

# FGCU 2015 Work Plan



**Florida Gulf Coast University**  
*University Work Plan Presentation  
for Board of Governors June 2015 Meeting*



## **Executive Summary**

The 2015-2016 Florida Gulf Coast University (FGCU) Work Plan comprises four sections described here as strategy, performance based funding metrics, other key performance indicators, and operations. There also is an additional section of definitions. The template (and content) for the Work Plan is the conception of the Board of Governors (BOG) and features the addition this year of a section that reflects each university's performance funding metrics with trend data and proposed goals (by the university's administration) for the next three years.

### **STRATEGY (PAGES 6-7)**

The strategy expressed in the Work Plan for FGCU continues to be the development of a fully comprehensive public university serving Southwest Florida and increasingly South Florida more broadly. The principal market of FGCU's programs continues to be traditional age students with enhanced outreach to non-traditional students. FGCU will continue to leverage the success of its graduates; focus on teaching; commit itself to sustainable growth; pursue institutional efficiency; facilitate community engagement; and provide a major regional economic impact as key strengths to promote further growth. At the same time, FGCU emphasizes career preparation that is based upon a sound grounding in the liberal arts. To continue to implement this strategy, FGCU will actively promote its increasing visibility, improve its reputation by relying upon its academic quality, and enhance the state's return on investment through increasing degree production complemented by operational efficiency.

### **PERFORMANCE BASED FUNDING METRICS (PAGE 8)**

The performance based funding metrics in the Work Plan for FGCU while overwhelmingly positive (especially given the success of the university in this year's performance funding exercise), lack important context. The use of one-year trend data is limiting without additional context. For example, while the percentage of graduate degrees awarded in areas of strategic emphasis fell by 3 percentage points, FGCU is second only to UF and USF on this measure across the system and well above the SUS average. The "n/a" for one-year trend data on the excess credit hour measure is due to a change in methodology employed by the BOG staff in the calculation of the measure and not indicative of any institutional problem.

### **OTHER KEY PERFORMANCE INDICATORS (PAGES 9-11)**

FGCU shows outstanding results over the last five years in meeting institution-specific goals aligned with BOG system goals for the SUS in terms of increases in total degrees awarded and: (1) to minorities and Pell recipients, (2) in BOG-defined areas of strategic emphasis, and (3) in Science, Technology, Engineering, and Mathematics (STEM) disciplines. More impressive is the fact that this has been achieved at a time when FGCU significantly has reduced the cost to produce a semester credit hour (the building blocks of degree production), and continues to do so at the lowest cost within the SUS. FGCU has accomplished this without sacrificing quality as attested to by the number of programmatic accreditations earned.

In terms of academic quality two indicators for which data are provided, average SAT score and average high school GPA, are "inputs" rather than any measure of value added (i.e., academic quality) by the university. However, FGCU has raised both over the last five years. This is more impressive in the context of FGCU's mission and mandate to provide access to a State University System (SUS) education for



students in Southwest Florida previously denied this opportunity due to the lack of a state university presence, and it is in this context that FGCU's performance should be measured. Graduation rates for students entering as freshmen have risen. The decline in the two-year AA transfer student graduation rate is mitigated by the fact that nearly two-thirds of these same students continue to graduate within four years. This seems to reflect the needs of working students more than anything else.

Better measures of academic quality would be FGCU's ability to achieve program accreditation (successful award by 15 accrediting agencies over 18 years); the placement of a majority of full-time faculty in the classroom (which FGCU does well above the SUS average); the percentage of students who complete their degrees without excess credit hours (FGCU in top quartile within the SUS, although this is not conveyed by the measure used); cumulative licensing exam pass rates (90%-100% in the health professions programs at FGCU), and post-graduation employment and continuing education (FGCU consistently among the leaders in the SUS).

FGCU remains focused on increasing the number of students who remain at FGCU to complete their studies by enhancing its own reputation, providing generous financial aid, good academic support, and by offering academic programs that lead to jobs or further advanced educational opportunities.

## **OPERATIONS (PAGES 12-17)**

The operations section of the report contains information on budget, financial aid, enrollment planning, and projections for tuition, fees, and student housing that are necessary for the university to meet the goals detailed in the other sections of the Work Plan. Tuition and fee increases are not envisaged in the projections for the next few years. Full-time equivalent enrollment growth has been reduced to 2.25% annually over the next five years (see page 16).

It should be noted that the Cost of Attendance (see page 13) is a hypothetical representation of expenses that may or may not be incurred by a particular student. Thus tuition and fees here are estimated projections that occur much earlier in the year (e.g., January) than the actual tuition determined by the University and the Board of Governors (June) and may include other incidentals not normally categorized under tuition and fees. The average actual net cost of residential attendance is appreciably less for students receiving financial aid; students having family incomes of \$40,000 or less pay on average \$11,194 per nine months (two semesters) including room and board, and even students from high income families pay only about \$7,000 more.

Finally it should be noted that virtually all future programs being planned (9 of 10, page 17) are in BOG-defined areas of strategic emphasis.

## **CONCLUSION**

Despite the contextual limitations of the BOG-directed format and metrics, especially for an institution only 18 years old, FGCU has developed a 2015-2016 Work Plan that preserves student opportunity while maintaining and enhancing academic quality. Florida Gulf Coast University continues to work diligently toward becoming a fully comprehensive university serving Southwest Florida while emphasizing curricula and support programs that promote student development and lead to employment in the State of Florida and workforce development. The Work Plan's goals for strategy, performance funding metrics, other key performance indicators, and operations together ensure continuing institutional success.



## 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' 2025 System Strategic Plan 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 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## **MISSION STATEMENT** (What is your purpose?)

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents. Outstanding faculty upholds challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Working together, faculty and staff of the University transform students' lives and the southwest Florida region. Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

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

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for graduate programs

## **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.*

FGCU is a public comprehensive regional university serving Southwest Florida and other Florida counties predominantly in the southern half of the state. FGCU mainly attracts traditional age undergraduates who increasingly are seeking a residential experience at an institution noted for its environmental commitment and community engagement/service. FGCU offers these students the opportunity to acquire a sound foundation in the liberal arts and sciences complemented by a focused education in a number of professional fields and Science, Technology, Engineering and Mathematics (STEM) disciplines. The success of this approach is reflected in the number of students who choose majors in these disciplines and in their post-graduation employment.





## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The principal strengths of FGCU include: the success of its graduates; its focus on teaching; commitment to sustainable growth; emphasis on efficiency; engagement with its community; the quality of its facilities; location in the heart of Southwest Florida; potential to grow; state of the art technology; the quality of its academic support resources; and regional economic impact. One of our challenges is the loss of Public Education Capital Outlay (PECO) funding. Still, FGCU has been able to make considerable progress and has positioned itself for further growth but at a rate consistent with the resources available. It is now among the most efficient universities in the system.

## 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 Academic Quality** - academic excellence will continue as a principal institutional goal. Areas of academic strength will be targeted for further development. Assessment and continuous improvement will be tools in the vanguard of FGCU's further evolution. Regional accreditation, state licensure/national certification, and Board of Governors (BOG) planning and accountability requirements will ensure the integrity of our academic enterprise. Specialized accreditation will be sought, earned, and maintained for all appropriate disciplines.

**2 Return on Investment** - FGCU will increase its degree production emphasizing STEM areas to provide the educated workforce that drives economic development. Graduation rate improvement will continue to be a major focus of our efforts, and FGCU will continue to demonstrate high levels of post-graduation employment and success that will support the projected growth of the region: in health care; education; management, finance, and real estate; information technology; the resort and hospitality industry; the life sciences; the environmental sciences, engineering; and the professions.

**3 Operational Efficiency** - FGCU will continue to have among the lowest costs per student credit hour in the SUS. The university also will continue to employ technology to ensure conservation of energy, the generation of clean energy, and the preservation of its environment. FGCU will continue to exhibit among the lowest energy costs per square foot in the SUS. All future facilities where possible will be constructed to Leadership in Energy and Environmental Design (LEED) standards. Classroom and laboratory utilization rates will remain among the highest within the SUS. The campus will remain a clean and secure environment conducive to student success.



## PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2017 goals for approval.

	ONE-YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Metrics Common To All Universities</b>						
<b>Percent of Bachelor's Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation</b>	2ptsΔ	74% (2012-13)	75% (2013-14)	75% (2014-15)	75% (2015-16)	76% (2016-17)
<b>Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation</b>	5%Δ	\$35,300 (2012-13)	\$36,000 (2013-14)	\$36,725 (2014-15)	\$37,460 (2015-16)	\$38,210 (2016-17)
<b>Average Cost per Bachelor's Degree</b> [Instructional Costs to the University]	0%Δ	\$29,390 (2010-14)	\$29,684 (2011-15)	\$29,980 (2012-16)	\$30,280 (2013-17)	\$30,583 (2014-18)
<b>FTIC 6 year Graduation Rate</b> [Includes full- and part-time students]	5ptsΔ	49% (2008-14)	50% (2009-15)	50% (2010-16)	50% (2011-17)	51% (2012-18)
<b>Academic Progress Rate</b> [FTIC 2 year Retention Rate with GPA>2 ]	2ptsΔ	72% (2013-14)	73% (2014-15)	73% (2015-16)	74% (2016-17)	75% (2017-18)
<b>University Access Rate</b> [Percent of Fall Undergraduates with a Pell grant]	0ptsΔ	35% (Fall 2013)	35% (Fall 2014)	36% (Fall 2015)	36% (Fall 2016)	37% (Fall 2017)
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b>	1ptΔ	45% (2013-14)	46% (2014-15)	46% (2015-16)	47% (2016-17)	48% (2017-18)
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b>	-3ptsΔ	64% (2013-14)	64% (2014-15)	65% (2015-16)	66% (2016-17)	67% (2017-18)
<b>Board of Governors Choice Metric</b>						
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	n/a	72% (2013-14)	73% (2014-15)	73% (2015-16)	74% (2016-17)	74% (2017-18)
<b>Board of Trustees Choice Metric</b>						
<b>Bachelor's Degrees Awarded to Minorities</b> [FGCU UBOT Choice]	5%Δ	452 (2014)	470 (2015)	494 (2016)	519 (2017)	545 (2018)

Note: Metrics are defined in appendix. For more information visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).





## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 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 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'<sup>1</sup>, 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.

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<sup>1</sup> 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

### Metrics Common to All Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Academic Quality</b>						
<b>National Rankings for University</b>	n/a	XX 2015	XX 2016	XX 2017	XX 2018	XX 2019
<b>SAT Score*</b> [for 3 subtests]	41Δ	1,576 Fall 2014	1,580 Fall 2015	n/a	n/a	n/a
<b>High School GPA</b>	0.34Δ	3.7 Fall 2014	3.7 Fall 2015	3.8 Fall 2016	3.8 Fall 2017	3.9 Fall 2018
<b>Professional/Licensure Exam First-time Pass Rates<sup>1</sup></b>						
Exams Above Benchmarks	n/a	3	3	3	3	3
Exams Below Benchmarks	n/a	0	0	0	0	0
		2013-14	2014-15	2015-16	2016-17	2017-18
<b>Operational Efficiency</b>						
<b>Freshman Retention Rate</b>	4.0 pts	78% 2013-14	78% 2014-15	79% 2015-16	80% 2016-17	80% 2017-18
<b>FTIC Graduation Rates</b>						
In 4 years (or less)		20% 2010-14	20% 2011-15	21% 2012-16	22% 2013-17	23% 2014-18
In 6 years (or less)	-1.0 pts 4.0 pts	49% 2008-14	50% 2009-15	50% 2010-16	50% 2011-17	51% 2012-18
<b>AA Transfer Graduation Rates</b>						
In 2 years (or less)	-7.0 pts	24% 2012-14	24% 2013-15	25% 2014-16	25% 2015-17	26% 2016-18
<b>FTIC Average Time to Degree (in years)</b>	0.2 Δ	4.3 2013-14	4.3 2014-15	4.2 2015-16	4.2 2016-17	4.1 2017-18
<b>Return on Investment</b>						
<b>Bachelor's Degrees Awarded</b>	31%Δ	1,909 2013-14	2,100 2014-15	2,132 2015-16	2,163 2016-17	2,200 2017-18
<b>Percent of Bachelor's Degrees in STEM &amp; Health</b>	3.2 pts	30% 2013-14	30% 2014-15	31% 2015-16	31% 2016-17	32% 2017-18
<b>Graduate Degrees Awarded</b>	2%Δ	368 2013-14	368 2014-15	370 2015-16	370 2016-17	375 2017-18
<b>Percent of Graduate Degrees in STEM &amp; Health</b>	6.4 pts	35% 2013-14	35% 2014-15	36% 2015-16	36% 2016-17	37% 2017-18
<b>Annual Gifts Received (\$Millions)</b>	192%Δ	\$ 17.4 2013-14	\$18.0 2014-15	\$19.0 2015-16	\$20.0 2016-17	\$21.0 2017-18
<b>Endowment (\$Millions)</b>	65%Δ	\$ 75.7 2013-14	\$80.0 2014-15	\$84.8 2015-16	\$89.9 2016-17	\$95.3 2017-18

Note\*: The College Board is revising the SAT test starting March 2016.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2017 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Bachelor's Degrees Awarded to Minorities	79%Δ	452 (2013-2014)	470 (2014-2015)	494 (2015-2016)	519 (2016-2017)	545 (2017-2018)
Bachelor's Degrees Awarded in Areas of Strategic Emphasis	28%Δ	862 (2013-2014)	900 (2014-2015)	936 (2015-2016)	973 (2016-2017)	1012 (2017-2018)
Graduate Degrees Awarded in Areas of Strategic Emphasis	0%Δ	234 (2013-2014)	234 (2014-2015)	240 (2015-2016)	245 (2016-2017)	250 (2017-2018)

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.** Return on Investment: FGCU will continue to provide opportunity to students from low socio-economic backgrounds to pursue higher education. Between 2009-10 and 2013-14, FGCU had the highest rate in the SUS of growth in degrees awarded annually to students with Pell Grants.

As a further return on the investment, FGCU will continue to hold the overall cost of delivery of a credit hour of instruction to a level well-below the average cost within the State University System.

Degrees Awarded to Pell Grant Recipients	100%Δ	880	885	890	895	900
Cost to Deliver a Credit Hour of Instruction	3%Δ	\$291 (2013-14)	\$298 (2014-2015)	\$305 (2015-2016)	\$312 (2016-2017)	\$319 (2017-2018)

**Goal 2.** Academic Excellence: With its emphasis on occupationally focused curricula, FGCU will continue to rank among the top quartile of SUS institutions for post-graduation employment within the State of Florida.

Percent Employed in FL (Bachelor's)	1ptΔ	70% (2012-2013)	70% (2013-2014)	71% (2014-2015)	71% (2015-2016)	72% (2016-2017)
Percent Employed in FL (Master's)	2ptsΔ	79% (2012-2013)	79% (2013-2014)	79% (2014-2015)	80% (2015-2016)	80% (2016-2017)



## FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 64.4	\$ Not yet available
Tuition	\$ 53.8	\$ Not yet available
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 118.2</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	n/a
<b>TOTAL HSC</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	n/a
<b>TOTAL IFAS</b>	<b>\$ xx.x</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>118.2</b>	<b>n/a</b>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

## 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	\$ 49.5	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	\$ 13.0	n/a
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**Local Funds**

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

Revenues	\$ 41.3	n/a
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**Faculty Practice Plans**

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

Revenues	\$ xx.x	n/a
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**OTHER BUDGET ENTITY TOTAL REVENUES**

\$ 103.8	n/a
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**UNIVERSITY REVENUES GRAND TOTAL**

\$ 222.0	n/a
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## FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,091	\$1,091	\$1,091	\$1,091	\$1,091
Percent Increase	12%	1.3%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,877	\$1,927	\$1,927	\$1,927	\$1,927
<b>TOTAL TUITION AND FEES</b>	<b>\$6,068</b>	<b>\$6,118</b>	<b>\$6,118</b>	<b>\$6,118</b>	<b>\$6,118</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on next page. FGCU have provided a \$1.75 per SCH waiver since FY 13-14, which is reflected in the "total tuition and fees".

### Student Debt Summary

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	45%	47.10%	49%	46.2%	46%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$16,710	\$17,768	\$21,394	\$23,041	\$24,541
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	7%	8.2%	6.3%	4.7% draft	6%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,318	\$1,200	\$9,424	\$1,700	\$1,700	\$20,342
AT HOME	\$6,318	\$1,200	\$3,364	\$1,700	\$1,700	\$14,282

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)*

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	2099	28%	\$11,109	\$(2,197)	\$7,621	\$3,901
\$40,000-\$59,999	779	10%	\$11,992	\$125	\$4,750	\$4,130
\$60,000-\$79,999	593	8%	\$16,568	\$2,757	\$2,990	\$5,224
\$80,000-\$99,999	551	7%	\$16,481	\$3,089	\$2,447	\$5,275
\$100,000 Above	1462	19%	\$18,172	\$3,793	\$2,058	\$4,956
Missing*	2128	28%	n/a	\$5,489	\$0	\$0
<b>TOTAL</b>	<b>7612</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$10,264*</b>	<b>\$2,113</b>	<b>\$3,393</b>
					<b>\$3,393</b>	<b>\$3,239</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2015. Please note that small changes to Spring 2014 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2015-16 to 2018-19)	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential <sup>5</sup>	36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38	\$36.38
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$139.70</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>	<b>\$141.45</b>
% Change		1.3%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.15	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.24	\$11.50	\$11.50	\$11.50	\$11.50	\$11.50	\$11.50
Health	\$8.79	\$9.24	\$9.24	\$9.24	\$9.24	\$9.24	\$9.24
Athletic	\$16.79	\$17.54	\$17.54	\$17.54	\$17.54	\$17.54	\$17.54
Transportation Access	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70	\$8.70
Technology <sup>1</sup>	\$5.15	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$62.58</b>	<b>\$64.24</b>	<b>\$64.24</b>	<b>\$64.24</b>	<b>\$64.24</b>	<b>\$64.24</b>	<b>\$64.24</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$202.28</b>	<b>\$205.69</b>	<b>\$205.69</b>	<b>\$205.69</b>	<b>\$205.69</b>	<b>\$205.69</b>	<b>\$205.69</b>
% Change		1.7%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Total Tuition for 30 Credit Hours<sup>6</sup></b>	<b>\$4,191.00</b>	<b>\$4,191.00</b>	<b>\$4,191.00</b>	<b>\$4,191.00</b>	<b>\$4,191.00</b>	<b>\$4,191.00</b>	<b>\$4,191.00</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,877.40</b>	<b>\$1,927.20</b>	<b>\$1,927.20</b>	<b>\$1,927.20</b>	<b>\$1,927.20</b>	<b>\$1,927.20</b>	<b>\$1,927.20</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$6,068.40</b>	<b>\$6,118.20</b>	<b>\$6,118.20</b>	<b>\$6,118.20</b>	<b>\$6,118.20</b>	<b>\$6,118.20</b>	<b>\$6,118.20</b>
\$ Change		\$49.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.8%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$559.80	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58	\$604.58
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$27.99	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21	\$30.21
Total per credit hour	\$587.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79	\$634.79
% Change		8.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$20,985.00</b>	<b>\$22,328.40</b>	<b>\$22,328.40</b>	<b>\$22,328.40</b>	<b>\$22,328.40</b>	<b>\$22,328.40</b>	<b>\$22,328.40</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,717.10</b>	<b>\$2,833.50</b>	<b>\$2,833.50</b>	<b>\$2,833.50</b>	<b>\$2,833.50</b>	<b>\$2,833.50</b>	<b>\$2,833.50</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$23,702.10</b>	<b>\$25,161.90</b>	<b>\$25,161.90</b>	<b>\$25,161.90</b>	<b>\$25,161.90</b>	<b>\$25,161.90</b>	<b>\$25,161.90</b>
\$ Change		\$1,459.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		6.2%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
\$ Change	\$9,424.00	\$9,612.48	\$9,869.00	\$9,869.00	\$9,869.00	\$9,869.00	\$9,869.00
% Change		2.0%	2.7%	0.0%	0.0%	0.0%	0.0%

<sup>1</sup> can be no more than 5% of tuition.

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

<sup>2</sup> as approved by the Board of Governors.

<sup>4</sup> combine the most popular housing and dining plans provided to students

<sup>5</sup> report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.

<sup>6</sup>FGCU provides a \$1.75 waiver per UG SCH since FY 12-13, and it is reflected in these totals





## ENROLLMENT PLANNING

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

	5 YEAR TREND (2009-14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	55%Δ	8998	68%	9200	68%	9407	68%	9619	68%
FTIC (Profile Admit)	-1%Δ	353	3%	361	3%	369	3%	377	3%
AA Transfers from FCS	27%Δ	2328	18%	2380	18%	2434	18%	2489	18%
Other Transfers	4%Δ	1522	12%	1556	12%	1591	12%	1627	12%
Subtotal	39%Δ	13201	100%	13497	100%	13801	100%	14112	100%
GRADUATE*									
Master's	-16%Δ	838	85%	857	85%	876	85%	896	85%
Research Doctoral	n/a	64	7%	65	6%	66	6%	67	6%
Professional Doctoral	80%Δ	79	8%	81	8%	83	8%	85	8%
Subtotal	-6%Δ	981	100%	1003	100%	1025	100%	1048	100%
UNCLASSIFIED									
H.S. Dual Enrolled	32%Δ	25	9%	26	10%	27	10%	28	10%
Other	-58%Δ	240	91%	245	90%	251	90%	257	90%
Subtotal	-55%Δ	265	100%	271	100%	278	100%	285	100%
TOTAL	13%Δ	14447		14771		15104		15445	

Note\*: Includes Medical students.

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

	3 YEAR TREND (2010-11 to 2013-14)	2013-14		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	18%Δ	1324	16%	1529	18%	1565	18%	1600	18%
HYBRID (50%-79%)	-22%Δ	109	1%	67	1%	71	1%	73	1%
TRADITIONAL (<50%)	20%Δ	6683	82%	6875	81%	7026	81%	7183	81%
<b>TOTAL</b>	<b>18%Δ</b>	<b>8116</b>	<b>100%</b>	<b>8471</b>	<b>100%</b>	<b>8662</b>	<b>100%</b>	<b>8856</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	-23%Δ	163	26%	165	27%	170	27%	174	27%
HYBRID (50%-79%)	-45%Δ	46	7%	14	2%	15	2%	15	2%
TRADITIONAL (<50%)	-6%Δ	420	67%	430	71%	438	70%	448	70%
<b>TOTAL</b>	<b>-15%Δ</b>	<b>629</b>	<b>100%</b>	<b>609</b>	<b>100%</b>	<b>623</b>	<b>100%</b>	<b>637</b>	<b>100%</b>

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



## ENROLLMENT PLANNING (continued)

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

	Estimated Actual 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>Florida Resident</b>									
LOWER	4350	n/a	4448	4548	4650	4755	4862	4971	2.25%
UPPER	3700	n/a	3783	3868	3955	4044	4135	4228	2.25%
GRAD I	475	n/a	486	497	508	519	531	543	2.25%
GRAD II	106	n/a	108	111	113	116	118	121	2.25%
TOTAL	8631	n/a	8825	9024	9227	9434	9647	9864	2.25%
<b>Non- Resident</b>									
LOWER	278	n/a	284	291	297	304	311	318	2.25%
UPPER	143	n/a	146	150	153	156	160	163	2.25%
GRAD I	17	n/a	17	18	18	19	19	19	2.25%
GRAD II	11	n/a	11	12	12	12	12	13	2.25%
TOTAL	449	n/a	459	469	480	491	502	513	2.25%
<b>TOTAL</b>									
LOWER	4628	2404	4732	4839	4947	5059	5173	5289	2.25%
UPPER	3843	2427	3929	4018	4108	4201	4295	4392	2.25%
GRAD I	492	532	503	514	526	538	550	562	2.25%
GRAD II	117	10	120	122	125	128	131	134	2.25%
TOTAL	9080	5373	9284	9493	9707	9925	10149	10377	2.25%
<b>NOT STATE FUNDABLE</b>									
LOWER	50	n/a	51	52	53	55	56	57	2.25%
UPPER	40	n/a	41	42	43	44	45	46	2.25%
GRAD I	12	n/a	12	13	13	13	13	14	2.25%
GRAD II	3	n/a	3	3	3	3	3	3	2.25%
TOTAL	105	n/a	107	110	112	115	117	120	2.25%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note\*: The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21.



## ACADEMIC PROGRAM COORDINATION

### New Programs for Consideration by University in AY 2015-16

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 2014-15 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Forensic Science	43.0106	STEM	UCF	No	50	4/2016
Renewable Energy	14.9999	STEM	None	No	60	4/2016
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Engineering	14.0101	STEM	FPU, USFT	No	30	4/2016
Physician Assistant Studies	51.0912	HEALTH	FIU, UF, USFT	No	60	4/2016
<b>DOCTORAL PROGRAMS</b>						

### New Programs for Consideration by University in 2016-18

These programs will be used in the 2016 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 <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Real Estate	52.1501	N/A	FAU, FIU,	No	45	4/2017
Public Health	51.2201	HEALTH	USFT	Yes	50	4/2017
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Biology	26.0101	STEM	FAMU, FAU, FIU, FSU, UCF, UNF, USFT, UWF, UF	No	20	4/2017
Health Administration	51.0701	HEALTH	FAMU, FIU, FAU, UNF, USFT	Yes	60	4/2017
Educational Technology	13.0501	STEM	FSU,	Yes	30	4/2017
<b>DOCTORAL PROGRAMS</b>						
Occupational Therapy	51.2306	HEALTH	None	No	25	4/2017



## DEFINITIONS

### Performance Based Funding

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

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time or continuing their education 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

*Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.

Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

#### Six Year FTIC Graduation Rate

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

Source: State University Database System (SUDS).

#### Academic Progress Rate

*2nd Year Retention with GPA Above 2.0*

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

Source: State University Database System (SUDS).

#### University Access Rate

*Percent of Undergraduates with a Pell-grant*

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

Source: State University Database System (SUDS).

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

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

Source: State University Database System (SUDS).

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

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

Source: State University Database System (SUDS).



**Freshmen in Top 10% of High School Class**

Applies to: NCF

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

Source: New College of Florida.

**BOG Choice Metrics**

**Percent of Bachelor's Degrees Without Excess Hours**

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

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

Source: State University Database System (SUDS).

**Number of Faculty Awards**

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

Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: 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. Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**

FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**

FAU, FGCU, FIU

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

Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**

FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.

Source: US News and World Report's annual National University rankings.





<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> 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

<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	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.
<b>Freshman Retention Rate</b> (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.





<b>6-year Graduation Rate</b> (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 <u>not</u> 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: <a href="http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf">http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf</a> .
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	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.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does <u>not</u> include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	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).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



## Goals Common to All Universities

### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	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.

### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the annual Accountability report (table 4B) – see <u>link</u> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 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 or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less)	As reported in the annual Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	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).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	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).
<b>Annual Gifts Received (\$M)</b>	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 <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	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: [http://mup.asu.edu/research\\_data.html](http://mup.asu.edu/research_data.html).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see: [http://mup.asu.edu/research\\_data.html](http://mup.asu.edu/research_data.html).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

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

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

### Return on Investment

#### Total Research Expenditures (\$M)

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

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

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

#### Percent of R&D Expenditures funded from External Sources

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

#### Patents Issued

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

#### Licenses/Options Executed

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

#### Licensing Income Received (\$M)

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

#### Number of Start-up Companies

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

#### National rank is higher than predicted by Financial Resources Ranking

*based on US News & World Report*

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

#### Research Doctoral Degrees Awarded

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



**Professional Doctoral Degrees Awarded**

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

**Student Debt Summary**

**Percent of Bachelor's Recipients with Debt**

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

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

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

**Student Loan Cohort Default Rate (3rd Year)**

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

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