

FAMU

2012-13 Work Plan



Florida A&M University

Work Plan Presentation for 2012-13 Board of Governors Review



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 2012-13 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



TABLE OF CONTENTS

1. STRATEGY

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

2. KEY PERFORMANCE INDICATORS

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

3. OPERATIONS

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

4. 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 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 local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, 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 exemplary 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 innovative recruitment strategies, strategies to attract well-qualified students, as well as enhanced processes to increase yield rates, graduation rates and employment outcomes. This will necessitate a focus on quality of instruction in particular strategic areas. The University also seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM and health disciplines, with an expectation of increased external funding.



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 premier Historically Black Colleges and Universities (HBCUs) in the nation. Its strengths include over \$50 million in research expenditures annually, as well as offering an array of accredited professional programs and a focus on STEM and health disciplines, thereby producing minority graduates in these areas in which they are particularly underrepresented. In order to further enhance meeting its mission, the University intends to focus on increasing productivity in research as well as increase production and success rate of graduates at all degree levels in meeting the expectations of employers and the professions. Opportunities include the increased use of technology for effective recruitment and progression of students, including online courses and degree programs, and capitalizing on the restructured organization of the academic units to increase productivity in research as well as graduation rates of students.

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 Enhance visibility and productivity as a Doctoral/Research University

The University will implement strategies to increase engagement of faculty and students, particularly in STEM and health fields, in research and other creative activities and to pursue external funding. It is expected that the efforts of the University will increase the return on investment through external funding and patents resulting from research. Strategies will also focus on recruitment and progression of doctoral students and strengthening graduate programs in order to increase the production of graduates. Investments include rebates from indirect cost funds to principal investigators and start up costs for new faculty; filling three endowed chairs with exceptional researchers, increasing stipends to graduate assistants provided by the University to \$2.5 million annually; and hiring a Director for technology transfer.

2 Increase online courses and online academic degree programs

The University will undertake initiatives to significantly increase online courses and academic degree offerings. Strategies include incentivizing and supporting faculty in offering additional distance learning courses and programs, as well as partnering with experienced vendors for marketing and other support as the university builds on the efforts initiated in 2010 and 2011 to offer its first three online degree programs. The University has made significant investments - in technology and personnel. Additional investments in the next year will include three new faculty hires for the online Master of Public Health, and in the next three years, approximately \$3.5 million in technology, marketing and personnel.

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

Strategies include: developing and implementing a comprehensive retention plan; increasing student participation in First Year Experience activities; increasing student engagement in curricular and co-curricular initiatives; offering professional development opportunities for students and faculty/advisors; and enhancing the electronic monitoring of student progression. The University has invested significantly in some of these activities designed to increase student retention and progression in the past two years, partly from tuition differential funds. Continued investments totaling almost \$4 million in the next three years are expected.



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

Goals Common to All Universities

	5 YEAR TREND (05-06 to 10-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Academic Quality					
National Ranking for University and Programs					
FAMU increased its national rankings for production of African American graduates, by discipline, from eight in the top 10 in 2005-06 to fifteen in 2009-10. FAMU plans to build on this significant increase by continuing to increase the programs ranked in the top 10 to sixteen in 2012-2013. In three years, FAMU's goal is to increase its national rankings by disciplines to at least seventeen programs in the top 10 as published in <i>Diverse Issues in Higher Education Top 100 Minority Producers</i> .					
Avg. SAT Score	2.1%	1,428	1,427	1,428	1,430
Avg. High School GPA (on 4.0 scale)	4.0%	3.0	3.2	3.2	3.2
Professional/Licensure Exam					
First-time Pass Rates²					
Exams Above National/State Benchmark	n/a	0	1	3	5
Exams Below National/State Benchmark	n/a	5	4	2	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2012.			
SUBTOTAL OF IMPROVING METRICS					
	2	3	3	3	3
Operational Efficiency					
Freshman Retention Rate	-2.0%	79%	80%	81%	83%
FTIC Graduation Rates					
In 4 years (or less)	-0.8%	12%	12%	14%	15%
In 6 years (or less)	1%	39%	39.4%	41%	43%
AA Transfer Graduation Rates					
In 2 years (or less)	8.5%	25%	25%	26%	28%
In 4 years (or less)	-0.1%	65%	66%	67%	70%
Percent of Bachelor's Degrees Without Excess Hours	n/a	Board staff is currently updating the methodology for this metric.			
SUBTOTAL OF IMPROVING METRICS					
	2	4	5	5	5
Return on Investment					
Bachelor's Degrees Awarded	0.5%	1,304	1,332	1,345	1,371
Percent of Bachelor's Degrees in STEM	-6.2%	16%	16%	16%	17%
Graduate Degrees Awarded	34.8%	632	648	654	667
Percent of Graduate Degrees in STEM	-1.6%	9%	9%	10%	12%
Percent of Baccalaureate Graduates Employed in Florida	2%	59% ³	59%	59%	69%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	5%	22% ³	22%	22%	25%
Annual Gifts Received (\$M)	-1.22%	\$ 4.28	\$ 5.5	\$ 5	\$ 5.5
Endowment (\$M)	9.7%	\$ 79.7	\$ 79.8	\$ 80	\$ 80.2
SUBTOTAL OF IMPROVING METRICS					
	5	4	5	5	8
TOTAL OF IMPROVING METRICS					
	9	11	13	13	16

Notes: (1) SAT trends are based on 3 year average, (2) Professional licensure pass rates are based on the 2010-11 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2009-10 data from FETPIP.



KEY PERFORMANCE INDICATORS

Goals Specific to Research Universities

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Academic Quality					
Faculty Awards	n/a	2	1	2	3
National Academy Members	n/a	0	0	0	1
Number of Post-Doctoral Appointees	n/a	23	25	25	26
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures <i>(based on 8 broad discipline areas, and includes private universities)</i>	n/a	0	0	0	1
SUBTOTAL OF IMPROVING METRICS	n/a		1	1	4
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) <i>(includes non-Science & Engineering disciplines)</i>	1.55%	\$ 53	\$ 44	\$ 52	\$ 55
Science & Engineering Research Expenditures (\$M)	.96%	\$ 33	\$ 35	\$ 37	\$ 39
Percent of Research Expenditures funded from External Sources	.30%	87%	88%	90%	92%
Patents Issued	Incr 0 to 2	2	4	4	3
Licenses/Options Executed	-100%	0	0	2	0
Licensing Income Received (\$M)	-100%	\$ 0.00	\$ 0.00	\$ 50,000	\$ 50,000
Number of Start-up Companies	-100%	0	1	2	1
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences	1.17%	28	30	32	34
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News & World Report)</i>	n/a	237-186	237-186	230-186	225-186
Research Doctoral Degrees Awarded	37.5%	22	23	24	25
Professional Doctoral Degrees Awarded	49.3%	312	321	330	350
SUBTOTAL OF IMPROVING METRICS	7		7	10	7
TOTAL OF IMPROVING METRICS	7		8	11	11

Notes: (1) the most recent faculty Awards data is based on 2009-10 data.



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Average Time to Degree for FTICs	Number of Faculty Designated a Highly Cited Scholar
Bachelor's Degrees Awarded to Minorities	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Number of Adult (age 25+) Undergraduates Enrolled	Percentage of Students Participating in Identified Community and Business Engagement Activities
Percent of Course Sections Offered via Distance and Blended Learning	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND <i>(2005-06 to 2010-11)</i>	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS <i>(2014-15)</i>
1. Bachelor's Degrees Awarded to Minorities	-1.5%	1,259	1,278	1,300	1,320
2. Percent of Course Sections Offered via Distance and Blended Learning	0%	0	0.78% <i>(7 E&G + 40 Non E&G)</i>	1.52% <i>(42 E&G + 49 Non E&G)</i>	2.15% <i>(80 E&G + 50 Non E&G)</i>
3. Percentage of Eligible Programs with Specialized Accreditation <small>** eligible programs calculated based on programs available at FAMU for which majority of other SUS institutions had accreditation</small>	Cannot compute meaningful comparison as several programs terminated in 2010-11	85.5%	85.5%	85.5%	92.7%



Institution Specific Goals (continued)

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.

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Metric: Number of graduate degrees awarded to African Americans	17%	488	500	513	539

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.

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Metric: Number of graduate degree programs in STEM, law and health, in which the University is in the top 10 in production of African American graduates. Source: IPEDS Data	46.67%	11	11	13	14



OPERATIONS



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Appropriations
Education & General – Main Operations						
State Funds	\$ 125.1	\$ 115.2	\$ 108.7	\$ 117.3	\$ 97.8	\$ 77.4
Tuition	\$ 46.9	\$ 50.9	\$ 57.3	\$ 69.7	\$ 64.1	n/a
TOTAL MAIN OPERATIONS	\$ 172.0	\$ 166.1	\$ 166.0	\$ 187.0	\$ 161.9	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL HSC	n/a	n/a	n/a	n/a	n/a	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL IFAS	n/a	n/a	n/a	n/a	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 172.0	\$ 166.1	\$ 166.0	\$ 187.0	\$ 161.9	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds 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 2012-13 year.

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	\$ 26.6	\$ 25.2	\$ 22.8	\$ 25.3	\$ 24.9	n/a
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Contracts & Grants

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

Revenues	\$ 66.8	\$ 63.1	\$ 52.8	\$ 56.7	\$ 54.4	n/a
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Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 50.6	\$ 50.5	\$ 63.4	\$ 78.4	\$ 78.2	n/a
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Faculty Practice Plans

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

Revenues	\$ 144.0	\$ 138.8	\$ 139.0	\$ 160.4	\$ 157.5	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES	\$ 316.0	\$ 304.9	\$ 305.0	\$ 347.4	\$ 319.4	n/a
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UNIVERSITY REVENUES GRAND TOTAL	\$ 316.0	\$ 304.9	\$ 305.0	\$ 347.4	\$ 319.4	n/a
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FISCAL INFORMATION (continued)

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

	FY 2010-11 ACTUAL	FY 2011-12 ACTUAL	FY 2012-13 REQUEST	FY 2013-14 PLANNED	FY 2014-15 PLANNED
Base Tuition	\$2,870	\$3,100	\$3,100	\$3,100	\$3,100
Tuition Differential Fee	\$384	\$642	\$1,204	\$1,849	\$2,592
Percent Increase	15%	15%	15%	15%	15%
Required Fees ¹	\$1,371	\$1,434	\$1,523	\$1,523	\$1,523
TOTAL TUITION AND FEES	\$4,625	\$5,176	\$5,827	\$6,472	\$7,215

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2007-08 ACTUAL	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ESTIMATE
Percent of Bachelor's Recipients with Debt	83%	81%	86%	84%	87%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$29,742	\$27,253	\$28,143	\$29,554	\$29,000
Student Loan Cohort Default Rate(2nd Year)	10.9%	12.8%	13.7%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	n/a	18.3%	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2011-12)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$4,548	\$1,138	\$8,754	\$1,088	\$2,052	\$17,580
AT HOME	\$4,548	\$1,138	\$1,884	\$1,532	\$2,418	\$11,520

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2011-12)*

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	4,860	66%	\$11,002	-\$2,061	\$6,934	\$8,075	
\$40,000-\$59,999	983	13%	\$13,294	\$336	\$4,550	\$8,123	
\$60,000-\$79,999	499	7%	\$13,743	\$937	\$4,065	\$8,674	
\$80,000-\$99,999	367	5%	\$13,313	\$393	\$4,712	\$9,692	
\$100,000 Above	635	9%	\$13,099	\$235	\$4,958	\$9,404	
Missing	0	0%	0	0	0	0	
TOTAL	7,344	100%	AVERAGE	\$11,654	-\$1,365	\$6,272	\$8,286

Notes: This data only represents Fall and Spring financial aid data, and is accurate as of March 31, 2012. Please note that small changes to Spring 2012 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.



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 7, 2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$4.6 million
Total differential fee revenue generated in 2012-13 (projected):	\$9,935,500
Intended Uses	
Need-based aid will be provided to qualifying students using 30% of the funds. Remaining funds (70%) will be used in activities to increase retention, hire adjuncts to offer additional course sections in high demand general education courses, and to hire regular faculty in STEM and other critical areas at the undergraduate level.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
There will be a significant negative impact on availability of required general education course sections, students' ability to obtain required courses, resulting in inability to continue education, larger class sizes, decreased graduation rates, increased time to degree and excess hours from taking unnecessary courses if required courses are not available.	
Request to Modify or Waive Tuition Differential Uses (this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
\$525,000 Retention	Using the tuition differential funds for retention activities, the following activities were accomplished in 2011-12: Enrollment Coaches were hired; Career Development software for a Self-Directed Search test and Retention Software were purchased; a Coordinator Academic Programs was hired; materials and supplies were obtained for the instructors, mentors and students (including Freshmen Support Services Folders, Peer Mentor Journals, and Instructor Portfolio);co-sponsored the Summer Reading Program to promote critical thinking; facilitated the freshmen Critical Thinking Seminars and conducted Faculty and Staff Webinars to promote teaching critical thinking skills.
The University will use differential tuition revenue to support instructors needed to teach additional courses in essential and sequenced General Education courses, as well as offer summer courses with significant student demand. The University anticipates continued enrollment growth over the next few years and we will continue to monitor hires in the critical need areas.	During the 2011-12 academic year, the University offered 859 additional course sections to meet the demands in critical need areas utilizing the tuition differential funds.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	521 adjunct instructors (30.76 FTE) were hired during the 2011-2012 academic year.
Total Number of Advisors Hired or Retained (funded by tuition differential):	4.5
Total Number of Course Sections Added or Saved (funded by tuition differential):	859 classes were made available to students during the 2011-2012 academic year.
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.	<p>Time-to-Major Declaration: 95% of Freshmen students entering Fall 2011 had declared a major by end of the Spring 2012. Activities included:</p> <ul style="list-style-type: none"> • Change-of-Major Fair • Intrusive Academic Advising • Enrollment Coaches • Career Development (Self-Directed Search test)



	<p>Academic Advisor Training: 100% of Academic Advisors attend University-wide training.</p> <p>First Year Experience Course:</p> <ul style="list-style-type: none"> • Offered 22 sections of the First Year Experience course in Fall 2011 and five (5) sections in Spring 2012 • Obtained the necessary materials and supplies for the instructors, mentors and students to support The First Year Experience Course. (Freshmen Support Services Folders, Peer Mentor Journals, and Instructor Portfolio). • Funded Freshmen Summer Reading Program to promote the development of critical thinking skills through written and oral communication of incoming freshmen. • Sponsored Critical Thinking Seminars to highlight successful critical thinking strategies and stimulate students' critical thinking skills. • Sponsored Faculty and Staff Webinars have been offered to assist faculty and staff with acquiring on-site professional development training that is geared toward increasing services to students designed to increase the University's retention, progression, and graduation rates. • Peer mentoring program, a component of the First Year Experience course, was implemented to aid first-time-in-college students with their academic and social transition from high-school to college.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	783
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,250
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$500
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual*		Estimated
	2011-12		2012-13
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<u>FTE Positions:</u>			
Faculty	30.76		45.76
Advisors	4.5		5.50
Staff	0		2.0
Total FTE Positions:	35.26		53.26
<u>Balance Forward from Prior Periods</u>			
Balance Forward	\$ 1,332,000	\$	967,309
Less: Prior-Year Encumbrances	77,332		-
Beginning Balance Available:	\$ 1,254,668	\$	967,309
<u>Receipts / Revenues</u>			
Tuition Differential Collections	\$ 5,329,465	\$	9,935,549
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 5,329,465	\$	9,935,549
<u>Expenditures</u>			
Salaries & Benefits	\$ 601,260	\$	2,601,260 ***
Other Personal Services	2,898,740		3,716,936
Expenses	-		-
Operating Capital Outlay	-		-
Student Financial Assistance	1,033,362 *****		2,980,664
Expended From Carryforward Balance	1,083,462		1,000,000 ****
**Other Category Expenditures	-		
Total Expenditures:	\$ 5,616,824	\$	10,298,860
Ending Balance Available:	\$ 967,309	\$	603,998

*Since the 2011-12 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

***2 million in new hires (faculty and advisors).

****Funds set aside for the 2013 summer school.

*****Plans are to award an additional \$659,159 by the end of May.



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

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition:							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	5.74	\$12.80	\$21.42	\$40.13	\$61.64	\$86.38	\$114.83
Total Base Tuition & Differential per Credit Hour	\$94.33	\$108.47	\$124.74	\$143.45	\$164.96	\$189.70	\$218.15
% Change	-	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50	\$10.50
Health	-	-	-	\$6.91	\$6.91	\$6.91	\$6.91
Athletic	\$11.30	\$12.62	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Transportation Access	-	-	-	-	-	-	-
Technology ¹	\$4.42	\$4.78	\$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)	-	-	-	-	-	-	-
Total Fees	\$35.40	\$37.44	\$39.55	\$46.46	\$46.46	\$46.46	\$46.46
Total Tuition and Fees per Credit Hour	\$129.73	\$145.91	\$164.29	\$189.91	\$211.42	\$236.16	\$264.61
% Change	-	12.5%	12.6%	15.6%	11.3%	11.7%	12.0%
Fees (block per term):							
Activity & Service	-	-	-	-	-	-	-
Health	\$59.00	\$59.00	\$59.00	-	-	-	-
Athletic	-	-	-	-	-	-	-
Transportation Access	\$55.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00	\$65.00
Marshall Center Fee (USF only)	-	-	-	-	-	-	-
Student Affairs Facility Use Fee (FSU only)	-	-	-	-	-	-	-
Total Block Fees per term	\$114.00	\$124.00	\$124.00	\$65.00	\$65.00	\$65.00	\$65.00
% Change	\$0.00	8.8%	0.0%	-47.6%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,948.80	\$5,691.00	\$6,544.50
Total Fees for 30 Credit Hours	\$1,290.00	\$1,371.20	\$1,434.50	\$1,523.80	\$1,523.80	\$1,523.80	\$1,523.80
Total Tuition and Fees for 30 Credit Hours	\$4,119.90	\$4,625.30	\$5,176.70	\$5,827.30	\$6,472.60	\$7,214.80	\$8,068.30
\$ Change	-	\$505.40	\$551.40	\$650.60	\$645.30	\$742.20	\$853.50
% Change	-	12.3%	11.9%	12.6%	11.1%	11.5%	11.8%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$379.07	\$379.07	\$379.07	\$409.40	\$409.40	\$409.40	\$409.40
Out-of-State Undergraduate Student Financial Aid ³	\$18.95	\$18.95	\$18.95	\$20.47	\$20.47	\$20.47	\$20.47
Total per credit hour	\$398.02	\$398.02	\$398.02	\$429.87	\$429.87	\$429.87	\$429.87
% Change	-	0.0%	0.0%	8.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,948.80	\$5,691.00	\$6,544.50
Total Fees for 30 Credit Hours	\$13,230.60	\$13,311.80	\$13,375.10	\$14,419.90	\$14,419.90	\$14,419.90	\$14,419.90
Total Tuition and Fees for 30 Credit Hours	\$16,060.50	\$16,565.90	\$17,117.30	\$18,723.40	\$19,368.70	\$20,110.90	\$20,964.40
\$ Change	-	\$505.40	\$551.40	\$1,606.10	\$645.30	\$742.20	\$853.50
% Change	-	3.1%	3.3%	9.4%	3.4%	3.8%	4.2%
Housing/Dining⁴							
	\$7,396.00	\$7,907.00	\$8,826.20	\$9,299.62	\$9,804.06	\$10,341.59	\$10,910.38
\$ Change	-	\$511.00	\$919.20	\$473.42	\$504.44	\$537.53	\$568.79
% Change	-	6.9%	11.6%	5.4%	5.4%	5.5%	5.5%

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 capped in statute.

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



ENROLLMENT PLANNING

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

	5 YEAR TREND <i>(2005-06 to 2010-11)</i>	2010-11 ACTUAL HEADCOUNT		2012-13 PLANNED HEADCOUNT		2013-14 PLANNED HEADCOUNT		3 YEAR <i>(2014-15)</i> PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-50%	3,287	31%	3,161	29%	3,316	31%	3,471	32%
FTIC (Profile Admit)**	204%	5,714	51%	5,657	53%	5,600	51%	5,544	50%
AA Transfers*	76%	1,180	12%	1,255	12%	1,268	12%	1,283	12%
Other Transfers	-8%	841	6%	688	6%	696	6%	703	6%
Subtotal	9%	11,022	100%	10,761	100%	10,880	100%	11,001	100%
GRADUATE STUDENTS									
Master's	9%	823	41%	846	42%	855	42%	865	42%
Research Doctoral	14%	158	8%	153	8%	155	8%	157	8%
Professional Doctoral	56%	1,028	51%	993	50%	1,004	50%	1,015	50%
Subtotal	29%	2,009	100%	1,992	100%	2,014	100%	2,037	100%
NOT-DEGREE SEEKING	-58%	176		178		180		182	
MEDICAL	n/a	n/a		n/a		n/a		n/a	
TOTAL	9%	13,207		12,931		13,074		13,220	

Note*: AA transfers refer only to transfers from the Florida College System. **FAMU plans to continue to reduce the number of FTIC profile students admits annually, however, plans are to retain the currently enrolled students who were admitted as profile admits.

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

	5 YEAR TREND <i>(2005-06 to 2010-11)</i>	2010-11		2012-13		2013-14		3 YEAR <i>(2014-15)</i>	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	0%	0	0%	36	0.5%	51	0.7%	65	0.9%
HYBRID (50%-79%)	0%	0	0%	0	00%	60	0.8%	90	1.2%
TRADITIONAL (<50%)	4%	7,585	100%	7,102	99.5%	7,105	98.5%	7,139	97.9%
TOTAL	4%	7,585	100%	7,138	100%	7,216	100%	7,294	100%
GRADUATE									
DISTANCE (80%)	0%	0	0%	0	0%	29	1.7%	29	1.7%
HYBRID (50%-79%)	0%	0	0%	0	0%	0	0%	0	0%
TRADITIONAL (<50%)	32%	1,507	100%	1,629	100%	1,620	98.3%	1,640	98.3%
TOTAL	32%	1,507	100%	1,629	100%	1,649	100%	1,669	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)

Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2011-12	Estimated 2011-12	Funded 2012-13	Planned 2012-13	Planned 2013-14	3 Year Planned 2014-15	5 Year Planned 2016-17	5-Year Projected Average Annual Growth Rate
Florida Resident								
LOWER DIVISION	3,601	3,863	3,601	3,601	3,637	3,673	3,747	1.0%
UPPER DIVISION	2,868	2,765	2,868	2,796	2,838	2,881	2,968	1.5%
GRAD I	475	462	475	463	470	477	492	1.5%
GRAD II	803	835	803	843	856	869	895	1.5%
TOTAL	7,747	7,925	7,747	7,704	7,801	7,900	8,102	1.4%
Not a Florida Resident								
LOWER DIVISION	462	344	462	439	439	439	439	0%
UPPER DIVISION	317	236	317	301	301	301	301	0%
GRAD I	148	110	148	140	140	140	140	0%
GRAD II	192	143	192	183	183	183	183	0%
TOTAL	1,119	833	1,119	1,063	1,063	1,063	1,063	0%
TOTAL								
LOWER DIVISION	3,601	4,207	4,063	4,040	4,076	4,112	4,186	0.1%
UPPER DIVISION	2,868	3,001	3,185	3,098	3,139	3,182	3,269	1.4%
GRAD I	475	572	623	604	610	618	632	1.2%
GRAD II	803	978	995	1,026	1,038	1,051	1,07	1.2%
TOTAL	8,866	8,758	8,866	8,767	8,864	8,963	9,165	1.2%
TOTAL (US FTE)	11,821	11,677	11,821	11,689	11,818	11,950	12,220	1.20%

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.

Medical Student Headcounts (FTE does not apply)

Medicine Headcounts								
FLORIDA RESIDENT	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	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
Dentistry Headcounts								
FLORIDA RESIDENT	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	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
Veterinary Headcounts								
FLORIDA RESIDENT	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	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%



ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2012-13 for Implementation

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						
Pharmaceutical Sciences	51.2099	STEM	None	None	140	06-2012
Environmental Studies	03.0103	STEM	FGCU, FIU	None		04-2013
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Curriculum and Instruction	13.0301	NO	FAU, FGCU, FIU, UCF, UF, USF, UWF	FGCU, UWF, USF, UF	80	04-2013
DOCTORAL PROGRAMS						

New Programs To Be Considered by University in 2013-15 for Implementation

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						
Food Sciences	01.1001	NO	UF	None	70	06-2013
Digital Media	09.0702 or 50.0102	STEM	FAU, FGCU, UCF, UF	None	100	09-2014
Health and Fitness	31.0501 or 31.0504	NO	UWF, FSU, UF, UNF	UF	60	06-2013
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Biomedical Sciences	26.0102	STEM	FSU, FAU	None	30	08-2013
Health Informatics	51.0706	HEALTH	UCF	None	30	06-2013
Golf Management	31.0302	NO	Tracks at UF, FGCU	None	40	06-2014
DOCTORAL PROGRAMS						
Chemistry	40.0501	STEM	FAU, FIU, FSU, UCF, UF, USF	None	20	04-2014
Doctor of Nursing Practice	51.3818	HEALTH	FAU, FIU, FSU UCF, UF, UNF, USF	UCF, FIU, FAU	50	06-2013
Public Health (PhD)	51.2201	HEALTH	FIU, UF, USF	None	25	04-2015
Dentistry	51.0401	HEALTH	UF	None	280	TBD



KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted and Registered FTIC (B,E) students.
Avg. HS GPA (on 4.0 scale)	The average HS GPA for Admitted and Registered FTIC (B,E) students.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2010-11 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2012 to determine a system-wide definition of 'a research course'.
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.
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	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 or is still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. Note: Students of degree programs longer than four years are included in the cohorts. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. Students with unreported gender are included.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	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 or is still enrolled in the second or fourth academic year. Both full-time and part-time students are used in the calculation. Note: Students of degree programs longer than four years are included in the cohorts. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	The percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. Excluding students with dual majors, this metric computes total academic credit as a percentage of catalog hours required for the students major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida.



Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees granted. 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.
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.
Graduate Degrees Awarded	This is a count of graduate degrees granted.
Percent of Graduate Degrees in STEM	The percentage of graduate degrees that are classified as STEM by the Board of Governors in the SUS program inventory.
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data.
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data.
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.
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).



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).
Return on Investment	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey.
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds).
Patents Issued	The number of patents issued in the fiscal year as reported to AUTM.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported annually to the AUTM Licensing Survey. Each agreement is counted separately.
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.
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 AUTM Licensing Survey.
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 (see link , table 36 <i>minus</i> table 52).
National rank is higher than predicted by Financial Resources Ranking <i>based on US News & World Report</i>	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.
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually.