FLORIDA POLYTECHNIC UNIVERSITY 2017 Work Plan

Florida Polytechnic University

University Work Plan Presentation

for Board of Governors June 2017 Meeting

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' <u>2025 System Strategic Plan</u> is driven by prospective goals and associated metrics that set future benchmarks for the System;*

2) *The Board's <u>Annual Accountability Report</u> provides retrospective tracking with year-over-year and longer time periods for how the System is progressing toward its goals;*

3) *Institutional <u>Work Plans</u> 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 the one-year metric goals. 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 mission of Florida Polytechnic University is to prepare 21st 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 will be a world-renowned "University of Innovation" for producing a dynamic pool of info-tech talent with real-world solutions and the capacity to lead global high-tech industries through customized undergraduate and graduate STEM-enriched academic curriculum, operating space and facilities, entrepreneurial research and interactive business industry partnerships.

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.

To achieve its Mission and Vision, Florida Polytechnic University must be an institution that conducts applied research and educates its students so that they can seamlessly enter the high-tech workforce. Building this university requires that we hire distinguished STEM faculty, enroll students who are among the best and brightest and form close relationships with high-tech industry partners. The University will do this by focusing on the following key objectives:

- Deliver a project based, core STEM education in fast-growing high-technology areas
- Prepare students to work in and start new high tech firms that create high paying jobs for Florida's economy
- Build research capacity that establishes the university as a leader in cutting edge, problem-driven applied research
- Establish institutes and centers that conduct research on complex problems facing our state and nation
- Form industry and community partnerships for mutual benefit
- Continuously improve the University's Academic Support Services by providing success coaching to students in courses that are troublesome. This support also includes seeking new approaches to develop student's skills and experiences in cultural competency, leadership development and career services.
- Operate in an efficient and cost-effective manner by streamlining all processes and services that empower units to make decisions within a centralized organizational structure, whereby avoiding duplication of services. In addition, the University is being careful to develop its software systems using a common integrated and cloud-based approach.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*
What are your core capabilities, opportunities and challenges for improvement?

Florida Polytechnic University's greatest strengths are:
- Its dedicated focus on the core STEM subjects of Technology and Engineering.
- Its strategic location in Lakeland which provides close proximity (within 40 miles) of more than 11,000 high-tech firms with our commitment to build jobs for Florida.
- Its agility, which allows for a culture of innovation and responsiveness to the needs of industry.
- Strong academic experience in both industry and higher education with a start-up culture nimble enough to test and evaluate new strategies.

Opportunities for Improvement include:
- Deepening relationships with industry partners and helping students connect with companies for both internships and post-degree career placement.
- Enhancing our research infrastructure and developing focused research areas.
- Refinement of existing degrees and development of new STEM degrees that strengthen our mission and support the SUS strategic plan.
- Achieving SACSCOC accreditation and ABET program accreditation.
- Continue to adjust our academic quality while maintaining efficient use of resources.
- Increase fundraising and endowments.
- Effectively use current space while increase much needed research and office space.
- Continue to produce a "full service" residential campus in a new university.
- Continue to build a faculty aligned with our degrees that are committed to excellence in teaching and research.

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.

ABET Accreditation:
Florida Poly is continuously focused on providing the best academic experience for students within a core STEM curriculum. Significant effort is underway to enhance our degrees to be of the highest utility to students and employers through program specific ABET accreditation. These enhancements easily align curricula and other program features with ABET criteria and engage industry in the quality and continuous improvement standards of the computing and engineering profession.

STEM Degrees and Research:
Once Florida Poly achieves institutional regional accreditation, new degree programs will be developed that tie closely with our mission while expanding industry ties and economic development. This includes investing in faculty to support these programs and improve our research footprint to industry sponsored projects. Florida Poly's curricula emphasize cross-disciplinary, hands-on research projects, which foster and cement our ties to Florida business and industry. The flat academic structure and close proximity of all our faculty also help to reduce institutional barriers and induce cross collaboration. In addition, state-of-art equipment and the soon to be adjacent facilities at SunTrax will create new research opportunities.

Student Life and Academic Support:

Florida Poly will promote student growth and development through exposure to and promotion of skills and experiences in: leadership development, cultural competency, health and wellness and post-graduation planning.

Strong connections between curricular and co-curricular programs will directly support student success in the classroom and in campus life.   Co-curricular activities include career development, leadership training and communication-focused experiences.

Students will experience a range of culturally-focused activities ranging from guest speakers to university-sponsored events that will expand students' world view and enrich their lives.   Students will have access to all daily happening on and around campus through the university events calendar.

Annual rituals bookended by Orientation and Commencement provide tradition to the university experience. Student-directed events, including Poly Con and the FL Poly Hack-a-Thon, provide leadership opportunities for students to shape their living and learning environment.

Easy-to-navigate student support services, including wellness, mental health, and disability services will help students make healthy choices in support of their academic, personal and professional goals. Access to information is critical at Florida Polytechnic University and students are able to leverage library information resources to enhance their academic and life experience at the university.

We strive to provide students with the tools and coaching necessary to find meaningful life work. Career fairs, employer events, career advising, and the required FL Poly Internship Experience all support student career development. Florida Poly will also invest in the career development of our alumni, and will work to invest in industry relationships to directly connect our students with employment opportunities throughout Florida.

PERFORMANCE BASED FUNDING METRICS (ACTUAL | *GOALS*)
Florida Polytechnic University is not yet under Performance Metrics; therefore, goals are pending or preliminary.

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	.	.	.	.	*72.8%*	*72.8%*	*72.8%*

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	.	.	.	.	*$40,700*	*$40,700*	*$40,700*

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	.	*$12,000*	*$12,000*	*$12,000*

4. FTIC Six-Year Graduation Rate

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
.	.	.	.	.	.	.	.	*62%*

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	73.0	76.8	*75*	*75*	*76*	*77*

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	*100*	*100*	*100*	*100*

7. University Access Rate [Percent of Undergraduates with a Pell grant]

FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
.	.	.	.	.	.	*15*	*18*	*21*

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	*100*	*100*	*100*	*100*

Note: Dots ('.') are used when data is not available for a given metric for a specific year. PBF metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

UBOT Approved – 06/08/2017

KEY PERFORMANCE INDICATORS (ACTUAL | *GOALS*)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Number of Top 50 Rankings [based on BOG's official list of publications]

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	.	.	.	.	*0*	*0*	*0*	*0*

2. Percent of Freshmen in Top 10% of High School Class

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
.	.	21%	17%	14%	*17%*	*17%*	*18%*	*20%*

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	.	.	.	.

4. Time to Degree for FTICs in 120hr programs

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	.	.	*5.5*	*5.5*

5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
.	.	.	.	.	.	*37*	*37*	*40*

6. Bachelor's Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	*13*	*160*	*324*	*416*

7. Graduate Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	*16*	*7*	*5*	*9*

8. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	*23*	*24*	*25*	*25*

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
.	.	8	8	7	*5*	*6*	*6*	*6*

10. Percent of Undergraduate FTE in Online Courses

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	0	0	*0*	*0*	*0*	*1*

11. Percent of Bachelor's Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	*100*	*100*	*100*	*100*

12. Percent of Graduate Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	.	.	.	*100*	*100*	*100*	*100*

KEY PERFORMANCE INDICATORS (ACTUAL | *GOALS*)

Institution Specific Goals

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

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
% of Students Beginning a Startup Company or Working in a Small Company	.	.	10% 2014	15% 2015	18% 2016	20% 2017	20% 2018
# of Industry Partnerships Providing Employment & Research Opportunities for Students and/or Faculty	.	.	23 2016	25 2017	30 2018	35 2019	35 2020
% of Graduates Who Completed an Internship Programs	.	.	60% 2014	65% 2015	73% 2016	80% 2017	80% 2018

ENROLLMENT PLANNING (ACTUAL | *PLAN*)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 *PLAN*	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	.	.	396	699	1,044	*1,121*	*1,127*	*1,105*	*1,108*
FTIC (Profile Admit)	.	.	0	0	0	*0*	*0*	*0*	*0*
FCS AA Transfers	.	.	35	61	69	*90*	*91*	*119*	*119*
Other AA Transfers	.	.	3	4	11	*9*	*9*	*9*	*9*
Post-Baccalaureates	.	.	13	21	27	*33*	*33*	*33*	*33*
Other Undergraduates	.	.	75	102	131	*171*	*172*	*168*	*169*
Subtotal	.	.	**522**	**887**	**1,282**	*1,424*	*1,433*	*1,434*	*1,437*
GRADUATE									
Master's	.	.	24	37	31	*27*	*38*	*47*	*47*
Research Doctoral	.	.	0	0	0	*0*	*0*	*0*	*0*
Professional Doctoral	.	.	0	0	0	*0*	*0*	*0*	*0*
Subtotal	.	.	**24**	**37**	**31**	*27*	*38*	*47*	*47*
UNCLASSIFIED									
H.S. Dual Enrolled	.	.	1	0	1	*1*	*1*	*1*	*1*
Other[1]	.	.	0	0	1	*1*	*1*	*1*	*1*
Subtotal	.	.	**1**	**0**	**2**	*2*	*2*	*2*	*2*
TOTAL	.	.	**547**	**924**	**1,315**	*1,453*	*1,473*	*1,483*	*1,486*

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									
Distance (80-100%)	.	.	.	0	0	*0*	*0*	*0*	*13*
Hybrid (50-79%)	.	.	.	0	0	*0*	*0*	*0*	*0*
Classroom (0-50%)	.	.	.	500	864	*1,242*	*1,361*	*1,356*	*1,334*
Subtotal	.	.	.	**500**	**864**	*1,242*	*1,361*	*1,356*	*1,347*
GRADUATE									
Distance (80-100%)	.	.	.	0	0	*0*	*0*	*0*	*0*
Hybrid (50-79%)	.	.	.	0	0	*0*	*0*	*0*	*0*
Classroom (0-50%)	.	.	.	20	24	*14*	*31*	*42*	*42*
Subtotal	.	.	.	**20**	**24**	*14*	*31*	*42*	*42*

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **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). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.

ENROLLMENT PLANNING (continued)
Planned FTE Enrollment Plan by Student Level

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	654	859	1,036	722	718	711	647	677	-8%
-UPPER	179	333	214	520	518	512	600	628	24%
GRAD I	19	8	26	36	36	36	36	38	8%
GRAD II	0	0	0	0	0	0	0	0	0%
TOTAL	**852**	**1,200**	**1,276**	**1,278**	**1,272**	**1,259**	**1,283**	**1,343**	**1%**
NON RESIDENT									
LOWER	24	36	77	54	53	53	48	50	-8%
UPPER	5	5	16	39	38	38	45	47	24%
GRAD I	4	5	2	3	3	3	3	3	8%
GRAD II	0	0	0	0	0	0	0	0	0%
TOTAL	**33**	**46**	**95**	**96**	**94**	**94**	**96**	**100**	**1%**
TOTAL									
LOWER	678	895	1,113	776	771	764	695	727	-8%
UPPER	185	338	230	559	556	550	645	675	24%
GRAD I	23	13	28	39	39	39	39	41	8%
GRAD II	0	0	0	0	0	0	0	0	0%
TOTAL	**886**	**1,246**	**1,371**	**1,374**	**1,366**	**1,353**	**1,379**	**1,443**	**1%**
NOT STATE FUNDABLE									
LOWER	1	8	14	14	14	14	14	14	1%
UPPER	0	1	4	7	7	7	7	7	12%
GRAD I	1	1	3	3	3	3	3	3	1%
GRAD II	0	0	0	0	0	0	0	0	0%
TOTAL	**2**	**10**	**21**	**24**	**24**	**24**	**24**	**24**	**4%**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

ACADEMIC PROGRAM COORDINATION (Reflect what is under consideration)

New Programs For Consideration by University in AY 2017-18

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 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Align current degree programs as appropriate with ABET criteria. This will include renaming the Mechanical and Industrial Engineering Degree to Mechanical Engineering, renaming Computer Science and Information Technology to Computer Science, and renaming Advance Technology to Applied Data Science. In all cases, the CIP codes will not change, the names will not become effective until SACS COC accreditation is received and the change in names requires Florida Polytechnic University Board of Trustees approval.						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Florida Polytechnic University will develop (post regional accreditation) a new set of degrees within the SUS Strategic Plan that provide students with a larger set of options. As a university, the challenge is to identify a "sufficient set" of degrees to sustain the institution in a manner focused on the STEM fields. Sample degrees that may be considered are Environment Engineering, Civil Engineering, Biomedical Engineering, Chemical Engineering, Physics, and Applied Mathematics and Statistics. These degrees will be fully considered in terms of market need and the resources required delivering the degrees.						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Florida Polytechnic University will consider its current two Master's Degrees and how to expand these degrees to appropriately meet the needs of our students and the state of Florida.						
DOCTORAL PROGRAMS						
None						

UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2015-16 Actual	2016-17 Estimates
Main Operations		
State Funds	$ 34.1	$ 38.1
Tuition	$ 1.1	$ 3.2
SUBTOTAL	**$ 35.3**	**$ 41.3**
EDUCATION & GENERAL TOTAL REVENUES	**$ 35.3**	**$ 41.3**
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	**$ 2.2**	**$ 3.1**
Contracts & Grants	**$ 0.6**	**$0 .4**
Local Funds	**$ 2.5**	**$ 1.4**

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).

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida Polytechnic University

Undergraduate Students	Actual			Projected			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07
Tuition Differential[5]							
Total Base Tuition & Differential per Credit Hour	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25
Capital Improvement[2]	$4.76	$4.76	$4.76	$4.76	$4.76	$4.76	$4.76
Activity & Service	$17.62	$17.62	$17.62	$17.62	$17.62	$17.62	$17.62
Health	$9.58	$9.58	$9.58	$9.58	$9.58	$9.58	$9.58
Athletic	$14.12	$14.12	$14.12	$14.12	$14.12	$14.12	$14.12
Transportation Access	$3.00	$3.00	$3.00	$3.00	$3.00	$3.00	$3.00
Technology[1]	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25
Total Fees	$59.58	$59.58	$59.58	$59.58	$59.58	$59.58	$59.58
Total Tuition and Fees per Credit Hour	$164.65	$164.65	$164.65	$164.65	$164.65	$164.65	$164.65
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$3,152.10	$3,152.10	$3,152.10	$3,152.10	$3,152.10	$3,152.10	$3,152.10
Total Fees for 30 Credit Hours	$1,787.40	$1,787.40	$1,787.40	$1,787.40	$1,787.40	$1,787.40	$1,787.40
Total Tuition and Fees for 30 Credit Hours	$4,939.50	$4,939.50	$4,939.50	$4,939.50	$4,939.50	$4,939.50	$4,939.50
$ Change		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	$510.00	$510.00	$510.00	$510.00	$510.00	$510.00	$510.00
Out-of-State Undergraduate Student Financial Aid[3]	$25.50	$25.50	$25.50	$25.50	$25.50	$25.50	$25.50
Total per credit hour	$535.50	$535.50	$535.50	$535.50	$535.50	$535.50	$535.50
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$18,452.10	$18,452.10	$18,452.10	$18,452.10	$18,452.10	$18,452.10	$18,452.10
Total Fees for 30 Credit Hours	$2,552.40	$2,552.40	$2,552.40	$2,552.40	$2,552.40	$2,552.40	$2,552.40
Total Tuition and Fees for 30 Credit Hours	$21,004.50	$21,004.50	$21,004.50	$21,004.50	$21,004.50	$21,004.50	$21,004.50
$ Change		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining[4]							
$ Change		$11,800.00	$11,800.00	$11,800.00	$11,800.00	$11,800.00	$11,800.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

[1] can be no more than 5% of tuition.
[2] as approved by the Board of Governors.
[3] can be no more than 5% of tuition and the out-of-state fee.
[4] combine the most popular housing and dining plans provided to students
[5] report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.

DEFINITIONS

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time 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. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.
4. 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. Source: Accountability Report (Table 4D).
5. 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: Accountability Report (Table 4B).
6. 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: Accountability Report (Table 3E).
7. Bachelor's Degrees within Programs of Strategic Emphasis	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: Accountability Report (Table 4H).

8a. Graduate Degrees within Programs of Strategic Emphasis	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: Accountability Report (Table 5C).
8b. 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 as reported to the Common Data Set (C10).

BOG Choice Metrics

9a. 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, 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).
9b. 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).
9c. National Ranking for University	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

BOT Choice Metrics

10a. 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).
10b. 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).

10c. 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.
10d. Percent of Undergraduate Seniors Participating in a Research Course 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.
10e. Number of Bachelor Degrees Awarded Annually 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).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
Number of Postdoctoral Appointees 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).
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 includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 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').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (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.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF__GRADUATION_and_RETENTION_Methodology_FINAL.pdf.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	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.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar 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/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	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).
Endowment Size ($M)	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.

Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	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. As reported by the university to the Common Data Set (C10).
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 annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	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.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual 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 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.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).

Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics	
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: http://mup.asu.edu/research_data.html.
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).
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).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual 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 annual Accountability Report (table 6A).