

University of North Florida 2014-15 Work Plan



University of North Florida

Work Plan Presentation for 2014-15 Board of Governors Review

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



INTRODUCTION

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

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

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

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

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



TABLE OF CONTENTS

1. STRATEGY

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

2. PERFORMANCE BASED FUNDING METRICS

3. PREEMINENT RESEARCH UNIVERSITY METRICS

4. OTHER KEY PERFORMANCE INDICATORS

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

5. OPERATIONS

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

6. DEFINITIONS



MISSION STATEMENT *(What is your purpose?)*

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

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

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

*The term "preeminent" in UNF's vision statement predates s. 1001.7065, F.S., which establishes the Preeminent State Research Universities Program.



STATEMENT OF STRATEGY (How will you get there?)

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

UNF is a regional university dedicated to providing intellectual, cultural, and civic capital for the betterment of Northeast Florida and indeed the entire State. UNF's market is determined by the size of its service region, the socioeconomic and geographic characteristics of the region, the extensive range of public and private collaborations that exist throughout the region, and the composition of the region's higher educational resources. Specifically, the following features characterize UNF's market:

- A diverse metropolitan population in excess of 1 million residents with a projection of steady growth into the future.
- A large population of freshmen and AA transfer students along with a graduate population of approximately 13%.
- A complex economy whose main drivers are the State's second largest health care industry; shipping, trade, financial services and logistics resulting from Jacksonville's prominence as an international port and transportation center; and a large technology-intensive corporate sector.
- A unique physical environment (the region is coastal, estuarine, and bisected by a major river).
- A strong relationship between the university and its many public and private partners throughout the region consistent with the university's commitment to serve as a "steward of place."
- A complementary relationship with the local state college that allows UNF to focus on high profile undergraduates and masters and doctoral degree programs appropriate to the needs of the region.

UNF has developed a number of strategies for addressing the needs of its market now and in the future, including expansion, enhancement, and collaboration.

- **EXPANSION**

UNF's master plan calls for growth up to and perhaps exceeding 25,000 students synchronized to the growth of its physical plant, faculty size, and the expansion of distance learning as an effective means of educational advancement.

- **ENHANCEMENT**

With the 2012 on-campus residency requirement for freshmen, UNF has intensified efforts to enhance a robust First Year Experience program and further enrich the undergraduate learning experience with the goal of improving retention and graduation rates. Programs such as the "STEM Jumpstart Experience" and the implementation of course redesign models in Computing, Physics, Political Science and Philosophy have already made an impact on student success in these gateway courses. UNF's Principles of Biology and Accounting are two critical courses that are undergoing review and redesign in order to retain students and have higher success rates. A major renovation of our Library will provide students with a "learning commons", and, following the NCAT models developed to improve student learning and efficiency, a "Math Emporium" is being initiated for 2015. A "Writing Center" began in 2014 and accompanies a new approach to the teaching of writing using a hybrid model supported by



one-on-one work with a writing consultant.

UNF's has made a commitment to support those areas linked to major regional economic drivers including health care, transportation, and financial services through strategic allocations of new resources and deliberate reallocations of existing resources, multidisciplinary collaboration, and the pursuit of external support in the form of contracts and grants and endowments.

Supported by strong STEM programs in biology, chemistry, physics, and mathematics, and capitalizing on its location UNF is developing distinctive programs in coastal science and engineering. The university has targeted these areas for further enhancement through the allocation of new and existing resources and through increasingly successful pursuit of research and funding opportunities in these areas.

- **COLLABORATION**

UNF continues to contribute to and benefit from extensive partnerships across the region. Prominent examples of these links include the partnerships with the Duval County Public School system focused on urban education; the partnerships between the Brooks College of Health and every major regional health care provider, focused on clinical training and health care administration; the deep ties between the Coggin College of Business and regional for-profit businesses and industries, especially those related to transportation and logistics; and the growing relationships between the College of Computing, Engineering, and Construction with public and private enterprises requiring expertise in applied research and information technology. The depth and strength of UNF's ties to the community are confirmed by the success of two \$100 million dollar plus capital campaigns conducted within the past fifteen years.

UNF partnered with the other educational institutions in the city to develop the Jacksonville Commitment Program that provides guaranteed financial support for eligible high school students. This program has proven very successful in terms of providing access to at-risk students, greater intervention with advising and ultimately higher retention rates. UNF has maintained a cooperative relationship with FSCJ to avoid program duplication and to provide educational opportunities to the full range of students from the North Florida region. As FSCJ provides access at the freshman level and to an increasing number of baccalaureate programs, UNF has been increasingly able to focus on meeting the needs of highly qualified undergraduates and career-oriented graduate students.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The University of North Florida considers emphasis on undergraduate education and graduate programs that respond to local needs to be two of its strengths. UNF strives to be a preeminent comprehensive university with targeted graduate programs, often in applied fields.

In emphasizing undergraduate programs, the university works to keep class sizes at a level where faculty and students have an opportunity for personal interaction. UNF encourages each undergraduate student to engage in research with a faculty mentor or to take advantage of one of its many transformational learning experiences, including those in international settings as well as in the local community. This requires hiring faculty who are committed to teaching balanced with an active scholarly agenda.

Part of UNF's emphasis on undergraduate education has also led the university to increase its admissions standards for first-time-in-college students. Entering freshmen at UNF rank among the best in the SUS in terms of standardized test scores and HS GPAs. Accomplishing this means retaining an increasing number of the brightest high school graduates from northeast Florida and recruiting students from other parts of the state. These students are attracted by the quality of the education offered and the size of the institution.

To increase graduation rates and decrease time to degree, the university has been working to improve campus life and student support services. For the past two years, UNF has also required on-campus housing for first-time-in-college students. As the university continues this practice, it has tracked the progress of these students and has found that these students are enrolling for, and completing more credit hours and maintaining higher grade point averages. Tuition differential dollars and housing revenues are helping students who are in financial need to meet this requirement.

At the same time that the university is strengthening its undergraduate experience, UNF has also paid close attention to the quality and depth of its curriculum. As a model comprehensive university, UNF offers a wide range of majors at the undergraduate level. As a regional university, UNF also ensures that these undergraduate and graduate programs respond to local needs. Our success in achieving this goal is demonstrated by the fact that 57% of our 75,000 alumni live and work in Northeast Florida and over 78% live and work in Florida. This means that the institution is responsible for more college graduates in our region than the University of Florida and Florida State combined. UNF graduates are also among the most likely to be employed in Florida the first year after graduation. As a result of this and the graduates earning power, UNF is recognized as one of three Florida institutions to have a high return on investment.

UNF already offers extremely strong programs in areas that coincide with areas of regional economic prominence, specifically health care and biomedical science, commerce, and transportation and logistics. Another such area is coastal science which is driven as much by the region's geography as by economic opportunity. UNF has a noteworthy program in Coastal Biology and newly developed prowess in the area of Coastal Engineering supported by the Taylor Engineering Research Institute. As resources permit it will add cognate programs in coastal geology and port engineering.

Through improving the quality of the students it attracts, strengthening the undergraduate experience and making sure that the curriculum meets regional needs and, at times, provides national leadership, UNF is responding to its students, its community and the state economy.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Enriched undergraduate learning. A high-quality undergraduate educational experience, grounded in a liberal arts core, remains the central institutional priority at UNF. To that end, the university continues to implement high-impact experiences for students targeting liberal learning, retention, and overall student success. Perhaps the most notable of these, and one that has become a hallmark of the UNF experience, is the Transformational Learning Opportunity (TLO) scholarship program. TLOs provide a broad range of opportunities, all of which are rooted in experiential education. Over the past few years, the TLO program has been extended under the aegis of the university's commitment to community engagement to form the basis of UNF's SACS Quality Enhancement Plan, the theme of which is Community-Based Transformational Learning. UNF also continues to implement other high-impact practices relating to the undergraduate experience, including innovations in teaching and course delivery (as promoted by the National Center for Academic Transformation); and initiatives to improve student performance in key gateway courses, particularly in the STEM disciplines. The UNF faculty is carrying out a revision of the general education program that will align courses to the key learning competencies of communication, critical thinking, global awareness, and intercultural competency. The university also enters into its third year of requiring campus residency for its freshmen students and the continued development of a Freshman Year Experience program designed to facilitate the transition to university life and study. The university also has adopted a robust data analytics program, designed by the Educational Advisory Board, for academic advisors to identify at-risk students and facilitate more effective interventions.



2. Programs of excellence and relevance. We continue to focus on existing program strengths that correspond to regional economic activity and/or environmental distinction identified in our previous Work Plan: health and biomedical science, commerce, and coastal science and engineering. Enrollments in Health and Biomedical Science remain strong and have increased with additional resource allocations. To promote more interdisciplinary effort which will enhance student learning and research opportunities, the College of Arts and Sciences has instituted an interdisciplinary major which will allow students to select a) courses from across the university to develop a theme-based major, or b) courses that further hone the competencies recognized as critical for 21st century careers. Students can elect to have an interdisciplinary major or minor that is organized to address learning competencies such as critical thinking, communication, quantitative reasoning, etc. This approach will position students for careers that do not require specific course work as preparation, but rather with the skills and abilities to reason, solve problems, and communicate effectively. Having this type of flexible major allows students who change majors to potentially avoid taking additional years to complete a degree. This should improve time to graduation and completion rates as well. Brooks College of Health and the College of Arts and Sciences have also initiated new programs in clinical lab science, social work, radiography, and clinical nutrition to meet the health needs of northeast Florida. Additionally, the Coggin College of Business will continue to strengthen flagship programs in International Business and Transportation & Logistics and build on existing strengths in economics, accounting, investments, financial services, marketing, operations, organizational behavior and corporate strategy. More broadly, UNF will undertake a full assessment of current Centers & Institutes and identify opportunities to strategically develop new ones that leverage current faculty strengths. Globalization and sustainability issues will be emphasized. The proposed major expansion of the port facilities in the Jacksonville area makes Coastal Science and Engineering particularly significant to northeast Florida. Reallocations of university resources were made and will continue to enhance UNF's ability to respond to its unique geographic and environmental setting and to provide opportunities for UNF's students.

3. Distance Learning. UNF continues to embrace opportunities made available through new technologies to complement its traditional course offerings by increasing its Distance Learning offerings, both in courses, certificates, and degree programs including 3 graduate programs and 1 undergraduate program coming online fall 2014. UNF has worked to develop both the infrastructure and development and support services to support continued expansion of distance learning courses and programs. Such expansion is critical to meeting demand for distance and blended learning opportunities and to expanding access to current and future UNF students both locally and further afield. The Distance Learning Strategic Plan developed in 2013 guides the implementation of the Distance Learning Initiative. Distance Learning is also UNF's BOT choice metric as we seek to increase the percentage of courses offered in both online and blended delivery models.



PERFORMANCE FUNDING METRICS

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

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
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	-2.0%	69%	71%	73%	74%	75%
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	2.8%	\$34,200	\$34,681	\$35,169	\$35,664	\$36,166
Average Cost per Bachelor's Degree* [Instructional Costs to the University]	-2.8%	\$29,350	\$28,945	\$28,546	\$28,152	\$27,764
FTIC 6 year Graduation Rate [Includes full- and part-time students]	-1.9%	49%	49%	50%	51%	52%
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	-2.0%	76%	78%	79%	80%	81%
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	0.8%	36%	36%	37%	37%	38%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	-0.8%	45%	45%	46%	47%	48%
Graduate Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	2.2%	51%	51%	53%	55%	57%
Freshmen in Top 10% of High School Graduating Class [for NCF only]	%Δ	xx%	xx%	xx%	xx%	xx%
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	n/a	71%	72%	73%	74%	75%
Board of Trustees Choice Metric						
Percent of Course Sections Offered via Distance and Blended Learning	2.2%	9%	11%	13%	15%	17%

Note: Metrics are defined in appendix.

*Not adjusted for raises.



KEY PERFORMANCE INDICATORS

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

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'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

Describe plans for increasing national preeminence of University and select programs.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	2.8%	1784	1786	1790	1791	1792
High School GPA	7.8%	3.89	3.94	3.95	3.96	3.97
Professional/Licensure Exam First-time Pass Rates ¹						
Exams Above Benchmarks	100%	2	2	2	2	2
Exams Below Benchmarks	n/a	0	0	0	0	0
Operational Efficiency						
Freshman Retention Rate	7.0%	84%	85%	86%	87%	88%
FTIC Graduation Rates						
In 4 years (or less)	6.1%	26%	26%	27%	28%	29%
In 6 years (or less)	1.6%	49%	49%	50%	51%	52%
AA Transfer Graduation Rates						
In 2 years (or less)	1.5%	35%	35%	36%	38%	40%
In 4 years (or less)	2.4%	69%	69%	70%	71%	72%
Average Time to Degree (for FTIC)	4.3%	4.9	4.8	4.7	4.6	4.5
Return on Investment						
Bachelor's Degrees Awarded	19%	3,351	3,450	3,572	3,898	3,937
Percent of Bachelor's Degrees in STEM	-1%	11%	11%	12%	13%	14%
Graduate Degrees Awarded	0%	582	609	620	630	640
Percent of Graduate Degrees in STEM	2%	8%	8%	10%	12%	15%
Annual Gifts Received (\$M)	-18%	10.2 M	10.0 M	10.5 M	11.0 M	11.5 M
Endowment (\$M)	-12%	83.6 M	85.0 M	87.5 M	90.0 M	92.5 M

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



KEY PERFORMANCE INDICATORS

Institution Specific Goals

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

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Freshman in Top 10% of Graduating High School Class	6.1%	24%	26%	28%	29%	30%
Percent of Course Sections Offered via Distance and Blended Learning	6.5%	9%	11%	13%	15%	17%
Bachelor's Degrees in Areas of Strategic Emphasis	-2.7%	45%	45%	46%	47%	48%

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

Goal 1. Continued growth in graduate enrollments as a result of support and promotion of programs of excellence in the areas health and biomedical science; commerce; and coastal science and engineering.

Graduate Degrees in Areas of Strategic Emphasis	12.5%	51%	51%	53%	55%	57%
---	-------	-----	-----	-----	-----	-----

Goal 2. Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

Percentage of students engaged in experiential learning activities that traditionally enhance post-graduate employment and/or graduate study opportunities (e.g.: Coops, internships, research, community, national, study abroad, and international service)	14.3%	34%	30%	33%	36%	38%
---	-------	-----	-----	-----	-----	-----



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
Education & General – Main Operations		
State Funds	\$78,436,970	\$89,906,186
Tuition	\$67,470,923	\$66,764,129
TOTAL MAIN OPERATIONS	\$145,907,893	\$156,670,315
Education & General – Health-Science Center / Medical Schools		
State Funds	\$ 0	\$ 0
Tuition	\$ 0	n/a
TOTAL HSC	\$ 0	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	\$ 0	\$ 0
Tuition	\$ 0	n/a
TOTAL IFAS	\$ 0	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$145,907,893	\$156,670,315
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year. The 2014-15 appropriations data include funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting</p>		
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	\$43,431,420	n/a
Contracts & Grants		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$11,306,447	n/a
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	\$63,191,631	n/a
Faculty Practice Plans		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 0.0	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	\$117,929,498	n/a
UNIVERSITY REVENUES GRAND TOTAL	\$263,837,391	\$156,670,315



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	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	\$1,128.90	\$1,128.90	\$1,128.90	\$1,128.90	\$1,128.90
Percent Increase	15%	0%	0%	0%	0%
Required Fees ¹	\$2,006.40	\$2,071.50	\$2,104.20	\$2,119.20	\$2,119.20
TOTAL TUITION AND FEES	\$6,234.90	\$6,352.50	\$6,385.20	\$6,400.20	\$6,400.20

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	38%	43%	41%	49%	49%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$15,259	\$16,485	\$16,929	\$18,087	\$20,093
NSLDS Cohort Year	2008	2009	2010	2011	2012 GOAL
Student Loan Cohort Default Rate (3rd Year)	6.80%	8.50%	8.80%	7.50%	8.27%

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

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,510	\$1,200	\$8,662	\$1,732	\$2,628	\$20,732
AT HOME	\$6,510	\$1,200	\$4,372	\$1,732	\$2,628	\$16,442

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	1,939	32%	\$11,610	(\$2,812)	\$8,485	\$4,746
\$40,000-\$59,999	717	12%	\$13,411	(\$1,023)	\$6,626	\$3,815
\$60,000-\$79,999	605	10%	\$15,336	\$933	\$4,608	\$4,207
\$80,000-\$99,999	513	9%	\$16,460	\$2,300	\$3,327	\$4,239
\$100,000 Above	1,726	29%	\$17,190	\$2,544	\$2,957	\$3,154
Missing*	488	8%	\$14,857	\$2,287	\$3,114	\$199
TOTAL	5,988	100%	AVERAGE \$13,026	\$178	\$5,397	\$3,707

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



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

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$37.63
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$
Total differential fee revenue generated in 2014-15 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

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

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Retained or hired 90 faculty	Exceeded goal
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	109
Total Number of Advisors Hired or Retained (funded by tuition differential):	0
Total Number of Course Sections Added or Saved (funded by tuition differential):	932
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
Provide support for 896 students	exceeded goal
Jacksonville Commitment Scholars	\$372,443 spent on this group of students
General university-funded need-based aid	\$2,496,879 spent on this group of students
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,157
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,480
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$610
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,000



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

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2013-14 -----	Estimated 2014-15 -----
<u>FTE Positions:</u>		
Faculty	109	104
Advisors		
Staff		
Total FTE Positions:	109	104
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 190,530	\$ 526,467
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 190,530	\$ 526,467
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 10,684,198	10,716,038
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 10,684,198	\$ 10,716,038
<u>Expenditures</u>		
Salaries & Benefits	\$ 7,478,939	\$ 7,501,227
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	2,869,322	3,214,811
Expended From Carryforward Balance	-	190,530
**Other Category Expenditures	-	-
Total Expenditures:	\$ 10,348,261	\$ 10,906,568
Ending Balance Available:	\$ 526,467	\$ 335,937
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



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

University: University of North Florida							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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	21.42	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63
Total Base Tuition & Differential per Credit Hour	\$124.74	\$140.95	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70
% Change		13.0%	1.2%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.78	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$14.24	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47
Health	\$9.51	\$9.76	\$10.16	\$10.25	\$10.50	\$10.50	\$10.50
Athletic	\$14.98	\$16.33	\$17.83	\$18.83	\$19.08	\$19.08	\$19.08
Transportation Access	\$3.85	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08
Technology ¹	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$62.44	\$64.88	\$69.05	\$70.14	\$70.64	\$70.64	\$70.64
Total Tuition and Fees per Credit Hour	\$187.18	\$205.83	\$211.75	\$212.84	\$213.34	\$213.34	\$213.34
% Change		10.0%	2.9%	0.5%	0.2%	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		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$3,742.20	\$4,228.50	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00
Total Fees for 30 Credit Hours	\$1,873.20	\$1,946.40	\$2,071.50	\$2,104.20	\$2,119.20	\$2,119.20	\$2,119.20
Total Tuition and Fees for 30 Credit Hours	\$5,615.40	\$6,174.90	\$6,352.50	\$6,385.20	\$6,400.20	\$6,400.20	\$6,400.20
\$ Change		\$559.50	\$177.60	\$32.70	\$15.00	\$0.00	\$0.00
% Change		10.0%	2.9%	0.5%	0.2%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$425.02	\$459.02	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27
Out-of-State Undergraduate Student Financial Aid ³	\$26.04	\$28.12	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11
Total per credit hour	\$451.06	\$487.14	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38
% Change		8.0%	-0.4%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$16,492.80	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10
Total Fees for 30 Credit Hours	\$2,654.46	\$2,790.00	\$2,914.80	\$2,947.50	\$2,962.50	\$2,962.50	\$2,962.50
Total Tuition and Fees for 30 Credit Hours	\$19,147.26	\$20,789.10	\$20,913.90	\$20,946.60	\$20,961.60	\$20,961.60	\$20,961.60
\$ Change		\$1,641.84	\$124.80	\$32.70	\$15.00	\$0.00	\$0.00
% Change		8.6%	0.6%	0.2%	0.1%	0.0%	0.0%
Housing/Dining⁴							
	\$8,732.00	\$8,994.51	\$9,264.32	\$9,542.25	\$9,828.52	\$10,123.37	\$10,427.07
\$ Change		\$262.51	\$269.81	\$277.93	\$286.27	\$294.86	\$303.70
% Change		3.0%	3.0%	3.0%	3.0%	3.0%	3.0%

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 as approved by the Board of Governors.

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)	-14%	6699	46.9%	6796	47.5%	6830	47.5%	6864	47.5%
FTIC (Profile Admit)	na	na	na	na	na	na	na	na	na
AA Transfers*	38%	4349	30.5%	4364	30.5%	4386	30.5%	4408	30.5%
Other Transfers**	27%	3231	22.6%	3148	22.0%	3163	22.0%	3179	22.0%
Subtotal	6%	14279	100.0%	14308	100.0%	14380	100.0%	14451	100.0%
GRADUATE STUDENTS									
Master's	-6%	1515	87.6%	1552	87.8%	1560	87.8%	1568	87.8%
Research Doctoral	5%	100	5.8%	100	5.7%	101	5.7%	101	5.7%
Professional Doctoral	54%	114	6.6%	115	6.5%	116	6.5%	116	6.5%
Subtotal	-3%	1729	100.0%	1767	100.0%	1776	100.0%	1785	100.0%
NOT-DEGREE SEEKING	51%	250		268		271		273	
MEDICAL	na	na		na		na		na	
TOTAL	6%	16258		16343		16426		16510	

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

Note**: Other Transfers includes post-baccalaureate and Florida State College transfers without AA degrees

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

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	266%	782	8.3%	1032	11.2%	1287	13.9%	1603	17.3%
HYBRID (50%-79%)	677%	130	1.4%	138	1.5%	154	1.7%	178	1.9%
TRADITIONAL (<50%)	-8%	8467	90.3%	8004	87.2%	7788	84.4%	7502	80.8%
TOTAL	2%	9379	100%	9174	100%	9229	100.0%	9283	100%
GRADUATE									
DISTANCE (80%)	113%	118	12.7%	133	14.3%	158	16.6%	182	19.1%
HYBRID (50%-79%)	196%	65	7.0%	34	3.6%	40	4.2%	48	5.0%
TRADITIONAL (<50%)	-19%	748	80.3%	766	82.1%	754	79.2%	723	75.9%
TOTAL	-9%	931	100%	933	100%	952	100%	953	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	3,370	3,530	3,513	3,566	3,619	3,673	3,710	3,747	1.3%
UPPER	5,597	5,365	5,507	5,507	5,535	5,562	5,618	5,674	0.6%
GRAD I	730	776	746	746	753	761	769	776	0.8%
GRAD II	126	125	128	129	131	133	135	137	1.4%
TOTAL	9,823	9,796	9,894	9,948	10,038	10,130	10,232	10,335	0.9%
<i>Non- Resident</i>									
LOWER	103	90	107	109	110	112	113	114	1.3%
UPPER	104	104	102	102	103	103	104	105	0.6%
GRAD I	67	51	68	68	69	69	70	71	0.8%
GRAD II	10	5	10	10	10	10	11	11	1.4%
TOTAL	284	250	287	289	292	295	298	301	0.9%
TOTAL									
LOWER	3,473	3,620	3,620	3,674	3,729	3,785	3,823	3,861	1.3%
UPPER	5,701	5,469	5,609	5,609	5,637	5,665	5,722	5,779	0.6%
GRAD I	797	827	814	814	822	830	839	847	0.8%
GRAD II	136	130	138	139	141	144	146	148	1.4%
TOTAL	10,107	10,046	10,181	10,237	10,330	10,425	10,530	10,636	0.9%
NOT STATE FUNDABLE									
LOWER	69	n/a	70	71	72	73	73	74	1.3%
UPPER	103	n/a	104	104	105	106	106	107	0.6%
GRAD I	26	n/a	26	26	26	27	27	27	0.8%
GRAD II	1	n/a	1	1	1	1	1	1	1.4%
TOTAL	198	n/a	200	202	204	205	207	209	0.9%

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



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2014-15

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
B.S. in Medical Laboratory Sciences	51.1005	Critical Needs: Health	FGCU, UCF, USF T, UWF	Hybrid	45 (FTE)	March 2015
B.S. in Coastal Environmental Science	03.0104	STEM	FAMU, FSU, UF, USF T, USF P, USF SP, UWF	No	70 (FTE)	March 2015

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

M.A. in International Affairs	45.0901	Economic Development: Globalization	FIU, FUS, UF	No	58 (HC) 32.6 (FTE)	June 2014
M.S. in Civil Engineering: Coastal and Port Engineering	14.0801	STEM		Hybrid	28 (HC) 15.8 (FTE)	June 2014

DOCTORAL PROGRAMS

New Programs For Consideration by University in 2015-17

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
B.A.E. in Deaf Education	13.1003		TBD	TBD	TBD	TBD

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

M.S.W. in Social Work	44.0701		Potentially a collaborative program with FSU			
Ed.S. in Educational Leadership	13.0401		TBD	TBD	TBD	TBD
M.S. in Sport Management	31.0504		TBD	TBD	TBD	TBD

DOCTORAL PROGRAMS



DEFINITIONS

Performance Based Funding

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

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

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

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

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

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

Six Year FTIC Graduation Rate

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

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

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

University Access Rate
Percent of Undergraduates with a Pell-grant

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

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

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



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

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

Freshmen in Top 10% of High School Class
Applies to: NCF

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

BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

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

Number of Faculty Awards

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

National Ranking for Institutional & Program Achievements

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

BOT Choice Metrics

Percent of R&D Expenditures Funded from External Sources
FAMU

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

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

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



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