of the Committee concurred except Vice Chair Lautenbach and Mr. Hosseini who were temporarily absent from the meeting.

#### **4. Tuition and Fee Flexibility**

Mr. Kuntz introduced the next issue as a follow-up to the January meeting in which President Barron mentioned the tuition and fee flexibility that is provided to institutions in Texas. President Barron provided some additional information for the Committee to consider.

President Barron prepared a PowerPoint presentation on Florida's tuition and fee structure compared to other states. President Barron identified four options that could be considered: release the restrictions on the use of differential tuition, allow rebalancing of tuition and fees as long as total tuition and fees is neutral, allow short term rebalancing to address key priorities, and combine tuition and fees into one number to provide clarity to the total cost of attendance.

After discussion, Mr. Kuntz asked the Chancellor to share these options with the legislature, particularly the differential tuition option, since legislation is being considered to change the differential tuition statute.

#### **5. University Shared Services Initiative**

Mr. Kuntz asked Governor Lautenbach to introduce this issue since he has been working with the university Chief Financial Officers (CFOs) on this initiative.

Mr. Lautenbach thanked the Chair and reported that he met with the university CFOs after the November board meeting in Miami and has participated in two conference calls which have led to some very good discussions.

Mr. Lautenbach stated that the university CFOs have done a pretty good job of implementing various efficiencies, shared services and other cost savings measures, however, there is room for improvement. Mr. Lautenbach stated that there are some universities that do spend time looking for better and more cost effective ways of doing business, and some universities, for whatever reason, whether it is a lack of staffing or time, may not be able to take full advantage of all the opportunities that are available to them.

Mr. Lautenbach reiterated that any savings on the administrative side can then be used on the academic side to provide additional services and resources for our students and

he asked that the provosts and academic professionals to also look at ways of being more efficient and reduce academic administrative costs.

Ms. Shuman was introduced to provide an overview of some of the efficiencies the universities have worked on and the estimated savings from those efficiencies, issues that they are working on now, issues that are on the table for future discussions, and areas that we as a board, may be able to help.

Ms. Shuman presented a PowerPoint presentation. After discussion, Mr. Lautenbach asked the Chancellor to look at providing more central office help to drive more shared service initiatives.

Mr. Hosseini requested information on why some universities do not always participate in various shared initiatives or contracts. Ms. Shuman will provide this information by the June meeting.

## **6. Concluding Remarks and Adjournment**

Having no further business, the meeting was adjourned at 4:53 PM.

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Tom Kuntz, Chair

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Tim Jones, Vice Chancellor  
Finance and Administration

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 18, 2014**

**SUBJECT:** Allocation of Performance Funds

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**PROPOSED COMMITTEE ACTION**

The Committee will consider the final allocation of the \$200 million in performance funds.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Approved Performance Funding Model; House Bill 5001 (2014 General Appropriations Act)

**BACKGROUND INFORMATION**

The Board approved a performance funding model at the January 16, 2014 meeting at Florida Gulf Coast University. A legislative budget request of \$50 million, along with an equal amount of base funding, was submitted to the Legislature and Governor for consideration.

Included in the 2014 General Appropriations Act was \$200 million for performance funding. Of this amount, \$100 million was provided in new funds with the balance coming from university base funds and two other previously funded system programs. Pursuant to Proviso, these funds are to be allocated based on the Board's approved model with minor exceptions.

Attached is the allocation of the \$200 million.

Once the allocation is approved by the Board, a university that scored 26 points or higher will be able to receive their funds beginning in July, 2014. A university that scored 25 points or less must have an improvement plan approved by the Board. Upon successful implementation of the improvement plan, a portion of the funds may be released in January 2015 and the balance in June 2015. If the plan is not successfully implemented, then any unreleased funds would be allocated to the top three universities that show the most improvement on the metrics.

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**Supporting Documentation Included:** 1. Legislative Proviso  
2. Proposed Allocation of \$200 million  
3. Improvement Plan Outline

**Facilitators/Presenters:** Tim Jones

## 2014 Performance Funding Legislative Proviso

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From the \$200,000,000, which includes \$100,000,000 new funding and \$100,000,000 redistributed from the base, for State University Performance Based Incentives in Specific Appropriation 143 from the General Revenue Fund, the Board of Governors shall allocate all of such appropriated funds pursuant to the performance funding model approved by the board on January 16, 2014, subject to the following modification:

- (1) all universities eligible for new funding shall have their base funding, including the performance funds allocated by the Board during 2013-2014, to be restored as provided in the Board of Governors' model; and
- (2) all universities that failed to meet the board's benchmarks for new funding shall submit a plan to the Board of Governors that specifies how their base funding, including the performance funds allocated by the Board during 2013-2014, will be expended to improve upon the metrics that disqualified the universities from receiving new funding.

The Board of Governors shall review the plans, and if approved, shall monitor the universities' progress on implementing the measures specified in the plans. The universities shall submit monitoring reports to the board no later than December 31, 2014 and May 31, 2015.

A university that is determined by the Board of Governors to be making satisfactory progress on implementing the plan shall receive a pro rata share of its base funding held by the board under the board's performance funding model. The Chancellor of the State University System shall withhold disbursement of the funds until such time as the monitoring report for each university is approved by the Board of Governors.

Universities that fail to make satisfactory progress shall not have their full base funding restored, and any funds remaining shall be distributed to the three universities that demonstrate the most improvement on the metrics based upon those universities' proportional share of the new funding allocated under the board's performance funding model.

Florida Board of Governors  
Performance Funding Allocation, 2014-2015

	Points	Allocation of New Funds	Restoration of 2013-2014 Base Funds <sup>1</sup>	Allocation of Funds Previously used in 2013-2014 for the TEAm Grants <sup>2</sup>	Allocation of 2013-2014 Performance Funds <sup>3</sup>	Total Performance Funding Allocation
FAMU	29	\$5,541,681	\$3,602,093	\$831,252	\$869,565	\$10,844,591
FGCU	30	\$3,297,844	\$2,143,599	\$494,677	\$2,173,913	\$8,110,033
FIU	34	\$13,912,467	\$7,103,925	\$2,086,870	\$2,173,913	\$25,277,176
FSU	33	\$16,426,934	\$10,677,507	\$2,464,040	\$2,173,913	\$31,742,394
UCF	34	\$16,757,792	\$8,953,386	\$2,513,669	\$2,608,696	\$30,833,543
UF	42	\$22,453,117	\$12,199,069	\$3,367,967	\$1,739,130	\$39,759,283
UNF	29	\$4,510,490	\$2,931,819	\$676,574	\$2,173,913	\$10,292,796
USF	37	\$17,099,675	\$9,004,505	\$2,564,951	\$2,608,696	\$31,277,827
Sub-Total		\$100,000,000	\$56,615,903	\$15,000,000	\$16,521,739	\$188,137,642

			2013-2014 Base Funds at Risk		2013-2014 Performance Funds at Risk	Total Funds at Risk
FAU	24		\$5,213,263		\$1,739,130	\$6,952,393
NCF	25		\$645,594		\$434,783	\$1,080,377
UWF	21		\$2,525,240		\$1,304,348	\$3,829,588
Sub-Total		\$0	\$8,384,097	\$0	\$3,478,261	\$11,862,358

<b>Total</b>		\$100,000,000	\$65,000,000	\$15,000,000	\$20,000,000	\$200,000,000
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\*Institutions earning 25 points or less do not receive any new funds. Funds at risk will be restored if the improvement plan approved by Board of Governors is successfully implemented.

Notes:

<sup>1</sup> Each university contributed a portion of their base budget, for a total of \$65 million, to be allocated based on performance. Universities that had 26 points or higher receive their full base funding restored. Universities with 25 points or less have to submit an improvement plan to be approved by the Board of Governors. Restoration of their base funding is contingent upon successful implementation of the improvement plan.

<sup>2</sup> In 2013-2014, \$15 million was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For 2014-2015, these funds were incorporated as part of the performance funding model and allocated accordingly. These new funds are not TEAm grants.

<sup>3</sup> In 2013-2014, \$20 million was provided for performance funding to be allocated based on 3 metrics identified in legislation. These funds are reallocated pursuant to the Board's approved methodology adopted in November, 2013. However, universities that scored 25 points or less on the Board's performance model will only receive these funds upon successful implementation of the improvement plan.



## University Performance Funding Improvement Plan Guidelines

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### May, 2014 -

- Universities will develop an improvement plan based on the March performance funding presentation and outline specific initiatives that will be undertaken during the 2014-2015 fiscal year. Although the goal is to show improvement on the ten performance funding metrics, the gains realized on these metrics will not be available for at least a year, therefore the specific initiatives in the improvement plan must be measurable and verifiable. For example, the initiatives may include hiring of advisors, faculty, purchase of student academic tracking software, percentage of undergraduate students receiving advisement services, development of internships, etc.

### June -

- June 9 (Monday) - Universities will submit an improvement plan approved by their respective boards of trustees to the Chancellor.
- June 17-19 - Universities will present the improvement plan as a part of the work plan presentation to the Board. Up to two additional slides may be added to the work plan PowerPoint to explain the improvement plan. In most cases, focus areas addressed in the Work Plan are most likely the same issues that the institution is addressing in its Improvement Plan.
- The Board will consider approval of the Work Plan, along with separate approval of the specific components identified in the improvement plan.

### July to December –

- Universities will implement the improvement plan.

### December 31 –

- Universities will submit a monitoring report to the Chancellor that documents the progress made on the initiatives identified specifically in the improvement plan.

### January 22, 2015 –

- The Board will review the monitoring report and determine if satisfactory progress has been made. If so, **no more** than 50% of the funds being held will be released to the university.

### January to May –

- Universities will continue to implement the improvement plan.

### June -

- June 1 (Monday) – Universities will submit the final monitoring report to the Chancellor that documents the progress made on the specific initiatives.
- June 16-18 – the Board will review the final monitoring report and determine if the improvement plan was successfully implemented. If so, then the remaining funds being held by the Board will be released to the university. However, if the improvement plan was not 100 percent successfully implemented, then all or a

## University Performance Funding Improvement Plan Guidelines

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portion of the remaining unreleased funds will be distributed to the universities that demonstrate the most improvement on the performance funding metrics for the 2013-2014 year.

### **Legislative Proviso:**

From the \$200,000,000, which includes \$100,000,000 new funding and \$100,000,000 redistributed from the base, for State University Performance Based Incentives in Specific Appropriation 143 from the General Revenue Fund, the Board of Governors shall allocate all of such appropriated funds pursuant to the performance funding model approved by the board on January 16, 2014, subject to the following modification:

(1) all universities eligible for new funding shall have their base funding, including the performance funds allocated by the Board during 2013-2014, to be restored as provided in the Board of Governors' model; and

(2) all universities that failed to meet the board's benchmarks for new funding shall submit a plan to the Board of Governors that specifies how their base funding, including the performance funds allocated by the Board during 2013-2014, will be expended to improve upon the metrics that disqualified the universities from receiving new funding.

The Board of Governors shall review the plans, and if approved, shall monitor the universities' progress on implementing the measures specified in the plans. The universities shall submit monitoring reports to the board no later than December 31, 2014 and May 31, 2015.

A university that is determined by the Board of Governors to be making satisfactory progress on implementing the plan shall receive a pro rata share of its base funding held by the board under the board's performance funding model. The Chancellor of the State University System shall withhold disbursement of the funds until such time as the monitoring report for each university is approved by the Board of Governors.

Universities that fail to make satisfactory progress shall not have their full base funding restored, and any funds remaining shall be distributed to the three universities that demonstrate the most improvement on the metrics based upon those universities' proportional share of the new funding allocated under the board's performance funding model.

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 18, 2014

**SUBJECT:** Market Tuition Pilot Extension

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**PROPOSED COMMITTEE ACTION**

Consider staff's recommendation to extend the three-year pilot program by two additional years. If the Committee agrees, staff would amend Regulation 7.001 for consideration by the Committee in September.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Regulation 7.001

**BACKGROUND INFORMATION**

In 2010, the Board was provided statutory authority to consider market tuition rates for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree program or college credit certificate program. The Budget & Finance Committee spent the fall of 2010 developing a regulation for the administration and submission of university proposals.

The Committee recommended that a three year pilot period be implemented in order to collect sufficient information to determine the merit and success of market tuition rate courses. The three year pilot period ended in 2013. Since implementation of the market tuition rates, a total of 64 programs spanning eight universities have received approval. For various reasons, several of the market tuition programs that have been approved have not been implemented.

Board staff has reviewed the annual university reports and believes that the pilot program should be extended for two additional years to allow for sufficient information to be collected on the approved programs. If so, Board Regulation 7.001 would be amended and brought to the Committee in September for consideration.

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**Supporting Documentation Included:** List of approved market tuition programs

**Facilitators/Presenters:** Tim Jones

**Florida Board of Governors  
Market Tuition Proposals Approved  
(Date Approved)**

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- A. Florida International University
  - 1. Master of International Business (03/2011)
  - 2. Master in Global Governance (03/2011)
  - 3. Master of Accounting Program (03/2011)
  - 4. Master of Business Administration (03/2011)
  - 5. Master of Science in Construction Management (11/2011)
  - 6. Masters in Mass Communication - Global Strategic Communication Management (11/2011)
  - 7. Master of Science in Engineering Management (11/2011)
  - 8. Master of Science in Finance (11/2011)
  - 9. Executive Masters in Taxation (11/2011)
  - 10. Master of Science in Hospitality and Tourism Management (11/2012)
  - 11. Master of Science in Human Resource Management (11/2013)
  - 12. Master of Science in International Real Estate (11/2013)
  - 13. Executive Masters in Public Administration (11/2013)
  - 14. Professional Master of Science Counseling Psychology (11/2013)
- B. Florida State University
  - 1. Master of Social Work (03/2011)
  - 2. Master in Library & Information Studies (03/2011)
  - 3. Master in Mgmt with major in Risk Mgmt & Insurance (03/2011)
  - 4. Master in Mgmt Information Systems (03/2011)
  - 5. Master in Business Administration (03/2011)
  - 6. Master in Criminal Justice (11/2011)
  - 7. Master of Science in Instructional Systems (11/2011)
  - 8. Graduate Certificate in Project Management (11/2011)
  - 9. Certificate in Communication and Science Disorders Bridge (11/2011)
- C. University of Central Florida
  - 1. Professional Master of Science in Mgmt Degree Program (03/2011)
  - 2. Executive and Professional Master in Business Administration Degree Programs (EMBA/PMBA) (03/2011)
  - 3. Professional Master of Science in Real Estate Degree Program (03/2011)
  - 4. Master of Science in Health Care Informatics (11/2011)
  - 5. Master of Science in Engineering Management (11/2012)
- D. University of Florida
  - 1. Master of Science in Industrial & Systems Engineering (OEM) (03/2011)
  - 2. Master in Business Administration (03/2011)
  - 3. Master of Science in Pharmacy (03/2011)
  - 4. Working Professional Doctor of Pharmacy (03/2011)
  - 5. Working Professional Doctor of Audiology Program (03/2011)
  - 6. Master of Arts in Mass Communication-Global and Strategic Communications (11/2011)

**Florida Board of Governors  
Market Tuition Proposals Approved  
(Date Approved)**

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7. Master of Arts in Urban and Regional Planning (11/2011)
  8. Master of Science in Soil and Water Science- Environmental Science Track (11/2011)
  9. Master of Arts in Art Education (11/2012)
  10. Master of Arts in Mass Communication ---- Social Media & Web Design/Online Communications (11/2012)
  11. Master of Architecture CityLab-Orlando (11/2012)
  12. Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics (11/2012)
  13. Master of Science in Pharmacy Medication Therapy Management and Clinical Pharmacy (11/2012)
  14. Doctorate of Business Administration (11/2013)
  15. Master of Music in Music Education (11/2013)
  16. Master of Fisheries & Aquatic Sciences (11/2013)
  17. Master of Electrical Engineering (11/2013)
  18. Master of Civil Engineering (11/2013)
- E. University of South Florida
1. Professional Master of Science in Electrical Engineering (11/2011)
  2. Master of Science in Entrepreneurship (11/2011)
  3. Master of Science in Management Information Systems (11/2011)
  4. Master of Science in Nurse Anesthesia (11/2011)
  5. Master of Public Administration (11/2011)
  6. Graduate Certificate in Business Foundations (11/2012)
  7. Master of Arts in Global Sustainability (11/2012)
  8. MBA in Business Administration with a Concentration in Sport and Entertainment Management (11/2012)
  9. Master of Education in Curriculum and Instruction with a Concentration in Secondary Education: TESOL (11/2012)
  10. Graduate Certificate in Applied Behavior Analysis (11/2013)
- F. University of West Florida
1. M.Ed. Educational Leadership (11/2013)
  2. M.Ed. Curriculum & Instruction (Reading Endorsement-Cognate) (11/2013)
  3. Ed.D. Curriculum & Instruction (11/2013)
  4. Master in Accountancy (11/2013)
- G. University of North Florida
1. Master of Education in Special Education (Autism concentration and ABA concentration) (11/2013)
  2. Master of Science in Nutrition (11/2013)
  3. Doctor of Nursing Practice (11/2013)
- H. Florida Gulf Coast University
1. Transitional Doctor of Physical Therapy (11/2013)

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Budget and Finance Committee  
June 18, 2014**

**SUBJECT:** 2015-2016 Legislative Budget Request (LBR) Guidelines

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**PROPOSED COMMITTEE ACTION**

Approve the 2015-2016 LBR guidelines for the operating budget.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

**BACKGROUND INFORMATION**

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors needs to approve a set of policy guidelines for the development of the 2015-2016 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2015-2016 operating and fixed capital outlay LBR at the September 2014 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. Operating LBR** - These are the primary changes:
  - a. Eliminates the reference to requesting the Major Gift unmatched funds. The Board Office will maintain this information and make it available as requested.
  - b. Eliminates the reference to administered funds. The annualization of employee salary and benefits, retirement adjustments and health adjustments are automatically calculated by the Legislature. The Board Office will continue to monitor the annual process to ensure the universities are included in these adjustments.
  - c. Eliminates the reference to the annual funding request for the continued implementation of the FIU and UCF medical schools. The final funding for these programs was provided in 2014-2015.

d. Adds a section on performance funding.

**II. Fixed Capital Outlay LBR -** There are the primary changes:

- a. Eliminates the reference to requesting Courtelis Matching funds. The Board Office will maintain this information and make it available as requested.
- b. Project category names have been re-titled to align with 2014-15 LBR categories adopted by the Board in January 2014.
- c. An October Facilities Workshop has been added to the calendar.

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**Supporting Documentation Included:** 2015-2016 LBR Guidelines

**Facilitators/Presenters:** Tim Jones



## State University System of Florida Board of Governors 2015-16 Legislative Budget Request Development Policy Guidelines

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The 2015-2016 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability/justification. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

### **Operating and Specialized Program Funds:**

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:
  - a) Plant operations and maintenance for new and existing buildings –
    - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during 2014-2015;
    - ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in 2015-2016.
    - iii. Funds will be requested for the increased utilities and operating costs of existing buildings.





2. Performance Funding – Funding will be requested based on a performance funding model as agreed upon by the Board, Legislature and Governor.
3. Task Force Reports and Studies – Consideration will be given to initiatives recommended in any task force reports or studies and endorsed by the Board.
4. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources.
5. If a university received non-recurring funds for an initiative and that initiative is a priority for continued funding, then the university should submit that issue for consideration by the Board. System non-recurring funds received for base budget operations will be considered for the LBR.

The following represents the timeline for submission of the SUS 2015-2016 LBR for operations:

- June: Board approves the LBR Policy Guidelines.
- July – Aug: Chancellor works with universities to develop any system and university LBR issues.
- September: Board approves the operating LBR.
- October: Operating LBR is submitted to the Governor and Legislature.
- January: If necessary, potential amendments will be considered.

#### **Fixed Capital Outlay Funds:**

The university's approved Five Year Capital Improvement Plan (CIP) will be prioritized, in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs has been assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. This will assist Board staff in comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.



Funding will be requested for institutional survey recommended PECO projects in the following priority order<sup>1</sup>:

- A. Maintenance Projects
  - a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statutes.
  - b. Critical Deferred Maintenance
  
- B. System and Continuation Projects
  - a. Projects funded by the legislature in the amount and in the year as last included on the Board adopted three year list.
  - b. Projects funded by the Legislature, but not on the Board adopted three year list.
  - c. Projects that require additional funding to complete.
  
- C. Renovation Projects
  - a. Utilities/infrastructure/capital renewal/roofs needs.
  - b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation.
  
- D. Strategic Projects
  - a. Land or building acquisition in accordance with university board of trustees adopted master plans.
  - b. New facilities, as needed to meet instructional and support space needs.
  
- E. Legislative Authorizations
  - a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.

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<sup>1</sup> Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site-specific basis.



The following represents the timeline for submission of the SUS 2015-16 Fixed Capital Outlay LBR:

- May                   Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs.
- June                   Board approves the LBR Policy Guidelines.
- August:               Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required.
- September:         Board approves the fixed capital outlay (FCO) LBR.
- October:             Fixed capital outlay LBR is submitted to the Governor and Legislature.
- October             Board Facilities Workshop. The Board will meet with university trustees and university staff to review projects, including at a minimum all those approved in the initial September LBR.
- December:         Universities submit amended FCO requests to Board as needed.
- January:             Board approves amended LBR.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**

**Legislative Affairs Committee  
Grand Ballroom, UCF Fairwinds Alumni Center  
University of Central Florida  
4000 Central Florida Boulevard  
Orlando, Florida, 32816  
June 18, 2014  
4:45 p.m. - 5:15 p.m.**

**or**

**Upon Adjournment of Previous Meeting**

**Chair: Mr. Dick Beard; Vice Chair: Mr. Tom Kuntz  
Members: Cavallaro, Colson, Hosseini**

- |           |   |                            |
|-----------|---|----------------------------|
| <b>1.</b> | <b>Call to Order and Opening Remarks</b>  | <b>Governor Dick Beard</b> |
| <b>2.</b> | <b>Review of legislation passed and appropriations approved during the 2014 legislative session</b> | <b>Governor Beard</b>      |
| <b>3.</b> | <b>Concluding Remarks and Adjournment</b>   | <b>Governor Beard</b>      |

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Legislative Affairs Committee  
June 19, 2014

**SUBJECT:** Review of Legislation Passed During 2014 Session

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**PROPOSED COMMITTEE ACTION**

For Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

An overview of bills passed, impact and appropriations for 2014/15 fiscal year will be reviewed and discussed.

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**Supporting Documentation Included:** Final Legislative Update

**Facilitators/Presenters:** Governor Dick Beard

Board of Governors Committees and Meeting - Legislative Affairs Committee

2014 BILL TRACKING - FINAL

H / S	Bill	Sponsor	Bill Summary	SUS/BOG Issue Summary	BOG Follow-up	Status [Passed (P)/ Died (D)]
<b>Residency &amp; Tuition</b>						
H	851	Nuñez (R), Diaz (R), Fitzenhagen (R)	<p><u>General</u> Postsecondary Education Tuition and Fees: Amending provisions relating to the determination of resident status for tuition purposes; revising certain residency requirements for a dependent child; prohibiting denial of classification as a resident for tuition purposes based on certain immigration status; classifying persons who receive certain tuition exemptions or waivers as residents for tuition purposes; revising provisions relating to the tuition waiver for a recipient of a Purple Heart or another combat decoration superior in precedence, etc. Effective Date: July 1, 2014</p>	<ul style="list-style-type: none"> <li>Imposes caps on tuition and fee contract payments from the Florida Prepaid College Board to state universities to all contracts purchased before July 1, 2024, prohibits the amount assessed for registration fees, the tuition differential fee, and local fees paid by the board to a state university on behalf of a qualified beneficiary of an advance payment contract from exceeding 100 percent of the amount charged by the state university for the aggregate sum of those fees, and the amount paid by the board to the state university may not exceed 100 percent of the amount charged by the university for the dormitory fee</li> <li>Eliminates CPI tuition increase</li> <li>Grants Florida's preeminent universities the ability to increase the tuition differential by up to 6% if the university meets the following criteria, each amounting to no more than a 2% increase:                             <ul style="list-style-type: none"> <li>Increases the 6-year graduation rate for full-time, FTIC students;</li> <li>Increases the total annual research expenditures; and</li> <li>Increases the total patents awarded in a given period.</li> </ul> </li> <li>Eliminates the ability for any university not designated as preeminent to increase the tuition differential fee from existing levels</li> <li>Requires a university to waive out-of-state fees for students, including those who are undocumented for federal immigration purposes who attended a secondary school in Florida for three consecutive years immediately before a Florida high school graduation, enrolled in an institution of higher education within 24 months of high school graduation, and submitted an official Florida high school transcript as documentary evidence of attendance and graduation                             <ul style="list-style-type: none"> <li>Students granted an out-of-state fee waiver under this subsection are considered nonresident students when calculating systemwide enrollment as limited by BOG regulation and are prohibited from state financial aid eligibility</li> </ul> </li> <li>Requires a university to prioritize within nonresident student enrollment a veteran student pursuant to the Congressman C.W. Bill Young Tuition Waiver Act and requires the BOG to annually report systemwide enrollment of resident and nonresident students</li> <li>Prohibits a dependent child who is a US citizen from being denied classification as a resident for tuition purposes based solely upon the immigration status of their parent and significantly broadens the definition of parent</li> <li>Clarifies that a student who physically resides in this state may be classified as a resident for tuition purposes if marrying an eligible person</li> </ul>	<ul style="list-style-type: none"> <li>Annually report nonresident and resident systemwide enrollment numbers by October 1 of each year</li> </ul>	<p>03/19/14 H Engrossed Text (E1) Filed                      03/20/14 H Read Third Time; Amendment Adopted (816197); Passed (Vote: 81 Yeas / 33 Nays)                      H Engrossed Text (E2) Filed                      05/01/14 S Read Third Time; Amendments Adopted (922448, 729500); Amendment Withdrawn (688084); Passed (Vote: 26 Yeas / 13 Nays)                      05/02/14 H Received from Messages; Amendments Failed (584059, 611665); Concurred with Amendment (795968); Passed as Amended (Vote: 84 Yeas / 32 Nays)                      H Ordered engrossed, then enrolled                      H Engrossed Text (E3) Filed                      H Enrolled Text (ER) Filed</p>
H	7015	Veteran & Military Affairs Subcommittee; Smith (R)	<p><u>General</u> Military and Veteran Support: Revises &amp; creates provisions to benefit veterans &amp; servicemembers with regard to Educational Dollars for Duty program; Florida Veterans' Walk of Honor &amp; Florida Veterans' Memorial Garden; governmental &amp; private employment preference; employment &amp; training services; waiver of fees by DPBR &amp; DOH; residency in Florida State Veterans' Domiciliary Home &amp; admittance to state veterans' nursing home; drivers license &amp; learner's permit exemptions &amp; extensions; physician certificate for practice in areas of critical need; establishing certain charter schools; &amp; waiver of certain state university, Florida College System institution, &amp; career center fees; establishes Florida Is For Veterans, Inc. &amp; Veterans Employment &amp; Training Services Program in DVA; assigns various duties to Florida Is For Veterans, Inc., and VISIT Florida for marketing; provides appropriations. Effective Date: July 1, 2014</p>	<ul style="list-style-type: none"> <li>Requires a university to waive out-of-state fees for veteran students who physically reside in Florida</li> <li>Creates the Veterans Employmen and Training Services Program that allows for the allocation of grant funds to state universities assisting veterans in meeting the workforce-skill needs of businesses</li> </ul>		<p>03/04/14 H Read Second Time; Read Third Time; Passed (Vote: 116 Yeas / 0 Nays); Immediately Certified                      03/11/14 S Withdrawn from Military and Veterans Affairs, Space, and Domestic Security; Appropriations; Placed on Calendar, on 2nd reading; Substituted for SB 0860; Read Second Time; Read Third Time; Passed (Vote: 38 Yeas / 0 Nays); Immediately certified                      H Ordered enrolled                      H Enrolled Text (ER) Filed                      03/26/14 Signed by Officers and presented to Governor                      03/31/14 Approved by Governor; Chapter No. 2014-1</p>
<b>Academic Affairs</b>						
H	511	Coley (R)	<p><u>General</u> Cancer Control and Research: Revises membership of Florida Cancer Control &amp; Research Advisory Council; requires statewide research plan; deletes council, Board of Governors, &amp; State Surgeon General duties relating to awarding of grants &amp; contracts for cancer-related programs; deletes council duties relating to development of written summaries of treatment alternatives; deletes financial aid provisions &amp; Florida Cancer Control and Research Fund. Effective Date: July 1, 2014</p>	<ul style="list-style-type: none"> <li>Eliminates BOG duties relating to the awarding of grants and contracts for cancer-related programs</li> </ul>		<p>04/29/14 S Read Third Time; Passed (Vote: 38 Yeas / 0 Nays)                      H Ordered enrolled                      H Enrolled Text (ER) Filed</p>

**Board of Governors Committees and Meeting - Legislative Affairs Committee**

2014 BILL TRACKING - FINAL

H / S	Bill	Sponsor	Bill Summary	SUS/BOG Issue Summary	BOG Follow-up	Status [Passed (P)/ Died (D)]
<b>Budget &amp; Facilities</b>						
H	5101	Ed Approps; Fresen (R)	General Education Funding: Establishes FIRN according to specified requirements; revises provisions relating to compliance with maximum class size requirements; provides for masters in science program at New College of Florida; authorizes DOE to collect fees for instructional materials approval process & pay stipend to reviewers; revises provisions relating to dual enrollment articulation agreements, participating postsecondary institutions, student eligibility, costs, payments, & funding; revises certain postsecondary student fees; revises provisions relating to advance payment contracts; revises provisions relating to John M. McKay Scholarship amounts; creates technology supplemental allocation. Effective Date: July 1, 2014	<ul style="list-style-type: none"> <li>Prohibits the SBOE from approving FCS institution baccalaureate degree program proposals from March 31, 2014 through May 31, 2015</li> <li>Allows NCF to establish a 2-year master's degree program in data science and analytics upon BOG approval</li> <li>Establishes the Florida Center for Cybersecurity within USF</li> <li>Establishes the Florida Academic Library Services Cooperative and the Complete Florida Plus Program within UWF</li> <li>Transfers Florida Virtual Campus resources and administrative contracts to UWF by December 31, 2014 and requires the BOG to submit a budget amendment that includes a transition plan for the transfer to the Legislative Budget Commission</li> <li>Modifies Complete Florida Plus Program, 1006.735. This includes the development and management of a statewide Internet-based catalog of distance learning courses, degree programs, and resources offered by public postsecondary institutions.</li> <li>Requires each district school superintendent and each public postsecondary institution president to develop a comprehensive dual enrollment articulation agreement</li> <li>Creates the Florida National Merit Scholar Incentive Program</li> <li>Requires all revenues collected from gross receipts taxes to be deposited into the PECO and Debt Service Trust Fund</li> <li>Expands the Articulation Coordinating Committee's responsibility to include making recommendations regarding the cost and requirements to develop and implement an online system for collecting and analyzing data regarding requests for transfer of credit by postsecondary education students.</li> </ul>	<ul style="list-style-type: none"> <li>Approve or deny NCF master's degree program proposal</li> <li>Submit a budget amendment that includes a transition plan for the transfer of Florida Virtual Campus resources and administrative contracts, including contracts with UF, to the Florida Academic Library Services Cooperative and UWF</li> </ul>	<p>04/02/14 H Engrossed Text (E1) Filed</p> <p>04/03/14 H Read Third Time; Passed (Vote: 112 Yeas / 5 Nays); Immediately certified; Requests that the Senate pass the bill as passed by the House or agree to include the bill in the Budget Conference</p> <p>S Substituted for SB 0852; Read Second Time; Amendment Adopted (324342); Read Third Time; Passed (Vote: 35 Yeas / 0 Nays)</p> <p>05/02/14 H Conference Report Received; Conference Committee Report Adopted (583651); Passed (Vote: 107 Yeas / 8 Nays)</p> <p>S Conference Committee Report Received; Conference Committee Report Adopted (583651); Passed (Vote: 39 Yeas / 1 Nay)</p> <p>H Ordered engrossed, then enrolled</p>
H	5601	Finance & Tax Subcommittee; Workman (R)	General Economic Development: Revises provisions related to prepaid calling arrangements; imposes additional rate on gross receipts for electrical power or energy; reduces sales tax rate for charges for electrical power or energy; extends expiration date applicable to granting of community contribution tax credits; revises & provides exemptions from sales & use tax; requires DOR to distribute funds to State Transportation Trust Fund for certain transportation projects; increases amount of income exempt from corporate income tax; increases amount of income exempt from franchise tax imposed on banks & savings associations; provides for creation of Qualified Television Loan Fund; revises limits on tax credits that may be approved under New Markets Development Program; provides for Energy Star & WaterSense product sales tax holiday, physical fitness admissions tax suspension, school sales tax holiday, & hurricane preparedness sales tax holiday; provides appropriations. Effective Date: July 1, 2014	<ul style="list-style-type: none"> <li>Transfers energy tax revenues to help the PECO fund</li> <li>Exempts prepaid meal plans purchased from a university from taxation</li> </ul>		<p>04/03/14 H Read Third Time; Passed (Vote: 106 Yeas / 11 Nays); Immediately certified; Requests that the Senate pass the bill as passed by the House or agree to include the bill in the Budget Conference</p> <p>05/02/14 S Read Third Time; Amendments Adopted (526842, 703124, 247110, 835090, 766042); Amendments Failed (524472, 867858); Amendments Withdrawn (653654, 358258, 671712); Passed (Vote: 37 Yeas / 0 Nays)</p> <p>H Received from Messages; Concurred with Amendment (600438); Passed (Vote: 114 Yeas / 0 Nays)</p> <p>H Ordered engrossed, then enrolled</p>
<b>Miscellaneous</b>						
H	115	Pigman (R)	General Public Meetings/University Direct Support Organization: Provides exemption from public meeting requirements for portion of meeting of board of directors of university DSO, or of executive committee or other committees of board, at which identity of donor or prospective donor, proposal seeking research funding from organization, or plan or program for initiating or supporting research is discussed; provides for review & repeal of exemption; provides statement of public necessity. Effective Date: October 1, 2014	<ul style="list-style-type: none"> <li>Exempts any portion of a meeting of a board of directors of an organization concerning research funding from s. 286.011 and s. 24(b), Art. I of the State Constitution</li> </ul>		<p>03/27/14 H Read Third Time; Passed (Vote: 83 Yeas / 33 Nays)</p> <p>04/25/14 S Read Third Time; Passed (Vote: 36 Yeas / 2 Nays)</p> <p>S Immediately certified</p> <p>H Ordered enrolled</p> <p>H Enrolled Text (ER) Filed</p>
H	993	Cummings (R); Higher Ed & Workforce	General Pub. Rec./Animal Researchers at Public Research Facilities: Provides exemption from public records requirements for personal identifying information of animal researchers at public research facilities, including state universities; provides for retroactive applicability of exemption; provides for future legislative review & repeal of exemption; provides statement of public necessity. Effective Date: July 1, 2014	<ul style="list-style-type: none"> <li>Exempts personally identifying information of a person working for a public research facility from s. 119.07(1) and s. 24(a), Article I of the State Constitution</li> </ul>		<p>04/23/14 H Read Third Time; Passed (Vote: 115 Yeas / 1 Nay)</p> <p>04/25/14 S Substituted for SB 0414; Read Second Time; Read Third Time; Passed (Vote: 35 Yeas / 0 Nays)</p> <p>S Immediately certified</p> <p>H Ordered enrolled</p> <p>H Enrolled Text (ER) Filed</p>

**Board of Governors Committees and Meeting - Legislative Affairs Committee**

2014 BILL TRACKING - FINAL

H / S	Bill	Sponsor	Bill Summary	SUS/BOG Issue Summary	BOG Follow-up	Status [Passed (P)/ Died (D)]
S	850	Legg (R)	<p><u>General Education</u>; Requiring a school that includes certain grades to include information, data, and instructional strategies in its school improvement plan; revising the kind of lab schools that receive a proportional share of the sparsity supplement; requiring a district school board, in consultation with the district school superintendent, to make CAPE Digital Tool certificates and CAPE industry certifications available to students, including students with disabilities, in prekindergarten through grade 12, to enable students to attain digital skills; authorizing district school boards to execute a contract with a state university or certain independent colleges and universities to establish the collegiate high school program, etc. Effective Date: 7/1/2014</p>	<ul style="list-style-type: none"> <li>Requires each FCS institution to establish a collegiate high school program in a public school or public charter school to allow participating students to earn CAPE industry certifications and allows a district school board to execute a contract with a state university</li> <li>CAPE Innovation: Up to five courses annually approved by the Commissioner shall articulate for college credit (begins line 360)</li> <li>CAPE Acceleration - Industry certifications, annually approved by the commissioner, that articulate for 15 or more college credit hours (begins line 373)</li> <li>Establishes a Florida personal learning scholarship account that may ultimately be used by qualified students with disabilities (with: autism; cerebral palsy; Down syndrome; intellectual disability; Prader-Willi syndrome; or Spina bifida) for, among other things, enrollment in or tuition and fees in postsecondary education. (begins page 41 Line 1144)</li> </ul>		<p>04/11/14 S Engrossed Text (E1) Filed                      04/25/14 S Read Third Time; Passed (Vote: 33 Yeas / 0 Nays)                      04/30/14 H Read Third Time; Amendment Failed (086369); Passed (Vote: 115 Yeas / 1 Nay)                      05/02/14 S Amendment Adopted (796932); Concurred with Amendment as Amended (937491); Passed (Vote: 29 Yeas / 11 Nays)                      H Amendments Withdrawn (914203, 345137, 006327, 023493, 301825, 833993, 558027, 648547, 160149, 796932); Concurred with Amendment (796932); Concurred with Amendment as Amended (937491); Passed as Amended (Vote: 70 Yeas / 44 Nays)                      S Ordered engrossed, then enrolled</p>
<b>Proviso</b>						
	24	Fixed Capital Outlay	<u>\$31,123,760 - Capital Improvement Fee</u>	Funds in Specific Appropriation 24 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved September 12, 2013. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.		
	28	Fixed Capital Outlay	<u>\$20,000,000 Critical Deferred Maintenance</u>	Funds provided for Critical Deferred Maintenance to the State University System shall be distributed to each university in a pro rata amount consistent with amounts submitted in the November 8th, 2013 update of the Board of Governor's Fixed Capital Outlay Legislative Budget Request.		
	143	Operating	<u>\$200,000,000 Performance Funding</u>	<p>From the \$200,000,000, which includes \$100,000,000 new funding and \$100,000,000 redistributed from the base, for State University Performance Based Incentives in Specific Appropriation 143 from the General Revenue Fund, the Board of Governors shall allocate all of such appropriated funds pursuant to the performance funding model approved by the board on January 16, 2014, subject to the following modification:</p> <p>(1) all universities eligible for new funding shall have their base funding, including the performance funds allocated by the Board during 2013-2014, to be restored as provided in the Board of Governors' model; and (2) all universities that failed to meet the board's benchmarks for new funding shall submit a plan to the Board of Governors that specifies how their base funding, including the performance funds allocated by the Board during 2013-2014, will be expended to improve upon the metrics that disqualified the universities from receiving new funding. The Board of Governors shall review the plans, and if approved, shall monitor the universities' progress on implementing the measures specified in the plans. The universities shall submit monitoring reports to the board no later than December 31, 2014 and May 31, 2015.</p> <p>A university that is determined by the Board of Governors to be making satisfactory progress on implementing the plan shall receive a pro rata share of its base funding held by the board under the board's performance funding model. The Chancellor of the State University System shall withhold disbursement of the funds until such time as the monitoring report for each university is approved by the Board of Governors. Universities that fail to make satisfactory progress shall not have their full base funding restored, and any funds remaining shall be distributed to the three universities that demonstrate the most improvement on the metrics based upon those universities' proportional share of the new funding allocated under the board's performance funding model.</p>		
	143	Operating	<u>\$1,000,000 UCF Anit-Hazing</u>	From the funds provided in Specific Appropriation 143 for the University of Central Florida, the university shall procure access to an online, expertly developed and evidence based, anti-hazing course on behalf of the state university system for all state university system students. The course shall be procured and made available in advance of the 2014 Fall semester.		



**Board of Governors Committees and Meeting - Legislative Affairs Committee**

2014 BILL TRACKING - FINAL

<b>H / S</b>	<b>Bill</b>	<b>Sponsor</b>	<b>Bill Summary</b>	<b>SUS/BOG Issue Summary</b>	<b>BOG Follow-up</b>	<b>Status [Passed (P)/ Died (D)]</b>
	156	Operating	Florida Virtual Campus	<p>From the funds provided in Specific Appropriation 154 for the Florida Virtual Campus, administrative costs shall not exceed five percent.</p> <p>From the funds provided in Specific Appropriation 154, \$1,267,808 shall be released at the beginning of the first quarter and \$2,158,700 shall be released at the beginning of the second quarter in addition to the normal quarterly releases. The additional release is provided to maximize cost savings through centralized purchases of subscription-based electronic resources. Contingent upon House Bill 5101 or similar legislation becoming law, the Board of Governors, in collaboration with the Department of Education, shall prepare a budget amendment to transfer the funds appropriated in Specific Appropriation 154 to the University of West Florida.</p>		
	159	Board Office	\$500,000 - FAMU/FSU Study	<p>From the funds in Specific Appropriations 159, \$500,000 is provided to the Board of Governors for the procurement, no later than July 1, 2014, of an academic feasibility analysis by an independent, non-Florida-based organization of options relating to separation of the FAMU-FSU College of Engineering with the goal of achieving world class engineering education opportunities for students in both universities.</p> <p>The study shall examine the pros and cons of:</p> <ol style="list-style-type: none"> <li>1. Maintaining the status quo collaboration between the two universities, including an examination of the original mission.</li> <li>2. Developing differentiated engineering programs at each university. The study shall include a cost-benefit analysis of each option analyzed in the context of Title VI of the Civil Rights Act of 1964, and U.S. v. Fordice, 505 U.S. 717 (1992) and other United States Supreme Court opinions interpreting those provisions. The study shall be completed no later than January 1, 2015, and the Board of Governors shall make its decision based on the study no later than March 1, 2015. If, based on the analysis, the Board of Governors decides that a non-status quo option should be implemented, the Board of Governors shall submit its funding request to the Legislature.</li> </ol>		



**AGENDA**  
**Board of Governors Foundation, Inc.**  
**Grand Ballroom, UCF Fairwinds Alumni Center**  
**University of Central Florida**  
**Orlando, Florida**  
**June 19, 2014**  
**8:30 a.m. – 8:45 a.m.**  
**or**  
**Upon Adjournment of Previous Meetings**

- |  |   |
|--|---|
| <b>1. Call to Order</b>  | <b>Chair Mori Hosseini</b>                |
| <b>2. <i>Approval of Foundation Meeting Minutes</i><br/><i>Minutes: November 6, 2013</i></b> | <b>Chair Hosseini</b>                     |
| <b>3. <i>Investment Policy Statement</i></b>   | <b>Mr. Tim Jones,</b><br><i>Treasurer</i> |
| <b>4. Concluding Remarks and Adjournment</b>   | <b>Chair Hosseini</b>                     |

STATE UNIVERSITY SYSTEM OF FLORIDA  
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.  
June 19, 2014

**SUBJECT:** Approval of Minutes of Meeting held on November 21, 2013

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**PROPOSED FOUNDATION ACTION**

Approval of Minutes of Meeting held on November 21, 2013.

**AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION**

Florida Board of Governors Foundation, Inc. by-laws

**BACKGROUND INFORMATION**

Foundation members will review and approve the minutes of the meeting held on November 21, 2013 at Florida International University.

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**Supporting Documentation Included:** Minutes: November 21, 2013

**Facilitators/Presenters:** Mori Hosseini

MINUTES  
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.  
FLORIDA INTERNATIONAL UNIVERSITY  
MIAMI, FLORIDA  
NOVEMBER 21, 2013

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

1. Call to Order

Mr. Dean Colson, Chair, convened the meeting of the Foundation at 10:44 a.m. Members present were Vice Chair Mori Hosseini; Dick Beard, Matthew Carter (participating by phone); Manoj Chopra; Carlo Fassi; Patricia Frost; H. Wayne Huizenga, Jr.; Tom Kuntz; Ned C. Lautenbach; Alan Levine; Wendy Link; Ed Morton; Pam Stewart; and Norman Tripp.

Mr. Colson welcomed members to the annual Board Foundation meeting. He expressed appreciation for the support the foundation receives from its donors because the Board would not be able to function without their support.

Mr. Colson reminded the members, that the Foundation supports three primary functions. First, it manages the Helios and Johnson Scholarship programs. He stated that the Foundation will have distributed over \$600,000 in student scholarships during 2013. Second, it supports the Chancellor, pursuant to his contract, through supplemental payments. Third, it supports some of the Board meeting activities and other system meetings.

Mr. Colson noted that the budget adopted last year reports projected expenditures through the end of the year. He stated that the total expenditures will track closely to the recommended budget. Mr. Colson also remarked that the 2012 financial statement prepared by the auditor included no findings.

2. Approval of Committee Meeting Minutes from November 8, 2012

Ms. Frost moved the adoption of the November 8, 2012 meeting minutes as presented. Mr. Kuntz seconded the motion, and members of the Foundation concurred.

3. Election of 2014 Officers

Mr. Colson moved to the election of officers. He reminded members that the chair and vice chair of the foundation have historically served as the chair and vice chair of this board, Ms. Monoka Venters has served as secretary, and Mr. Tim Jones as treasurer.

Mr. Beard moved that the following serve as officers for 2014: Mori Hosseini as chair, Tom Kuntz as vice chair, Monoka Venters as secretary, and Tim Jones as treasurer. Mr. Huizenga seconded the motion, and members of the Foundation concurred.

4. Consideration of 2014 Operating Budget

Mr. Colson indicated that the final action was the adoption of the 2014 operating budget. He stated that the proposed budget will be similar to past budgets.

Mr. Kuntz moved the adoption of the 2014 operating budget for the Board of Governors Foundation as presented. Ms. Frost seconded the motion, and members of the Foundation concurred.

5. Concluding Remarks and Adjournment

Having finished all business, the meeting adjourned at 10:47 a.m.

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Dean Colson, Chair

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Monoka Venters,  
Secretary

STATE UNIVERSITY SYSTEM OF FLORIDA  
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.

June 19, 2014

**SUBJECT:** Investment Policy Statement

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**PROPOSED FOUNDATION ACTION**

Consider the approval of an Investment Policy Statement.

**AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION**

Florida Board of Governors Foundation, Inc. by-laws

**BACKGROUND INFORMATION**

In 2007 the Board Foundation received a generous donation from the Helios Education Foundation (Helios) that supports scholarships for first generation students. In agreement with Helios, the \$5 million donation has been invested in the State of Florida's Special Purpose Investment Account (SPIA). Pursuant to the agreement with Helios, 100 percent of the investment funds have been disbursed to the universities to support scholarships for first generation students.

The investment income from SPIA is declining and thus, fewer funds are available to support these students. Staff has contacted Helios and they are supportive of looking at alternative investment opportunities and increasing the value of the endowment to support future students when the investment income may be not as high.

The Foundation Board needs to consider an investment policy before looking at options on investing the endowment. This investment policy has been shared with Helios and they are supportive.

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**Supporting Documentation Included:** 1. SPIA Description  
2. Investment Policy Statement

**Facilitators/Presenters:** Tim Jones

## STATE OF FLORIDA

### SPECIAL PURPOSE INVESTMENT ACCOUNTS (SPIA)

The Florida State Treasury operates a special investment program for public entities other than the state. This program is authorized in Section 17.61(1), Florida Statutes, and is called the Special Purpose Investment Account (SPIA). Entities created by the Florida Constitution or Florida Statutes are eligible to invest in SPIA. Examples include universities, government foundations, and water management districts.

SPIA funds are combined with State funds and invested in six fixed income components. These components include a Certificates of Deposit and Securities Lending program as well as short-term liquidity, cash enhanced, conservative core and core strategies. This laddered investment strategy, along with incremental income produced by securities lending, has the ability to return longer-term yields compared to a typical money market fund. A history of annualized yields is available below; however, past performance is not an indication of future performance.

SPIA seeks to maintain a \$1.00 value. Participants have the ability to invest and obtain funds same day with an 11:00 a.m. deadline for notifying the Treasury. Earnings are posted monthly based on a pro-rata share of total Treasury earnings less fees paid to external money managers and custodians. There is a monthly assessment of 0.01% (0.12% annually) of the average daily balance.

All investments carry a certain amount of risk. The following factors can significantly affect the fund's performance:

**Interest Rate Changes.** Interest rate increases can cause the price of a debt security to decrease.

**Foreign Exposure.** Foreign markets, particularly emerging markets, can be more volatile than the U.S. market due to increased risks of adverse issuer, political, regulatory, market, or economic developments and can perform differently from the U.S. market.

**Prepayment.** The ability of an issuer of a debt security to repay principal prior to a security's maturity can cause greater price volatility if interest rates change.

**Issuer-Specific Changes.** The value of an individual security or particular type of security can be more volatile than, and can perform differently from, the market as a whole. A decline in the credit quality of an issuer or a provider of credit support or a maturity-shortening structure for a security can cause the price of a security to decrease. Lower-quality debt securities (those of less than investment-grade quality, also referred to as high yield debt securities) and certain types of other securities involve greater risk of default or price changes due to changes in the credit quality of the issuer. The value of lower-quality debt securities and certain types of other securities can be more volatile due to increased sensitivity to adverse issuer, political, regulatory, market, or economic developments and can be difficult to resell.

**Leverage Risk.** Leverage can increase market exposure, magnify investment risks, and cause losses to be realized more quickly.

An investment in SPIA is not a deposit in a bank and is not insured or guaranteed by the Federal Deposit Insurance Corporation or any other government agency. Although SPIA seeks to preserve principal, it is possible to lose money by depositing money into SPIA. Unlike individual debt securities, which typically pay principal at maturity, the value of an investment in the fund will fluctuate.



**Florida Board of Governors  
Foundation, Inc.**  
Investment Policy Statement

June 19, 2014



The Florida Board of Governors Foundation, Inc. is a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Foundation's purpose is to encourage, solicit, receive and administer gifts and bequests of property for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida.

**I. SCOPE OF THIS INVESTMENT POLICY**

This investment policy statement has been established by the Florida Board of Governors Foundation, Inc. to govern the investment management of the Helios Education Foundation endowment. The purpose of the endowment is to distribute scholarship funds to the state universities in the State University System to support first generation students. The intent of the Policy is to comply with the requirements of the Florida Uniform Prudent Management of Institutional Funds Act, section 617.2104, Florida Statutes, to ensure prudent management of the assets in order to serve the best interests of students who rely on the distributions from the endowment to assist them with defraying the cost of attaining a postsecondary degree.

**II. BOARD MEMBERS' ROLE**

- a. The members of the Board of Governors shall be members of the Foundation Board.
- b. The Board shall select a bank or other depositories for the deposit of the funds and securities in the bank or other depositories designated, and to cause said bank or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, Vice-Chair, Treasurer, or the Secretary of this Corporation.
- c. The Board shall project the Foundation's financial needs and communicate those needs to the Investment manager on a timely basis.
- d. The Board shall determine the Foundation's risk tolerance and investment horizon.
- e. The Board shall establish reasonable and consistent investment objectives, polices and guidelines that will direct the investment of the Foundation's assets.
- f. The Board shall prudently and diligently select qualified investment professionals and evaluate their progress towards stated goals.
- g. The Board shall develop and enact proper control procedures: For example, replacing Investment Manager(s) due to fundamental change in investment management process, or failure to comply with established guidelines.

- h. The Board shall review this Investment Policy Statement at least once per year. Changes to this Investment Policy Statement can be made by affirmation of a majority of the Board.

**III. INVESTMENT OBJECTIVE**

- a. The funds are to be invested with the objective of preserving the long-term, real purchasing power of assets while providing a relatively predictable and growing stream of annual distributions in support of scholarships for first generation students attending a state university.
- b. For the purpose of making distributions, the Board shall refer to the Endowment Gift Agreement among the Helios Education Foundation and the Board of Governors Foundation, Inc..

**IV. INVESTMENT PRINCIPLES**

- a. Investments shall be made solely in the interest of the beneficiaries of the endowment.
- b. The endowment funds shall be invested with care, skill, prudence and diligence.
- c. Investment of the endowment funds shall be diversified as to minimize the risk of losses.

**V. INVESTMENT POLICIES**

- a. Asset Allocation Policy –
  - i. The Board recognizes that the strategic allocation of portfolio assets across broadly defined financial asset and sub-asset categories with varying degrees of risk, return, and return correlation will be the most significant determinant of long-term investment returns and asset value stability.
  - ii. The Board recognizes that actual returns and return volatility may vary from expectations and return objectives across short periods of time.
  - iii. The investment manager shall make reasonable efforts to preserve the endowment corpus, understanding that losses may occur in individual securities. However, the investment manager shall make reasonable efforts to control risk.
  - iv. Endowment fund assets will be managed as a balanced portfolio composed of two major components: an equity portion and a fixed income portion. The equity investments will be to maximize the long-term real growth of portfolio assets, while the fixed income investments will be to generate current income, provide for a stable

periodic return, and provide some protection against a prolonged decline in the market value of portfolio equity investments.

- v. Cash investments, under normal circumstances, will only be considered as temporary portfolio holdings, and will be used for fund liquidity needs or to facilitate a planned program of dollar-cost averaging into investments in either or both of the equity and fixed income asset classes.
- b. Asset Allocation –
  - i. Assets will, under normal circumstances, be allocated across broad asset and sub-asset classes in accordance with the following guidelines, with a fluctuation of up to 10 percent:

Class	Asset Allocation	Allowable Range
Equity	60%	50-70%
Fixed Income	40%	30-50%
Cash	0%	0-10%

## VI. SELECTION OF INVESTMENT MANAGER(S)

The Board's selection of an investment manager(s) must be based on due diligence procedures. A qualifying investment manager must be a registered investment advisor under the Investment Advisers Act of 1940, or a bank or insurance company. The Board will require that each investment manager provide, in writing, an acknowledgment of fiduciary responsibility to the Board.

## VII. EVALUATION OF PERFORMANCE

- a. The Board will monitor the investment performance against the portfolio stated investment objectives and as set forth below. Annually, the Board will formally assess the portfolio and the performance of the investments as follows:
  - i. The portfolio's composite investment performance (net of fees) will be judged against the following standards:
    1. Long-term real return objective.
    2. Total return to exceed the performance of a policy index based upon the strategic asset allocation of the endowment fund to various asset classes such as:
      - a. S&P 500
      - b. Russell 3000
      - c. Barclay's Capital U.S. Aggregate Bond Index
      - d. Citigroup 3-month T-bill Index
- b. The performance of professional investment managers hired on behalf of the portfolio will be judged against the following standards:

- i. A market-based index appropriately selected or tailored to the manager's agreed-upon investment objective and the normal investment characteristics of the manager's portfolio.
  - ii. The performance of other investment managers having similar investment objectives.
- c. Investment reports shall be provided by the investment manager on at least a quarterly basis or as more frequently requested by the Board. Each investment manager is expected to be available to meet with the Board at least once per year to review the portfolio structure, strategy, and investment performance.

#### **VIII. SPENDING POLICY**

- a. Scholarship disbursements from the endowment will be distributed annually during July. The value of the endowment includes: dividends, realized and unrealized gains. The annual distribution from the endowment fund will be set at 4% of the average market value of the previous 3 years' year-end evaluations. The portfolio value is net of investment management fees. This spending plan will be reviewed annually and recommendations for changes shall be considered by the Board. In no event shall the distribution touch the corpus without the consent of the Helios Education Foundation.
- b. No stocks generally considered speculative in nature shall be purchased. In addition, no short sales, hedging, and margin purchases shall be made.

#### **IX. ADOPTION**

The Board adopted this Investment Policy Statement on the \_\_\_\_\_ day of June, 2014.



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Innovation and Online Committee**  
**Grand Ballroom, UCF Fairwinds Alumni Center**  
**University of Central Florida**  
**Orlando, Florida**  
**June 19, 2014**  
**8:45 a.m. - 9:45 a.m.**  
**or**  
**Upon Adjournment of Previous Meetings**

**Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Ed Morton**  
**Members: Beard, Chopra, Colson, Kuntz, Link, Stewart, Tripp**

1. **Call to Order and Opening Remarks** **Governor Ned Lautenbach**
  
2. **Approval, Committee Meeting Minutes** **Governor Lautenbach**  
**Minutes, March 19, 2014**
  
3. **Learning Management System (LMS)**
  - a. **What is an LMS?** **Dr. Joel Hartman,**  
*Vice Provost and CIO,*  
*University of Central Florida*
  
  - b. **University System of Georgia's Experience** **Dr. Curtis Carver,**  
**with a Common LMS** *Vice Chancellor and CIO,*  
*University System of Georgia*

**c. Advantages and Challenges of Implementing a Common LMS**

**Mr. Elias Eldayrie**, *Vice President and CIO,*  
*University of Florida*

**Mr. Lance Taylor**, *Associate Vice President and CIO,*  
*University of North Florida*

**Mr. Paul O'Brien**, *Associate Vice President of*  
*Instructional Technology and CIO, Indian River State College*

**d. Committee Discussion**

**Governor Lautenbach**

**4. Concluding Remarks and Adjournment**

**Governor Lautenbach**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
June 19, 2014**

**SUBJECT:** Approval of Minutes of Meeting held March 19, 2014

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**PROPOSED COMMITTEE ACTION**

Approval of minutes of meeting held on March 19, 2014.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the meeting held on March 19, 2014.

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**Supporting Documentation Included:** Minutes: March 19, 2014

**Facilitators/Presenters:** Governor Ned Lautenbach

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
INNOVATION AND ONLINE COMMITTEE  
MARCH 19, 2014

1. Call to Order and Opening Remarks

Chair Ned Lautenbach convened the meeting at 4:53 p.m. on March 19, 2014, with the following members present: Chair Ned Lautenbach, Vice Chair Ed Morton, Dick Beard, Manoj Chopra, Dean Colson, Tom Kuntz, Pam Stewart and Norm Tripp. A quorum was established.

2. Minutes

Mr. Tripp moved that the Committee approve the minutes of the meeting held on January 15, 2014, as presented. Mr. Colson seconded the motion. The members concurred.

3. Presentation on Complete Florida by Dr. Pam Northrup, University of West Florida

Chair Lautenbach introduced Dr. Pam Northrup, Associate Provost at the University of West Florida, to provide an update on Complete Florida, a statewide program launched in 2013 to recruit and retain adults to degree completion, streamline admissions and registration, reduce cost, and connect adults to careers. Dr. Northrup stated that the University of West Florida is the lead institution and is working with 11 public and private institutions in the university and college systems to implement the initiative. She said that the Florida Virtual Campus and the Board of Governors staff have been strong partners, as well as staff from the Florida College System, the Department of Economic Opportunity, and Dantes.

Dr. Northrop stated that Complete Florida has four strategies for success:

1. Target Audience: Complete Florida has a target audience of 2.2 million adults in the state who have some college, but no degree. Veterans, 33% of whom have some college, but no degree, are a priority.
2. Targeted Curriculum: Complete Florida's partner institutions have identified 50 existing, fully online associates and baccalaureate degree programs that are aligned with the job market and employment opportunities in the state.
3. Partner Services: As the lead institution, University of West Florida is providing statewide marketing, streamlining the application process, developing concierge-based student advising services, developing accelerated models, and connecting students to internships and jobs. Partner institutions will provide local marketing, admit and enroll students, deliver courses, and award degrees.
4. Adult Student Experience: Based on interviews and research, adult learners want a different experience than first-time-in-college freshmen. Complete Florida has identified key areas to improve the adult learning experience, including:



- a. A common marketplace to learn about degree options and job opportunities.
- b. A streamlined process for admission, such as readmission, conditional admission and a common application.
- c. The ability to accelerate completion, such as prior learning assessments, competency-based courses, and multiple start times – from six to ten opportunities – throughout the year. There will also be developmental Massive Open Online Courses (MOOCs) for those students who need them.
- d. A personalized experience, such as one coach (concierge) per student and a statewide military coach.
- e. Support for finding jobs.

Dr. Northrup reiterated that Florida Virtual Campus has been a strong partner. FLVC offers many student services and has connections across the state which have facilitated implementation of the initiative.

Complete Florida launched in Spring 2014 with two programs – an Interdisciplinary Information Technology degree program and an RN to BSN degree program – at the University of West Florida. She said that all fifty programs will be up and running in the Fall of 2014.

Performance measures include entry attributes (number of credit hours and good standing), enrollment by institution, military and veteran participation, financial aid receipts, persistence, time to degree, graduation, and employment.

The goal for annual enrollment is 10,000 in five years and 20,000 in ten years. Institutions are providing capacity data to UWF to ensure appropriate distribution of students across Florida.

Vice Chair Morton asked if Complete Florida had reached out to the business community in an organized, methodical way. He pointed to a recent report by the Lumina Foundation which indicated a disconnect in perception between academia and the business community. According to a Gallup poll in the report, 85% of academia thought postsecondary education was doing a good job while just 11% of business executives thought the same thing. Dr. Northrup responded that the University of West Florida has one person dedicated to working with the business community across Florida and plans to expand that effort in the future.

Mr. Huizienga suggested reiterating the goal of degree completion throughout documentation of the program.

#### 4. Presentation on UF Online by Dr. Joe Glover, University of Florida

Chair Lautenbach introduced Dr. Joe Glover, Provost and Senior Vice President of Academic Affairs at the University of Florida, to provide an update on UF Online, an initiative launched in January 2014 to offer fully online, four-year baccalaureate degree programs.

Dr. Glover reported that Betty Phillips, who had served as Executive Director of UF Online since January, has since left the position to return to her research on personalized learning in Arizona. Dr. Glover assured the Board that her departure has not impacted implementation of the initiative which has been underway with a dedicated team of faculty, administrators, and staff since last summer. A search for a new Executive Director will be conducted.

Dr. Glover provided an overview of the organizational structure of UF Online, which includes an executive director and three associate directors, one for each of its core activities – course production, course management and student engagement. Dr. Glover emphasized the importance of student engagement to the success of online education. A separate Quality Assurance Group oversees all activities to ensure the degree programs meet high academic, production, and state-of-the-art technology standards.

Because of the tight timeline for implementation, UF Online entered into a partnership with Pearson Learning, which has extensive experience and expertise in online learning in postsecondary education. Pearson will provide the following services: Market research, marketing services, enrollment management support services, persistence/retention programs, proprietary digital content, on-demand student support, and joint research and support. Dr. Glover said there is an enormous need for research in online education, particularly with adaptive learning, and Pearson will be a partner in that effort.

He said that of the 583 students enrolled in UF Online, 296 are male and 287 female; 197 are full-time and 386 part-time; 539 are Florida residents; and 551 students are enrolled in upper division courses and 32 students in lower division courses. The majority of students – 401 – are enrolled in general business, while 65 students are enrolled in criminology, 62 in sports management, 43 in health education and behavior, and 12 in environmental management.

Dr. Glover said this is an enterprise being conducted by the entire University. The University of Florida builds online degree programs with existing faculty and there is wide participation throughout the university. The College of Agriculture offers 12 courses, the College of Architecture offers 4 courses, College of Business Administration offers 16 courses, the College of Fine Arts offers 2 courses, College Health and Human Performance offers 24 courses, and the College of Liberal Arts and Life Sciences offers 37 courses. An additional 26 new courses will begin this summer and 53 new courses will be added in the fall.

Mr. Levine asked if the curriculum is the same for both the residential and online degree programs. Dr. Glover said the degrees, faculty, and curriculum are the same for the degree programs offered both on campus and online. He also said that everything they are developing in the online programs has been useful to residential instruction, and vice versa.

Mr. Chopra asked if UF Online is providing additional training and resources for faculty. Dr. Glover said faculty who want to teach an online course are required to participate in a course in academic technology and pedagogy.

UF Online currently has 616 applications for summer and fall of 2014, including 92 freshmen and 524 transfer students. Another 470 applications are in various stages of completion.

Chair Mori Hosseini asked whether employability of graduates was a factor in determining online degree programs. Dr. Glover said the first set of degree programs were already available online, but future decisions about selecting a degree program for online delivery will be based on demand from students and employment opportunities for graduates.

Vice Chair Morton asked if there were concerns about the financial feasibility of the program because of the emphasis on out-of-state tuition in the business plan. Also, he observed that Pearson

constitutes 50% - 60% of the budget. Dr. Glover explained that Pearson is being paid a flat, decreasing fee in the first few years as the program is being developed but will be paid per student enrollment in future years. He also said that there is a substantial out-of-state and international market that Pearson is charged with pursuing.

He said that the University of Florida will add five degree programs next year – telecommunications, computer science, nursing, biology and psychology – and will continue to add five degree programs annually, up to 35. In ten years, the University of Florida anticipates annual enrollment of 24,000 students. Additionally, the University plans to expand availability of general education courses to university and college students throughout the state and dual enrollment courses to high school students throughout the state.

Dr. Glover explained that the strategies for success include vigorous recruitment, particularly with the freshmen market, development of high quality online student services that connect students to the University of Florida experience, high quality production values, energetic retention, coaching and tutoring through their partner Pearson, and leveraging of the University of Florida brand using both Pearson Learning and 160/90.

He said that primary challenges are marketing and recruitment of freshmen, student engagement, availability and development of analytic tools to track persistence and progress, and delivery of laboratories.

Performance measures include meeting the goals in the business plan, retention, appropriate progress to degree, student engagement and satisfaction, post-graduate employment, and employer satisfaction.

Dr. Glover identified potential areas of partnership with the Board of Governors. He suggested that UF Online could offer general education courses to students throughout the system which would reduce duplication in production. He also said research might be another area for partnership.

Mr. Levine asked if the University of Florida was looking at opportunities for patents, particularly regarding technology. Dr. Glover said the online learning tools and systems developed by the University would be proprietary intellectual property that could be commercialized and brought to market. One focus of the research will be personalized and adaptive learning. All of the research can be used to benefit the system.

Chair Lautenbach asked if the University had a proposal for research in online learning. Dr. Glover said he expects to develop a detailed research agenda over the next year. Chair Lautenbach indicated the Committee would like to see it.

In response to a question by Dr. Chopra, Dr. Glover indicated the University was not contemplating self-paced courses to accelerate time to degree.

Mr. Tripp asked if other universities would be included in the research plan. Dr. Glover said the University of Florida is collaborating with national organizations and would welcome collaboration with other state universities.

5. Presentation on Implementation of the Postsecondary Task Force Report by Dr. Nancy McKee

Chair Lautenbach introduced Dr. Nancy McKee, Associate Vice Chancellor of the Board of Governors, to provide an update on the implementation of recommendations of the Task Force on Postsecondary Online Education in Florida.

Dr. McKee reported that implementation of all recommendations are on track.

Participating entities have agreed to the draft clarification of their roles and responsibilities and, as part of the Board's overall strategic planning efforts, Board staff have scheduled an internal meeting to begin discussions related to enrollment goals.

In a joint letter, Chancellor Criser and Chancellor Randy Hanna of the Florida College System asked the Board of Directors of the Florida Virtual Campus to develop strategies for developing a common online marketplace, coordinating the selection of an opt-in common learning management system, enhancing and expanding the online learning resources repository, and developing an effective practices repository. These issues are on the agenda of the FLVC Board of Directors' next quarterly meeting on April 30.

The Department of Economic Opportunity is developing webinars to train institutional staff in using enhanced labor market data to improve development and delivery of online programs. The webinars will be available this summer, and Board staff and Florida College System staff will work with institutions to ensure their staffs are aware of this training opportunity. The Department of Economic Opportunity has also offered to provide face-to-face training.

The legislative budget request was amended to include \$250,000 for the development of MOOCs.

Board staff and Florida College System staff have discussed the process for selecting a lead institution for the development of MOOCs and a lead institution for the establishment of a statewide faculty development center. Additionally, Board staff have met with staff of the Florida Virtual Campus and the Florida College System to start discussing data collection.

#### 6. Concluding Remarks and Adjournment

Chair Lautenbach said the Innovation and Online Committee will have a workshop to learn about current and planned online education at the universities on May 8 at Florida Gulf Coast University. Chair Lautenbach adjourned the meeting at 5:56 pm.

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Ned Lautenbach, Chair

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Nancy C. McKee, Associate Vice Chancellor

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Innovation and Online Committee  
June 19, 2014

**SUBJECT:** Learning Management Systems (LMS)

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**PROPOSED COMMITTEE ACTION**

For Discussion.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

One of the recommendations of the *Task Force on Postsecondary Online Education in Florida*, which presented its final report to the Innovation and Online Committee at its January meeting, was for the Florida Virtual Campus to coordinate an opt-in common learning management system. The discussion at the Committee's June 19 meeting will focus on this recommendation.

Dr. Joel Hartman, Vice Provost and Chief Information Officer at the University of Central Florida and Chair of the *Task Force*, will explain the purpose and use of learning management systems, then the Vice Chancellor and CIO of the University System of Georgia, Dr. Curtis Carver, will share his system's experiences in selecting and implementing a common LMS.

After Dr. Carver's presentation, two university CIOs and one college CIO will share their assessments of the advantages and challenges of Florida's postsecondary systems taking an approach similar to that used by the University System of Georgia.

When the Task Force recommended that the Florida Virtual Campus coordinate a common learning management system, the FLVC was under the leadership of the Chancellor of the State University System and the Chancellor of the Florida College System. The 2014 Legislature subsequently transferred FLVC to the University of West Florida. Taking this transfer into consideration, as well as the remarks of the speakers, Chair Lautenbach will lead a committee discussion to determine next steps.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Governor Lautenbach



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Nomination and Governance Committee**  
**Grand Ballroom, Fairwinds Alumni Center**  
**University of Central Florida**  
**Orlando, Florida**  
**June 19, 2014**  
**9:45 a.m. - 10:15 a.m.**

**or**  
**Upon Adjournment of Previous Meetings**

**Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz**  
**Members: Colson, Link, Tripp, Webster**

1. **Call to Order and Opening Remarks** **Governor Mori Hosseini**
  
2. **Approval of Committee Meeting Minutes** **Mr. Hosseini**
  - a. **Minutes, November 20, 2013**
  
3. **Appointment of University Trustee: University of Florida** **Mr. Colson**  
**Mr. Hosseini,**  
**Mr. Kuntz**
  
4. **Concluding Remarks and Adjournment** **Mr. Hosseini**

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Nomination and Governance Committee  
June 18, 2014**

**SUBJECT:** Approval of Minutes of Meeting held November 20, 2013

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**PROPOSED COMMITTEE ACTION**

Approval of Minutes of the Meeting held on November 20, 2013, at Florida International University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Committee members will review and approve the Minutes of the Meeting held on November 20, 2013, at Florida International University.

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**Supporting Documentation Included:** Minutes: November 20, 2013

**Facilitators/Presenters:** Governor Mori Hosseini

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
TRUSTEE NOMINATING AND DEVELOPMENT COMMITTEE  
FLORIDA INTERNATIONAL UNIVERSITY  
BALLROOM, GRAHAM CENTER  
MIAMI, FLORIDA  
NOVEMBER 20, 2013

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

Chair Mori Hosseini convened the meeting of the Trustee Nominating and Development Committee of the Board of Governors on November 20, 2013, at 4:10 p.m., with the following members present and answering roll call: Dean Colson, Wendy Link, and Elizabeth Webster. Vice Chair Tom Kuntz joined the meeting at 4:11 p.m., and Committee member Norman Tripp joined the meeting at 4:12 p.m.

1. Approval of Minutes of Meeting held June 20, 2013

Mr. Colson moved that the Committee approve the Minutes of the Meeting held at the University of South Florida on June 20, 2013, as presented. Ms. Link seconded the motion, and the members concurred.

2. Appointment of University Trustee: University of Central Florida

Chair Hosseini reported that there is a vacancy on the University of Central Florida Board of Trustees. He further reported that he, Mr. Colson, and Mr. Kuntz were the members of the sub-committee who vetted the applicants. He stated that the sub-committee has completed interviews and is prepared to make a recommendation. He called on Mr. Kuntz for a report.

Mr. Kuntz reported that he had interviewed Alexander "Alex" Martins for the seat on the University of Central Florida Board of Trustees and was pleased to recommend him. Mr. Kuntz reported that Mr. Martins is the Chief Executive Officer of the Orlando Magic and has spent more than twenty-five years in sports management. He further reported that Mr. Martins is a member of the University of Central Florida Dean of College of Business Administration Advisory Board and received his M.B.A. from the University of Central Florida. He stated that Mr. Martins has been very active in the Orlando community but has transitioned out of leadership positions on those boards. Mr. Kuntz reported that he is comfortable based on the interview that Mr. Martins would have the time to commit to being an active member of the University of Central Florida Board of Trustees.



MINUTES: TRUSTEE NOMINATING AND  
DEVELOPMENT COMMITTEE

NOVEMBER 20, 2013

Mr. Kuntz moved that the Trustee Nominating and Development Committee recommend that the full Board appoint Alexander “Alex” Martins to the University of Central Florida Board of Trustees for a term beginning November 21, 2013, and ending January 6, 2016. The appointment is subject to confirmation by the Senate and to Mr. Martins attending an orientation session. Mr. Colson seconded the motion. Members of the Committee concurred in the motion unanimously.

3. Concluding Remarks and Adjournment

Chair Hosseini reported that the Trustee Summit held earlier in the day had been incredibly successful. He further reported that well over half of the trustees attended and participated in in-depth conversations about issues facing the System. Chair Hosseini thanked special guests President Thomas W. Ross from the University of North Carolina and Vice Chancellor Andrew Hamilton from Oxford University for providing the trustees with the perspective of national and international experts in higher education. Chair Hosseini thanked Florida International University for hosting the Summit. He committed to continuing to provide such opportunities.

Having no further business, the meeting was adjourned at 4:15 p.m., November 20, 2013.

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Mori Hosseini, Chair

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Monoka Venters,  
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Nomination and Governance Committee  
June 18, 2014**

**SUBJECT:** Appointment of University Trustee: University of Florida Board of Trustees

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**PROPOSED COMMITTEE ACTION**

Appointment of University Trustee: University of Florida Board of Trustees.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

**BACKGROUND INFORMATION**

The Nomination and Governance Committee will recommend a candidate for appointment to the University of Florida Board of Trustees for a seat with a term expiring on January 6, 2015. The vacancy was created when Marshall M. Criser III resigned. The vacancy was posted for the public on the Board's website, and the deadline for applications was May 16, 2014, at 5:00 p.m., EDT.

Similar to the manner in which the Committee handled vacancies in the past, Chair Hosseini assigned Committee members to a sub-committee to review applications. Each sub-committee member independently reviewed the applications, advised the Corporate Secretary of the applicants advanced to a short list, and conducted interviews. The Board office conducted FDLE background screenings for applicants advanced to the short list. The sub-committee will recommend a candidate for review and consideration by the full Committee.

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**Supporting Documentation Included:** Applications will be provided

**Facilitators/Presenters:** Governor Mori Hosseini



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## AGENDA

Board of Governors Meeting  
Grand Ballroom  
UCF Fairwinds Alumni Center  
University of Central Florida  
Orlando, Florida  
June 19, 2014  
10:30 a.m.

or

Upon Adjournment of Previous Meetings

1. **Call to Order and Chair's Report:** *Chair Mori Hosseini*
  
2. **Approval of Meeting Minutes:** *Chair Hosseini*
  - A. Board of Governors Retreat, February 20, 2014
  - B. Board of Governors, February 20, 2014
  - C. Board of Governors, March 20, 2014
  
3. **Chancellor's Report:** *Chancellor Marshall Criser III*
  
4. **Public Comment:** *Chair Hosseini*
  
5. **Consideration of Confirmation of President for Florida Polytechnic University:**  
*Chair Hosseini*

6. **Strategic Planning Committee Report:** *Governor Dean Colson*  
**Action:**
  - A. Approval, Revision of Florida Gulf Coast University Accountability Metrics
  - B. Approval, 2014-2015 University Work Plans and Performance Funding Improvement Plans
  
7. **Select Committee on Florida Polytechnic University Report:** *Governor Tom Kuntz*
  
8. **Academic and Student Affairs Committee Report:** *Governor Norman Tripp*  
**Action:**
  - A. Approval, Ph.D. in Rehabilitation Sciences, CIP 51.2314, University of South Florida, Tampa
  - B. Approval, Relocation of the Florida International University Broward County Educational Site
  - C. Public Notice of Intent to Amend Board of Governors Regulation 6.017 Criteria for Awarding the Baccalaureate Degree
  - D. Final Approval of New Board of Governors Regulation 8.005 General Education Core Course Options
  
9. **Audit and Compliance Committee Report:** *Governor Alan Levine*  
**Action:**
  - A. Approval, Charters
    - i. Board of Governors Audit and Compliance Committee Charter
    - ii. Office of Inspector General and Director of Compliance Charter
  - B. Approval, Office of Inspector General and Director of Compliance Work Plan
  
10. **Facilities Committee Report:** *Governor H. Wayne Huizenga, Jr.*  
**Action:**
  - A. Approval, 2014-2015 University CITF Project Allocations
  - B. Approval, 2014-2015 Critical Deferred Maintenance Allocations
  - C. Approval, New College of Florida Educational Plant Survey Validation
  - D. Approval, 2015-2016 Fixed Capital Outlay Legislative Budget Request Guidelines

11. **Budget and Finance Committee Report:** *Governor Kuntz*  
**Action:**
  - A. [Approval, Allocation of Performance Funds](#)
  - B. [Approval, 2015-2016 Legislative Budget Request Guidelines](#)
  
12. **Nomination and Governance Committee Report:**  
*Governor Mori Hosseini*
  - A. [Appointment of University Trustee: University of Florida \(1 vacancy\)](#)
  
13. **Innovation and Online Committee Report:** *Governor Ned Lautenbach*
  
14. **Legislative Affairs Committee Report:** *Governor Dick Beard*
  
15. **Health Initiatives Committee Report:** *Governor Ed Morton*
  
16. **Concluding Remarks and Adjournment:** *Chair Hosseini*

(As to any item identified as a "Consent" item, any Board member may request that such an item be removed from the consent agenda for individual consideration.

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Chair's Report to the Board of Governors

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**PROPOSED BOARD ACTION**

For Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Chair, Mori Hosseini, will convene the meeting with opening remarks.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Mori Hosseini

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Approval of Minutes of Meetings held February 20, 2014, and March 20, 2014

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**PROPOSED BOARD ACTION**

Approval of minutes of the Board of Governors Retreat held on February 20, 2014, Tampa; the Board of Governors meeting held on February 20, 2014 at the University of South Florida, Tampa; and the Board of Governors meeting held on March 20, 2014 at Florida State University, Tallahassee.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Board members will review and approve the minutes of the Board of Governors Retreat held on February 20, 2014, Tampa; the Board of Governors meeting held on February 20, 2014 at the University of South Florida, Tampa; and the Board of Governors meeting held on March 20, 2014 at Florida State University, Tallahassee.

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**Supporting Documentation Included:** Minutes: Retreat, February 20, 2014; Meeting, February 20, 2014; Meeting, March 20, 2014

**Facilitators/Presenters:** Chair Mori Hosseini

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NOTES  
BOARD OF GOVERNORS  
STATE UNIVERSITY SYSTEM OF FLORIDA  
RETREAT  
TAMPA, FLORIDA  
FEBRUARY 20, 2014

1. Welcome and Opening Remarks

The Chair, Mori Hosseini, convened the Board of Governors Retreat at 9:00 a.m. on February 20, 2014. The following members were present: Tom Kuntz, Vice Chair; Dick Beard; Matthew Carter; Manoj Chopra; Dean Colson; Carlo Fassi; H. Wayne Huizenga, Jr.; Ned Lautenbach; Alan Levine; Wendy Link; and Ed Morton.

Chair Hosseini thanked the members for participating in the retreat. He said that the Board of Governors is making a difference for the students, families, and taxpayers of Florida. He said that the Board has made great strides in the last two years. Chair Hosseini explained that the purpose of the retreat was to begin planning for the next two years. He said that he knows that this Board wants to hold the universities accountable while also helping each institution.

Chancellor Criser introduced Carrie O'Rourke. He said that Ms. O'Rourke had joined the Board office in the role of Associate Vice Chancellor for Government Relations and would be serving as staff to the Legislative Affairs Committee. He also introduced Amy Beaven. He said that Ms. Beaven was the Board's STEM and Health Initiatives Director and would be working with the Health Initiatives Committee.

2. Overview of Committee Work Plans

Chair Hosseini said that the committee work plans would serve as the blueprint for the Board's work over the next two years. He explained that each committee would have fifteen minutes today to present its draft work plan. He also explained that the work plans would be presented in final form at the Board meeting in March.

Chancellor Criser commented that the members would notice cross-pollination in the committee work plans. He said that those connections were intentional.

A. Budget and Finance Committee

Committee Chair Mr. Kuntz presented the draft work plan for the Budget and Finance Committee. Discussion included the performance funding model and shared services.

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Mr. Kuntz explained that the metrics used in the performance funding model have been in place for several years but money could be tied to them for the first time because the Board included performance funding in its Legislative Budget Request. He explained that the model is about making each university better so there are two ways that universities can earn points under the model: excellence or improvement. He explained that there would be a report on performance funding at every Committee meeting.

B. Facilities Committee

Committee Chair Mr. Huizenga presented the draft work plan for the Facilities Committee. Discussion included the Legislative Budget Request for Fixed Capital Outlay and its coordination with new project prioritization. Members also discussed public-private partnerships.

Mr. Huizenga explained that the committee would focus on how to quantify facilities issues and ways to increase return on investment. He stated that the committee would need to look at how to evaluate public-private partnerships if a bill passed during Legislative Session. He said that the committee would have another meeting in the fall to consider university requests for facilities. Mr. Huizenga explained that the Committee should assist each institution in determining which facilities would enhance its distinctive mission.

C. Audit and Compliance Committee

Committee Chair Mr. Levine presented the draft work plan for the Audit and Compliance Committee. Discussion included the charters and performance funding data integrity.

Mr. Levine explained that the Committee will be looking at an attestation by the university president and the Chief Audit Officer on data related to performance funding. He said that the attestation would be approved by the university board of trustees Audit Committee and the full university board of trustees before coming before this Committee.

D. Innovation and Online Committee

Committee Chair Mr. Lautenbach presented the draft work plan for the Innovation and Online Committee. Discussion included conducting an environmental scan to review critical higher education trends and the possibility of creating an advisory group to provide advice and counsel to the Committee.

Mr. Lautenbach stated that the Board may need to ask for funding for some of the recommendations from the Task Force on Postsecondary Online Education. He stated

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that UF Online would make a presentation to the Committee in March. He also said that each institution would review its online plan at a later Committee meeting.

E. Strategic Planning Committee

Committee Chair Mr. Colson presented the draft work plan for the Strategic Planning Committee. Discussion included strategic plan alignment, assessment of pre-eminent institutions, and the recommendations of the American Council on Trustees and Alumni.

F. Health Initiatives Committee

Committee Chair Mr. Morton presented the draft work plan for the Health Initiatives Committee. Discussion included conducting an environmental scan focusing on health education, delivery, and research.

Mr. Morton said that the environmental scan would look at foundational elements in year one and would begin to make recommendations about how to address gaps in year two. Discussion also covered potential System coordination for research grants through that National Institutes of Health. Members also discussed the need for more medical residencies in Florida.

G. Academic and Student Affairs Committee

Committee Vice Chair Ms. Link presented the draft work plan for the Academic and Student Affairs Committee. Discussion included coordination with the Florida College System, student retention and time-to-degree, the CAVP Academic Coordination Project, and research within the System.

H. Legislative Affairs Committee

Committee Chair Mr. Beard presented the draft work plan for the Legislative Affairs Committee. Discussion included performance funding, funding for facilities, and public-private partnerships. Mr. Beard said that the Board office is watching about sixty bills and will update members throughout Session.

I. Nomination and Governance Committee

Committee Chair Mr. Hosseini presented the draft work plan for the Nomination and Governance Committee. Discussion included presidential searches and trustee development.

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Mr. Hosseini said that the committee will continue the process started under former Chair Colson for presidential searches. He also said that the Committee will continue to hold trustee orientations and annual Trustee Summit. He said that each member of the Committee will be asked to attend one meeting of two university boards of trustees each year.

3. Closing Remarks and Adjournment

Members discussed continuing to focus on graduates getting good jobs. The retreat concluded at 1:01 p.m.

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Mori Hosseini, Chair

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Monoka Venters,  
Corporate Secretary

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1. Chair's Report

Chair Mori Hosseini convened the meeting at 1:02 p.m., on February 20, 2014, with the following members present and answering roll call: Tom Kuntz, Vice Chair; Dick Beard; Matthew Carter; Dr. Manoj Chopra; Dean Colson; Carlo Fassi; Patricia Frost (participating by phone); H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Alan Levine; Wendy Link; and Ed Morton. Norman Tripp joined the meeting by phone at 2:03 p.m.

Chair Hosseini thanked the members for attending. He thanked the University of South Florida for hosting and recognized President Genshaft.

President Genshaft said that her university is always pleased when the Board of Governors meets at the University of South Florida. She reported on a meeting held earlier in the week for the State University System Advisory Council on Cybersecurity. She said that the University of South Florida will be hosting a keynote address on cybersecurity by P.W. Singer co-author of *Cybersecurity and Cyberwar: What Everyone Needs to Know* on March 3, 2014. She invited members to attend.

President Genshaft also reported that Dr. Charles J. Lockwood would be joining the institution as the Dean of the Morsani College of Medicine. She reported that Dr. Lockwood is a National Academy member.

2. Chancellor's Report

Chair Hosseini called on Chancellor Criser for his report. Chancellor Criser said that he did not have a report.

3. Public Comment

Chair Hosseini asked the Board's General Counsel Vikki Shirley if there were any requests for public comment. Ms. Shirley stated that no requests for public comment were received.

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#### 4. Consideration of Confirmation of President for Florida Atlantic University

Chair Hosseini said that the Board would be considering presidential candidates from Florida Atlantic University and Florida A&M University. He welcomed both candidates. He said that both institutions have a long way to go on performance funding. He assured the institutions that the Board of Governors would work to help the universities to become great.

Chair Hosseini reminded members that Regulation 1.001 requires confirmation by the Board of Governors of presidential candidates selected by the university board of trustees. He informed members that the Board of Trustees of Florida Atlantic University on January 17<sup>th</sup> selected Dr. John Kelly as its candidate for president. He stated that the Chair of the FAU Board of Trustees Anthony Barbar requested confirmation of Dr. Kelly's selection.

Chair Hosseini explained that the Board would hear from the following: Chair Barbar, Dr. Kelly, and Wendy Link, the Board of Governors representative on the Florida Atlantic University Presidential Search Committee. He said that there will be time for questions from members of the Board.

Chair Hosseini called on Mr. Barbar. Mr. Barbar said that he was joined by Florida Atlantic University Board of Trustees Vice Chair Tom Workman. Mr. Babar reviewed the search process and informed the members that the search committee had nine semi-finalists and interviewed three final candidates. Mr. Barbar stated that he was honored to present Dr. John Kelly as the candidate. He reviewed Dr. Kelly's qualifications including his twenty-eight years of service with distinction at Clemson University. He explained that Dr. Kelly has strategic planning expertise, is strongly student-focused, and will provide effective leadership at Florida Atlantic University.

Chair Hosseini called on Dr. Kelly. Dr. Kelly thanked the Board of Governors for the time devoted to the confirmation hearing and Chancellor Criser for providing him some insight into the Board. He said that he was impressed with the System's attention to metrics.

Dr. Kelly reviewed his family and academic background. He said that his father was an architect who taught him about the planning process. He explained that he received his bachelor's degree from Clemson University and his master's and doctoral degrees from Ohio State University.

Dr. Kelly discussed his tenure at Clemson University. He said that he began as a faculty member and is currently one of three vice presidents. He said that Clemson established a goal of moving from number 78 to number 50 in the U.S. News & World Report rankings. He said that Clemson focused on aligning measurements to metrics and moved to number 39 by changing from planning to a budget to budgeting to a plan. He reported that Clemson is now ranked as number 21 by U.S. News & World Report.

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Dr. Kelly explained his vision for Florida Atlantic University. He said that he would like to build upon existing strengths such as being first in the System in student diversity and being tied for first in job placement of graduates. He stated that he would like to create new areas of strength through a comprehensive revision of the strategic plan.

Dr. Kelly discussed the Board of Governors performance funding model. He explained that Florida Atlantic University does well on job placement and median salary but needs to increase its graduation rate. He said that increasing the graduation rate would be his top priority and that a Student Success Initiative has already begun to address the rate by providing additional services such as tutoring. Dr. Kelly said that he would continue efforts such as the Center for Teaching and Learning aimed at decreasing time to degree.

Dr. Kelly described the new medical residency program at Florida Atlantic University. He explained that the first admits will begin in three months and that the program will add 400 medical residencies.

Dr. Kelly explained that his two- to three-year plan would be to work closely with the Board of Governors to make Florida Atlantic University a nationally-known university. He elaborated that he would produce a comprehensive plan, would budget money to that plan, and would expect to be held accountable. He stated that he would like to complete strategic plan revisions, socialize the plan to obtain buy-in, and have the plan approved by the university board of trustees and the Board of Governors in the next year.

Discussion with members of the Board included specifics for increasing the six-year graduation rate such as implementing living-learning communities and strategies for universities to employ to become more efficient such as aligning program offerings to changing needs. Discussion also included ways to get the private sector to partner with universities and tactics for reducing student debt.

Ms. Link reported that the process used by the Florida Atlantic University Presidential Search Committee was an open, transparent, fair process. She said that she put forward Dr. Kelly's name during the search process when she was asked to choose one candidate from sixty-one applications. She reported that she was impressed by his interview and his response to questions by the Florida Atlantic University Presidential Search Committee.

Ms. Link moved that the Board of Governors confirm the selection of Dr. John W. Kelly as the president of Florida Atlantic University. Mr. Kuntz seconded the motion, and the members of the Board concurred unanimously.

Chair Hosseini congratulated Dr. Kelly on his confirmation. He thanked Chair Barbar for his leadership.



5. Consideration of Confirmation of President for Florida A&M University

Chair Hosseini called on the chair of the Florida A&M University Board of Trustees Solomon Badger to present Dr. Elmira Mangum. Mr. Badger said that he is honored to put forward Dr. Mangum as the candidate for the next president at Florida A&M University. He reviewed Dr. Mangum's qualifications including her positions at the University of Buffalo, the University of North Carolina at Chapel Hill, and Cornell University. He explained that Dr. Mangum has expertise in areas critical to Florida A&M University including strong leadership skills, student services, facilities, donor development, and working as part of a system.

Chair Hosseini welcomed Dr. Mangum. Dr. Mangum said that she is honored by the recommendation by the university board of trustees and thanked the Board of Governors for considering her confirmation.

Dr. Mangum reviewed her background as a first generation college graduate. She said that she graduated from an HBCU and is excited about Florida A&M University's commitment to access.

Dr. Mangum stated that she supports the System-wide goals for improving Florida A&M University. She elaborated that increasing retention and graduate rates is crucial. She said that initiatives approved by the university board of trustees are beginning to show promise and that she would like to focus on the four-year graduation rate. She explained that she would focus on reducing profile admits, reducing excess hours, and reducing student debt. She stated that she would concentrate on increasing professional licensure passage rates and increasing STEM production. She pointed out that Florida A&M University is the largest producer of African American STEM graduates in the country.

Dr. Mangum applauded the System for its three-pronged approach to accountability and the focus on data. She stressed maintaining focus on the distinct mission of each institution. She said that Florida A&M University is a critical access point for African Americans seeking a college degree. She informed members that the median income of Florida A&M University graduates is often more than the income of their parents - the university moves people into the middle class.

Dr. Mangum said that her goal looking forward is to maintain the historic mission while having Florida A&M University become a global leader. She plans to mobilize the alumni base to increase fundraising.

Chair Hosseini recognized Dr. Chopra who served as the Board of Governors representative on the Florida A&M University Presidential Search Committee. Dr.

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Chopra commended the well-planned search process and its chair Trustee Karl White. He stated that the process resulted in an excellent candidate in Dr. Mangum.

Discussion with members of the Board included the performance funding model as well as specific plans for increasing graduation rates such as intentional advising and providing additional scholarships to alleviate student issues. Dr. Mangum also elaborated on her plans for an institutional review. Dr. Mangum was encouraged to review recent audits conducted at Florida A&M University.

Mr. Chopra moved that the Board of Governors confirm the selection of Dr. Elmira Mangum as the president of Florida A&M University. Mr. Carter seconded the motion, and the members of the Board concurred unanimously.

Chair Hosseini congratulated Dr. Mangum. He also commended Interim President Larry Robinson for saving Florida A&M University.

6. Concluding Remarks and Adjournment

Chair Hosseini thanked the members of the Board, the members of the university boards of trustees, and the new presidents. He said that the next meeting of the Board of Governors would be held on March 19<sup>th</sup> and 20<sup>th</sup> at Florida State University in Tallahassee. He reminded members that the Legislative Session begins on March 4<sup>th</sup>.

Dr. Badger commended the Board of Governors for its work on the presidential search process and recognized the contributions of Dr. Chopra and Mr. Colson. He stated that he hopes that the Board of Governors will continue having representatives on each presidential search because their input was invaluable. Chair Hosseini confirmed the Board of Governors commitment to being involved with future presidential searches.

Having no further business, the meeting was adjourned at 3:19 p.m. on February 20, 2014.

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Mori Hosseini, Chair

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Monoka Venters,  
Corporate Secretary

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Chair Mori Hosseini convened the meeting at 8:34 a.m., on March 20, 2014, with the following members present: Vice Chair Tom Kuntz; Dick Beard; Matthew Carter; Manoj Chopra; Dean Colson; Daniel Doyle, Jr.; Carlo Fassi; Patricia Frost; H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Alan Levine; Ed Morton; Commissioner Pam Stewart; Norman Tripp; and Elizabeth Webster.

1. Visit from the Honorable Don Gaetz, President of the Florida Senate

Chair Hosseini welcomed President Gaetz and thanked him for his support of higher education, the Board of Governors, the Board's performance funding, and the Florida GI Bill. He said that President Gaetz's personal care for students, higher education and the State of Florida is unbelievable.

President Gaetz thanked the members of the Board of Governors for their service and leadership. He said that he appreciated that the Board was lashing education to the realities and opportunities in the State's economy through the performance funding model. He thanked the Board for saying that it matters whether students graduate in four years and get a job in their field of study. He said that he believes as Thomas Jefferson did that a college education should lead to a good job. He said that the Senate supports the metrics put forth by the Board of Governors. He stated that the Senate will bet the people's money on rewarding performance.

Chair Hosseini thanked President Gaetz for his support and assured him that performance funding is the Board's first priority.

2. Chair's Report

Chair Hosseini thanked Vice Chair Les Pantin, President Barron, and Florida State University for hosting the meeting. He recognized President Barron for remarks.

President Barron said that he was proud of Florida State University because it has the strongest set of students in history. He said that the university has achieved the highest ranking in its history in the national rankings. He reported that Florida State was ranked as the most efficient university in the nation for the second year in a row.

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President Barron discussed the Big Ideas campaign launched by Florida State four years ago that focuses on things such as assisting students in gaining national awards through the Office of National Fellowships and helping students to be successful in their careers through the entrepreneurs-in-residence program.

President Barron said that the thing that he is most proud of is the faculty and staff at Florida State. He said that he hopes to return to Florida some day as a Trustee or a member of the Board of Governors.

Chair Hosseini wished President Barron well at Penn State. He thanked President Barron for his leadership, hard work and dedication to the System and Florida State University.

Chair Hosseini thanked Larry Robinson for his service as Interim President at Florida A&M University. He said that President Robinson had done an incredible job.

Chair Hosseini welcomed new Florida Atlantic University President John Kelly.

Chair Hosseini recognized Daniel Doyle, Jr. as the newest member of the Board of Governors. Mr. Doyle said that he is proud to be a member of the Board and looks forward to the next seven years.

Chair Hosseini updated members on the stress test to focus on each institution's ability to adapt to changing circumstances from financial, operational, and programmatic perspectives. He said that he had been working with Chancellor Criser and staff on the parameters and that the members would receive more information.

3. Approval of Meeting Minutes

A. Board of Governors Meeting held January 16, 2014

Mr. Tripp moved that the Board approve the Minutes of the Meeting held on January 16, 2014, as presented. Mr. Lautenbach seconded the motion, and the members concurred unanimously.

3. Chancellor's Report

Chair Hosseini called on Chancellor Criser for his report. Chancellor Criser welcomed new staff: Carrie O'Rourke as Associate Vice Chancellor for Government Relations, Amy Beaven as STEM and Health Initiatives Director, and Alma Littles as a consultant to the Board on health initiatives.

Chancellor Criser congratulated Tom Kuntz on being elected as chair of the Higher Education Coordinating Council (HECC). He reported that he would continue to

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leverage the HECC for areas of collaboration and communication with the other education sectors to best serve Florida's students.

Chancellor Criser congratulated President Hitt and the University of Central Florida Army ROTC for receiving the McArthur Award. He acknowledged Florida International University's work with the business community to bring wind, storm surge and rain flood insurance under one umbrella.

Chancellor Criser reported that the Board office is working with Enterprise Florida and Workforce Florida to engage the expertise of the universities on job creation. He said that the University of Florida would bring its expertise in working with potential employers and helping to translate what our institutions have to offer the business community to this effort.

#### 4. Public Comment

Chair Hosseini asked the Board's General Counsel Vikki Shirley if there are any requests for public comment for items on the Board's agenda. Ms. Shirley stated that no requests for public comment were received.

#### 5. Performance Funding

Chair Hosseini said that Board would hear a presentation from each university president on performance funding. He explained that each president will present a very high level review of the metrics and will identify metrics that their institution will focus on for improvement.

Chair Hosseini called on Florida A&M University Interim President Larry Robinson. Interim President Robinson said that Florida A&M University is determined to improve on its metrics. He said that Florida A&M would support capturing employment outside of Florida. Interim President Robinson discussed the following areas for improvement: six-year graduation rates, retention rates, percent of bachelor's degrees awarded without excess hours, and degrees awarded in areas of strategic emphasis/STEM. He said that Florida A&M University will address these areas by continuing to implement the student retention and debt reduction approved by the Board of Governors and by establishing a new College of Science and Technology, applying Title III and NSF grant funds toward STEM efforts, and hiring ten new faculty.

Chair Hosseini recognized Florida Atlantic University President John Kelly. President Kelly said that Florida Atlantic University would target the six-year graduation rate and the academic progress rate. He reported that Florida Atlantic would employ strategies such as hiring 22 strategic advisors, adopting a new advising system to target at-risk

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students, developing plans for study for entering students, and implementing mandatory advising sessions for at-risk entering students.

Chair Hosseini called on Florida Gulf Coast University President Brad Bradshaw. President Bradshaw said that Florida Gulf Coast University would focus on the four metrics with a score below three: six-year graduation rates, academic progress rate, average cost per undergraduate degree, and graduate degrees awarded in areas of strategic emphasis/STEM. He reported that Florida Gulf Coast would, among other initiatives, expand its honors program, increase merit-based aid, create a comprehensive student learning program, reduce the student to advisor ratio, utilize a new early warning system, request facilities funding for new science classrooms, and add a biochemistry degree.

Chair Hosseini called on Florida International University President Mark Rosenberg. President Rosenberg reviewed the ten performance funding metrics for Florida International University. He discussed working to reduce the student-faculty ratio to improve the average cost per undergraduate degree. He said that he was concerned about changes to the state scholarship program because the increased SAT scores required for state scholarships would result in 75% of incoming Florida International University students not qualifying for scholarships (assuming the student profile remains the same). He said that the university would lose \$5,000,000, and they are working to raise private funds. Board members discussed the issue with Bright Futures and the need to address the problem because the State of Florida already has an access problem.

6. Visit from the Honorable Will Weatherford, Speaker of the Florida House of Representatives

Chair Hosseini welcomed Speaker Weatherford and thanked him for being a great friend to the Board of Governors and the State University System. He said that Speaker Weatherford has supported performance funding and online education. He recognized two members of the Speaker's staff: Chief of Staff Kathy Mears who is a champion and Lynn Cobb who is always dedicated to higher education.

Speaker Weatherford thanked Chair Hosseini and former Chair Dean Colson for creating a great relationship with the Legislature. He said that he is proud of UF Online, Complete Florida, and pre-eminence. He explained that the Legislature is working on making a significant investment in higher education - including performance funding and facilities funding. He said that the Legislature is also working on tuition equality by fixing the system of investing tax dollars in high school students then not treating them like Floridians when they enter higher education. He thanked the members of the Board, Chancellor Criser, and the university presidents for being great partners to the Florida House of Representatives.



7. Performance Funding

Chair Hosseini called on Florida State University President Eric Barron. President Barron said that Florida State University's key areas of investment would be the following metrics: employment, wages, national awards, and areas of strategic emphasis/STEM. He said that Florida State would focus on creating a culture of entrepreneurship, working with Florida A&M University and Tallahassee Community College on job creation in the Tallahassee region, investing in its career center, and investing pre-eminence funding in hiring STEM faculty as well as providing scholarships for STEM-ready students with high SAT scores.

Chair Hosseini called on New College of Florida President Donal O'Shea. President O'Shea said that New College would focus on the percentage of bachelor's graduates employed and/or continuing their education one year after graduation, median wages of bachelor's graduates employed in Florida one year after graduation, academic progress rate, and the number of freshmen in the top 10% of high school class. He discussed efforts to counsel students on careers and to create a position in the career center devoted to internships. President O'Shea and members discussed the return on the State's investment at New College as well as the possibility of adding data on students who are employed outside of Florida and looking at wages five years after graduation.

Chair Hosseini called on University of Central Florida President John Hitt. President Hitt reviewed the ten performance funding metrics for the University of Central Florida. He discussed strategies to improve on the metrics including DirectConnect, online education, enhancing undergraduate success, offering focused student aid to encourage seniors to graduate on time, and increasing graduate degrees awarded in areas of strategic emphasis. He stressed that academic success at the University of Central Florida will be helped by its new Florida Consortium partnership with the University of South Florida and Florida International University.

Chair Hosseini called on University of Florida President Bernie Machen. President Machen said that the University of Florida fully supports performance funding. He said that he would like to see an expansion to include data on students who are employed outside of Florida and data on wages from employment outside of Florida. He also said that the average cost per undergraduate degree is an imperfect metric. Discussion with members included whether the performance funding metrics and pre-eminence metrics clash. President Machen said that about one-third of the performance funding metrics, including the institution-specific metrics for the University of Florida, are part of the pre-eminence metrics. He pointed out that the University of Florida built its pre-eminence goals based on an assumption that the university would receive additional tuition dollars.

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Chair Hosseini called on University of North Florida President John Delaney. President Delaney said that the University of North Florida is successful in the percentage of graduates who are employed in Florida. He said that one of the challenges for the University of North Florida is its six-year graduation rate. He said that some of the strategies that the university will use to improve that metric include offering supplemental instruction, providing tutoring, reviewing gateway courses, and providing financial aid. Discussion with the members included the impact of students who transfer to other institutions on the six-year graduation rate.

Chair Hosseini called on University of South Florida President Judy Genshaft. President Genshaft said that the University of South Florida would focus on three areas: students who graduate without excess hours, post-graduation employment, and six-year graduation rates. She reported that the University of South Florida had implemented a policy of limiting double majors to reduce excess hours, added numerous services including academic roadmaps and new student success advisors to ensure employment success, and adopted high impact practices such as increased need-based aid and a more effective First Year Experience program to increase six-year graduation rates. She said that she is proud of the burgeoning collaboration with Florida International University and the University of Central Florida and hopes that the Board will approve grants to support that collaboration later in the day.

Chair Hosseini called on University of West Florida President Judy Bense. President Bense said that the University of West Florida would not be last in performance funding for long because staff have been assigned responsibility for improvement on each metric. She reported that the university would focus on improving the retention rate and the six-year graduation rate. She said that the university will address the retention rate through efforts such as improvements in the early warning system and will address the graduation rate through individual outreach to determine what a student in the fourth or fifth year needs to finish. She said that the university is also focusing on changes to the financial aid strategy to focus on students who are most likely to finish. President Bense said that she had heard some great ideas from the other System institutions and would consider implementing some of those ideas as well.

Chair Hosseini thanked all of the presidents for the presentations. He assured the universities that the Board of Governors will fight for the students and for the future of the State of Florida.

#### 8. Confirmation of Interim President for Florida State University

Chair Hosseini informed the members that the Board of Trustees of Florida State University on March 7, 2014, selected Dr. Garnett S. Stokes as the candidate to serve as the interim president beginning at the close of business on April 2, 2014. He reported

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that Dr. Stokes is the current provost at Florida State. He further stated that Allan Bense, Chair of the Florida State University Board of Trustees submitted a request that the Board of Governors confirm Dr. Stokes as interim president.

Chair Hosseini recognized Mr. Bense to present Dr. Stokes for confirmation. Mr. Bense said that he was honored to present Provost Stokes on behalf of the Florida State University Board of Trustees to the Board of Governors for approval. Mr. Bense said that Dr. Stokes has been with Florida State for three years and is very focused on getting Florida State University into the top twenty-five. He said that he humbly asked for approval from the Board of Governors.

Chair Hosseini recognized Dr. Stokes. Dr. Stokes said it was a pleasure to be before the Board of Governors today. She said that as interim president she would focus on several things related to performance funding metrics and pre-eminence metrics: strategic faculty hires, offering 21<sup>st</sup> century courses that focus broad and critical thinking into the first two years of study, infusing critical thinking into the last two years of study, and embedding career liaisons into academic areas to work with faculty on internships. Dr. Stokes said that other efforts include using data analytics to complement the mapping system. She said that she is also looking forward to transforming one of the most blighted areas of Tallahassee with a revitalized the Civic Center into a pedestrian-friendly area called the Madison Mile. Provost Stokes stated that her plan as interim president would be to push the agenda for getting into the top twenty-five forward; to continue the legacy of a student-centered university that is focused on excellence, continual improvement, and innovation; and to continue to capital campaign.

Discussion with Board members included the integration of the performance funding metrics and the pre-eminence metrics. Dr. Stokes agreed that they do not clash.

Mr. Colson moved that the Board confirm Dr. Garnett S. Stokes as the Interim President of Florida State University effective close of business on April 2, 2014. Mr. Levine seconded the motion. The members of the Board concurred in the motion unanimously. Chair Hosseini congratulated Dr. Stokes.

#### 9. Consideration of Amendments to Board Operating Procedures

Chair Hosseini recognized the Board's General Counsel Vikki Shirley to explain amendments to the Board Operating Procedures. Ms Shirley explained that the revised operating procedures incorporate the description of the scope of responsibility of the new Innovation and Online Committee. She said that the revisions also change the title from Trustee Nominating and Development Committee to Nomination and Governance and address the governance responsibility of that Committee. She explained that the revisions expand the scope the Audit and Compliance Committee to

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include review of financial and operations audits of the universities, to address repeat audit findings at the universities, and to perform due diligence for data integrity.

Mr. Colson moved that the Board approve the amendments to the Board Operating Procedures. Ms. Tripp seconded the motion, and the members concurred unanimously.

Chair Hosseini adjourned the meeting for lunch at 12:08 p.m. Chair Hosseini reconvened the meeting at 12:56 p.m. with the following members present: Vice Chair Tom Kuntz; Dick Beard; Matthew Carter; Manoj Chopra; Dean Colson; Daniel Doyle, Jr.; Carlo Fassi; Patricia Frost; H. Wayne Huizenga, Jr.; Ned C. Lautenbach; Alan Levine; Ed Morton; Norman Tripp; and Elizabeth Webster.

Chair Hosseini asked the members to combine committee reports and committee priorities in the interest of time. He also asked members to make all reports at the same time, including any special assignments.

10. Select Committee on Florida Polytechnic Report

Chair Hosseini called on Mr. Kuntz for his reports. Mr. Kuntz first provided the Select Committee on Florida Polytechnic University report.

Mr. Kuntz reported that the committee received a monthly report and asked for a modification to the information being presented to include an assessment from both Florida Polytechnic and Board staff. He reported that the committee will continue to monitor progress to assess whether Florida Polytechnic University is on track to meet the December 2016 deadline. He stated that the committee feels like the university is currently on track.

11. Budget and Finance Committee Report

Mr. Kuntz next provided the Budget and Finance Committee report. He reported that the committee has one action item.

A. Auxiliary Facilities 2014-2015 Operating Budget

Mr. Kuntz moved that the Board approve the Auxiliary Facilities 2014-2015 Operating Budgets. Mr. Lautenbach seconded the motion, and the members of the Board concurred unanimously.

Mr. Kuntz reported that the committee discussed performance funding, shared services, and tuition and fee flexibility. He said that the committee was fully supportive of the concept of aggregating tuition differential amounts with other tuition dollars to provide

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greater flexibility. He reported that the committee asked Chancellor Criser to research and discuss tuition flexibility with the executive and legislative branches.

B. Committee Priorities

Mr. Kuntz presented three committee priorities for the next two years: (1) continue to advocate for increased funding levels for the universities through the Legislative Budget Request, (2) implement the performance funding model and make any needed improvements, and (3) scope the efficiencies that may be gained by better utilizing shared services and redeploy the savings into the System.

12. Academic and Student Affairs Committee Report

Chair Hosseini called on Mr. Tripp for his reports. Mr. Tripp first provided the Academic and Student Affairs Committee report. He reported that the committee continued to explore research issues in the System and heard a presentation on ExpertNet.

A. Approval of Awards for the Target Educational Attainment Grant Program

On behalf of the committee, Mr. Tripp moved that the Board approve the recommendations of the Commission on Florida Higher Education Access and Degree Attainment to award Targeted Educational Attainment (TEAm) grants as follows: (1) CSIT: An Urban University Coalition Response to Florida's Computer and Information Technology Workforce Needs (University of Central Florida, University of South Florida, and Florida International University) - \$4,858,413, (2) An Innovative, Collaborative Approach to Increasing the Supply of Quality Accounting Graduates in Florida (University of Central Florida, Florida International University, and University of South Florida) - \$3,643,157, (3) The FITC Alliance: Expanding North Florida's IT Career Pathways (Florida State University and Florida A&M University) - \$2,981,386, and (4) CAPTURE Project: Computer Accelerated Pipeline to Unlock Regional Excellence (Florida Atlantic University, Palm Beach State College, and Broward College) - \$3,517,044. Mr. Carter seconded the motion. After discussion about ensuring a return on investment of these monies, the members of the Board concurred unanimously.

B. Public Notice of Intent to Establish Board of Governors Regulation 8.005 General Education Core Course Options

Mr. Tripp moved that the Board approve the public notice of intent to establish Board of Governors Regulation 8.005 General Education Core Course Options. Mr. Carter seconded the motion, and the members of the Board concurred unanimously.

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### C. Committee Priorities

Mr. Tripp presented the committee priorities for the next two years. He said that activities will include providing leadership for the development of System-level policies on academic issues and reviewing requests for new academic programs, limited access, and exceptions to program length. He reported that the committee will also work on student affairs issues with input from the Council on Student Affairs and the Florida Student Association. He added that the committee will focus on greater coordination of academic affairs with the Florida College System; an examination of student retention issues including time-to-degree; monitoring and receiving updates from the CAVP Academic Coordination Project; and a review of research, innovation, and workforce development in the System.

#### 13. Florida Polytechnic University Presidential Search Committee Update

Mr. Tripp reported that he is serving as the Board of Governors representative on the Florida Polytechnic University Presidential Search Committee. He further reported that the members of the committee also include all members of the Florida Polytechnic University Board of Trustees and the Chair of the Florida Polytechnic University Foundation Cindy Alexander. He said that there are three sub-committees: (1) credentials chaired by Richard Hallion, (2) compensation chaired by Scott Hammack, and (3) campus and community visits chaired by Don Wilson. Mr. Tripp reported that he is a member of the compensation sub-committee.

Mr. Tripp reported that the Presidential Search Committee selected Funk & Associates as the search committee. He stated that the compensation sub-committee hired a consultant with the Association of Governing Boards to recommend a compensation package. He reviewed the criteria adopted by the credentials sub-committee as primary guidelines for the review of applications: (1) leadership, innovation, and vision, (2) ability to develop funding and support, (3) STEM background and experience, (4) educational leadership and administrative/management experience, (5) outstanding communications, and (6) prior experience with the Legislative process.

Mr. Tripp reported that the Presidential Search Committee hopes to have its work completed by the spring or early summer. He said that the university hopes to have its first president in place by the beginning of the school year in the fall.

#### 14. Strategic Planning Committee Report

Chair Hosseini called on Mr. Colson for the Strategic Planning Committee report. Mr. Colson reported that the committee addressed three items.

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A. Further Consideration of Strategic Plan Alignment: Revision of Florida A&M University's Accountability Metrics

Mr. Colson reported that the committee held a discussion of strategic plan alignment. He said that the committee would continue to address strategic plan alignment for the next six months and plans to make recommendations to the Board by the end of 2014.

Mr. Colson moved that the Board approve a technical change to Florida A&M University's annual accountability report to change the 6-year graduation rate for the 2007-13 cohort from 39% to 41%. Mr. Morton seconded the motion. After discussion, the members of the Board concurred unanimously.

B. Mission Change for New College of Florida

Mr. Colson moved that the Board grant NCF a change in mission to include the ability to grant Master's Level certificates and degrees subject to first receiving approval from the Board of Governors for any degrees to be offered at the Master's level and provided that there is no change to New College's basic Carnegie Classification. Mr. Beard seconded the motion.

Members engaged in a discussion of the motion. Some members expressed concern about mission creep and program duplication. Other members objected to the process of requesting funding from the Legislature without first discussing the request with the Board of Governors. Some members expressed support for allowing the mission change by New College because the Board of Governors would not be approving a specific master's program under this motion but would require New College to bring a request for a program back to the Board of Governors for approval at a later date.

After discussion, the members of the Board approved the motion 8-7 with Mr. Carter, Ms. Frost, Mr. Huizenga, Mr. Lautenbach, Mr. Levine, Mr. Tripp, and Ms. Webster voting no.

C. Committee Priorities

Mr. Colson presented the committee priorities for the next two years. He said that the committee will focus on strategic plan alignment, annual university work plans, the annual accountability report, assessment of pre-eminent institutions, discussion of the recommendations of the American Council on Trustees and Alumni, and System growth.

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15. Audit and Compliance Committee Report

Chair Hosseini called on Mr. Levine for the Audit and Compliance Committee report. Mr. Levine reported that the committee heard a presentation about how the universities currently validate data submissions.

A. Committee Priorities

Mr. Levine presented the committee priorities for the next two years. He said that the committee will continue to conduct periodic updates of the charters and will add two components: (1) performance funding data integrity and (2) operations of the Boards of Trustees Audit Committees. He said that the role of the committee is to be skeptical.

Mr. Levine reported that the committee will work on periodic review of the data definitions related to performance funding. He stated that the committee will engage the Boards of Trustees and the university president in the validation of the data. Mr. Levine stated that he has directed the Inspector General to develop a certification document to be signed by the university president and the university Board of Trustees that the university has reported complete and accurate performance funding data. He elaborated that the certification will require an assessment of the controls and monitoring processing in place at the university.

Mr. Levine said that he had also directed the Inspector General to engage the audit committee of each university Board of Trustees to perform a quality assurance self-assessment of both the university board's audit committee and the university's chief audit executive. He reported that the committee would like to host a meeting of the Board of Trustees Audit Committee Chairs, the university Chief Audit Executive, and the Board of Governors Audit Committee.

16. Innovation and Online Committee Report

Chair Hosseini called on Mr. Lautenbach for the Innovation and Online Committee report. Mr. Lautenbach reported that the committee heard reports from Complete Florida and UF Online. He said that the committee received a status report on the implementation of the recommendations of the Task Force on Postsecondary Online Education.

A. Committee Priorities

Mr. Lautenbach presented the committee priorities for the next two years. He reviewed the charge for the committee and said that key words for the focus of the committee are transformative and innovative. Mr. Lautenbach said that the committee will form an advisory group to help vet issues and to provide guidance on developing System-wide



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policies. He said that the committee will review critical trends and emerging issues and reported that staff has already begun identifying innovations in higher education.

Mr. Lautenbach said that the committee will monitor the recommendations of the Task Force on Postsecondary Online Education. He said that the committee will hold a meeting on May 8<sup>th</sup> at Florida Gulf Coast University to discuss current online efforts in the System.

17. Health Initiatives Committee Report

Chair Hosseini called on Mr. Morton for the Health Initiatives Committee report. Mr. Morton reported that the committee held its first meeting and approved its work plan. He stated that the committee discussed emerging trends in the health arena.

A. Committee Priorities

Mr. Morton presented the committee priorities for the next two years. He reviewed the predicate for the committee. He stated that the committee's responsibility will cover issues that impact approximately 40% of the State's economy, the majority of university research, and the preponderance of new high-paying jobs in the State.

Mr. Morton informed the Board that the work plan will begin with an environmental scan to determine where we are in health initiatives as a State. He said that the anticipated timeframe of the environmental scan is ten months and will include the input of the advisory group. He said that the report on the environmental scan should be on the agenda for the Board in January 2015.

Mr. Morton reported that the committee's next step would involve developing a strategic plan for health initiatives to benefit the students and taxpayers of Florida. He said that the Health Initiatives Committee would work with the Strategic Planning Committee to ensure that the committee's strategic plan is closely integrated with the Board's strategic plan.

B. Approval of Committee Two-Year Work Plan

Mr. Morton moved that the Board Approve Health Initiatives Committee Work Plan. Mr. Colson seconded the motion, and the members of the Board concurred unanimously.

18. Legislative Affairs Committee Priorities

Chair Hosseini called on Mr. Beard to present the priorities of the Legislative Affairs Committee for the next two years. Mr. Beard reported that the committee would

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continue tracking bills this Session. He said that the committee will work in the second year on finding a source of funding for facilities projects.

Mr. Beard reported that the Legislature passed the GI bill and that the bill is awaiting the signature of the Governor. He further reported that the budgets were released yesterday, that staff was reviewing them, and that members would receive additional information soon. He also provided an update on some of the bills being considered by the Legislature including bills addressing performance funding, public-private partnerships, Florida Prepaid, Bright Futures, residency requirements for illegal immigrants, differential tuition, other tuition increases, and revenue to address the PECO issue.

#### 19. Facilities Committee Priorities

Chair Hosseini called on Mr. Huizenga to present the priorities of the Facilities Committee for the next two years. Mr. Huizenga reported that the committee would focus on providing an appropriate level of facilities funding and would review the current LBR forms to ensure that they provide the data necessary to effectively evaluate projects and to identify the strategic importance of monies requested. He said that the Board would adopt the primary project list in September and hold another meeting in October to review the facilities projects requested by the universities. He stated that the committee would finalize the Fixed Capital Outlay Legislative Budget Request in January.

Mr. Huizenga reported that the committee would review and approve the educational plant survey. He said that the plant survey process would become a comprehensive master planning document.

Mr. Huizenga reported that the committee would work with the Board of Trustees and university presidents to determine which facilities would best enhance the university's distinctive mission. He said that the committee would seek guidance from the Academic and Student Affairs Committee on whether unnecessary programs or program duplication would affect needs for additional facilities.

Mr. Huizenga stated that the committee would work to implement any legislation coming from Legislative Session regarding public private partnerships. He also said that the committee will continue to consider bond issuances as they arise.

#### 20. Concluding Remarks and Adjournment

Chair Hosseini reported that the next meeting on the calendar is a conference call scheduled for May 8<sup>th</sup>. He advised members that there would not be a conference call for the whole Board; instead, the Innovation and Online Committee would hold an in-

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person meeting at Florida Gulf Coast University to hear reports from each of the universities about online efforts.

Chair Hosseini reminded members Board that the next in-person meeting would be held on June 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> at the University of Central Florida. He said that he looks forward to the three-day meeting.

Mr. Fassi said that he would like to recognize Chancellor Criser and the Board office staff for the work that they do on behalf of the students and the System. He said that it had been a pleasure to serve under both Chair Colson and Chair Hosseini. Chair Hosseini thanked Mr. Fassi for the work that he had done for the past year. He said that Mr. Fassi had done a great job representing the students.

Having no further business, the meeting was adjourned at 2:12 p.m., March 20, 2014.

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Mori Hosseini, Chair

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Monoka Venters,  
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Chancellor's Report to the Board of Governors

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**PROPOSED BOARD ACTION**

For Information Only

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

Chancellor Marshall Criser III, will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Marshall Criser III

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS

June 19, 2014

**SUBJECT:** Public Comment

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**PROPOSED BOARD ACTION**

For Information.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Article V, Section H, Board of Governors Operating Procedures; Section 286.0114, Florida Statutes

**BACKGROUND INFORMATION**

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Chair Mori Hosseini

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT: Consideration of Confirmation of President for Florida Polytechnic University**

**PROPOSED BOARD ACTION**

Consider the confirmation of Dr. Randy Avent as the first president of Florida Polytechnic University as recommended by the Board of Trustees of Florida Polytechnic University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Section 7, Article IX, Florida Constitution; Board of Governors Regulation 1.001  
University Boards of Trustees Powers and Duties

**BACKGROUND INFORMATION**

Sub-paragraph (5)(c) of Regulation 1.001 provides that the board of trustees shall select its president subject to confirmation by the Board of Governors. The candidate shall be required to appear before the Board of Governors for the confirmation. A two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees.

On April 14, 2014, the Board of Trustees of Florida Polytechnic University selected Dr. Randy Avent to serve as the first president of Florida Polytechnic University. The Florida Polytechnic University Board of Trustees Chair Robert H. Gidel requested confirmation of Dr. Avent's selection by the Board of Governors.

Florida Polytechnic University provided the following documents for review:

- (1) Letter from Florida Polytechnic University Board of Trustees Chair including the Compliance Statement,
- (2) Search Process,
- (3) Selection/Search Criteria,
- (4) Search Timeline,
- (5) Names of Search Committee Members,
- (6) Position Announcement,
- (7) Candidate's Letter of Application,

- (8) Candidate's Curriculum Vitae, and
- (9) Summary of Contractual Provisions.

The selection is pending confirmation by the Board of Governors.

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- Supporting Documentation Included:**
- 1. Letter from Florida Polytechnic University Board of Trustees Chair including Compliance Statement,
  - 2. Search Process
  - 3. Selection/Search Criteria,
  - 4. Search Timeline,
  - 5. Names of Search Committee Members,
  - 6. Position Announcement,
  - 7. Candidate's Letter of Application,
  - 8. Candidate's Curriculum Vitae, and
  - 9. Summary of Contractual Provisions.

**Facilitators/Presenters:**

Mori Hosseini, Chair, Board of Governors  
Norman Tripp, Member, Board of Governors  
Florida Polytechnic University Presidential  
Search Committee  
Robert H. Gidel, Chair, Florida Polytechnic  
University Board of Trustees  
Dr. Randy Avent, Candidate

FLORIDA  
POLYTECHNIC  
UNIVERSITY

May 21, 2014

Morteza "Mori" Hosseini, Chairman  
Board of Governors  
State University System of Florida  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399

Dear Chair Hosseini:

On April 14, 2014, the Florida Polytechnic University Board of Trustees unanimously selected Dr. Randy Avent to serve as the University's first president. Dr. Avent is an accomplished academic leader and current Associate Vice Chancellor of Research Development at North Carolina State University. He personifies the innovative, entrepreneurial qualities that we hope to inspire in our future students. He has experience and a demonstrated commitment to applied research and academics.

Dr. Avent earned bachelor's, master's and doctoral degrees from the University of North Carolina, Chapel Hill. He earned a second master's degree from North Carolina State University. In addition, Dr. Avent completed the Greater Boston Executive Program at the MIT Sloan School of Management.

We have negotiated an employment agreement with Dr. Avent that was approved by the Florida Polytechnic Board on May 15, 2014. The contract is for a five year term and will commence on July 1, 2014. The annual base salary is \$385,000. The University's General Counsel has confirmed that the contract complies in all respects with Florida law, including but not limited to all statutory provisions governing presidential compensation, termination, and severance.

The Florida Polytechnic Board of Trustees respectfully requests that the Board of Governors approve Dr. Randy Avent's appointment as President of Florida Polytechnic University at the Board's June 19, 2014 meeting.

Please let me know if I can provide you any additional information in preparation for that meeting.

Sincerely



Robert H. Gidel  
Chairman

Cc: Chancellor Marshall Criser, III, State University of Florida  
Dr. Randy Avent, President-Select, Florida Polytechnic University



## Florida Polytechnic University Search Process

Board Chairman Rob Gidel announced the start of the search for the Founding President of Florida Polytechnic University on June 25, 2013 at a meeting of the Board of Trustees. Chair Gidel appointed all members of the BOT to the search committee along with Cindy Alexander, Foundation Board Chair. Mr. Norman Tripp was later appointed by the Chair of the Board of Governors to represent it on the search committee.

At its August 26, 2013 meeting, the Board authorized Chair Gidel to negotiate a contract with R. William Funk and Associates to assist the University with getting qualified candidates to apply for the position. Mr. Funk was introduced to the Board at its October 24, 2013 meeting after having signed a contract to assist the University.

At a December 16, 2013 the Board of Trustees discussed factors and issues that they might recommend to the Board of Trustees for use when evaluating candidates for the position. The Board then held a discussion with Bill Funk, whom it had hired to assist in the search process, posing questions to him and seeking his guidance on the search process.

The Presidential Search Committee held its first meeting on February 3, 2014 and appointed a Credentials Subcommittee, Compensation Subcommittee and a Collaboration Committee. At that same meeting the search committee discussed the search process and discussed a desire to have the Founding President begin work by July 1, 2014.

On March 7, 2014 and March 12, 2014 the Credentials Subcommittee met to develop a list of major qualifications for the person to be chosen as the Founding President of Florida Polytechnic University. They also identified other criteria that they felt would be important traits in the successful candidate.

The Compensation subcommittee met on April 8, 2014 and adopted a compensation study developed by the Association of Governing Boards and the College & University Professional Association for Human Resources. Based on that study, the Compensation subcommittee recommended that the contract be negotiated within the range presented in the study.

The Presidential Search Committee met on April 8, 2014 and took the following actions.

- (1) Approved the presidential selection criteria
- (2) Approved compensation guidelines as presented by the Compensation Subcommittee
- (3) Approved consideration of a list of 12 presidential candidates from among the list of 43 applicants
- (4) Approved consideration of a list of three candidates for discussion
- (5) Approved inviting Dr. Randy Avent and Dr. Robert McGrath to Lakeland for interviews and to meet with community leaders and staff.

On April 13, 2014 the Presidential Search Committee sat with approximately 75 community leaders and University staff they met and interacted with both candidates. Each candidate had a separate one hour meeting with the group.

## **Florida Polytechnic University Search Process**

During its morning meeting of April 14, 2014 the Presidential Search Committee interviewed each candidate for 90 minutes using prepared questions and questions developed during the interviews. After considerable discussion, the search committee voted to recommend Dr. Randy Avent to the Board of Trustees as the Founding President of Florida Polytechnic University.

At its April 14, 2014 afternoon meeting, the Board of Trustees met and approved the compensation guidelines within which contract negotiations would occur. It then voted to adopt the Presidential Search Committee's recommendation of Dr. Randy Avent as the Founding President of Florida Polytechnic University pending confirmation by the Board of Governors.

## Florida Polytechnic University

### Presidential Selection Criteria

In the selection of Florida Polytechnic University's first President, the Credentials Subcommittee has approved the following criteria as primary guidelines for the Presidential Search Committee's review of applicants. The order of the criteria is prioritized based on a summary of the rankings by each subcommittee member.

1. **Leadership, Innovation and Vision.** The ability and talent to inspire and lead faculty, staff, students and supporters of the University. Should demonstrate innovation and vision to develop and grow this new institution in a manner consistent with its mission and vision.
2. **Develop Funding and Support.** Experience attracting and securing private funding, public and private grants, and legislative appropriations, together with the creation of on-going relationship with public and private stakeholders.
3. **STEM Background and Experience.** Educational, experiential and administrative/managerial background in one or more STEM disciplines.
4. **Educational Leadership and Administrative/Managerial Experience.** Administrative and/or organizational responsibilities for a significant operation, with preference for experience as a dean, provost, vice president or president of an academic institution.
5. **Communications.** The ability to listen and appreciate information from others, and to effectively express verbally and in writing information and ideas in a manner that will persuade, motivate and gain support from an audience, large or small.
6. **Legislative and Government Interaction.** Prior experience working with and obtaining support from government executives, administrators and legislators for a public or private institution.

The subcommittee recognized that no list of criteria is complete and that the unique experience and qualifications of each applicant requires that a wide range of issues will be considered during the selection process. Other criteria recognized by the subcommittee as relevant in the selection process, in no particular order, include: Entrepreneurial and/or enterprise venture experience, Florida knowledge, motivation, private business experience, academic and/or private research background, and educational achievements.

## Florida Polytechnic University Presidential Search Timeline

Activity	Date
Contract with search firm	September 2013
Advertise Position	October 2013 until filled
Chairman Gidel appointed Committees & Subcommittees (Search Committee, Compensation Subcommittee, Credentials Subcommittee, Collaboration Committee)	February 3, 2014
Credentials Subcommittee identified credentials to guide selection	March 12, 2014
Compensation Subcommittee developed compensation guidelines for contract negotiations	April 8, 2014
BOT adopted compensation guidelines for contract negotiations	April 8, 2014
BOT created a short list of candidates for consideration	April 8, 2014
BOT identified candidates to interview	April 8, 2014
Candidates met with community leaders and staff	April 13, 2014
Search Committee Interviews candidates	April 14, 2014
BOT considers Search Committee recommendation for Founding President	April 14, 2014
BOT approves selection of Founding President	April 14, 2014
BOG interviews president-select	June 19, 2014 Set by BOG
Founding President begins	July 1, 2014 (desired start date)

**Florida Polytechnic University  
Presidential Search Committee**

 <p><b>Robert H. Gidel</b> Chairman, Presidential Search Committee</p>	 <p><b>Richard Hallion</b> Chairman, Credentials Subcommittee</p>
 <p><b>Don Wilson, Esq.</b> Chairman, Collaboration Subcommittee</p>	 <p><b>Cindy Alexander</b> Chair, Florida Polytechnic University Foundation</p>
 <p><b>R. Mark Bostick</b></p>	 <p><b>William M. Brown</b></p>
 <p><b>Sandra Featherman</b></p>	 <p><b>Scott Hammack</b> Chairman, Compensation Subcommittee</p>
 <p><b>Dr. Robert MacCuspie</b></p>	 <p><b>Frank T. Martin</b></p>
 <p><b>Bob Stork</b></p>	 <p><b>Norman D. Tripp</b> Board of Governors</p>

**FOUNDING PRESIDENT**  
**FLORIDA**  
**POLYTECHNIC**  
**UNIVERSITY**

*One of the most exciting initiatives in higher education is literally rising from the ground in Lakeland, Florida. Florida Polytechnic University, the 12th university in the Florida State University System, is being developed on a 150 acre tract between Orlando and Tampa. Anchored by a spectacular marquis building designed by internationally renowned architect Santiago Calatrava, the Florida Polytechnic University will be home to an innovative approach to educating students in applied STEM areas.*

When classes begin in August 2014, there will be two colleges – (1) Engineering and (2) Technology and Innovation - offering six degrees. The entering class of 500 students will include both freshman and transfer students who will all receive tuition scholarships for their entire student experience at the University. Faculty are currently being hired and an interim administrative team is working under the guidance of the Board to lay the groundwork for the opening of classes.

The University's *Mission Statement* states that the University's goal 'is to educate students emphasizing Science, Technology, Engineering and Mathematics (STEM) in an innovative, technology-rich, and interdisciplinary learning environment. The University collaborates with industry partners to offer students real-world problem-solving, work experience, applied research and business leadership opportunities. Florida Polytechnic prepares students to assume available leadership positions in the dynamic technological landscape in Florida, the nation, and the world.' (You are encouraged to learn more about the University at its website <http://floridapolytechnic.org>.)

The President reports directly to the Board of Trustees and is the chief executive officer of the University. The President is responsible for the execution of the strategic plan and the effective development and operation of FPU. The Board seeks President candidates who embrace and personify the DNA of the University. We are seeking individuals from the STEM areas who are visionary, innovative, and forward-thinking. The best candidates will have an entrepreneur spirit and a strategic perspective. The President will work closely with leaders in the business community and state government to assure that the University's educational offerings are appropriately serving the needs of students, the high technology industry and the State of Florida.

Applications and nominations should be submitted to our consultant at the address below by December 31 to assure optimal consideration.

**FPU President Search**  
**R. William Funk & Associates**  
**100 Highland Park Village, Suite 200**  
**Dallas, Texas 75230**  
**Email: [krisha.creal@rwilliamfunk.com](mailto:krisha.creal@rwilliamfunk.com)**  
**Fax: 214/295-3312**

*~Florida Polytechnic University is an affirmative action/equal employment employer.~*  
**[Please note that this search is being conducted consistent with the State of Florida's Sunshine Laws.]**

**The ad ran in the following publications.**

Chronicle of Higher Education  
October 11 & October 18 Issues

Hispanic Outlook  
October 7 Issue

DIVERSE  
October 24 Issue

Women In Higher Education  
November 1 Issue

1806 Stillwater Drive  
Raleigh, NC 27607  
December 16, 2013

Mr. William Funk  
R. William Funk & Associates  
100 Highland Park Village  
Dallas, Texas 75205

Dear Mr. Funk,

Thank you for your recent letter informing me of my nomination for the President of Florida Polytechnic University. I agree this is one of the most exciting initiatives in STEM education, and I am delighted to be nominated as a candidate. With the right visionary leader, a new STEM-based higher education institution that honors academic traditions while incorporating modern business practices will surely promote excellence and innovation in Florida's high-tech industry.

Having demonstrated the ability to build and lead successful strategic initiatives at several institutions, I feel I am well suited for this task. As outlined in my Curriculum Vitae, I have broad experience in the life and engineering sciences with academic, industry, government, national laboratory, and start-up experience. I have a strong history of visionary leadership in diverse environments and experience in connecting universities with industry and government. I also have experience in leading and managing strategic initiatives, and I have been involved in several of the policy debates surrounding the US technology base including H1B Visas, STEM education, and manufacturing.

As an innovative leader I will grow Florida Polytechnic University into a premier STEM University by building strong alliances with industry and preparing students for today's complex workforce. But since most companies no longer offer lifetime employment, we must also strive to insure our students become lifetime employable. We will accomplish this by offering strong classroom programs combined with Co-ops and internships, the single most important factor in predicting whether graduates are employed. We will be responsive to national trends like the advanced manufacturing initiatives, cyber-security, data science, and others and introduce a project-based curriculum like that at Olin College or at our Institute for Advanced Analytics at NC State.

As I hope you see, I have many talents matched to today's public institutional needs like business acumen, leadership skills, personnel and fiscal management, industry connections and government service. I am very interested in this leadership position and would welcome the opportunity to further discuss my initiatives and philosophies with the search committee. I appreciate your consideration and welcome any questions you may have concerning my application.

Best,



Randy K. Avent



**Randy K. Avent**  
NC State University

1806 Stillwater Drive  
Raleigh, NC 27606  
(m) 919-614-0363 (w) 919-513-2457  
[randy.avent@gmail.com](mailto:randy.avent@gmail.com)

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#### EDUCATION

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- 2005 **Greater Boston Executive Program**  
MIT Sloan School of Management
- 1986 **Ph.D., Biomedical Mathematics and Engineering**  
University of North Carolina, Chapel Hill
- 1986 **M.S., Electrical Engineering**  
North Carolina State University
- 1984 **M.S., Biomedical Mathematics and Engineering**  
University of North Carolina, Chapel Hill
- 1980 **B.S., Zoology**  
University of North Carolina, Chapel Hill

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#### WORK HISTORY

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**North Carolina State University**

- (2012-pres) Associate Vice Chancellor for Research Development
- (2011-pres) Professor, Department of Computer Science
- (2013-pres) Founding Director, Data Science Institute (in planning)

**Synstreams, LLC**

- (2012-pres) Cofounder & CEO

**Office of Secretary of Defense, Office of Basic Research**

- (2009-2011) Chief Scientist (IPA)

**Massachusetts Institute of Technology, Lincoln Laboratory**

- (2006-2009) Associate Chief Technology Officer
- (2002-2005) Founding Leader, Airborne Communications Laboratory
- (1999-2002) Founding Leader, Advanced Decision Theory Laboratory
- (1998-1999) Associate Leader, Adaptive Beamforming Laboratory
- (1996-1998) Assistant Leader, Adaptive Beamforming Laboratory
- (1990-1996) Principal Investigator, Real-time Discrimination Laboratory
- (1986-1990) Research Scientist, Bistatic Scattering Phenomenology

**BBN Technologies Inc.**

- (2005-2006) Vice President

**Aventure Pharmaceutical Consulting**

- (1980-1983) Founder & CEO

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EXPERIENCE

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**ADMINISTRATIVE LEADERSHIP**

1. Current position is Associate Vice Chancellor of Research Development, where I am in the final stages of reorganizing along three themes: Opportunity Development, Infrastructure Development, and Proposal Development.
2. Opportunity Development focuses on identifying and preparing faculty for funding opportunities.
  - a. Leading effort to increase faculty use of commercial packages to help find funding solicitations matched to their individual research interests.
  - b. Created a new faculty-training program to help early career faculty improve grantsmanship skills, learn more about federal agencies by participating in panel discussions, and receive individual mentoring on a proposal of their choice.
  - c. Creating a new faculty-training program focused on “Team Science” and building interdisciplinary research programs.
  - d. Improving Limited Submission program through tighter integration with proposal development, proactive planning of cyclical large proposals, and a more strategic approach to internal competitions.
  - e. Analyzing performance of current seed funding efforts and proposing new initiatives like travel funding and quick-turnaround seed funds.
  - f. Formed a new charter for the standing University Research Committee to represent the faculty voice on research matters, and to vet and advise on emerging issues related to research. I often use the URC to find faculty “pain points” our office should be addressing and to communicate new initiatives to faculty.
3. Infrastructure Development is a new role for this office and focuses on improving the horizontal structures within the university like Centers and Institutes (C/Is), and Laboratories and Cost Centers.
  - a. Increasing oversight of C/Is with the goal of reviewing all C/Is that have not been reviewed in the last five years. Also building instrumentation to track research funding and student education in each C/I, developing a plan to refresh our C/Is, and discussing new organizational structures around interdisciplinary C/Is and how F&A is returned to them.
  - b. Rolling out new program to allow faculty to share equipment and vote on university investments in new equipment. Analyzing laboratory equipment and service cost centers to develop a plan to make them more sustainable and efficient.
4. Proposal Development helps faculty with all aspects of developing large interdisciplinary winning proposals. Our Proposal Development Unit (PDU) works only on proposals over \$1M (FY12 average size was \$8.75M) and has a hit rate approaching 50%.

- a. Developing plan to grow the PDU impact by helping new faculty struggling to get their first grant through a mentoring program that includes three phases: planning, budgeting, and review using interns.
  - b. Improving the integration and alignment of the PDU with Colleges hiring internal proposal developers and Research Administrators.
5. Played various roles in several leadership programs:
  - a. Participated in a Strategic Transformational Leadership Program for university administrators.
  - b. Led leadership effectiveness training at MIT Lincoln Laboratory; helped create educational offsite to improve leadership, collaboration, interpersonal skills, and to promote cross-disciplinary interactions.
  - c. Developed program to better equip emerging leaders for their new roles.
  - d. Led internal committee that responded to leadership issues.
  - e. Helped develop a nationally known outreach extension course for educating national security leaders in new and important technology areas.
6. Served in the Office of Basic Research in the Office of the Assistant Secretary of Defense for Research and Engineering (ASD(R&E)) through an Interagency Personnel Agreement (IPA) from MIT.
  - a. Appointed as Chief Scientist and provided scientific oversight for research programs in the defense component offices (ONR, AFOSR, ARO, DTRA, and DARPA).
  - b. Responsible for strategic planning and co-ordination with other federal research agencies like NSF, NIH, DoE, and NASA.
  - c. Maintained awareness of the international research community to prevent “technology surprise”.
  - d. Acted as a liaison to universities and often interacted with congressional staff to discuss strategies and specific programs.
7. ASD(R&E) lead on an effort to review and grow the use and engagement with both Federally Funded Research and Development Centers (FFRDCs) and University-Affiliated Research Centers (UARCs).
  - a. Developed new management plans and operating regimes for both types of these important national laboratories.
  - b. Started an annual meeting to grow collaborations and discuss impediments to the efficient use of these important national laboratories.
8. Helped build a new Chief Technology Office for a \$740M MIT laboratory focused on applied research and technology development.
9. Routinely tasked to lead new research groups in crucial technology areas deemed important to MIT.
  - a. Built three laboratories in nine years, growing each to over 70 staff and ~ \$20M in annual funding.
  - b. Attracted twenty new researchers from top engineering universities. Inspired, motivated, developed, and mentored junior researchers and staff.

## TECHNICAL LEADERSHIP

### ANALYTIC SCIENCES

1. Recently won the largest research program (\$60.75M) in the history of NC State University to build a government funded Laboratory for Analytic Sciences (LAS).
  - a. Identified and built an interdisciplinary team consisting of faculty from seven different Colleges and three different universities.
  - b. Led negotiations with industry partners to include SAS, IBM, Cisco, Signalscape, and Tigerswan. Overseeing issues related to subcontracts like IP policies, flow-downs, ...
  - c. Authored the final proposal to win both the construction and research contracts. Since then, won an administrative task order and built a strong administrative team.
  - d. Overseeing construction of government facility on campus designed to grow translational research in analytics. The laboratory houses both government analysts and researchers, where they work hand-in-hand with faculty and industry to develop advanced analytics for national security applications.
  - e. Worked with our Compliance and General Counsel office on several issues related to this facility including modifications to the existing research policy, application for an NC State Secure Facility Clearance, pre-publication review policy, and many others.
  - f. As the Principal Investigator, led an FY13 research proposal that included eight research thrusts in analytic sciences. Made subawards from that proposal to 28 faculty members across eight Departments, two partner universities (Duke and UNC), and three industry partners. Award included both fully funded and seed funded efforts. Currently working on an FY14 plan.
2. Heavily involved in local leadership around "Big Data" and Analytics to include:
  - a. Working with Greater Raleigh Convention and Visitors Bureau to develop an impactful event for Raleigh centered on Big Data.
  - b. Helping NC Datapalooza, an open-data competition to build new applications and catalyze economic impact - judged first competition and am now part of the planning committee.
  - c. Participate in, and often brief, the Triangle-Area Analytics Group, an association of Research Triangle Park companies in big data and analytics that regularly meets to discuss issues like recruiting, developing talent, and opportunities.
  - d. Working with Duke and UNC to develop a consortium that combines the complementary strengths of each institution to strengthen the existing cluster economy in data science within Research Triangle Park.
3. Currently building a multi-departmental research Data Science Institute at NC State University.

- a. Created and led an analytics working group to integrate departmental visions and efforts in analytics.
  - b. Held two major faculty events to increase collaborations, garner support, and develop a strategic plan to balance research opportunities with faculty talents.
  - c. New institute houses both fundamental research in formal methods and applied work in industry funded sectors (e.g., national security, health care, energy, education, and business). Institute will also devote a percentage of its budget and staff to help internal faculty struggling with large data sets in their research.
  - d. Developing new course in Data Science to be co-taught by Computer Science and Statistics.
4. Won an internal cluster hiring initiative through the Chancellor's Faculty Excellence Program.
    - a. Chairing search to hire four senior faculty members in Data Science to strengthen our education and research programs in this important area.
    - b. Hires include Discrete Math (Mathematics), Analytics (Statistics), Data Storage (Computer Science), and Machine Learning (Computer Science).
  5. Developed an ASD(R&E)-led program in unstructured text mining to identify, learn, and highlight classified text in documents. This program addressed a presidential executive order in declassification research.
  6. Worked with federal agencies (NSF, NIH, DoE, NASA, DNI) to coordinate investments in "Big Data" as part of a national program. Office of Science & Technology Policy (OSTP) initiated this effort, but I took the lead in visiting other agencies to develop mechanisms for coordination.
  7. Developed and led a major multi-institutional program focused on "Data-to-Decisions". Identified this problem as a key strategic technology area for the ASD(R&E). Defined a six-year program aimed at developing crosscutting science and technology in this area. This program primarily focused on developing advanced analytics for unstructured spatial, spectral, temporal, and textual data sources.

#### CONVERGENCE (AKA "NEW BIOLOGY")

1. Developed concept for a jointly owned "Convergence Center" that combines medical and life sciences research at UNC Chapel Hill with physical and engineering sciences at NC State University.
  - a. Highlighted need for this initiative by analyzing trends in: (a) MA, NJ, CA, and NC biotech industries; (b) Venture Capital funding; (c) emergence of new institutes dedicated to Convergence Sciences.
  - b. Briefed this concept to senior leaders at several venues to gain support, e.g., NC Biotechnology Center, Research Triangle Foundation, RTI International, The Hamner Institute, UNC Partnership Council Meeting, NC State and UNC Vice Chancellors and Duke Vice Provost, and others.

- c. Portions of this concept were incorporated into the most recent UNC General Administration Strategic Plan.
2. Concept being adopted by two efforts to renew and modernize Research Triangle Park:
  - a. Continue to hold discussions with a non-profit institution planning to build new thrusts and facilities to catalyze convergence research in Computational Biology.
  - b. Approached by Foundation Board Member to represent academic interests in building a new convergence facility that houses faculty from Duke, NC State, UNC, and local biotech industry.
3. Participated on National Academies Study on “Key Challenges in the Implementation of Convergence”.

#### STRATEGIC INITIATIVES

1. Working with our Smarter Campus Partnership and Energy Councils to develop a sustainable plan and roadmap for growing a Smart Grid Testbed.
  - a. Testbed includes a large solar array, storage, DC distribution network, and technology developed within our FREEDM NSF Engineering Research Center.
  - b. Plan provides a translational path to bridge laboratory developments and commercial industry on a smaller scale at NC State’s Centennial Campus.
2. Working with faculty to help advance several initiatives in advanced manufacturing:
  - a. Invited by MIT to hold teaming discussions, developed a plan for how to work with them on several thrusts.
  - b. Participated in joint Duke, NC State, UNC, Wake Forest, and RTI planning discussions on the National Network for Manufacturing Initiatives (NNMI).
  - c. Supported faculty efforts to develop three proposals out of NC State for NNMI.
3. Participated in the National Academies of Engineering Grand Challenges Summit on “The New Engineering Frontier: Manufacturing for the Grand Challenges”.

#### INTERDISCIPLINARY RESEARCH

1. Developed concept to bring together a team of social scientists from the School of Public and International Affairs and the Triangle Security Studies Institute with Computer Scientists conducting research in visual analytics, sentiment analysis, and geospatial analytics to do in-depth real-time analysis of current world events.

2. Responsible for growing interactions between MIT campus and Lincoln Laboratory through several formal and informal committees.
  - a. Worked regularly with campus to identify joint research areas and build collaborations.
  - b. Organized several venues, like offsites and seminars, aimed at increasing collaboration within the MIT community.
  - c. Generated a new operating model based on translational research that integrated basic research with end-users.

#### INDUSTRY FUNDED RESEARCH

1. Helped build the Eastman Chemical Center of Excellence at NC State, which includes \$10M in industry research funding across six years, an industrial partnership located on Centennial Campus, and outreach activities through a yearly gift.
  - a. Helped negotiate Master Research Agreement and IP rights terms. Program was partially responsible for NC State re-engineering our licensing and IP policies to become more industry friendly.
  - b. Developed operating approach and processes to fund both strategic research and emerging opportunities in chemistry, chemical engineering, materials, and forest biomaterials. Approach teams internal “Eastman Champions” with faculty to maximize translation from campus into Eastman products.
  - c. Chair the Research Steering Team that oversees all efforts and policies resulting from this award.
2. Hired new staff and proposed development of an industry engagement strategy that grows our corporate research funding. Effort was later transitioned to our developing Partnership Office.
3. Regularly meet with potential industry teams that visit Centennial Campus to discuss partnership opportunities. In active discussions with teams from Aerospace, Analytics, Publishing, Information Technologies, Biotech, and others.

#### STRATEGIC PLANNING

1. Led strategic plan for growing defense research at NCSU that focused on three important trends in DoD: (a) lack of national security strategy drove increases in basic research; (b) agile threats require translational research programs with rapid developments; and (c) aging federal STEM workers increases need for workforce replacement programs.
2. Leading strategic plan for the Research Development Office to grow our support of faculty research. Plan sets four goals around: (a) strategic research advancement; (b) increasing interdisciplinary collaborations for solutions to grand challenges; (c) improving instrumentation and laboratory infrastructure; and (d) provide more services to aid faculty in finding and winning grants. Each goal consists of several objectives that each includes Action Items assigned to staff members.

3. Led a National Computer Science Research Initiative to identify key research grand challenges in computer science. Study was initiated to reinvigorate research in the computer sciences and outlined important research areas, key technical issues, support mechanisms, and policy issues surrounding computer science research. Two key initiatives were taken from this study for focused investments from ASD(R&E).
4. Developed a basic research strategy that balanced need-driven research objectives with opportunity-driven ones. The plan highlighted more than a dozen important S&T areas for focused defense investment and was used to help shape the ASD(R&E)'s DOD strategic technology investments.
5. Led a global technology study that examined research advances in leading international countries and identified critical areas where US technical advances were deteriorating. Developed a 10-year strategic plan that identified important future technology areas for MIT and Lincoln Laboratory and then realigned internal investments to stimulate innovation in these science and technology areas. Key pieces of the plan for Lincoln Laboratory centered on growing computer science research, with specific emphasis on computer network defense, and led to the creation of a new Division at LL. Plan also identified requirements for student core competencies and curriculums and developed an implementation roadmap.
6. Led a strategic committee that responded to critical issues surrounding the growth, administration, and fiscal management of MIT Lincoln Laboratory.
7. Developed a corporate strategic growth plan for BBN that expanded their core technologies (acoustics, speech, and signal processing) into new funding organizations: launched this expansion by generating four significant proposals in vital areas.

#### **ENTREPRENEURSHIP**

1. Teamed with Duke and UNC on an NSF I-Corps Node proposal to grow entrepreneurship programs within the Research Triangle Park.
2. Co-founded a small company (Synstreams, LLC) to transition select machine learning applications in behavioral analytics for mobile devices. Initial applications focus on detecting distracted driving and building an active authentication application.
3. Developed new program to stimulate patent production and technology transition at MIT/LL. Worked with the MIT Entrepreneurship Center and Communications Office to develop new approaches for transitioning technology to high-tech small businesses. Also worked with the MIT Technology Licensing Office to streamline internal processes and encourage patent applications.



4. Built a start-up consulting company in pharmaceutical engineering before returning to graduate school.

#### FISCAL MANAGEMENT

1. Helped manage annual internal research (seed funds) and infrastructure investments of \$53.3M/year. Developed a basis for investing these funds built on acquiring specialized assets that secured long term funding for new research areas.
2. Took control of a struggling laboratory operating in the red and turned it into a success within two years by reducing cost, defining a vision, setting goals to achieve that vision, creating teams to focus on those goals, and providing technical oversight. I also reduced operating costs, implemented a number of initiatives to help researchers minimize administrative overhead, refocused the research agenda, and made stronger connections to the sponsoring community.
3. Created and managed program budgets and spending profiles for each group; raised funds, oversaw proposals, developed sponsor relationships, and administered all programs and personnel to comply with federal research guidelines.

#### POLICY

1. Lead the University Research Committee (URC) of faculty representatives from each College to discuss university policies and issues related to research. Led effort to streamline and update NC State's university Research Policy.
2. Worked on numerous policy issues while serving as the Chief Scientist in DoD that affected university operations including:
  - a. Helped rewrite "troublesome clauses" policy to prevent publication restrictions on basic and applied research at universities. This new policy addressed flow-down clauses and mandated that each agency provide guidance on implementation.
  - b. Reviewed research portfolios across the DoD enterprise to identify gaps and duplicative efforts.
  - c. Worked on OMB Administrative caps, Murtha IDC limits, uniform Research Performance Progress Report (RPPR), ...
3. Serve on the IEEE R&D Policy Committee that addresses numerous issues that affect STEM fields like:
  - a. H1B Visa
  - b. STEM Education
  - c. Education mismatch between academia and industry
  - d. R&D Tax Credit
  - e. Export Control

**RESEARCH EXPERIENCE (SELECT EXAMPLES)**

1. Developed numerous superresolution approaches to improve image reconstruction for analytics - techniques resulted in a doubling in ROC performance and was responsible for turning a failed program into a transition success.
2. Pioneered many advances in Automatic Target Recognition (ATR) including vector-quantized templates, persistence-weighted classification, spatial and spectral fusion techniques. Also developed concepts for exploiting angular and frequency signatures to type scatterers and use that for improved classification.
3. Derived fundamental theory for image analytic performance bounds as a function of added domains; helped develop fundamental contrast ratio measurements. Used this work to identify the most important sensing parameters for future sensors. Also used this work to highlight new algorithmic approaches.
4. Pioneered innovative architecture for multi-sensor fusion that used multi-spectral data for foundation feature extraction and maximum likelihood classification for vehicles. Fusion was accomplished using a directed acyclic graph that incorporated contextual information. System was transitioned to an operational site and provided a high p<sub>d</sub>, low false alarm rate approach for their operational requirements.
5. Made significant advances in building robust trackers for video and GMTI data. Led a program that pioneered the use of multi-aspect profiles of moving vehicles for identification. Developed new approaches to tracking that combined vehicle features with kinematics.
6. Developed additional key concepts in analytics for moving vehicles. Concept centered on detecting abnormal behaviors using a sampled system. Demonstrated their use and performance using Norfolk traffic data.
7. Developed new architectural approaches for building social networks from motion, image and factual data sources.
8. Analyzed interferometric and stereo SAR approaches for generating 3D images. Derived bounds for 3D image classification and developed several algorithms that used this information to provide more robust classification.
9. Developed game-theoretic approach for autonomous reasoning and learning.
10. Developed trend detection and prediction techniques for biomedical monitoring systems; created Markov population models for endangered plant species.

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**SERVICE**

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**BOARD MEMBERSHIPS**

- 2013      Advisory Board, UNC Applied Physical Sciences Program  
Chapel Hill, NC
- 2012      Board Member, Institute for Rare, Orphaned & Neglected Diseases (IRON)  
The Hamner Institute, Research Triangle Park, NC
- 2012      Board Member, Tigerswan, Inc.  
Apex, NC
- 2012      Advisory Board, UNC Kenan Planning Advisory Board  
Chapel Hill, NC
- 2011      Advisory Board, Center for Homeland Defense & Security (CHDS)  
Fayetteville State University, Fayetteville, NC

**SEARCH COMMITTEES**

- 2013      Chair, Search Committee for Associate Vice Chancellor of Sponsored  
Programs.
- 2012      Chair, Cluster Hire in Data-Driven Science to hire four senior faculty  
members in Discrete Mathematics, High Performance Data Storage,  
Analytics, and Machine Learning and Natural Language Processing.
- 2012      Member, Search Committee to hire senior Statistics faculty member in  
Forensic Sciences.
- 2012      Member, Search Committee for Deputy Director, Renaissance Computing  
Institute.

**GENERAL COMMITTEES**

- 2012      Member, Centennial Campus Visioning Committee
- 2012      Panel Chair, Biomedical Sensing, Innovations in Biomedical Materials
- 2011      Member, NC State Defense Network (DEFNET) Steering Group
- 2011      Development Committee, Southeastern Universities Research Association
- 2011      Member, UNC-GA Defense Applications Group (DAG)
- 2010      Member, IEEE-USA Research and Development Policy Committee
- 2010      Judge, IEEE Autonomous Robotics Speedway Competition
- 2009      Chair, IEEE Sensors Council, Eastern USA Member Chapter
- 2009      Member, Strategic Planning Committee for DoD STEM Education
- 2009      Member, National Security Science and Engineering Faculty Fellowship  
(NSSEFF) Selection Committee
- 2008      Appointed to MIT Interaction Committee
- 2006      Appointed to MIT Defense Core Advisory Committee

**STUDY COMMITTEES**

2009	Member, Defense Threat Reduction Agency (DTRA) Basic Research Review Panel
2009	Member, Air Force Office Scientific Research Review Panel
2009	Chair, National Computer Science Research Initiative
2008	Technical Chair, DDR&E Global Technology Study
2006	Member, Air Force Research Laboratory Oversight Committee
2005	Member, NGA Peer Review Panel
2005	Member, Non-imaging Infrared Study Committee
2004	Member, Decision Theory Study
2004	Co-chair, DARPA Cognitive Technology Panel
2003	Member, OSD Joint Decision Support Study Panel
2003	Member, Defense Science Board on Space Based Radar
2003	Co-chair, Integrated Sensing and Decision Support Conference
2003	Chair, Group Leaders Forum
2002	Technical Chair, Space Based Radar Summer Study
2002	Chair, Radar Data Processing Study Panel
2001	Member, MIT Management Effectiveness Committee
2001	Member, National Cruise Missile Defense Study Panel
2001	Member, Air Force Scientific Advisory Board on Time Critical Strike
2000	Chair, Joint Advisory Committee on Surveillance
2000	Member, National Air Defense Advisory Study
1999	Member, Army Science Board on Future Combat System
1998	Appointed to MIT Management Offsite Committee
1998	Member, SAR Exploitation Methodologies National Panel
1998	Appointed to Defense Technology Seminar Committee

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**CONTINUING EDUCATION**

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2009	Introduction to Defense Acquisition, DAU
2004	Negotiation for Senior Executives, Harvard University
2004	Dealing with Difficult People and Difficult Situations, Harvard University
2003	Developing a Successful Product and Technology Strategy, MIT
2002	Fundamentals of Finance for Technical Executives, MIT
2000	Project Management, MIT

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**AWARDS**

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2005	Distinguished Graduate of the Graduate School, University of North Carolina
1986	Governor's Fellowship Award, University of North Carolina
1984	Graduate Teaching Award, North Carolina State University

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**SOCIETY MEMBERSHIP**

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1. Institute of Electrical and Electronic Engineers, Senior Member
2. American Association for the Advancement of Science
3. National Industrial Defense Association

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**COMMUNITY SERVICE**

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|------|--|
| 2008 | Facilitator, Communities for Restorative Justice                                 |
| 2008 | Built furniture for needy family as part of ABC's Extreme Makeover, Home Edition |
| 2007 | Member, Committee to establish a C4RJ program in Acton, MA                       |

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**SPONSORED GRANTS AND CONTRACTS**

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1. **Title:** LABORATORY FOR ANALYTIC SCIENCES  
**Funding Agency:** US Government  
**PI:** Randy Avent  
**Amount:** \$60750K
2. **Title:** OPTICAL DATA FUSION  
**Funding Agency:** US Government  
**PI:** Randy Avent  
**Amount:** \$4000K
3. **Title:** MULTI-SENSOR FUSION ON A MANIFOLD  
**Funding Agency:** US Government  
**PI:** Randy Avent, Keith Sisterson, Michael Toups  
**Amount:** \$3200K
4. **Title:** DECISION SYSTEMS ON AIRBORNE PLATFORMS  
**Funding Agency:** Air Force (ESC)  
**PI:** Randy Avent, Joe Chapa  
**Amount:** \$3062K
5. **Title:** GAME THEORETIC APPROACH TO UAV CONTROL  
**Funding Agency:** Congressional Line  
**PI:** Randy Avent, Dan Morales  
**Amount:** \$50K
6. **Title:** COMPLEX ANALYSIS OF UNMANNED SURVEILLANCE SYSTEMS  
**Funding Agency:** Air Force

**PI:** Randy Avent, Al Bernard  
**Amount:** \$2860K

7. **Title:** SPACE BASED RADAR EXPLOITATION ANALYSIS  
**Funding Agency:** NGA  
**PI:** Randy Avent, Joe Chapa  
**Amount:** \$1500K
8. **Title:** AIRBORNE COMMUNICATION MULTI-BAND PHASED ARRAYS  
**Funding Agency:** Air Force (ESC)  
**PI:** Randy Avent, Kevin Kelly, Edward Taylor  
**Amount:** \$9750K
9. **Title:** PASSIVE RANGING FOR CONTACT MANAGEMENT  
**Funding Agency:** DARPA  
**PI:** Randy Avent  
**Amount:** \$550K
10. **Title:** DYNAMIC PROBABILISTIC ANALYSIS FOR SURVEILLANCE ARCHITECTURES  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Bob Atkins, Mike Shatz  
**Amount:** \$1000K
11. **Title:** COGNITIVE DECISION THEORY PANEL  
**Funding Agency:** DARPA  
**PI:** Randy Avent  
**Amount:** \$100K
12. **Title:** ATYPICAL BEHAVIOR DETECTION  
**Funding Agency:** Congressional Line  
**PI:** Randy Avent  
**Amount:** \$85K
13. **Title:** MULTI-STATIC RADAR EXPLOITATION  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Mark McClure  
**Amount:** \$450K
14. **Title:** SYMBIOTIC CONTROL TECHNOLOGIES  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Mark McClure  
**Amount:** \$200K
15. **Title:** COMPUTER VISION FOR SEEKERS  
**Funding Agency:** Army Research Laboratory  
**PI:** Randy Avent, Bob Atkins, Brian Zuerndorfer  
**Amount:** \$220K

16. **Title:** NON-COOPERATIVE MULTI-STATIC IMAGE RECONSTRUCTION  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Mark McClure  
**Amount:** \$250K
  
17. **Title:** PHENOMENOLOGY AND ALGORITHMS FOR RADAR-BASED DAMAGE INDICATION  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Andy McKellips  
**Amount:** \$500K
  
18. **Title:** 3D POLARIMETRIC ANALYSIS  
**Funding Agency:** DARPA  
**PI:** Randy Avent  
**Amount:** \$45K
  
19. **Title:** SYMBIOTIC COMMUNICATIONS  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Mark McClure  
**Amount:** \$6000K
  
20. **Title:** GRAPH-THEORETIC MULTI-SENSOR FUSION  
**Funding Agency:** Congressional Line  
**PI:** Randy Avent, Keith Sisterson  
**Amount:** \$3775K
  
21. **Title:** ADVANCED ISR MANAGEMENT  
**Funding Agency:** DARPA  
**PI:** Randy Avent  
**Amount:** \$700K
  
22. **Title:** AUTOMATIC VERIFICATION FOR MOVING VEHICLES  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Shawn Verbout, Ron Levin  
**Amount:** \$300K
  
23. **Title:** MOVING TARGET AUTOMATIC RECOGNITION  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Mark McClure, Ron Levin  
**Amount:** \$2400K  
  
**Title:** TEMPLATE-BASED AUTOMATIC TARGET RECOGNITION  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Jerry Benitz, Greg Owirka  
**Amount:** \$800K
  
24. **Title:** RADAR COMPLEX DATA EXPLOITATION  
**Funding Agency:** DARPA  
**PI:** Randy Avent, Andy McKellips, Mark McClure

**Amount:** \$1300K

25. **Title:** HIGH DEFINITION VECTOR IMAGING  
**Funding Agency:** US Government  
**PI:** Randy Avent, Jerry Benitz  
**Amount:** \$700K
26. **Title:** COUNTER-SNIPER RADAR ARRAY  
**Funding Agency:** DARPA STTR with TSA  
**PI:** Randy Avent  
**Amount:** \$264K
27. **Title:** HIGH-RESOLUTION, MULTI-POLARIZATION SAR PHENOMENOLOGY  
**Funding Agency:** US Government  
**PI:** Randy Avent  
**Amount:** \$1000K
28. **Title:** FUNDAMENTAL AUTOMATIC TARGET RECOGNITION BOUNDS  
**Funding Agency:** Congressional Line  
**PI:** Randy Avent, Larry Horowitz, Gary Brendel  
**Amount:** \$3345K
29. **Title:** WIRELESS INTRUSION DETECTION  
**Funding Agency:** US Government  
**PI:** Randy Avent  
**Amount:** \$3140K
30. **Title:** INTERIOR IMAGING PHENOMENOLOGY  
**Funding Agency:** US Government  
**PI:** Randy Avent  
**Amount:** \$800K
31. **Title:** BANDWIDTH EFFICIENT MODULATION  
**Funding Agency:** US Government  
**PI:** Ed Bucher, Randy Avent  
**Amount:** \$4125K
32. **Title:** FOPEN COHERENT CHANGE DETECTION  
**Funding Agency:** DARPA  
**PI:** Serpil Ayasli, Randy Avent  
**Amount:** \$285K
33. **Title:** FOPEN MOVING TARGET  
**Funding Agency:** DARPA  
**PI:** Serpil Ayasli, Bob Atkins, Randy Avent  
**Amount:** \$1200K
34. **Title:** COLLABORATIVE EXPLOITATION



**Funding Agency:** NGA  
**PI:** Allen Waxman, Randy Avent  
**Amount:** \$112K

35. **Title:** TERRAIN CHARACTERIZATION  
**Funding Agency:** DARPA  
**PI:** Serpil Ayasli, Keith Sisterson, Randy Avent  
**Amount:** \$1500K
36. **Title:** TARGETS UNDER TREES  
**Funding Agency:** DARPA/AFRL  
**PI:** Serpil Ayasli, Randy Avent  
**Amount:** \$930K
37. **Title:** AIRBORNE VEHICLE IDENTIFICATION  
**Funding Agency:** Air Force (ESC)  
**PI:** Bob Atkins, Randy Avent  
**Amount:** \$2790K
38. **Title:** RCS MODELING  
**Funding Agency:** Navy  
**PI:** Bob Atkins, Randy Avent  
**Amount:** \$3000K
39. **Title:** ADAPTIVE SEARCH AND CONTEXT EXPLOITATION  
**Funding Agency:** AFOSR  
**PI:** Allen Waxman, Randy Avent  
**Amount:** \$1100K
40. **Title:** PASSIVE UNDERWATER ACOUSTICS  
**Funding Agency:** Navy  
**PI:** Tom Green, Randy Avent  
**Amount:** \$3200K
41. **Title:** FUSED MULTI-SPECTRAL FEATURE EXTRACTION  
**Funding Agency:** NGA  
**PI:** Allen Waxman, Randy Avent  
**Amount:** \$700K
42. **Title:** 3D MULTI-SENSOR IMAGE FUSION AND DATA MINING  
**Funding Agency:** US Government  
**PI:** Allen Waxman, Randy Avent  
**Amount:** \$3230K
43. **Title:** DATA FUSION FOR NIGHT VISION  
**Funding Agency:** DARPA  
**PI:** Allen Waxman, Randy Avent  
**Amount:** \$1551K

44. **Title:** SENSOR ECCM  
**Funding Agency:** DARPA  
**PI:** Allen Waxman, Randy Avent  
**Amount:** \$1637K
  
45. **Title:** FOLIAGE PENETRATION PHENOMENOLOGY  
**Funding Agency:** DARPA  
**PI:** Serpil Ayasli, Randy Avent  
**Amount:** \$4800
  
46. **Title:** ADVANCED ANTENNA TECHNOLOGY  
**Funding Agency:** US Government  
**PI:** Irv Stiglitz, Randy Avent  
**Amount:** \$7843
  
47. **Title:** SUPERRESOLUTION IMAGING  
**Funding Agency:** US Government  
**PI:** Jerry Benitz, Irv Stiglitz, Randy Avent  
**Amount:** \$353K

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**RECENT INVITED & KEYNOTE TALKS**

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1. Avent, R., "NC State University Initiatives in "Big Data"", *Securboratorion Conference on Cyberdefense*, 2013.
2. Avent, R., "Analytics in Health Care", *Center for Personalized Health Care Annual Conference*, Ohio State University, 2013.
3. Avent, R., "Convergence of Life Sciences and Physical Sciences", *ASGSR Conference*, New Orleans, LA.
4. Avent, R., "Advanced Analytic Methods for Defense Applications", *Draper Laboratory Symposium on Analytics*, Cambridge, MA, 2013.
5. Avent, R., "Advanced Analytic Methods for Defense Applications", *Triangle Area Analytics Group*, 2012
6. Avent, R., "Basic Research in Nanotechnology", *Conference on Nanoelectronic Devices for Defense and Security*, 2009.
7. Avent, R., "Cross Conference Panel on Advanced Sensing and Data Analytics", *SPIE Defense Security and Sensing*, 2011.
8. Avent, R., "Trends in Defense Basic Research Funding", *2011 Engineering Research Annual Conference*, American Association for Engineering Education, 2011.
9. Avent, R., "Operations Research and Data Analytics in National Security", *INFORMS 2011 Northeastern Conference*, 2011.
10. Avent, R., "Data-to-Decisions", *68<sup>th</sup> Automatic Target Recognition Working Group on Activity-Based Intelligence Analysis*, 2011.

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**BIBLIOGRAPHY**

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A list of over 150 papers, technical reports, and talks is available upon request.

## Florida Polytechnic University Summary of Contract Provisions with Dr. Randy Avent

The Florida Polytechnic University Board of Trustees engaged the Association of Governing Boards to conduct a compensation study for the University. Based on that study the Board adopted guidelines for negotiating the contract. The contract negotiated between the University and Dr. Randy Avent conforms to the guidelines adopted by the Board and is commensurate with the expectations that it has for him in his role as President.

**Terms & Salary:** The contract between Florida Polytechnic University and Dr. Randy Avent in his position as President of the University is for Five Years commencing July 1, 2014 and ending on June 30, 2019. The contract will be renewable by mutual written agreement of the University and Dr. Avent. The contract also explains the post-presidential relationship between the parties.

He will be paid a \$385,000 first year base salary and will receive a ten percent signing bonus after the contract is executed. Starting the second year, the salary will increase at the same rate as other University executive service employees, but not less than 3.5% annually.

**Performance Compensation:** Beginning in the second year, the President will be eligible for a discretionary performance bonus established by the Board that may be between zero and twenty percent of the annual base salary. This performance bonus will be determined at the sole discretion of the Board based upon the Board's assessment of the degree to which the president has met the performance metrics.

**Standard Benefits:** The President will be eligible for the standard benefits package available to other University executive service personnel.

**Supplemental Retirement Benefit:** In addition, the University will contribute an amount equal to fifteen percent of the annual base salary to a supplemental retirement plan that is reasonably acceptable to the President.

**Accreditation Bonus:** Upon the University receiving regional accreditation, Dr. Avent will be paid a \$50,000 bonus.

**Relocation Reimbursement:** During his first two years the President will be reimbursed for relocation and travel expenses incurred by the President and his family in a total amount not to exceed \$30,000 over the two year period.

**Automobile:** The President will be provided a full-sized automobile for his University business related and other use.

**Housing:** The University will provide suitable housing in the Lakeland area for Dr. Avent and his family not to exceed \$2,500 a month. He is required to reside in the Lakeland area as a condition of his employment, and to the extent reasonable, use his residence in the performance of his duties including, but not limited to receptions and meetings benefiting the University.

**Other Provisions:** Certain other provisions are included in the contract that are common to presidential contracts and are appropriate given the scope of duties and responsibilities expected of Dr. Randy Avent.

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Revision of Florida Gulf Coast University's Accountability Metrics

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**PROPOSED BOARD ACTION**

Approve a technical change for Florida Gulf Coast University's 2012-13 data regarding Baccalaureate Degrees Without Excess Credit Hours.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

This is a technical change to FGCU's excess hour rate for their 2012-13 graduating class to fix an error with the reporting of dual enrolled credit hours. This revises their 2012-13 excess hours rate from 62% to 74%. This change increases the points earned under the Board's Performance Based Funding model (from 28 to 30 points); however, there is no change in the funds allocated to the universities. This change was approved by the University Board of Trustees on April 15<sup>th</sup> and has already been incorporated into the Performance Based Funding model data.

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**Supporting Documentation Included:** Information located in the Strategic Planning Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** 2014-2015 University Work Plans; Approval of Performance Funding Improvement Plans

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**PROPOSED BOARD ACTION**

Consider for approval those portions of University Work Plans associated with the 2014-2015 academic year, and note out-year portions of University Work Plans that need to be the subject of further dialogue and deliberation. Consider for approval Performance Funding Improvement Plans for the University of West Florida, New College of Florida, and Florida Atlantic University.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

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

**BACKGROUND INFORMATION**

Board Regulation 2.002 requires the development of University Work Plans. Work Plans, in conjunction with annual accountability reporting, are designed to inform strategic planning, budgeting, and other policy decisions for the State University System. Each University Work Plan is intended to reflect the institution's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs. The Work Plan outlines the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

The University Work Plan's "Strategy" section includes institutional mission and vision statements, identification of strengths and opportunities, and key initiatives and investments. The "Key Performance Indicators" section provides metrics common to all universities, as well as a set specific to research universities, and institution-specific indicators. The "Operations" section provides fiscal and other information, including enrollment planning, and intentions of implementing new academic programs in 2014-2015 as well as in out-years.

Universities made brief presentations on their Work Plans to the Strategic Planning Committee, after which Committee members had the opportunity to engage in discussion and questioning. The Committee considered for approval those portions of 2014-2015 University Work Plans associated with the 2014-2015 academic year. The Committee's subsequent action is to recommend to the full Board of Governors approval of those portions of University Work Plans associated with the 2014-2015 academic year, and to note out-year portions of University Work Plans that need to be the subject of further dialogue and deliberation. The Strategic Planning Committee Chair will report the Committee's action to the full Board of Governors for consideration.

In addition, the Committee considered for approval the Performance Funding Improvement Plans for the University of West Florida, New College of Florida, and Florida Atlantic University. The Strategic Planning Committee Chair will report the Committee's action to the full Board of Governors for consideration.

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**Supporting Documentation Included:**

Information located in the Strategic Planning Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Ph.D. in Rehabilitation Sciences (CIP 51.2314) at the University of South Florida

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**PROPOSED BOARD ACTION**

Consider approval of the Ph.D. in Rehabilitation Sciences at the University of South Florida, CIP Code 51.2314.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

**BACKGROUND INFORMATION**

The University of South Florida (USF) proposes to offer a PhD in Rehabilitation Sciences with three applied concentration areas: chronic disease, veteran's health/reintegration, and neuromusculoskeletal disability. The purpose of the program is to prepare students for faculty roles, capable of teaching and conducting research in a variety of rehabilitation-related programs, such as Physical Therapy, Occupational Therapy, Speech Therapy, Audiology, and Rehabilitation Counseling. The direct and indirect contributions of the program to the workforce could be substantial, as these faculty members will be preparing future graduates for high-paying and critical need health professions.

The program will recruit from a population of students with master's or first-professional doctoral degrees in a rehabilitation-related discipline. The curriculum has been designed to be interdisciplinary in nature and includes 66 credit hours (15 rehabilitation core credit hours, 15 research credit hours, 15 concentration credit hours, 9 elective credit hours, and 12 credits hours for the dissertation).

The proposal includes a letter of support from the University of Florida, which also currently offers a PhD in Rehabilitation Sciences. This letter and the proposed program's external reviewer each report a significant enough need for faculty to support an additional program.

The USF Board of Trustees approved the program on December 5, 2013. If the proposal is approved by the Board of Governors, USF will implement the program in Fall 2014.

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**Supporting Documentation Included:**

Information included in the Academic and Student Affairs Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Relocation of the Florida International University Broward (Pines Center) Campus

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**PROPOSED BOARD ACTION**

Consider approval of the relocation of the Florida International University Broward (Pines Center) Campus.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Section 7(d), Art. IX, Florida Constitution; Board of Governors Regulation 8.009

**BACKGROUND INFORMATION**

Board of Governors Regulation 8.009, Educational Sites, requires that universities seeking to relocate existing Type I, II, and III Campuses or Special Purpose Centers receive approval from the Board of Governors. Florida International University is requesting approval to relocate its Broward (Pines Center) Campus from its current location at 17195 Sheridan Street, Pembroke Pines, FL 33331 to a new facility constructed by Broward College at 1930 SW 145th Avenue, Miramar, FL 33027. The two locations are approximately 5.5 miles apart. The relocated campus will also remain a Type III Campus, but will be renamed FIU @ I-75.

The new facility will provide FIU with full-time use of approximately 40,000 dedicated square feet. At the current facility, FIU has 12,000 dedicated square feet and the shared use of high school classrooms beginning at 4:00 pm on weekdays and on weekends. The current annual lease payment is \$1,047,648, projected at \$1,068,600 for 2014-15 with 2 percent escalation. The new lease payment will be \$1,131,000 per year. The new space will accommodate more students, provide state-of-the-art facilities and greatly expand the times during which instruction may be offered. Additionally, the co-location with Broward College will provide for the expansion of 2+2 programs for Associate of Arts degree holders seeking upper division studies. FIU plans to implement some new degree program offerings as well.

The Florida International University Board of Trustees approved the site relocation at its March 2014 meeting. If approved by the Board of Governors, the relocation will be effective July 1, 2014.

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**Supporting Documentation Included:**

Information located in the Academic and Student Affairs Committee materials



**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Public Notice of Intent to Amend Board of Governors Regulation 6.017  
Criteria for Awarding the Baccalaureate Degree

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**PROPOSED BOARD ACTION**

Consider approval of the public notice of intent to amend Board of Governors  
Regulation 6.017 Criteria for Awarding the Baccalaureate Degree

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development  
Procedure

**BACKGROUND INFORMATION**

Regulation 6.017 includes the provision that all twelve credit hours that meet the composition coursework required for the "Gordon Rule" must be within the general education program. The proposed amendment allows for the six (6) credit hours of non-English composition coursework to be taught outside of general education. This amendment provides similar standards as those required by the State Board of Education for Florida College System institutions.

Amendments reflect changes proposed originally by the State University System undergraduate deans. It has been reviewed by the university general counsels, Council of Academic Vice Presidents, Council of Student Affairs, and other state university staff. Pursuant to the regulation procedure adopted by the Board at its meeting on March 23, 2006, the Board is required to provide public notice on its Internet Web site at least 30 days before adoption of the proposed regulation.

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**Supporting Documentation Included:**

Information included in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Board of Governors Regulation 8.005 General Education Core Course  
Options

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**PROPOSED BOARD ACTION**

Approval of the proposed Board of Governors Regulation 8.005 General Education Core Course Options

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The proposed Board of Governors Regulation 8.005 will provide direction for the implementation of significant revisions to the general education program requirements as stated in Section 1007.25, Florida Statutes. The statute was initially amended by the 2012 Legislature and was further amended by the 2013 Legislature.

To respond to the legislation, specific general education core course options for state university and college undergraduate students were identified as a result of extensive work done by a statewide, cross-sector General Education Steering Committee. The Committee, consisting of faculty representatives of the State University System (SUS) and Florida College System (FCS), worked directly with cross-sector faculty discipline committees during 2012 and 2013 to identify specific core course options in the five subject areas of communication, humanities, mathematics, natural sciences, and social sciences. During this period, the draft recommendations were distributed to the chief academic officers of the SUS and the FCS. Through this review process, feedback from SUS and FCS faculty governance and administrative groups was received and incorporated into the recommended set of general education core course options. The draft recommendations were also reviewed and approved by the chancellors of both sectors.

This regulation was reviewed by university general counsels, members of the Council of Academic Vice Presidents, and other academic administrators. No concerns were expressed during the notice period. The regulation was approved for noticing by the Board on March 20, 2014.

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**Supporting Documentation Included:**

Proposed Regulation 8.005

**8.005 General Education Core Course Options -**

(1) Prior to the award of an associate in arts or baccalaureate degree, students entering a state university as a first-time-in-college student in the Fall Term 2015 and thereafter must complete at least one (1) course from each of the general education subject areas listed in this section. These courses comprise the general education core as required per section 1007.25(3), Florida Statutes. The remaining courses and credits that will fulfill the total 36-hour general education requirement are at the discretion of the state university. Completion of both the general education core and remaining university-specified general education courses are required for completion of an undergraduate degree.

(a) Complete one of the following courses in Communication:

ENC X101 English Composition I or

A course with an ENC prefix for which ENCX101 is a direct prerequisite.

(b) Complete one of the following courses in Humanities:

ARH X000 Art Appreciation or

HUM X020 Introduction to Humanities or

LIT X000 Introduction to Literature or

MUL X010 Introduction to Music Literature/Music Appreciation or

PHI X010 Introduction to Philosophy or

THE X000 Theatre Appreciation.

(c) Complete one of the following courses in Mathematics:

MAC X105 College Algebra or

MAC X311 Calculus I or

MGF X106 Liberal Arts Mathematics I or

MGF X107 Liberal Arts Mathematics II or

STA X023 Statistical Methods or

A mathematics course for which one of the above general education core course options in mathematics is a direct prerequisite.

(d) Complete one of the following courses in Natural Sciences:

AST X002 Descriptive Astronomy or

BSC X005 General Biology or

BSC X010 General Biology I or

BSC X085 Anatomy and Physiology I or

CHM X020 Chemistry for Liberal Studies or

CHM X045 General Chemistry I or

ESC X000 Introduction to Earth Science or

EVR X001 Introduction to Environmental Science or

PHY X020 Fundamentals of Physics or

PHY X048 General Physics with Calculus or

PHY X053 General Physics I or

A natural science course for which one of the above general education core course options in natural science is a direct prerequisite.

(e) Complete one of the following courses in Social Sciences

AMH X020 Introductory Survey Since 1877 or

ANT X000 Introduction to Anthropology or

ECO X013 Macroeconomics or

POS X041 American Government or

PSY X012 Introduction to Psychology or

SYG X000 Principles of Sociology.

(2) Students who transfer into a state university or between state universities shall be required to meet the above general education core requirements if the students were

classified as first-time-in-college at their original postsecondary institution Fall Term 2015 and thereafter. Any course accepted by an institution in the Florida College System or State University System as meeting the general education core at that institution shall be accepted as meeting the core requirements at all institutions. All credit earned by other transfer students shall be evaluated by the receiving institution on a course-by-course basis to determine core equivalency.

(3) Institutions shall report to the Statewide Course Numbering System all courses used to fulfill subject area core course options. Any course recommended to be added to the list of general education core course options from section (1) shall be reported to the Office of K-20 Articulation at <http://fldoe.org/articulation> for review. Institutions may apply their own course titles to the general education core course options.

(4) Institutions must recognize credit earned through an acceleration mechanism in Section 1007.27, Florida Statutes, and Board of Governors Regulation 6.006 as meeting the related general education core course requirement.

(5) Institutions may grant a substitution or modification to the courses listed above for eligible disabled students, subject to Board of Governors Regulation 6.018.

Authority: Section 7(d), Art. IX, Fla. Const., New -

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS

June 19, 2014

**SUBJECT:** *Revised Audit and Compliance Committee Charter and Office of Inspector General and Director of Compliance Charter*

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**PROPOSED BOARD ACTION**

Discussion and approval of the *Revised Audit and Compliance Committee Charter and Office of Inspector General and Director of Compliance Charter*.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution

**BACKGROUND INFORMATION**

The Chair of the Audit and Compliance Committee will present the revised *Audit and Compliance Committee Charter* and the *Office of the Inspector General and Director of Compliance Charter* for the Board of Governors' review, with a recommendation for approval.

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**Supporting Documentation Included:** Information located in the Audit and Compliance Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2014-2015

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**PROPOSED BOARD ACTION**

Discussion and approval of the State University System of Florida Board of Governors Office of Inspector General and Director of Compliance Annual Work Plan for Fiscal Year 2014-2015.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 20.055, Florida Statutes

**BACKGROUND INFORMATION**

The Chair of the Audit and Compliance Committee will report on the results of the Audit Committee meeting held June 18, 2014. The Audit Committee reviewed the OIGC Annual Work Plan and is presenting it to the Board of Governors with a recommendation for approval.

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**Supporting Documentation Included:** Information located in the Audit and Compliance Committee materials



STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS

June 19, 2014

**SUBJECT:** Approval of 2014-15 CITF Project Allocations

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**PROPOSED BOARD ACTION**

Approve the 2014-2015 university CITF project allocations.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

**BACKGROUND INFORMATION**

The 2014 General Appropriations Act included funding of \$41,123,760 for projects to be funded from the Capital Improvement Fee Trust Fund, with proviso specifying that:

*Funds in Specific Appropriation 24 shall be allocated by the Board of Governors to the universities on a pro rata distribution basis in accordance with the Board of Governors Legislative Budget Request for funding from the Capital Improvements Fee Trust Fund, as approved September 12, 2013. Each board of trustees shall report to the Board of Governors the funding it allocates to each specific project.*

This language stems from the fact that the Board requested an allocation of \$151,123,760 million. Accordingly, attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting. In some instances, completion of the desired project will require additional funding, which will be requested during the 2015-2016 LBR cycle.

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**Supporting Documentation Included:** Information is located in the Facilities Committee materials

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS

June 19, 2014

**SUBJECT:** Approval of 2014-2015 Critical Deferred Maintenance Allocation

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**PROPOSED BOARD ACTION**

Approve the 2014-15 university critical deferred maintenance allocation.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; HB 5001 General Appropriations Act

**BACKGROUND INFORMATION**

The 2014 General Appropriations Act included funding of \$20,000,000 for projects to be funded for Critical Deferred Maintenance, with proviso specifying that:

*Funds provided for Critical Deferred Maintenance to the State University System shall be distributed to each university in a pro rata amount consistent with amounts submitted in the November 8<sup>th</sup>, 2013 update of the Board of Governor's Fixed Capital Outlay Budget Request.*

This language stems from the fact that the Board requested funding of approximately \$62 million. Accordingly, attached is a draft pro rata distribution for Board consideration and the specific project or projects that is being requested by the university at this time. Amounts not specified indicate that the university has not submitted a project at this time, but may do so at a future Board meeting.

If approved by the Board, the universities will be required to report expenditures; however, the institutions have flexibility to transfer funds between projects as needed. It is anticipated that additional funding will be requested for the 2015-2016 LBR cycle.

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**Supporting Documentation Included:** Information is located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** New College of Florida Educational Plant Survey Validation

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**PROPOSED BOARD ACTION**

Review and validate the completed New College of Florida (NCF) Educational Plant Survey.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

**BACKGROUND INFORMATION**

An educational plant survey is required at least once every five years for all public educational entities, including state universities. At the request of NCF, Board staff facilitated and coordinated the Survey Team, and participated with university staff to ensure that all the requirements of Section 1013.31, Florida Statutes, were met. The completed survey was approved by the NCF Board of Trustees on March 8, 2014. In addition to NCF and Board staff, the team included staff from FGCU, FIU, FSU and UCF. This survey will cover the current time through 2018-2019.

A summary of the Survey Team recommendations may be found on pages 27-29 of the report. The final Educational Plant Survey Report, which is in compliance with the requirements of Section 1013.31, Florida Statutes, has been completed, and is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

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**Supporting Documentation Included:** Information is located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Approval of the 2015-2016 Fixed Capital Outlay Legislative Budget Request (LBR) Guidelines

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**PROPOSED BOARD ACTION**

Approve the 2015-2016 LBR guidelines for the fixed capital outlay budget.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

**BACKGROUND INFORMATION**

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors will approve a set of policy guidelines for the development of the 2015-2016 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2015-2016 operating and fixed capital outlay LBR at the September 2014 meeting. The initial budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. **Operating LBR - primary changes are as follows**
  - a. Eliminates the reference to requesting the Major Gift unmatched funds. The Board Office will maintain this information and make it available as requested.
  - b. Eliminates the reference to administered funds. The annualization of employee salary and benefits, retirement adjustments and health adjustments are automatically calculated by the Legislature. The Board Office will continue to monitor the annual process to ensure the universities are included in these adjustments.

- c. Eliminates the reference to the annual funding request for the continued implementation of the FIU and UCF medical schools. The final funding for these programs was provided in 2014-2015.
  - d. Adds a section on performance funding.
- I. **Fixed Capital Outlay LBR** - There are three primary changes:
- a. Eliminates the reference to requesting Courtelis Matching funds. The Board Office will maintain this information and make it available as requested.
  - b. Project category names have been re-titled to align with 2014-2015 LBR categories adopted by the Board in January 2014.
  - c. An October Facilities Workshop has been added to the calendar.

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**Supporting Documentation Included:** Information is located in the Facilities Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Allocation of Performance Funds

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**PROPOSED BOARD ACTION**

The Board will consider the Budget and Finance Committee's recommendation on the final allocation of the \$200 million in performance funds.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Approved Performance Funding Model; House Bill 5001 (2014 General Appropriations Act)

**BACKGROUND INFORMATION**

The Board approved a performance funding model at the January 16, 2014 meeting at Florida Gulf Coast University. A legislative budget request of \$50 million, along with an equal amount of base funding, was submitted to the Legislature and Governor for consideration.

Included in the 2014 General Appropriations Act was \$200 million for performance funding. Of this amount, \$100 million was provided in new funds with the balance coming from university base funds and two other previously funded system programs. Pursuant to Proviso, these funds are to be allocated based on the Board's approved model with minor exceptions.

Attached is the allocation of the \$200 million.

Once the allocation is approved by the Board, a university that scored 26 points or higher will be able to receive their funds beginning in July, 2014. A university that scored 25 points or less must have an improvement plan approved by the Board. Upon successful implementation of the improvement plan, a portion of the funds may be released in January 2015 and the balance in June 2015. If the plan is not successfully implemented, then any unreleased funds would be allocated to the top three universities that show the most improvement on the metrics.

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**Supporting Documentation Included:** Information located in the Budget and Finance Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** 2015-2016 Legislative Budget Request (LBR) Guidelines

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**PROPOSED BOARD ACTION**

The Board will consider the Budget and Finance Committee's recommendation to approve the 2015-2016 LBR guidelines for the operating budget.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Section 1001.706(4)(b), Florida Statute

**BACKGROUND INFORMATION**

In order to maintain the schedule for developing the LBR in a timely manner, the Board of Governors needs to approve a set of policy guidelines for the development of the 2015-2016 operating and fixed capital outlay budget request at the June Board meeting. The Board will then review and approve a 2015-2016 operating and fixed capital outlay LBR at the September 2014 meeting. The final budget request will then be forwarded to the Governor and Legislature by October 15.

The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. Operating LBR** - These are the primary changes:
  - a. Eliminates the reference to requesting the Major Gift unmatched funds. The Board Office will maintain this information and make it available as requested.
  - b. Eliminates the reference to administered funds. The annualization of employee salary and benefits, retirement adjustments and health adjustments are automatically calculated by the Legislature. The Board Office will continue to monitor the annual process to ensure the universities are included in these adjustments.
  - c. Eliminates the reference to the annual funding request for the continued implementation of the FIU and UCF medical schools. The final funding for these programs was provided in 2014-2015.



d. Adds a section on performance funding.

**II. Fixed Capital Outlay LBR -** There are the primary changes:

- a. Eliminates the reference to requesting Courtelis Matching funds. The Board Office will maintain this information and make it available as requested.
- b. Project category names have been re-titled to align with 2014-15 LBR categories adopted by the Board in January 2014.
- c. An October Facilities Workshop has been added to the calendar.

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**Supporting Documentation Included:** Information located in the Budget and Finance Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

June 19, 2014

**SUBJECT:** Appointment of University Trustee: University of Florida Board of Trustees

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**PROPOSED BOARD ACTION**

Appointment of University Trustee: University of Florida Board of Trustees.

**AUTHORITY FOR BOARD OF GOVERNORS ACTION**

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

**BACKGROUND INFORMATION**

The Nomination and Governance Committee will recommend a candidate for appointment to the University of Florida Board of Trustees for a seat with a term expiring on January 6, 2015. The vacancy was created when Marshall M. Criser III resigned. The vacancy was posted for the public on the Board's website, and the deadline for applications was May 16, 2014, at 5:00 p.m., EDT.

Similar to the manner in which the Committee handled vacancies in the past, Nomination and Governance Committee Chair Hosseini assigned Committee members to a sub-committee to review applications. Each sub-committee member independently reviewed the applications, advised the Corporate Secretary of the applicants advanced to a short list, and conducted interviews. The Board office conducted FDLE background screenings for applicants advanced to the short list. The sub-committee will recommend a candidate for review and consideration by the full Committee.

The Committee will recommend a candidate for review and consideration by the full Board.

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**Supporting Documentation Included:** Information provided in the Nomination and Governance Committee material