

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

¹ 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
SAT Score [for 3 subtests]	+2%	1831	1836	1840	1842	1844
High School GPA	0%	3.9	3.9	3.9	3.9	3.9
Professional/Licensure Exam First-time Pass Rates ¹						
Exams Above Benchmarks	n/a	4	5	5	5	5
Exams Below Benchmarks	n/a	1	0	0	0	0
Operational Efficiency						
Freshman Retention Rate	+0.1% points	87.1%	87.7%	88.1%	89.1%	90.0%
FTIC Graduation Rates						
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%
AA Transfer Graduation Rates						
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%
Average Time to Degree (for FTIC)	+2%	4.5 yrs	4.4 yrs	4.4 yrs	4.3 yrs	4.2 yrs
Return on Investment						
Bachelor's Degrees Awarded	+31%	12,321	12,500	12,650	12,750	12,900
Percent of Bachelor's Degrees in STEM	0% points	15%	16%	17%	18%	20%
Graduate Degrees Awarded	+26%	2,587	2,650	2,690	2,730	2,770
Percent of Graduate Degrees in STEM	+3% points	28%	28%	29%	29%	30%
Annual Gifts Received (\$M)	+147%	\$ 38.8 M	\$ 23.3 M	\$ 36.1 M	\$ 33.9 M	\$ 37.0 M
Endowment (\$M)	+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
Academic Quality						
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
Return on Investment						
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
TOTAL NUMBER OF IMPROVING METRICS		19	21	22	23	22

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	+39%	5,791	5,850	5,975	6,075	6,150
Graduate Degrees in Areas of Strategic Emphasis	+34%	1,582	1,610	1,640	1,670	1,700
Bachelor's Degrees Awarded to Minorities	+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.*

LCME Accreditation, M.D. Enrollment (GME App. Progress)	+576%	Full, 277 (pending)	Full, 351 (approved)	411	456	480
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	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.*

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



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2013-14 Estimates	2014-15 Appropriations
Education & General – Main Operations		
State Funds	\$ 248.3	\$ 276.2
Tuition	\$ 246.7	n/a
TOTAL MAIN OPERATIONS	\$ 495.0	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	\$ 24.5	\$ 25.8
Tuition	\$ 10.7	n/a
TOTAL HSC	\$ 35.2	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 530.2	n/a

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.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

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
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Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 125.0	n/a
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Local Funds

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
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Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 1.6	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES

	\$ 780.9	n/a
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UNIVERSITY REVENUES GRAND TOTAL

	\$ 1,311.1	n/a
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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	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326
Percent Increase	15%	1.2%	0.0%	0.0%	0.0%
Required Fees ¹	\$1,821	\$1,839	\$1,890	\$1,918	\$1,946
TOTAL TUITION AND FEES	\$6,247	\$6,317	\$6,368	\$6,396	\$6,424

Note¹: 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
Percent of Bachelor's Recipients with Debt	46%	49%	52%	48%	50%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$20,484	\$19,730	\$21,364	\$23,186	\$21,207
NSLDS Cohort Year	2008	2009	2010	2011	2012 GOAL
Student Loan Cohort Default Rate (3rd Year)	n/a	7.5%	7.1%	5.4% draft	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
ON-CAMPUS	\$6,317	\$1,146	\$9,300	\$1,800	\$2,276	\$20,839
AT HOME	\$6,317	\$1,146	\$4,806	\$1,800	\$2,276	\$16,345

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	
TOTAL	25,208	100%	AVERAGE	\$14,010*	\$1,451	\$3,714	\$6,709

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.
Additional Detail, where applicable:	
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.
Additional Information (estimates as of April 30, 2014):	
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

University Tuition Differential	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2013-14	2014-15
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<u>FTE Positions:</u>		
Faculty	.	.
Advisors	.	.
Staff	.	.
Total FTE Positions:	0	0
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
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
<u>Expenditures</u>		
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
Ending Balance Available:	\$ -	\$ -
*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
Tuition:							
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
Total Base Tuition & Differential per Credit Hour	\$128.28	\$147.52	\$149.27	\$149.27	\$149.27	\$149.27	\$149.27
% Change		15.0%	1.2%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$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 ¹	\$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							
Total Fees	\$57.85	\$60.71	\$61.30	\$63.01	\$63.93	\$64.87	\$65.82
Total Tuition and Fees per Credit Hour	\$186.13	\$208.23	\$210.57	\$212.28	\$213.20	\$214.14	\$215.09
% Change		11.9%	1.1%	0.8%	0.4%	0.4%	0.4%
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	\$3,848.40	\$4,425.60	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10	\$4,478.10
Total Fees for 30 Credit Hours	\$1,735.50	\$1,821.30	\$1,839.00	\$1,890.30	\$1,917.90	\$1,946.10	\$1,974.60
Total Tuition and Fees for 30 Credit Hours	\$5,583.90	\$6,246.90	\$6,317.10	\$6,368.40	\$6,396.00	\$6,424.20	\$6,452.70
\$ 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%
Out-of-State Fees							
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 ³	\$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%
Total Tuition for 30 Credit Hours	\$18,590.70	\$19,757.40	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90	\$19,809.90
Total Fees for 30 Credit Hours	\$2,472.60	\$2,587.89	\$2,605.50	\$2,656.80	\$2,684.40	\$2,712.60	\$2,741.10
Total Tuition and Fees for 30 Credit Hours	\$21,063.30	\$22,345.29	\$22,415.40	\$22,466.70	\$22,494.30	\$22,522.50	\$22,551.00
\$ 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%
Housing/Dining⁴							
	\$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%

¹ can be no more than 5% of tuition.

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

² limited in statute.

⁴ 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	
UNDERGRADUATE									
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%
Subtotal	23.3%	51,047	100%	51,118	100%	52,120	100%	53,361	100%
GRADUATE STUDENTS									
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%
Subtotal	22.6%	7,652	100%	7,487	100%	7,487	100%	7,597	100%
NOT-DEGREE SEEKING	-23.5%	720		759		755		752	
MEDICAL	n/a	351		419		460		480	
TOTAL	22.8%	59,770		59,783		60,822		62,190	

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
UNDERGRADUATE									
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%
TOTAL	27.0%	33,677	100%	33,766	100%	34,175	100%	34,813	100%
GRADUATE									
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%
TOTAL	19.1%	4,025	100%	3,853	100%	3,856	100%	3,915	100%

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*
STATE FUNDABLE									
<i>Florida Resident</i>									
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%
TOTAL	35,513	29,312	35,822	36,215	36,876	37,699	38,613	39,597	2.0%
<i>Non- Resident</i>									
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%
TOTAL	1,813	1,748	1,798	1,816	1,852	1,898	1,951	2,009	2.3%
TOTAL									
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%
TOTAL	37,326	31,060	37,619	38,031	38,728	39,597	40,564	41,606	2.0%
NOT STATE FUNDABLE									
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%
TOTAL	832	n/a	839	846	862	883	907	934	2.2%

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

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



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
BACHELOR'S PROGRAMS						
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
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Business Analytics	52.1302	STEM	-	N	60	Mar-2015
DOCTORAL PROGRAMS						
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
BACHELOR'S PROGRAMS						
Biomedical Engineering	14.0501	STEM	FGCU, FIU	N	-	July-2015
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
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
DOCTORAL PROGRAMS						
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.



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.
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).
Total Research Expenditures 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).
Percent of Course Sections Offered via Distance and Blended Learning 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).
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 admission. 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 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').
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. 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.
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)	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.
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.
Total Annual Research Expenditures (\$M) (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).
Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (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.
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 (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)".
Doctoral Degrees Awarded Annually	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.
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.



Goals Common to All Universities

Academic Quality

Avg. SAT Score (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').
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 <u>same</u> 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 <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.
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 <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.
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 .) 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



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	<u>10/01/2008 to 9/30/2011</u> 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	<u>10/01/2009 to 9/30/2012</u> 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	<u>10/01/2010 to 9/30/2013</u> 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	<u>10/01/2011 to 9/30/2014</u> 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	<u>10/01/2012 to 9/30/2015</u> 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	<u>10/01/2013 to 9/30/2016</u> 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	<u>10/01/2014 to 9/30/2017</u> 10/01/2014 to 9/30/2015