



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

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

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

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

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

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

PROPOSED COMMITTEE ACTION

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

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

Supporting Documentation Included: Minutes: March 19, 2014

Facilitators/Presenters: Governor Colson

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

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

1. Call to Order and Opening Remarks

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

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

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

3. Further Consideration of Strategic Plan Alignment

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

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

b. Strategic Plan Goals: Progress Check

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

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

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

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

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

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

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

4. Mission Change for New College of Florida

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

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

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

5. Concluding Remarks and Adjournment

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

R.E. LeMon, Associate Vice Chancellor

Governor Dean Colson, Chair

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

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

PROPOSED COMMITTEE ACTION

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

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

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

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

Facilitators/Presenters: Governor Colson



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

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

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

TABLE 4K. Undergraduate Course Offerings

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

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

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

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

PROPOSED COMMITTEE ACTION

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

AUTHORITY FOR BOARD OF GOVERNORS ACTION

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

BACKGROUND INFORMATION

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

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

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

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

Supporting Documentation Included:	<ol style="list-style-type: none">1. Individual 2014-2015 University Work Plans2. Performance Funding Improvement Plans
Facilitators / Presenters:	Chair Colson; University Representatives

UCF

2014-15 Work Plan



University of Central Florida

Work Plan Presentation for 2014-15 Board of Governors Review

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



INTRODUCTION

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

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

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

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

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



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3. OTHER KEY PERFORMANCE INDICATORS

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

4. OPERATIONS

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

5. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

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

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

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

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

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

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

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

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

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



PERFORMANCE FUNDING METRICS

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

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
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 Rates¹						
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
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year. The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting.</p>		
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
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
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
Faculty Practice Plans		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 1.6	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	\$ 780.9	n/a
UNIVERSITY REVENUES GRAND TOTAL	\$ 1,311.1	n/a



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 Fees¹	\$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			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	Estimated Actual*		Estimated
	2013-14		2014-15
	-----		-----
<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							
\$ Change	\$9,063.00	\$9,357.00	\$9,394.00	\$9,514.00	\$9,637.00	\$9,764.00	\$9,895.00
% 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 ACTUAL FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL	2016-17 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									
Florida Resident									
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%
Non- Resident									
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

Medical Doctorate Headcounts									
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	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

UWVF

2014-15 Work Plan



University of West Florida

Work Plan Presentation for 2014-15 Board of Governors Review

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



INTRODUCTION

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

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

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

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

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



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MISSION STATEMENT (What is your purpose?)

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

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

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

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

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

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

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



PERFORMANCE FUNDING METRICS

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

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

Note: Metrics are defined in appendix.



KEY PERFORMANCE INDICATORS

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

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

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

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	-44 pts	1537 (Fall 2012)	1563 (Fall 2013)	1593 (Fall 2014)	1621 (Fall 2015)	1621 (Fall 2016)
High School GPA	0.0 pts	3.5 (Fall 2012)	3.5 (Fall 2013)	3.5 (Fall 2014)	3.5 (Fall 2015)	3.5 (Fall 2016)
Professional/Licensure Exam First-time Pass Rates¹						
Exams Above Benchmarks	n/a	1	1	1	1	1
Exams Below Benchmarks	n/a	0	0	0	0	0
Operational Efficiency						
Freshman Retention Rate	-9% pts.	70% (Fall 2012-Fall 2013)	72% (Fall 2013-Fall 2014)	73% (Fall 2014-Fall 2015)	75% (Fall 2015-Fall 2016)	76% (Fall 2016-Fall 2017)
FTIC Graduation Rates	3% pts.	25% (2009-2013)	22% (2010-2014)	23% (2011-2015)	25% (2012-2016)	26% (2013-2017)
In 4 years (or less)	-0% pts.	42% (2007-2013)	49% (2008-2014)	49% (2009-2015)	50% (2010-2016)	51% (2011-2017)
AA Transfer Graduation Rates	-7% pts.	23% (2011-2013)	19% (2012-2014)	20% (2013-2015)	22% (2014-2016)	23% (2015-2017)
In 2 years (or less)	-3% pts.	65% (2009-2013)	62% (2010-2014)	64% (2011-2015)	65% (2012-2016)	67% (2013-2017)
Average Time to Degree (for FTIC)	-0.1 yr.	4.6 yrs. (2012-2013 Graduates)	4.6 yrs. (2013-2014 Graduates)	4.6 yrs. (2014-2015 Graduates)	4.6 yrs. (2015-2016 Graduates)	4.5 yrs. (2016-2017 Graduates)



Return on Investment

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

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



KEY PERFORMANCE INDICATORS

Institution Specific Goals

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

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

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

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

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

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



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

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Total Expenditures from Sponsored Research and Contracts and Grants¹	26%	\$17.0 M	\$26.5 M ²	\$22.3 M ³	\$27.3 M	\$23.5 M
Number of Active Grants	-34%	122	114	116	119	121

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

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

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



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
Education & General – Main Operations		
State Funds	\$ 68,201,966	\$ 81,300,593
Tuition	\$ 45,903,441	n/a
TOTAL MAIN OPERATIONS	\$ 114,105,407	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 114,105,407	n/a
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
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	\$ 19,380,782	n/a
Contracts & Grants,		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 30,254,249	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	\$ 99,376,423	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	\$ 149,011,454	n/a
UNIVERSITY REVENUES GRAND TOTAL	\$ 263,116,861	n/a



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	\$1,166.40	\$1,166.40	\$1,166.40	\$1,166.40	\$1,166.40
Percent Increase	14%	1.2%	0%	0%	0%
Required Fees¹	\$1,972.50	\$2,037.60	\$2,040.90	\$2,040.90	\$2,040.90
TOTAL TUITION AND FEES	\$6,283.50	\$6,356.10	\$6,359.40	\$6,359.40	\$6,359.40

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

(* National Student Loan Data System)

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

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

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

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

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



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

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

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



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

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	65	73
Advisors	0	0
Staff	3	3
Total FTE Positions:	68	76
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$399,799	\$697,558
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$399,799	\$697,558
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$8,146,183	8,356,296
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$8,146,183	\$8,356,296
<u>Expenditures</u>		
Salaries & Benefits	\$5,201,582	\$5,830,000
Other Personal Services	74,462	75,000
Expenses	59,091	36,000
Operating Capital Outlay	6,400	57,000
Student Financial Assistance [^]	2,506,889	2,506,889
Expended From Carryforward Balance ^{^^}	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$7,848,424	\$8,504,889
Ending Balance Available:	\$697,558	\$548,965

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

** Provide details for "Other Categories" used.

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

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



FISCAL INFORMATION (continued)

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<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 (no more than 15%) ⁴	21.42	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88
Total Base Tuition & Differential per Credit Hour	\$124.74	\$142.20	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95
% Change		14.0%	1.2%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service ⁶	\$13.30	\$13.30	\$13.55	\$13.57	\$13.57	\$13.57	\$13.57
Health ⁶	\$7.23	\$7.23	\$7.48	\$7.52	\$7.52	\$7.52	\$7.52
Athletic ⁶	\$17.49	\$19.39	\$20.88	\$20.93	\$20.93	\$20.93	\$20.93
Transportation Access	\$3.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Technology ¹	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)		\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$56.10	\$65.75	\$67.92	\$68.03	\$68.03	\$68.03	\$68.03
Total Tuition and Fees per Credit Hour	\$180.84	\$207.95	\$211.87	\$211.98	\$211.98	\$211.98	\$211.98
% Change		15.0%	1.9%	0.1%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change	NA	NA	NA	NA	NA	NA	NA
Total Tuition for 30 Credit Hours	\$3,742.20	\$4,266.00	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50
Total Fees for 30 Credit Hours	\$1,683.00	\$1,972.50	\$2,037.60	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90
Total Tuition and Fees for 30 Credit Hours	\$5,425.20	\$6,238.50	\$6,356.10	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40
\$ Change		\$813.30	\$117.60	\$3.30	\$0.00	\$0.00	\$0.00
% Change		15.0%	1.9%	0.1%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid ³	\$20.45	\$20.45	\$20.45	\$25.70	\$25.70	\$25.70	\$25.70
Total per credit hour	\$429.39	\$429.39	\$429.39	\$434.64	\$434.64	\$434.64	\$434.64
% Change		0.0%	0.0%	1.2%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$16,010.40	\$16,534.20	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70
Total Fees for 30 Credit Hours	\$2,296.50	\$2,586.00	\$2,651.10	\$2,811.90	\$2,811.90	\$2,811.90	\$2,811.90
Total Tuition and Fees for 30 Credit Hours	\$18,306.90	\$19,120.20	\$19,237.80	\$19,398.60	\$19,398.60	\$19,398.60	\$19,398.60
\$ Change		\$813.30	\$117.60	\$160.80	\$0.00	\$0.00	\$0.00
% Change		4.4%	0.6%	0.8%	0.0%	0.0%	0.0%
Housing/Dining⁴	\$7,856.00	\$8,006.00	\$8,852.00	\$9,324.00	\$9,830.00	\$10,352.00	\$10,904.00
\$ Change		\$150.00	\$846.00	\$472.00	\$506.00	\$522.00	\$552.00
% Change		1.9%	10.6%	5.3%	5.4%	5.3%	5.3%

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 students⁵ After base tuition is set by the Legislature and subject to approval of the Board of Trustees, the cumulative increase in base and differential tuition is capped at 15% by statute.

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

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



ENROLLMENT PLANNING

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

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

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

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

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	17%Δ	1,865	29%	1,950	29%	2,002	29%	2,057	29%
HYBRID (50%-79%)	-57%Δ	804	13%	985	15%	1,011	15%	1,039	15%
TRADITIONAL (<50%)	42%Δ	3,760	58%	3,770	56%	3,870	56%	3,975	56%
TOTAL	5%Δ	6,428	100%	6,705	100%	6,883	100%	7,071	100%
GRADUATE									
DISTANCE (80%)	2%Δ	490	56%	539	57%	555	57%	566	57%
HYBRID (50%-79%)	-59%Δ	85	10%	81	9%	83	9%	85	9%
TRADITIONAL (<50%)	32%Δ	295	34%	323	34%	333	34%	339	34%
TOTAL	-5%Δ	869	100%	943	100%	970	100%	990	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	2,388	1,886	2,519	2,603	2,681	2,753	2,825	2,881	3%
UPPER	3,361	3,232	3,688	3,764	3,855	3,924	4,000	4,127	2%
GRAD I	561	599	689	704	713	716	726	751	2%
GRAD II	51	54	67	69	69	71	71	73	2%
TOTAL	6,361	5,771	6,963	7,140	7,318	7,464	7,622	7,831	2%
<i>Non- Resident</i>									
LOWER	232	n/a	227	236	245	254	259	265	3%
UPPER	260	n/a	272	280	290	298	304	311	3%
GRAD I	189	n/a	171	181	191	198	203	207	4%
GRAD II	11	n/a	15	16	17	16	16	17	2%
TOTAL	692	444	685	713	743	766	783	800	3%
TOTAL									
LOWER	2,620	n/a	2,746	2,838	2,926	3,007	3,085	3,146	3%
UPPER	3,621	n/a	3,960	4,045	4,145	4,222	4,303	4,439	2%
GRAD I	750	n/a	860	885	904	914	930	958	2%
GRAD II	62	n/a	82	85	86	87	88	90	2%
TOTAL	7,053	6,215	7,648	7,853	8,060	8,230	8,405	8,632	2%
NOT STATE FUNDABLE									
LOWER	56	n/a	63	65	67	70	72	74	3%
UPPER	140	n/a	142	149	156	162	169	176	4%
GRAD I	334	n/a	365	395	407	419	432	445	4%
GRAD II	3	n/a	6	6	6	8	8	8	6%
TOTAL	533	n/a	576	615	636	659	681	703	4%

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						
Mechanical Engineering (BS)	14.1901	STEM	FAMU, FAU, FIU, FPU, FSU, UCF, UF, UNF, USF	No	150	Fall 2014
Supply Chain Logistics Management (BSBA)	52.0203	STEM	FPU, UNF Related to 52.0209	No	62	Spring 2015
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						
DOCTORAL PROGRAMS						
None						

New Programs For Consideration by University in 2015-17

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

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



DEFINITIONS

Performance Based Funding

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

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

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

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

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

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

Six Year FTIC Graduation Rate

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

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

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

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

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

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

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

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

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



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

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

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

Source: State University Database System (SUDS).

BOT Choice Metrics

Percentage of Adult Undergraduates Enrolled UWF

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

Goals Common to All Universities

Academic Quality

Avg. SAT Score (for 3 subtests)

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

Avg. HS GPA

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

Professional/Licensure Exam First-time Pass Rates

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

Operational Efficiency

Freshman Retention Rate

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

FTIC Graduation Rates

In 4 years (or less)

In 6 years (or less)

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

AA Transfer Graduation Rates

In 2 years (or less)

In 4 years (or less)

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



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).

Institution-Specific Goals

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



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

Student Debt Summary

Percent of Bachelor's Recipients with Debt

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

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

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

Student Loan Cohort Default Rate (3rd Year)

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

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

UNIVERSITY *of* WEST FLORIDA

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





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

OVERVIEW

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

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

THREE KEY AREAS OF FOCUS

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

Metric 5. Academic Progress Rate

Metric 9. Baccalaureate Degrees Awarded Without Excess Hours



HISTORY

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

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

STRATEGIES & RATIONALE

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

Create a comprehensive, centralized unit for student support services.

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



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

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

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

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

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

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

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

Develop degree completion tools for students.

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

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

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

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



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

Purchase and implement new degree audit and planning software.

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

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

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

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

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

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

Rationale:

Progress to Degree Policy

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

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

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



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

Revised Attendance Policy

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

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

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

Rationale:

Administer Student Strengths Inventory® through Beacon software

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

Implement a Supplemental Instruction Program

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

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

Increase communication with students regarding the Excess Hours Policy.

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

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

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



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

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

Implement Summer Success Program for FTIC students on academic warning.

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

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



SUMMARY

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

FIU

2014-15 Work Plan



Florida International University

Work Plan Presentation for 2014-15 Board of Governors Review

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



INTRODUCTION

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

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

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

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

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



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

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

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

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

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

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



STRENGTHS AND OPPORTUNITIES (within 3 years)

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

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

KEY INITIATIVES & INVESTMENTS (within 3 years)

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

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

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

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



PERFORMANCE FUNDING METRICS

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

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

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



KEY PERFORMANCE INDICATORS

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

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

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

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score¹ [for 3 subtests]	-1.4%	1,704	1,714	1,700	1,705	1,710
High School GPA	1.1%	3.7	3.8	3.85	3.90	3.95
Professional/Licensure Exam First-time Pass Rates²						
Exams Above Benchmarks	n/a	3	4	4	5	5
Exams Below Benchmarks	n/a	2	1	1	0	0
Operational Efficiency						
Freshman Retention Rate	2%	84%	84%	85%	86%	87%
FTIC Graduation Rates						
In 4 years (or less)	12%	27%	22%	25%	27%	29%
In 6 years (or less)	5%	50%	52%	54%	56%	58%
AA Transfer Graduation Rates						
In 2 years (or less)	3%	21%	19%	21%	22%	23%
In 4 years (or less)	0%	61%	62%	63%	64%	65%
Average Time to Degree (for FTIC)	0.4 yrs	5.6 yrs	5.6 yrs	5.5 yrs	5.4 yrs	5.3 yrs
Return on Investment						
Bachelor's Degrees Awarded	38%	7,746	8,100	8,400	8,600	8,800
Percent of Bachelor's Degrees in STEM	0%	16%	16%	16.25%	16.5%	16.5%
Graduate Degrees Awarded	38%	3,440	3,536	3,633	3,704	3,817
Percent of Graduate Degrees in STEM	-7%	16.2%	16.5%	16.6%	16.8%	17%
Annual Gifts Received (\$M)	31.4%	\$ 24.7 M	\$ 18.1 M	\$ 47.0 M	\$ 66.0 M	\$ 73.0 M
Endowment (\$M)	53.9%	\$ 149.4 M	\$ 165.2 M	\$ 181.0 M	\$ 209.8 M	\$ 243.7 M

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



KEY PERFORMANCE INDICATORS

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

Goals Specific to Research Universities

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

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



KEY PERFORMANCE INDICATORS

Institution Specific Goals

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

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

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

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

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

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

University Revenues *(in Millions of Dollars)*

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



FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary (for 30 credit hours)

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,569	\$1,569	\$1,569	\$1,569	\$1,569
Percent Increase	15%	1.1%	0%	0%	0%
Required Fees¹	\$1,746	\$1,772	\$1,772	\$1,832	\$1,872
TOTAL TUITION AND FEES	\$6,414	\$6,493	\$6,493	\$6,553	\$6,593

Note¹: For more information regarding required fees see list of per credit hour fees and block fees on page 15.

Student Debt Summary

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

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

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

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

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

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

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



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

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

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



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

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



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

This page is an excel document, pasted here as a placeholder.

University: Florida International University

<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	\$ 32.00	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29
Total Base Tuition & Differential per Credit Hour	\$135.32	\$155.61	\$157.36	\$157.36	\$157.36	\$157.36	\$157.36
% Change		15.0%	1.1%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.60	\$12.87	\$12.87	\$12.87	\$14.86	\$14.86	\$14.86
Health							
Athletic	\$15.56	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10	\$16.29
Transportation Access							
Technology ¹	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$42.24	\$46.14	\$46.23	\$46.23	\$48.22	\$48.22	\$48.41
Total Tuition and Fees per Credit Hour	\$177.56	\$201.75	\$203.59	\$203.59	\$205.58	\$205.58	\$205.77
% Change		13.6%	0.9%	0.0%	1.0%	0.0%	0.1%
Fees (block per term):							
Activity & Service							
Health	\$83.19	\$83.19	\$93.69	\$93.69	\$93.69	\$113.77	\$113.77
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$81.00	\$81.00	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$174.19	\$174.19	\$192.69	\$192.69	\$192.69	\$212.77	\$212.77
% Change		0.0%	10.6%	0.0%	0.0%	10.4%	0.0%
Total Tuition for 30 Credit Hours	\$4,059.58	\$4,668.30	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80
Total Fees for 30 Credit Hours	\$1,615.58	\$1,732.58	\$1,772.28	\$1,772.28	\$1,831.98	\$1,872.14	\$1,877.84
Total Tuition and Fees for 30 Credit Hours	\$5,675.16	\$6,400.88	\$6,493.08	\$6,493.08	\$6,552.78	\$6,592.94	\$6,598.64
\$ Change		\$725.72	\$92.20	\$0.00	\$59.70	\$40.16	\$5.70
% Change		12.8%	1.4%	0.0%	0.9%	0.6%	0.1%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid ³	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$15,868.18	\$16,476.90	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40
Total Fees for 30 Credit Hours	\$2,206.01	\$2,323.01	\$2,362.71	\$2,362.71	\$2,422.41	\$2,462.57	\$2,468.27
Total Tuition and Fees for 30 Credit Hours	\$18,074.19	\$18,799.91	\$18,892.11	\$18,892.11	\$18,951.81	\$18,991.97	\$18,997.67
\$ Change		\$725.72	\$92.20	\$0.00	\$59.70	\$40.16	\$5.70
% Change		4.0%	0.5%	0.0%	0.3%	0.2%	0.0%
Housing/Dining⁴							
\$ Change	\$10,123.97	\$10,303.97	\$10,662.64	\$10,853.67	\$11,278.08	\$11,397.05	\$11,535.74
% Change		1.8%	3.5%	1.8%	3.9%	1.1%	1.2%

¹ can be no more than 5% of tuition.

² as approved by the Board of Governors.

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

⁴ combine the most popular housing and dining plans provided to students



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

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

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

	2 YEAR TREND (2010-11 to 2012-13)	2012-13 ACTUAL FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL	2016-17 PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	34.7%	5,225	21.2%	7,478	28.1%	8,962	32.7%	10,512	37.4%
HYBRID (50%-79%)	273.0%	403	1.6%	520	2.0%	537	2.0%	551	2.0%
TRADITIONAL (<50%)	3.5%	19,047	77.2%	18,532	69.9%	17,901	65.3%	17,060	60.7%
TOTAL	10.3%	24,675	100%	26,530	100%	27,400	100%	28,123	100%
GRADUATE									
DISTANCE (80%)	8.1%	464	10.4%	579	13.0%	960	20.8%	1,314	28.2%
HYBRID (50%-79%)	33.8%	49	1.1%	40	0.9%	41	0.9%	43	0.9%
TRADITIONAL (<50%)	-10.9%	3,957	88.5%	3,841	86.1%	3,605	78.2%	3,371	71.3%
TOTAL	-8.9%	4,470	100%	4,460	100%	4,606	100%	4,728	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 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									
Florida Resident									
LOWER	9,492	7,860	9,773	10,087	10,353	10,629	10,923	11,249	2.9%
UPPER	14,741	11,682	15,196	15,665	16,078	16,507	16,962	17,469	2.8%
GRAD I	2,280	2,588	2,359	2,423	2,487	2,553	2,623	2,702	2.8%
GRAD II	941	818	977	1,000	1,026	1,053	1,083	1,115	2.7%
TOTAL	27,454	22,948	28,305	29,175	29,944	30,742	31,591	32,535	2.8%
Non- Resident									
LOWER	693	n/a	707	737	757	777	798	822	3.1%
UPPER	857	n/a	854	911	935	960	987	1,016	3.5%
GRAD I	613	n/a	618	652	669	687	706	727	3.3%
GRAD II	501	n/a	506	531	546	561	575	593	3.2%
TOTAL	2,664	2,138	2,685	2,831	2,906	2,985	3,066	3,158	3.3%
TOTAL									
LOWER	10,185	n/a	10,480	10,824	11,110	11,406	11,721	12,071	2.9%
UPPER	15,598	n/a	16,050	16,576	17,013	17,467	17,949	18,485	2.9%
GRAD I	2,893	n/a	2,977	3,075	3,156	3,240	3,329	3,429	2.9%
GRAD II	1,442	n/a	1,483	1,531	1,572	1,614	1,658	1,708	2.9%
TOTAL	30,118	25,086	30,990	32,006	32,851	33,727	34,657	35,693	2.9%
NOT STATE FUNDABLE									
LOWER	394	n/a	437	437	437	437	437	437	0.0%
UPPER	560	n/a	536	536	536	536	536	536	0.0%
GRAD I	1,618	n/a	1,643	1,643	1,643	1,643	1,643	1,643	0.0%
GRAD II	10	n/a	11	11	11	11	11	11	0.0%
TOTAL	2,582	n/a	2,627	2,627	2,627	2,627	2,627	2,627	0.0%

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

Medical Student Headcount Enrollments

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



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2014-15

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

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

New Programs For Consideration by University in 2015-17

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

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



DEFINITIONS

Performance Based Funding

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

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

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

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

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

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

Average Cost per Bachelor's Degree

Instructional costs to the university

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

Six Year FTIC Graduation Rate

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

Academic Progress Rate

2nd Year Retention with GPA Above 2.0

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

Source: State University Database System (SUDS).

University Access Rate

Percent of Undergraduates with a Pell-grant

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

Source: State University Database System (SUDS).

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

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

Source: State University Database System (SUDS).

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

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

Source: State University Database System (SUDS).


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 Post-doctorates 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 Post-doctorates 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 Post-doctorates in Science & Engineering (also known as the GSS) – see [link](#).

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

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

Return on Investment

Total Research Expenditures (\$M)

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

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

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

Percent of R&D Expenditures funded from External Sources

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

Patents Issued

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

Licenses/Options Executed

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

Licensing Income Received (\$M)

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

Number of Start-up Companies

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

National rank is higher than predicted by Financial Resources Ranking

based on US News & World Report

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

Research Doctoral Degrees Awarded

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


Professional Doctoral Degrees Awarded

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

Student Debt Summary
Percent of Bachelor's Recipients with Debt

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

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

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

Student Loan Cohort Default Rate (3rd Year)

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

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

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

New College of Florida 2014-15 Work Plan



New College of Florida

Work Plan Presentation for 2014-15 Board of Governors Review

STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors



INTRODUCTION

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

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

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

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

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



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- a. Fiscal Information (*includes Tuition Differential Fee Request*)
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6. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

New College offers a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program¹ which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The core strength of New College is its distinguished faculty, which is committed to the highest standards of teaching and research, and which plays the leading role in academic advising. During the recession, we used visiting and adjunct faculty in place of ten open tenure-track faculty positions (14% of our regular faculty lines) but we have now filled all of those vacancies. We must make the most of this investment, helping these young teacher-scholars succeed in an increasingly competitive educational environment. The College also has the opportunity to expand faculty resources and serve more students through our proposed Master's degree in Computational Data Analytics. This new program has the potential to strengthen our undergraduate program across the college, and to help us connect with regional employers. New College has created the Gulf Coast College Collaboration (GC³) with five other academic and cultural institutions, each with a distinctive mission (FSU Ringling, USFSM, State College of Florida, Ringling College, and Eckerd College). We will make the most of these two collaborative opportunities, leveraging resources for our students, and creating an educational hub for economic growth in the region. While pursuing these external opportunities, we will enroll the best students and see them through to graduation in four years.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

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

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

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



PERFORMANCE FUNDING METRICS

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

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
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 Graduation²	(5%)	44%	45%	46%	47%	48%
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation²	(1%)	\$21,200	\$21,412	\$21,840	\$22,277	\$22,722
Average Cost per Bachelor's Degree [Instructional Costs to the University]	0%	\$74,640	\$77,698	\$74,640	\$74,640	\$74,640
FTIC 6 year Graduation Rate [Includes full- and part-time students]	(3%)	66%	68%	69%	70%	71%
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	(2%)	81%	82%	84%	85%	86%
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	(1%)	29%	28%	29%	30%	30%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis⁴ [Based on list approved by BOG at 11/2013 meeting]	5%	33%	36%	37%	38%	39%
Freshmen in Top 10% of High School Graduating Class [for NCF only]	(8%)	35%	41%	41%	42%	43%
Board of Governors Choice Metric						
Number of Top 50 Rankings in Select National Publications [for NCF only]	N/A	4	5	5	5	5
Board of Trustees Choice Metric						
Percent of Undergraduate Seniors Participating in a Research Course	0%	100%	100%	100%	100%	100%

Note: Metrics are defined in appendix.



KEY PERFORMANCE INDICATORS

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

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

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

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	(1%)	1,944	1,924	1,925	1,925	1,925
High School GPA	2%	4.0	3.9	3.9	3.9	3.9
Professional/Licensure Exam First-time Pass Rates¹						
Exams Above Benchmarks	n/a	x	x	x	x	x
Exams Below Benchmarks	n/a	x	x	x	x	x
Operational Efficiency						
Freshman Retention Rate	(5%)	81%	82%	83%	84%	85%
FTIC Graduation Rates						
In 4 years (or less)	13%	63%	60%	61%	62%	63%
In 6 years (or less)	6%	66%	68%	69%	70%	71%
AA Transfer Graduation Rates¹						
In 2 years (or less)	11%	20%	21%	22%	23%	24%
In 4 years (or less)	(13%)	75%	75%	76%	77%	78%
Average Time to Degree (for FTIC)	(1%)	4.2 yrs	4.1 yrs	4.1 yrs	4.1 yrs	4.1 yrs
Return on Investment						
Bachelor's Degrees Awarded	25%	198	146	165	170	175
Percent of Bachelor's Degrees in STEM	(2%)	23%	29%	30%	31%	32%
Graduate Degrees Awarded	n/a	n/a	n/a	n/a	n/a	5
Percent of Graduate Degrees in STEM	n/a	n/a	n/a	n/a	n/a	100%
Annual Gifts Received (\$M)	38%	\$ 1.6 M	\$ 2.2 M	\$ 2.5M	\$ 2.9 M	\$ 3.4 M
Endowment (\$M)	26%	\$ 31.6 M	\$ 35.5 M	\$ 40.3 M	\$ 44.4 M	\$ 49.0 M

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



KEY PERFORMANCE INDICATORS

Institution Specific Goals

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

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

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

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

Metric Annual number of NCF students who receive National Fellowships / Scholarships as a percentage of the graduating class.	(1%)	10%	7%	8%	9%	10%
--	------	-----	----	----	----	-----

Goal 2. Percentage of Student Participation in Two or More of Six High Impact Practices (measured by student responses on the National Survey of Student Engagement): NSSE six high impact practices include learning communities, service-learning, research with faculty, internships or field experiences, study abroad, and culminating senior experiences. Comparison is NSSE average student participation for Southeastern public colleges and universities: 59%. The New College of Florida Goal is $\geq 85\%$. NCF students participate in NSSE every third year.⁵

Metric NSSE: Percentage of Student Participation in Two or More of Six High Impact Practices	0%	92%	xx	xx	92%	xx
---	----	-----	----	----	-----	----



Notes:

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



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
Education & General – Main Operations		
State Funds	\$ 17.9	\$ 18.5
Tuition	\$ 5.3	n/a
TOTAL MAIN OPERATIONS	\$ 23.2	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	\$ 0	n/a
Tuition	\$ 0	n/a
TOTAL HSC	\$ 0	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	\$ 0	n/a
Tuition	\$ 0	n/a
TOTAL IFAS	\$ 0	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 23.2	n/a
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
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	\$ 6.7	n/a
Contracts & Grants		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 2.2	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	\$ 4.5	n/a
Faculty Practice Plans		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 0	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	\$ 13.4	n/a
UNIVERSITY REVENUES GRAND TOTAL	\$ 36.6	n/a



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	\$1,204	\$1,204	\$1,204	\$1,204	\$1,204
Percent Increase	15%	1.2%	0%	0%	0%
Required Fees¹	\$1,349	\$1,365	\$1,407	\$1,450	\$1,496
TOTAL TUITION AND FEES	\$5,653	\$5,721	\$5,763	\$5,806	\$5,852

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

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

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

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

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

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



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



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

University Tuition Differential			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	Estimated Actual*		Estimated
	2013-14		2014-15
	-----		-----
<u>FTE Positions:</u>			
Faculty	11.6		11.1
Advisors	5.0		
Staff	2.0		7.75
Total FTE Positions:	18.6		18.85
<u>Balance Forward from Prior Periods</u>			
Balance Forward	\$ -		\$ -
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$ -		\$ -
<u>Receipts / Revenues</u>			
Tuition Differential Collections	\$ 792,790		\$ 778,963
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 792,790		\$ 778,963
<u>Expenditures</u>			
Salaries & Benefits	\$ 241,047		\$ 247,542
Other Personal Services	286,207		273,007
Expenses	26,099		24,725
Operating Capital Outlay	-		-
Student Financial Assistance	239,437		233,689
Expended From Carryforward Balance	-		-
**Other Category Expenditures	-		-
Total Expenditures:	\$ 792,790		\$ 778,963
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: New College of Florida

	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate Students							
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	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
Total Base Tuition & Differential per Credit Hour	\$124.74	\$143.45	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20
% 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	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14
Activity & Service	\$16.65	\$16.65	\$16.65	\$16.84	\$17.68	\$18.56	\$19.49
Health	\$4.58	\$4.58	\$4.81	\$5.61	\$5.89	\$6.18	\$6.49
Athletic	\$6.28	\$6.28	\$6.41	\$6.81	\$7.15	\$7.50	\$7.88
Transportation Access							
Technology ¹	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$43.59	\$44.97	\$45.51	\$46.90	\$48.36	\$49.88	\$51.50
Total Tuition and Fees per Credit Hour	\$168.33	\$188.42	\$190.71	\$192.10	\$193.56	\$195.08	\$196.70
% Change		11.9%	1.2%	0.7%	0.8%	0.8%	0.8%
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	\$4,303.50	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00
Total Fees for 30 Credit Hours	\$1,307.70	\$1,349.10	\$1,365.30	\$1,407.00	\$1,450.80	\$1,496.40	\$1,545.00
Total Tuition and Fees for 30 Credit Hours	\$5,049.90	\$5,652.60	\$5,721.30	\$5,763.00	\$5,806.80	\$5,852.40	\$5,901.00
\$ Change		\$602.70	\$68.70	\$41.70	\$43.80	\$45.60	\$48.60
% Change		11.9%	1.2%	0.7%	0.8%	0.8%	0.8%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23
Out-of-State Undergraduate Student Financial Aid ³	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46
Total per credit hour	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$22,019.10	\$22,580.40	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90
Total Fees for 30 Credit Hours	\$2,221.50	\$2,262.90	\$2,279.10	\$2,320.80	\$2,364.60	\$2,410.20	\$2,458.80
Total Tuition and Fees for 30 Credit Hours	\$24,240.60	\$24,843.30	\$24,912.00	\$24,953.70	\$24,997.50	\$25,043.10	\$25,091.70
\$ Change		\$602.70	\$68.70	\$41.70	\$43.80	\$45.60	\$48.60
% Change		2.5%	0.3%	0.2%	0.2%	0.2%	0.2%
Housing/Dining⁴							
	\$8,598.00	\$8,598.00	\$8,801.00	\$9,065.00	\$9,337.00	\$9,617.00	\$9,906.00
\$ Change		\$0.00	\$203.00	\$264.00	\$272.00	\$280.00	\$289.00
% Change		0.0%	2.4%	3.0%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

² as approved by the Board of Governors.

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

⁴ combine the most popular housing and dining plans provided to students



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)	-1%	691	88%	696	88%	714	88%	731	88%
FTIC (Profile Admit)	150%	5	1%	5	1%	5	1%	5	1%
AA Transfers*	11%	30	4%	30	4%	31	4%	32	4%
Other Transfers	7%	60	7%	60	7%	62	7%	63	7%
Subtotal	1%	786	100%	792	100%	812	100%	832	100%
GRADUATE STUDENTS									
Master's	n/a	n/a	n/a	n/a	n/a	5	100%	15	100%
Research Doctoral	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Professional Doctoral	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Subtotal	n/a	n/a	n/a	n/a	n/a	5	100%	15	100%
NOT-DEGREE SEEKING	%Δ	n/a		n/a		n/a		n/a	
MEDICAL	%Δ	n/a		n/a		n/a		n/a	
TOTAL	1%	786		792		817		847	

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

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

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	0%	0	0%	0	0%	0	0%	0	0%
HYBRID (50%-79%)	0%	0	xx%	0	0%	0	0%	0	0%
TRADITIONAL (<50%)	0%	702	100%	673	100%	690	100%	707	100%
TOTAL	0%	702	100%	673	100%	690	100%	707	100%
GRADUATE									
DISTANCE (80%)	0%	n/a	n/a	n/a	n/a	0	0%	0	0%
HYBRID (50%-79%)	0%	n/a	n/a	n/a	n/a	0	0%	0	0%
TRADITIONAL (<50%)	0%	n/a	n/a	n/a	n/a	4	100%	11	100%
TOTAL	0%	n/a	n/a	n/a	n/a	4	100%	11	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									
Florida Resident									
LOWER	154	124	154	158	162	166	170	174	2%
UPPER	423	419	419	430	441	451	461	472	2%
GRAD I	0	0	0	4	10	15	18	18	46%
GRAD II	0	0	0	0	0	0	0	0	0%
TOTAL	577	543	573	592	613	632	649	664	3%
Non- Resident									
LOWER	32	n/a	30	31	31	32	33	33	2%
UPPER	56	n/a	69	71	73	75	76	78	2%
GRAD I	0	n/a	0	0	1	4	5	5	71%
GRAD II	0	n/a	0	0	0	0	0	0	0%
TOTAL	88	113	99	102	105	111	114	116	3%
TOTAL									
LOWER	186	n/a	184	189	193	198	203	207	2%
UPPER	479	n/a	489	501	514	526	537	550	2%
GRAD I	x,xxx	n/a	0	4	11	19	23	23	55%
GRAD II	x,xxx	n/a	0	0	0	0	0	0	0%
TOTAL	665	656	673	694	718	743	763	780	3%
NOT STATE FUNDABLE									
LOWER	3	n/a	4	4	4	4	4	4	0%
UPPER	3	n/a	4	4	4	4	4	4	0%
GRAD I	0	n/a	0	0	0	0	0	0	0%
GRAD II	0	n/a	0	0	0	0	0	0	0%
TOTAL	6	n/a	8	8	8	8	8	8	0%

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

Medical Student Headcount Enrollments

Medical Doctorate Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%

Dentistry Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%

Veterinary Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2014-15

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

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

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

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

New Programs For Consideration by University in 2015-17

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

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

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

DOCTORAL PROGRAMS



DEFINITIONS

Performance Based Funding

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

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

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

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

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

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

Six Year FTIC Graduation Rate

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

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

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

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

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

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

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

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

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



Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida.
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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).
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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).
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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.
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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).
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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).
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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.
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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	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015



New College of Florida Performance Improvement Plan 2014-15

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

II. Student Success: Persistence to Second Year and Graduation

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

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

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

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

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

A. Strengthen Academic Advising (Metrics 4 & 5)

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

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

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

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

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

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

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

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

III. Conclusion

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

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

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

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

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

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

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

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

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

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

Florida A&M University 2014-15 Work Plan



Florida A&M University

Work Plan Presentation for 2014-15 Board of Governors Review

STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors



INTRODUCTION

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

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

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

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

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



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5. OPERATIONS

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

6. DEFINITIONS



MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

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



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

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

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

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

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

3. Increase the pass rates on licensure examinations

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



PERFORMANCE FUNDING METRICS

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

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

Note: Metrics are defined in appendix.



KEY PERFORMANCE INDICATORS

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

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

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

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

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	3%	1,438	1,420	1,445	1,460	1,500
High School GPA	5%	3.21	3.32	3.40	3.45	3.50
Professional/Licensure Exam First-time Pass Rates¹						
Exams Above Benchmarks	n/a	1	1	2	2	3
Exams Below Benchmarks	n/a	4	4	3	3	2
Operational Efficiency						
Freshman Retention Rate	4%	82%	83%	84%	85%	85%
FTIC Graduation Rates						
In 4 years (or less)	0%	11%	12.6%	13.6%	14.6%	18.0%
In 6 years (or less)	1%	41%	42%	43%	44%	48%
AA Transfer Graduation Rates						
In 2 years (or less)	7%	24%	24%	27%	30%	32%
In 4 years (or less)	-7%	61%	62%	64%	67%	70%
Average Time to Degree (for FTIC)	0%	5.5 yrs	5.3 yrs	5.1 yrs	4.9 yrs	4.8 yrs
Return on Investment						
Bachelor's Degrees Awarded	3%	1,489	1,452	1,467	1,481	1,496
Percent of Bachelor's Degrees in STEM	1%	18%	17%	17%	17%	17%
Graduate Degrees Awarded	16%	678	607	613	645	690
Percent of Graduate Degrees in STEM	1%	9%	12%	12%	12%	14%
Annual Gifts Received (\$M)	-36%	\$ 3.2 M	\$ 3.3 M	\$ 5.5 M	\$ 5.7 M	\$ 5.7 M
Endowment (\$M)	1.28%	\$ 80.1 M	\$ 80.2 M	\$ 80.5 M	\$ 80.7 M	\$ 81.2 M

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



KEY PERFORMANCE INDICATORS

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

Goals Specific to Research Universities

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

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



KEY PERFORMANCE INDICATORS

Institution Specific Goals

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

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

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

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

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

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

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15* Appropriations
Education & General – Main Operations		
State Funds	\$ 96.6	\$ 110.50
Tuition	\$ 72.2	\$ 72.45
TOTAL MAIN OPERATIONS	\$ 168.8	\$ 182.95
Education & General – Health-Science Center / Medical Schools		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL HSC	n/a	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL IFAS	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 168.8	\$ 182.95
<p>Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.</p>		
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	\$ 41.3	n/a
Contracts & Grants		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 53.2	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	\$ 73.0	n/a
Faculty Practice Plans		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	n/a	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	\$ 167.5	n/a
UNIVERSITY REVENUES GRAND TOTAL	\$ 336.3	n/a

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



FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,091	\$1,091	\$1,091	\$1,091	\$1,091
Percent Increase	12.0%	1.3%	0.0%	0.0%	0.0%
Required Fees¹	\$1,583	\$1,583	\$1,583	\$1,583	\$1,583
TOTAL TUITION AND FEES	\$5,774	\$5,826	\$5,826	\$5,826	\$5,826

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

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

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

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

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

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



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



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

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



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

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

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



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



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

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

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



FISCAL INFORMATION (continued)

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida A&M University							
<i>Undergraduate Students</i>	Actual			Projected			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
Total Base Tuition & Differential per Credit Hour	\$124.74	\$139.70	\$141.45	\$141.45	\$141.45	\$141.45	\$141.45
% Change		12.0%	1.3%	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	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health	\$0.00	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UMF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$39.55	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46	\$48.46
Total Tuition and Fees per Credit Hour	\$164.29	\$188.16	\$189.91	\$189.91	\$189.91	\$189.91	\$189.91
% Change		14.5%	0.9%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$59.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
List any new fee proposed							
Total Block Fees per term	\$124.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
% Change		-47.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,742.20	\$4,191.00	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50	\$4,243.50
Total Fees for 30 Credit Hours	\$1,434.50	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80	\$1,583.80
Total Tuition and Fees for 30 Credit Hours	\$5,176.70	\$5,774.80	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30	\$5,827.30
\$ Change		\$598.10	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		11.6%	0.9%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07	\$379.07
Out-of-State Undergraduate Student Financial Aid ³	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95	\$18.95
Total per credit hour	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02	\$398.02
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$15,114.30	\$15,563.10	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60	\$15,615.60
Total Fees for 30 Credit Hours	\$2,003.00	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30	\$2,152.30
Total Tuition and Fees for 30 Credit Hours	\$17,117.30	\$17,715.40	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90	\$17,767.90
\$ Change		\$598.10	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		3.5%	0.3%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$8,826.20	\$8,942.00	\$9,140.00	\$10,896.00	\$11,172.64	\$11,459.68	\$11,759.20
\$ Change		\$115.80	\$198.00	\$1,756.00	\$276.64	\$287.04	\$299.52
% Change		1.3%	2.2%	19.2%	2.5%	2.6%	2.6%

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 (FAMU Village used for projections)



ENROLLMENT PLANNING

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

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

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

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

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

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

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



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



ENROLLMENT PLANNING (continued)

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

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

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

Medical Doctorate Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Dentistry Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Veterinary Headcounts

RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2014-15

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

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

DOCTORAL PROGRAMS

Doctor of Nursing Practice	51.3818	CRIT: HEALTH	FAU, FIU, FSU, UCF, UF, UNF, USF	FIU, FAU (web- assisted), UCF, UNF, UF	60	06-2015
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New Programs For Consideration by University in 2015-17

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

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



Computational Science	30.3001	STEM	FSU	20	06-2016
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DEFINITIONS

Performance Based Funding

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

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

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

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

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

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

Average Cost per Bachelor's Degree

Instructional costs to the university

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

Six Year FTIC Graduation Rate

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

Source: State University Database System (SUDS).

Academic Progress Rate

2nd Year Retention with GPA Above 2.0

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

Source: State University Database System (SUDS).

University Access Rate

Percent of Undergraduates with a Pell-grant

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

Source: State University Database System (SUDS).

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

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

Source: State University Database System (SUDS).

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

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

Source: State University Database System (SUDS).



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

BOG Choice Metrics

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

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

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

BOT Choice Metrics

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

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

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



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	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015

University of North Florida 2014-15 Work Plan



University of North Florida

Work Plan Presentation for 2014-15 Board of Governors Review

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



INTRODUCTION

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

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

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

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

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



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

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



STATEMENT OF STRATEGY (How will you get there?)

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

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

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

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

- **EXPANSION**
UNF's master plan calls for growth up to and perhaps exceeding 25,000 students synchronized to the growth of its physical plant, faculty size, and the expansion of distance learning as an effective means of educational advancement.
- **ENHANCEMENT**
With the 2012 on-campus residency requirement for freshmen, UNF has intensified efforts to enhance a robust First Year Experience program and further enrich the undergraduate learning experience with the goal of improving retention and graduation rates. Programs such as the "STEM Jumpstart Experience" and the implementation of course redesign models in Computing, Physics, Political Science and Philosophy have already made an impact on student success in these gateway courses. UNF's Principles of Biology and Accounting are two critical courses that are undergoing review and redesign in order to retain students and have higher success rates. A major renovation of our Library will provide students with a "learning commons", and, following the NCAT models developed to improve student learning and efficiency, a "Math Emporium" is being initiated for 2015. A "Writing Center" began in 2014 and accompanies a new approach to the teaching of writing using a hybrid model supported by



one-on-one work with a writing consultant.

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

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

- **COLLABORATION**

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

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

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

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

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

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

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

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



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

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



2. Programs of excellence and relevance. We continue to focus on existing program strengths that correspond to regional economic activity and/or environmental distinction identified in our previous Work Plan: health and biomedical science, commerce, and coastal science and engineering. Enrollments in Health and Biomedical Science remain strong and have increased with additional resource allocations. To promote more interdisciplinary effort which will enhance student learning and research opportunities, the College of Arts and Sciences has instituted an interdisciplinary major which will allow students to select a) courses from across the university to develop a theme-based major, or b) courses that further hone the competencies recognized as critical for 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 Rates¹						
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%
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Goal 2. Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

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

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
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 Fees¹	\$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*		Estimated
	2013-14		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									
Florida Resident									
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%
Non- Resident									
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	10/01/2008 to 9/30/2011 10/01/2008 to 9/30/2009
2010	2013	Borrowers who entered repayment in 2010 and defaulted in 2010, 2011 or 2012 Borrowers who entered repayment in 2010	10/01/2009 to 9/30/2012 10/01/2009 to 9/30/2010
2011	2014*	Borrowers who entered repayment in 2011 and defaulted in 2011, 2012 or 2013 Borrowers who entered repayment in 2011	10/01/2010 to 9/30/2013 10/01/2010 to 9/30/2011
2012	2015	Borrowers who entered repayment in 2012 and defaulted in 2012, 2013 or 2014 Borrowers who entered repayment in 2012	10/01/2011 to 9/30/2014 10/01/2011 to 9/30/2012
2013	2016	Borrowers who entered repayment in 2013 and defaulted in 2013, 2014 or 2015 Borrowers who entered repayment in 2013	10/01/2012 to 9/30/2015 10/01/2012 to 9/30/2013
2014	2017	Borrowers who entered repayment in 2014 and defaulted in 2014, 2015 or 2016 Borrowers who entered repayment in 2014	10/01/2013 to 9/30/2016 10/01/2013 to 9/30/2014
2015	2018	Borrowers who entered repayment in 2015 and defaulted in 2015, 2016 or 2017 Borrowers who entered repayment in 2015	10/01/2014 to 9/30/2017 10/01/2014 to 9/30/2015