UWF

2016 - 2017
Work Plan

University of West Florida

University Work Plan Presentation

for Board of Governors June 2016 Meeting

APPROVED BY UWF BOARD OF TRUSTEES ON JUNE 15, 2016

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

INTRODUCTION

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

1) *The Board of Governors' <u>2025 System **Strategic Plan**</u> is driven by goals and associated metrics that stake out where the System is headed;*

2) *The Board's <u>**Annual Accountability Report**</u> provides yearly tracking for how the System is progressing toward its goals;*

3) *Institutional <u>**Work Plans**</u> connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. 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.

Longer-term goals 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 community partner.

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. UWF will manage growth strategically 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.

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

2017 marks the University of West Florida's 50th anniversary. Over the last half century, UWF has evolved from a small upper division institution into a vibrant, distinctive, Doctoral Research University. In 2015, UWF was awarded the Carnegie Community Engagement Classification.

UWF's fifth president, Dr. Judith A. Bense, will retire at the end of 2016. To ensure a smooth leadership transition, the UWF Board of Trustees, the Presidential Search Committee, and search firm Greenwood Asher are in the process of narrowing the field of potential candidates with a plan to have the new president in place by fall of 2016.

UWF will focus on strategic priorities associated with improving performance on key indicators and increasing the University's visibility and reputation.

Actions taken to improve performance on key indicators include:

The consolidation of Advising, Retention, and Tutoring as well as General Education into University College. University College is dedicated to seeing all incoming students through to graduation.

UWF's Quality Enhancement Plan, Communication for Professional Success, represents UWF's commitment to improve learning and the learning environment through an intentional effort to enhance students' communication skills and professional readiness.

In March of 2016, UWF announced its first named college – the Hal Marcus College of Science and Engineering (HMCSE). With a mission to provide innovative programs of excellence in education, research, and public and professional service at both the undergraduate and graduate levels, HMCSE promotes the production of highly competitive graduates as judged by the highest academic standards in the fields of science, technology, engineering, and mathematics (STEM).

KEY INITIATIVES & INVESTMENTS *(within 3 years)*
Describe your top under 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 healthcare disciplines by creating new academic degree programs to address shortages in critical, high-skill, high-wage areas of strategic emphasis.

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.

3. UWF will launch seven new degree programs beginning fall 2016 focusing on programs of strategic emphasis.

PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) *within the U.S. One Year After Graduation*	57.7% 2012-13	60.5% 2013-14	66% 2014-15	68% 2015-16	69% 2016-17	70% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time *in Florida One-Year After Graduation*	$32,900 2012-13	$34,900 2013-14	$34,000 2014-15	$34,500 2015-16	$35,000 2016-17	$35,000 2017-18
Cost per Bachelor's Degree *Costs to the University*	$31,660 2010-14	$31,830 2011-15	$33,000 2012-16	$33,000 2013-17	$33,000 2014-18	$32,500 2015-19
FTIC 6 year Graduation Rate *for full- and part-time students*	50.5% 2008-14	46.7% 2009-15	51% 2010-16	53% 2011-17	55% 2012-18	57% 2013-19
Academic Progress Rate *FTIC 2 year Retention Rate with GPA>2*	64.6% 2013-14	64.3% 2014-15	67% 2015-16	70% 2016-17	73% 2017-18	76% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	50.1% 2013-14	51.1% 2014-15	51% 2015-16	51% 2016-17	52% 2017-18	53% 2018-19
University Access Rate *Percent of Fall Undergraduates with a Pell grant*	40.5% Fall 2013	40.6% Fall 2014	41% Fall 2015	41% Fall 2016	41% Fall 2017	41% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	46.6% 2013-14	38.8% 2014-15	43.8% 2015-16	48% 2016-17	51% 2017-18	56% 2018-19
BOG METRIC: **Percent of Bachelor's Degrees Without Excess Hours**	72.8% 2013-14	75.8% 2014-15	80% 2015-16	80% 2016-17	80% 2017-18	80% 2018-19
UBOT METRIC: **Percent of Adult (Aged 25+) Undergraduates Enrolled**	32.0% Fall 2013	30.9% Fall 2014	32% Fall 2015	32% Fall 2016	33% Fall 2017	34% Fall 2018

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

KEY PERFORMANCE INDICATORS

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

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. Freshmen in Top 10% of Graduating High School Class	17% Fall 2014	14% Fall 2015	14% Fall 2016	14% Fall 2017	15% Fall 2018	16% Fall 2019
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	1 of 1 2013-14	1 of 1 2014-15	1 of 1 2015-16	1 of 1 2016-17	1 of 1 2017-18	1 of 1 2018-19
4. Time to Degree *Mean Years for FTICs in 120hr programs*	4.7 2013-14	4.7 2014-15	4.6 2015-16	4.6 2016-17	4.6 2017-18	4.6 2018-19
5. Four-Year FTIC Graduation Rates *full- and part-time students*	26% 2010-14	19% 2011-15	20% 2012-16	21% 2013-17	22% 2014-18	23% 2015-19
8. Bachelor's Degrees Awarded *First Majors Only*	1,924 2013-14	1,926 2014-15	2,000 2015-16	2,010 2016-17	2,020 2017-18	2,030 2018-19
9. Graduate Degrees Awarded *First Majors Only*	674 2013-14	792 2014-15	790 2015-16	795 2016-17	800 2017-18	805 2018-19
10. Bachelor's Degrees Awarded to African-American & Hispanic Students	17% 2013-14	18% 2014-15	19% 2015-16	20% 2016-17	21% 2017-18	22% 2018-19
12. Percent of Undergraduate FTE in Online Courses	30% 2013-14	29% 2014-15	30% 2015-16	31% 2016-17	32% 2017-18	33% 2018-19
16. Percent of Bachelor's Degrees in STEM & Health	36% 2013-14	38% 2014-15	39% 2015-16	40% 2016-17	41% 2017-18	42% 2018-19
18. Percent of Graduate Degrees in STEM & Health	20% 2013-14	21% 2014-15	21% 2015-16	23% 2016-17	24% 2017-18	25% 2018-19
IMPROVING METRICS	**5** of 10	**6** of 10	**7** of 10	**8** of 10	**8** of 10	

KEY PERFORMANCE INDICATORS (continued)

Institution Specific Goals *(optional)*

To further distinguish the university's distinctive mission, the university may choose to provide 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.
>
> **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.*

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Number of Enrolled Undergraduates Who Were 25 of Older (Fall)	3,188 (Fall 2014)	3,281 (Fall 2015)	3,279	3,480	3,549	3,619
Bachelor's Degrees Awarded to Minorities (Non-Hispanic Black and Hispanic Students)	330 (2013-2014)	337 (2014-2015)	340	345	350	355
Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)	Achieved		UWF completed documentation and submitted the application to Carnegie on April 15, 2014. The University was awarded Carnegie's Community Engagement Classification in January 2015.			

			2013-2014 BASELINE	2016-2017 GOALS
NSSE Results (mean scores) on select "Engagement Indicators" subsections for seniors (Number of 10 subsections showing improvement over prior year)	NA		Academic Challenge Higher Order Learning: 42 Reflective and Integrative Learning: 39 Learning Strategies: 44 Quantitative Reasoning: 30 Learning with Peers Collaborative Learning: 30 Discussions with Diverse Others: 44 Experiences with Faculty Student-Faculty Interaction: 22 Effective Teaching Practices: 41 Campus Environment Quality of Interactions: 44 Supportive Environment: 33	Improve Mean Scores on 5 or More Engagement Indicators

KEY PERFORMANCE INDICATORS (continued)

	2015 ACTUAL	2016 ACTUAL	2013-2014 BASELINE	2016-2017 GOALS
NSSE Results (participation rates) on select "High-Impact Practices" subsections for seniors (Number of 6 subsections showing improvement over prior year)		NA	Participation in High-Impact Practices 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

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Total Expenditures from Sponsored Research and Contracts and Grants	$31M	$30M Estimate	$32M	$37M	$43M	$50M
Number of Active Grants	116	130	140	154	169	187

Note: Awards and Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey (AUTM).

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	4,931	4,882	4,866	4,851	4,861	4,806	4,744
AA Transfers[1]	2,574	2,343	2,213	2,333	2,439	2,560	2,636
Other[2]	2,250	2,465	2,708	2,777	2,860	2,946	3,034
Subtotal	**9,755**	**9,690**	**9,787**	**9,961**	**10,160**	**10,312**	**10,414**
GRADUATE[3]							
Master's	1,843	2,020	2,026	2,198	2,273	2,330	2,388
Research Doctoral	147	158	251	162	165	170	174
Professional Doctoral	0	0	0	0	0	0	0
Subtotal	**1,990**	**2,178**	**2,277**	**2,360**	**2,438**	**2,500**	**2,562**
UNCLASSIFIED							
H.S. Dual Enrolled	36	36	50	51	54	56	58
Other[4]	826	723	694	710	710	710	710
Subtotal	**862**	**759**	**744**	**761**	**764**	**766**	**768**
TOTAL	**12,607**	**12,627**	**12,808**	**13,082**	**13,362**	**13,578**	**13,744**

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	2,581	2,544	2,434	2,399	2,287	2,184	2,089
Hybrid (50-79%)	1,095	1,308	250	259	259	260	261
Traditional (0-50%)	5,134	4,736	5,833	5,907	6,024	6,133	6,236
Subtotal	**8,810**	**8,588**	**8,516**	**8,565**	**8,570**	**8,577**	**8,586**
GRADUATE							
Distance (80-100%)	905	1,059	1,136	1,204	1,229	1,256	1,287
Hybrid (50-79%)	119	98	50	50	48	47	46
Traditional (0-50%)	407	393	447	434	424	417	413
Subtotal	**1,430**	**1,550**	**1,633**	**1,688**	**1,701**	**1,720**	**1,746**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** 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 FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	2,950	2,957	2,957	2,957	2,956	2,956	2,956	2,956	0%
UPPER	4,199	4,249	4,199	4,149	4,100	4,051	4,003	3,956	-1%
GRAD I	719	699	666	634	604	576	548	522	-5%
GRAD II	49	57	51	46	42	38	34	30	-10%
TOTAL	7,917	7,962	7,873	7,786	7,702	7,621	7,541	7,464	-1%
NON RESIDENT									
LOWER	402	372	390	409	428	449	471	493	5%
UPPER	523	470	494	519	545	573	602	632	5%
GRAD I	262	250	258	267	276	285	295	305	3%
GRAD II	13	18	18	17	17	17	16	16	-2%
TOTAL	1,199	1,110	1,160	1,212	1,266	1,324	1,384	1,446	5%
TOTAL									
LOWER	3,351	3,329	3,347	3,366	3,384	3,405	3,427	3,449	1%
UPPER	4,721	4,719	4,693	4,668	4,645	4,624	4,605	4,588	0%
GRAD I	982	949	924	901	880	861	843	827	-2%
GRAD II	61	75	69	63	59	55	50	46	-8%
TOTAL	9,116	9,072	9,033	8,998	8,968	8,945	8,925	8,910	0%
NOT STATE FUNDABLE									
LOWER	85	78	78	78	79	79	79	79	0%
UPPER	358	439	452	465	478	492	507	521	3%
GRAD I	557	582	613	646	680	717	755	795	5%
GRAD II	33	82	95	110	127	147	170	197	16%
TOTAL	1,034	1,181	1,238	1,299	1,364	1,435	1,511	1,592	4%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

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 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Bachelor of General Studies	30.0000		FAU	No	30	2016
Biomedical Sciences	26.0102	STEM	FSU	No	297	2016
Mechanical Engineering	14.1901	STEM	FSU, FAMU, UF, UCF, USF, UNF, FIU, FAU	No	195	2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
GIS Administration	45.0702	STEM	FSU	Yes	40	2016
Social Work	51.1503	Healthcare	FAU, UNF	No	100	2016
Healthcare Administration	51.0701	Healthcare	FAMU, FAU, FIU, UF, UNF, USF	Yes	120	2016
Information Technology	11.0103	STEM	FSU, FIU, USF, FAU	Yes	90	2016

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT in 5th year	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Public Health	51.2201	Healthcare	USF, UNF, FIU, FSU, UF	Yes	144	2017
Healthcare Admin	51.0701	Healthcare	FAU, FIU, UCF, UNF	Yes	151	2017
Sport Management	31.0504	-	FSU, UF, UNF	No	145	2017
Entrepreneurship/Small Business Management (BSBA)	52.0701	-	USF-SP	No	30	2017
Information Security Mgt (BSBA)	52.1299	STEM	UF (43.0106) FSU (43.0116)	No	30	2017
Human Resources Mgt	52.1001	Gap Analysis	FIU	Yes	30	2017
Kinesiology and Exercise Science	31.0505	STEM	FAU, FGCU	No	35	2017
Strategic Studies	28.0601	-	-	No	15	2018
Graphic Design	50.0409	Gap Analysis	FAMU, UF, USF-SP	No	25	2019
Civil Engineering	14.0801	STEM	FAMU, FAU, FSU, UF, FIU, USF, UCF	No	150-200	2019
Materials Science	40.1001	STEM	-	No	100	2019
Aviation Science	49.0101	STEM	-	Yes	75	2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Informatics	11.0104	STEM	-	No	75	2017
Family Practice Nurse	51.3805	Healthcare	FIU	Yes	50	2017
Physician Assistant	51.0912	Healthcare	UF, FAMU	Yes	50	2017
Human Resources Management	52.1001	Gap Analysis	FIU	Yes	50	2017
Public Administration (MPA)	44.0401	-	FAU, FGCU, FIU, FSU, UCF, UNF, USF-T	Yes	125	2018
Athletic Training	51.0913	Healthcare	FIU, USF-T	No	50	2019
Engineering	14.0101	STEM	FPU, USF-T	Yes	30-50	2019
Mental Health Counseling	51.1508	Healthcare	UF, UNF	No	30	2019
Epidemiology	26.1309	STEM	UF	Yes	50	2019
Environmental Health	51.2202	Healthcare	UF	Yes	100	2019
DOCTORAL PROGRAMS						
Instructional Technology (EdD)	13.0501	STEM	FSU	Yes	50	2018
Organizational Leadership (DPS)	52.0206	-	-	Yes	100	2018
Nursing Practice (DNP)	51.3818	Healthcare	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF	Yes	10-12	2018
Intelligent Systems & Robotics (PhD)	11.0102	STEM	-	No	25	2018
Public Health (PhD)	51.2201	Healthcare	FAMU, FIU, UF, USF-T	Yes	30	2019

STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	48%	52%	55%	56%	56%
Average Amount of Debt *for Bachelor's who have graduated with debt*	$17,510	$18,900	$20,020	$21,020	$22,695

					2012-15
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	Preliminary
Student Loan Cohort Default Rate (3rd Year)	7.3%	10.6%	9.7%	7.5%	7.2%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	$6,356	$1,200	$9,912	$1,100	$2,600	$21,168
AT HOME	$6,356	$1,200	$3,760	$1,800	$2,300	$15,416

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below $40,000	1,758	35.77%		$13,349	($1,726)	$7,304	$4,679
$40,000-$59,999	527	10.72%		$15,025	$654	$4,965	$4,328
$60,000-$79,999	421	8.57%		$17,295	$3,119	$2,497	$4,369
$80,000-$99,999	375	7.63%		$17,535	$3,717	$1,863	$4,315
$100,000 Above	916	18.64%		$18,254	$4,150	$1,535	$3,866
Not Reported	918	18.68%		n/a	$4,497	$1,109	$164
TOTAL	4,915	100%	AVERAGE	$15,502*	$1,617	$3,994	$3,592

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 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. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data.

UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	$ 106.7	$ 114.2
Tuition	$ 44.7	$ 45.8
Subtotal	**$ 151.4**	**$ 160.0**
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	**$ 23.6**	**$ 23.2**
Contracts & Grants	**$ 21.8**	**$ 23.1**
Local Funds	**$ 90.4**	**$ 92.5**
Faculty Practice Plans	**$ 0**	**$ 0**

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students	-------Actual-------			-------Projected-------			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07
Tuition Differential[5]	$38.88	$38.88	$38.88	$38.88	$38.88	$38.88	$38.88
Total Base Tuition & Differential per Credit Hour	$143.95	$143.95	$143.95	$143.95	$143.95	$143.95	$143.95
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25
Capital Improvement[2]	$6.76	$6.76	$6.76	$6.76	$6.76	$6.76	$6.76
Activity & Service	$13.55	$13.57	$13.57	$13.57	$13.57	$13.57	$13.57
Health	$7.48	$7.52	$7.52	$7.52	$7.52	$7.52	$7.52
Athletic	$20.88	$20.93	$20.93	$20.93	$20.93	$20.93	$20.93
Transportation Access	$8.00	$8.00	$8.00	$8.00	$8.00	$8.00	$8.00
Technology[1]	$5.25	$5.25	$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	$0.75
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	$67.92	$68.03	$68.03	$68.03	$68.03	$68.03	$68.03
Total Tuition and Fees per Credit Hour	$211.87	$211.98	$211.98	$211.98	$211.98	$211.98	$211.98
% Change		0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	$4,318.50	$4,318.50	$4,318.50	$4,318.50	$4,318.50	$4,318.50	$4,318.50
Total Fees for 30 Credit Hours	$2,037.60	$2,040.90	$2,040.90	$2,040.90	$2,040.90	$2,040.90	$2,040.90
Total Tuition and Fees for 30 Credit Hours	$6,356.10	$6,359.40	$6,359.40	$6,359.40	$6,359.40	$6,359.40	$6,359.40
$ Change		$3.30	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.1%	0.0%	0.0%	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	$25.70	$25.70	$25.70	$25.70	$25.70	$25.70
Total per credit hour	$429.39	$434.64	$434.64	$434.64	$434.64	$434.64	$434.64
% Change		1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$16,586.70	$16,586.70	$16,586.70	$16,586.70	$16,586.70	$16,586.70	$16,586.70
Total Fees for 30 Credit Hours	$2,651.10	$2,811.90	$2,811.90	$2,811.90	$2,811.90	$2,811.90	$2,811.90
Total Tuition and Fees for 30 Credit Hours	$19,237.80	$19,398.60	$19,398.60	$19,398.60	$19,398.60	$19,398.60	$19,398.60
$ Change		$160.80	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining[4]	$8,852.00	$9,324.00	$9,488.00	$9,580.00	$9,850.00	$10,128.00	$10,412.00
$ Change		$472.00	$164.00	$92.00	$270.00	$278.00	$284.00
% Change		5.3%	1.8%	1.0%	2.8%	2.8%	2.8%

[1] can be no more than 5% of tuition.

[2] as approved by the Board of Governors.

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

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

[5] report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.

DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Enrolled or Employed ($25,000+)
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 enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.
Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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
Costs to the university

For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect 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.

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

Academic Progress Rate
2nd Year Retention with GPA Above 2.0

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

University Access Rate
Percent of Undergraduates with a Pell-grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).

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, 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 includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF__GRADUATION_and_RETENTION_Methodology_FINAL.pdf.

National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.

Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).

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