

UCF

2012-13 Work Plan



University of Central Florida

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.



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

- Opportunities: High student retention, progression, and graduation rates; M.D. program and supporting initiatives, including new bio-related programs; graduate study and research in both traditional and emerging disciplines; 2+2 *DirectConnect* program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.
- Challenges: High student-to-faculty ratio; high transfer population resulting in a greater proportion of high-cost, major-specific course offerings, which are more costly than general education course work; and, significant recurring budget reductions, along with the lack of fiscal stability for planning purposes.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

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

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

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

Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise as indicated by the most recent 2013 Best Graduate Schools' rankings from *U.S. News & World Report*, including 20 UCF programs listed in the top 100 with 7 ranked in the top 50. To ensure the continued growth and quality, UCF plans to develop programs across a broader range of disciplines focusing on interdisciplinary programs and research. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the last decade.

3 – College of Medicine: Continue development of the necessary infrastructure to ensure the success of the College of Medicine M.D. program.

The College of Medicine and its Lake Nona and Central Florida partners are building a medical city, forming partnerships to improve the quality of healthcare in the city-state, and creating an economic engine with a projected multi-billion dollar economic impact for the region. Development of the infrastructure requires continued hiring of medical faculty members and essential staff members, achievement of full accreditation, continued implementation of the College of Medicine Faculty Practice, initiating the development of new graduate medical education programs in Central Florida, and expansion of biomedical and clinical research.



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 <i>(05-06 to 10-11)</i>	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS <i>(2014-15)</i>
Academic Quality					
National Ranking for University and Programs					
UCF plans to improve graduate and overall rankings by hiring additional faculty members in select areas to enhance graduate program quality, student selectivity, research volume and impact.					
Avg. SAT Score	1% ¹	1736	1750	1752	1756
Avg. High School GPA (on 4.0 scale)	6%	3.72	3.78	3.80	3.82
Professional/Licensure Exam First-time Pass Rates ²					
Exams Above National/State Benchmark	n/a	2	2	2	3
Exams Below National/State Benchmark	n/a	0	0	0	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	5%	87%	88%	88%	89%
FTIC Graduation Rates					
In 4 years (or less)	3%	35%	36%	36%	37%
In 6 years (or less)	5%	62%	63%	64%	65%
AA Transfer Graduation Rates					
In 2 years (or less)	-7%	28%	28%	29%	29%
In 4 years (or less)	-1%	67%	67%	68%	68%
Percent of Bachelor's Degrees Without Excess Hours	n/a	Board staff is currently updating the methodology for this metric.			
SUBTOTAL OF IMPROVING METRICS	3	5	5	5	5
Return on Investment					
Bachelor's Degrees Awarded	32%	10,646	11,400	12,200	13,500
Percent of Bachelor's Degrees in STEM	0%	16%	17%	17%	18%
Graduate Degrees Awarded	25%	2,538	2,625	2,700	2,780
Percent of Graduate Degrees in STEM	2%	27%	28%	28%	28%
Percent of Baccalaureate Graduates Employed in Florida	-12%	65% ³	65%	66%	68%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	1%	18% ³	18%	19%	19%
Annual Gifts Received (\$M)	-37%	\$ 19.7	\$ 16.5	\$ 21.5	\$ 34.5
Endowment (\$M)	30%	\$ 125.7	\$ 130.0	\$ 136.0	\$ 145.0
SUBTOTAL OF IMPROVING METRICS	6	7	8	8	8
TOTAL OF IMPROVING METRICS	11	15	16	16	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	-20%	4	5	8	12
National Academy Members	n/a	1 ¹	1	1	2
Number of Post-Doctoral Appointees	n/a	58	65	68	75
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	4 ¹	4	4	5
SUBTOTAL OF IMPROVING METRICS	0		4	4	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>	-11%	\$ 109.2	\$ 125.0	\$ 127.5	\$ 132.5
Science & Engineering Research Expenditures (\$M)	-10%	\$ 97.3	\$ 110.0	\$ 112.5	\$ 117.5
Percent of Research Expenditures funded from External Sources	16%	84%	85%	86%	87%
Patents Issued	162%	76	80	85	90
Licenses/Options Executed	133%	14	10	12	15
Licensing Income Received (\$M)	150%	\$ 0.5	\$ 0.6	\$ 0.8	\$ 0.8
Number of Start-up Companies	0%	2	2	3	4
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences	-11%	\$ 95.1	\$ 107.5	\$ 107.5	\$ 107.5
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News & World Report)</i>	n/a	NR-FR 177-265	n/a	n/a	n/a
Research Doctoral Degrees Awarded	38%	245	238	245	255
Professional Doctoral Degrees Awarded	n/a	40	36	110	122
SUBTOTAL OF IMPROVING METRICS	6		8	10	10
TOTAL OF IMPROVING METRICS	6		12	14	14

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 (2005-06 to 2010-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Bachelor's Degrees in Areas of Strategic Emphasis	31%	3,406	3,640	3,850	4,200
Graduate Degrees in Areas of Strategic Emphasis	29%	1,252	1,290	1,325	1,360
Bachelor's Degrees Awarded to Minorities	64%	2,543	2,850	3,050	3,510

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

Goal 1. College of Medicine: Continue development of the necessary infrastructure to ensure success of the College of Medicine M.D. program. As the inaugural M.D. class enters its fourth and final year, UCF looks to achieve several critical milestones: full accreditation from the Liaison Committee on Medical Education in 2013, graduation and residency placement of the inaugural class in 2013, expansion of the COM Faculty Practice to cover all non-faculty costs in 2014-15; a fully-enrolled education program with 480 students in 2016, creation of a Graduate Medical Education Program (residency and/or fellowship programs), and creation of collaborative research and graduate programs with other units and colleges of the university and medical city partners.

LCME Accreditation, M.D. Enrollment (GME Application Progress)	n/a	Preliminary, 100 (n/a)	Provisional, 180 (n/a)	Achieve Full, 280 (apply)	Full, 420 (approved)
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	n/a	0%	25%	50%	100%

Goal 2. Be America's leading partnership university. The UCF business incubation program supports the Central Florida economy by providing early-stage companies with tools, training, and infrastructure needed to create financially stable high growth and impact enterprises. In the past decade, the program has helped emerging companies create over \$500 million in annual revenue and more than 1,600 new jobs with an average salary of \$59,000.

Total Jobs Created by Incubator Companies	138%	1,575	1,700	1,850	2,000
Total Companies Graduated by Incubators	100%	66	72	80	90



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	\$ 286.5	\$ 268.8	\$ 249.9	\$ 258.2	\$ 223.4	\$168.4
Tuition	\$ 118.3	\$ 137.2	\$ 159.0	\$ 184.6	\$ 206.4	n/a
TOTAL MAIN OPERATIONS	\$ 410.3	\$ 414.9	\$ 417.0	\$450.7	\$ 444.6	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds	\$ 4.5	\$ 8.8	\$ 19.0	\$ 21.4	\$ 22.2	\$ 23.0
Tuition	\$ 0	\$ 0	\$ 0.8	\$ 2.4	\$ 4.6	n/a
TOTAL HSC	\$ 4.5	\$ 8.8	\$ 20.0	\$ 24.5	\$ 26.9	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	\$ 414.9	\$ 423.7	\$ 437.0	\$ 475.1	\$ 471.5	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	\$ 117.0	\$ 132.5	\$ 128.0	\$ 136.5	\$ 148.4	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	\$114.3	\$ 116.2	\$ 107.8	\$ 108.4	\$ 110.0	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	\$ 283.2	\$ 328.4	\$ 388.4	\$ 445.6	\$ 493.1	n/a
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Faculty Practice Plans

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

Revenues	n/a	n/a	\$ 0.0	\$ 0.0	\$ 0.7	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES	\$ 514.5	\$ 577.1	\$ 624.1	\$ 690.6	\$ 752.0	n/a
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UNIVERSITY REVENUES GRAND TOTAL	\$ 929.3	\$ 1,000.8	\$ 1,061.3	\$ 1,165.7	\$ 1,214.0	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	\$476	\$749	\$1,326	\$1,989	\$2,753
Percent Increase	15%	15%	15%	15%	15%
Required Fees ¹	\$1,674	\$1,736	\$1,821	\$1,946	\$2,061
TOTAL TUITION AND FEES	\$5,021	\$5,584	\$6,247	\$7,035	\$7,914

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	45%	46%	46%	49%	51%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$19,234	\$20,088	\$20,484	\$19,730	\$19,356
Student Loan Cohort Default Rate (2nd Year)	4.0%	3.3%	4.4%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	6.3%	6.1%	7.7%	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	\$4,518	\$924	\$8,574	\$1,800	\$2,276	\$18,092
AT HOME	\$4,518	\$924	\$4,450	\$1,800	\$2,276	\$13,968

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	6,424	21%	\$11,552	\$-657	\$5,757	\$6,105
\$40,000-\$59,999	3,137	10%	\$13,200	\$862	\$4,158	\$5,454
\$60,000-\$79,999	2,850	9%	\$14,426	\$1,987	\$3,020	\$5,924
\$80,000-\$99,999	2,600	8%	\$14,829	\$2,326	\$2,671	\$6,132
\$100,000 Above	8,503	28%	\$15,061	\$2,397	\$2,577	\$6,391
Missing	6,892	23%	\$15,374	\$2,658	\$2,126	\$10,228
TOTAL	30,406	100%	AVERAGE \$14,073	\$1,596	\$3,385	\$6,706

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:	5/24/2012 (anticipated)
Implementation Date (month/year):	8/2012
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:	\$24.96
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:	\$19.24
\$ Increase in tuition differential for 30 credit hours:	\$577.20
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$19,836,047
Total differential fee revenue generated in 2012-13 (projected):	\$44,057,092
Intended Uses	
Differential tuition revenue is essential to the university to maintain and/or increase undergraduate course offerings, maintain and/or hire faculty members teaching undergraduate courses, and support other activities, initiatives, and services that will directly enhance the overall undergraduate experience and improve student retention and graduation rates.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Without differential tuition, the University of Central Florida's ability to continue to provide high-quality access to undergraduate degrees is at risk. During the past five years, UCF's undergraduate student population has increased by 26 percent in response to our commitment to serve the growing needs of our community and provide high-quality undergraduate degrees for Florida residents. During that same period, funding reductions to our E&G base budget have totaled just under \$144 million (a 49 percent reduction to our state-allocated budget).</p> <p>UCF's current student-to-faculty ratio is 31.7 to 1. To maintain the current ratio, UCF needed to add 68 additional full-time faculty members during 2011-12. However, differential tuition funds supported an increase of only 23 full-time faculty members. Differential tuition is essential to help slow the student-to-faculty ratio increase.</p> <p>Furthermore, without additional tuition revenues to maintain vital student support services for our general and at-risk populations, retention and graduation rates will be severely compromised. For instance, without differential tuition, UCF's average undergraduate class size of 51 students will increase.</p> <p>Under normal economic conditions, differential tuition funds available over the past several years would have served to enhance rather than only maintain the quality of undergraduate education and related student-support services for our continuing and new students. However, despite past tuition increases and the careful restructuring of operations and thoughtful planning in response to the economic crisis, available funds are still insufficient to offset past state reductions, let alone address further reductions, rising expenses due to inflation, and UCF's commitment to growth and access.</p> <p>Differential tuition is an essential tool for UCF to continue our commitment to access and to provide a high-quality education to students.</p>	
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))	
N/A	



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
<p>1. Department of Writing and Rhetoric: \$1,121,000 Continuing support for the Department of Writing and Rhetoric (DWR), whose mission is to coordinate and support a comprehensive vertical writing curriculum at UCF. This program will serve as a flagship vertical writing program and as a national model for how a large public university can act on best practices and research about writing. It will also support a Writing Across the Curriculum program, along with innovative new writing degrees and certificates staffed with full-time composition instructors. We believe this initiative will distinguish UCF regionally and nationally.</p>	<p>The university created a Department of Writing and Rhetoric (DWR) in 2010 to design and support a new writing curriculum while also offering more writing services through the University Writing Center (UWC). Searches for two tenured faculty members were conducted successfully in 2010-11 to direct the UWC and the university's writing across the curriculum (WAC) program. In addition, three tenure-earning faculty, six instructors, two advisors, and an admissions specialist were hired in 2011-12. Searches for one tenure-earning faculty and two instructors were conducted for positions beginning in Fall 2012. Two Faculty Fellows programs for the WAC program were established and attracted two dozen participants from five colleges and one regional campus. In addition, an undergraduate certificate in public and professional writing and a writing minor were implemented in Fall 2011. Currently, there are 46 students in the undergraduate minor.</p>
<p>2. Pre-professional Advising Office: \$250,000 Continue support for the Office of Pre-Professional Advising (OPPA) that was established to: a) provide guidance and support to students interested in pursuing careers in the health and legal professions; and b) assist pre-professional students in any undergraduate major by offering academic advising, administrative support, and other activities related to preparing for, and applying, to professional schools.</p>	<p>Differential tuition for the Office of Pre-professional Advising supported the following undergraduate student activities and services in 2011-12: a) more than 1,400 students were served through their student professional organizations, b) 1,920 in-office advising consultations occurred with students interested in the legal profession and in 12 health professions, c) more than 1,500 students participated in workshops and presentations sponsored by various UCF and external entities, d) representatives from 26 law and health professional schools addressed students, e) advising consultations were assessed, g) participants engaged in numerous campus-wide advising showcase events; and h) relationships were built with law school and health professional school admissions representatives.</p>
<p>3. Undergraduate Education Enhancement Initiatives: \$1,034,133 – Recurring 2009-10 initiative Continue support for the English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention; and maintain the operating hours of the University Writing Center (UWC) and the Mathematical Assistance and Learning Lab (MALL) and the overall number and quality of</p>	<p>The English Initiative supported updated curriculum, smaller class sizes, and increased use of the University Writing Center (UWC). Differential tuition funds continue to support six instructors affiliated with the English Initiative who taught 1,052 students and participated in the third year of a three-year assessment project to study class-size and teacher-training effects. Funds for the English initiative also allowed additional tutors to be hired in the UWC. These tutors provided 4,935 consultations to help undergraduate students improve their writing skills.</p>



<p>student consultations.</p>	<p>The Math Initiative supported a pilot section of mixed-mode College Trigonometry in Spring 2011 with this section continuing in 2011-12. Beginning in Spring 2013, all sections of College Trigonometry will be offered in the new format. Three sections of the new Calculus I format were offered in Fall 2011. Starting from Spring 2012, all sections of (non-honors) Calculus I were offered in the redesigned mode. Changes for 2011-12 resulted in 79 added sections in the MALL over 2010-11, with a total impact of 7,089 students. Preliminary evidence indicates that the goals that were set by this redesign were met.</p>
<p>4. Enhance Academic Advising Support: \$792,000 Recurring 2009-10 initiative. Continue support for the academic advising program for First Time in College (FTIC) students, second-year sophomores, and transfer students to enable transition into colleges through dedicated advisors.</p>	<p>Concluding its third year, the Academic Advising Enhancement Program (AAEP) continues to support 18 advisors. These advisors identified at-risk populations and implemented interventions to help students avoid academic probation. Innovations included modification of the transfer orientation to expand advising sessions, along with extensive use of technology to help instructors connect with students via live video chats, web courses, and online presentations. All colleges developed new presentations for transfer orientation that focused on how to address transfer shock, how to build a successful first-semester schedule of courses, and how to access campus resources. In addition, a sophomore-week web course was developed.</p>
<p>5. Undergraduate Student Support: \$13,757,598 Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.</p>	<p>Differential tuition funds enabled colleges to hire and maintain faculty members and adjuncts who taught an estimated 127 additional course sections and continued instruction for 1,606 course sections.</p> <p>Other selected examples of funded initiatives include the following: The College of Business Administration Undergraduate Student Services continued several initiatives to assist new and returning students, such as the development of the nationally recognized “COBA Pass” system, which has reduced waiting time for advising while increasing advising options; the creation of a website for CBA orientation sessions, which has streamlined the orientation process; and the development of a system to identify students who are performing below satisfactory and alert them to the need to seek additional advising. CBA has also started work on an undergraduate mentoring system to improve retention rates.</p> <p>The College of Arts and Humanities used the differential tuition to hire and retain over 25 tenure-earning faculty members and non-tenure earning instructors to teach undergraduate courses to more than 4,800 students. These faculty members are addressing the needs of undergraduate education in specific areas such as Spanish, American History, Creative Writing, and Philosophy. Other faculty members were hired for the newly formed School of Visual</p>



	Arts and Design that currently has more than 1,700 undergraduate majors.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	23 hired, 187 retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	1 hired, 28 retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	127 added, 1,606 retained
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Thirty percent of differential tuition funds collected will be used to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA)	The tuition differential revenue allowed UCF to increase the number of students receiving the award (from 5,610 in 2010-11 to 6,745 in 2011-12, a 20.2 percent increase) and increase the average award (from \$555 in 2010-11 to \$939 in 2011-12, a 69.2 percent increase).
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	6,745
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$939
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$300
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,200



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
	-----	-----
FTE Positions:		
Faculty	209	393
Advisors	29	39
Staff	10	14
Total FTE Positions:	248	446
Balance Forward from Prior Periods		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
Receipts / Revenues		
Tuition Differential Collections	\$ 24,221,045	44,057,092
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 24,221,045	\$ 44,057,092
Expenditures		
Salaries & Benefits	\$ 16,236,532	\$ 29,899,964
Other Personal Services	364,478	544,000
Expenses	298,747	296,000
Operating Capital Outlay	54,974	100,000
Student Financial Assistance	7,266,314	13,217,127
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 24,221,045	\$ 44,057,092
Ending Balance Available:	\$ 0	\$ 0
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



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

Undergraduate Students	-----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%)	8.41	\$15.88	\$24.96	\$44.20	\$66.32	\$91.76	\$121.02
Total Base Tuition & Differential per Credit Hour	\$97.00	\$111.55	\$128.28	\$147.52	\$169.64	\$195.08	\$224.34
% 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	\$6.76	\$8.76	\$10.33	\$10.33
Activity & Service	\$10.64	\$10.79	\$10.79	\$10.79	\$11.32	\$11.88	\$12.47
Health	\$8.99	\$9.52	\$9.88	\$10.30	\$10.81	\$11.35	\$11.91
Athletic	\$12.68	\$12.98	\$13.10	\$13.44	\$14.11	\$14.81	\$15.55
Transportation Access	\$7.94	\$8.19	\$9.00	\$9.10	\$9.55	\$10.02	\$10.52
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	\$53.85	\$55.80	\$57.85	\$60.71	\$64.87	\$68.71	\$71.10
Total Tuition and Fees per Credit Hour	\$150.85	\$167.35	\$186.13	\$208.23	\$234.51	\$263.79	\$295.44
% Change		10.9%	11.2%	11.9%	12.6%	12.5%	12.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$2,910.00	\$3,346.50	\$3,848.40	\$4,425.60	\$5,089.20	\$5,852.40	\$6,730.20
Total Fees for 30 Credit Hours	\$1,615.50	\$1,674.00	\$1,735.50	\$1,821.30	\$1,946.10	\$2,061.30	\$2,133.00
Total Tuition and Fees for 30 Credit Hours	\$4,525.50	\$5,020.50	\$5,583.90	\$6,246.90	\$7,035.30	\$7,913.70	\$8,863.20
\$ Change		\$495.00	\$563.40	\$663.00	\$788.40	\$878.40	\$949.50
% Change		10.9%	11.2%	11.9%	12.6%	12.5%	12.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$491.41	\$491.41	\$491.41	\$511.06	\$531.50	\$552.76	\$574.87
Out-of-State Undergraduate Student Financial Aid ³	\$24.57	\$24.57	\$24.57	\$25.55	\$26.57	\$27.63	\$28.74
Total per credit hour	\$515.98	\$515.98	\$515.98	\$536.61	\$558.07	\$580.39	\$603.61
% Change		0.0%	0.0%	4.0%	4.0%	4.0%	4.0%
Total Tuition for 30 Credit Hours	\$2,910.00	\$3,346.50	\$3,848.40	\$4,425.60	\$5,089.20	\$5,852.40	\$6,730.20
Total Fees for 30 Credit Hours	\$17,094.90	\$17,153.40	\$17,214.90	\$17,919.60	\$18,688.20	\$19,473.00	\$20,241.30
Total Tuition and Fees for 30 Credit Hours	\$20,004.90	\$20,499.90	\$21,063.30	\$22,345.20	\$23,777.40	\$25,325.40	\$26,971.50
\$ Change		\$495.00	\$563.40	\$1,281.90	\$1,432.20	\$1,548.00	\$1,646.10
% Change		2.5%	2.7%	6.1%	6.4%	6.5%	6.5%
Housing/Dining⁴	\$8,538.00	\$8,765.00	\$9,063.00	\$9,276.00	\$9,554.00	\$9,841.00	\$10,136.00
\$ Change	\$0.00	\$227.00	\$298.00	\$213.00	\$278.00	\$287.00	\$295.00
% Change		2.7%	3.4%	2.4%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

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

² 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)	13%	24,519	52%	23,767	47%	23,873	46%	24,136	45%
FTIC (Profile Admit)	-22%	201	0%	228	0%	225	0%	224	0%
AA Transfers*	61%	17,240	36%	21,161	42%	22,206	42%	23,258	43%
Other Transfers	6%	5,345	12%	5,881	12%	6,126	12%	6,397	12%
Subtotal	26%	47,395	100%	51,037	100%	52,429	100%	54,014	100%
GRADUATE STUDENTS									
Master's	29%	6,131	77%	6,027	76%	6,036	76%	6,083	76%
Research Doctoral	9%	1,644	21%	1,680	21%	1,677	21%	1,697	21%
Professional Doctoral	n/a	156	2%	235	3%	239	3%	237	3%
Subtotal	27%	7,931	100%	7,942	100%	7,952	100%	8,017	100%
NOT-DEGREE SEEKING	-20%	911		859		850		845	
MEDICAL	n/a	100		280		360		420	
TOTAL	25%	56,337		60,118		61,591		63,296	

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

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%)	195%	7,686	24%	9,304	27%	10,127	28%	10,927	29%
HYBRID (50%-79%)	91%	1,904	6%	2,201	6%	2,465	7%	2,770	7%
TRADITIONAL (<50%)	4%	22,662	70%	23,404	67%	23,835	65%	24,628	64%
TOTAL	27%	32,251	100%	34,909	100%	36,426	100%	38,325	100%
GRADUATE									
DISTANCE (80%)	123%	1,262	29%	1,238	29%	1,281	30%	1,302	30%
HYBRID (50%-79%)	55%	400	9%	479	11%	516	12%	556	13%
TRADITIONAL (<50%)	-3%	2,652	62%	2,522	60%	2,458	58%	2,434	57%
TOTAL	21%	4,314	100%	4,239	100%	4,255	100%	4,292	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	10,306	11,555	10,306	11,454	11,609	11,932	12,920	2.3%
UPPER DIVISION	16,000	21,078	16,000	22,436	23,760	25,285	29,152	6.7%
GRAD I	2,327	2,967	2,327	2,981	2,992	3,081	3,168	1.3%
GRAD II	379	558	379	561	563	568	596	1.3%
TOTAL	29,012	36,157	29,012	37,433	38,924	40,803	45,408	4.7%
Not a Florida Resident								
LOWER DIVISION		470		466	473	486	526	2.3%
UPPER DIVISION		519		552	585	622	718	6.7%
GRAD I		307		309	310	313	328	1.3%
GRAD II		386		388	390	393	413	1.3%
TOTAL	1,528	1,683	1,528	1,716	1,757	1,814	1,984	2.5%
TOTAL								
LOWER DIVISION		12,025		11,921	12,082	12,418	13,446	2.3%
UPPER DIVISION		21,597		22,989	24,345	25,907	29,870	6.7%
GRAD I		3,274		3,290	3,302	3,331	3,496	1.3%
GRAD II		945		949	953	961	1,009	1.3%
TOTAL	30,540	37,841	30,540	39,148	40,681	42,617	47,820	4.8%
TOTAL (US FTE)		47,653		49,290	51,207	53,629	60,152	

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	160	135	240	211	272	317	362	21.8%
NON-RESIDENT	20	44	40	69	88	103	118	21.8%
TOTAL	180	179	280	280	360	420	480	21.8%
Dentistry Headcounts								
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	%
Veterinary Headcounts								
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	%



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						
Women's Studies	05.0207	-	FIU, UF, USF-T	N	34	Jul-2012
Photonics	14.1003	STEM	-	N	-	Mar-2013
Biomedical Engineering	14.0501	STEM	FGCU, FIU	N	-	Mar-2013
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Cognitive Sciences and Cognitive Disorders	30.2501	STEM	-	N	-	Mar-2013
Public History	54.0405	-	-	N	-	Mar-2013
Arts Management	50.1099	ECON	-	N	-	Mar-2013
DOCTORAL PROGRAMS						
Hospitality Management	52.0901	ECON	-	N	24	Mar-2012
Communication Sciences and Disorders	51.0204	HLTH	FSU, UF, USF-T	N	-	Mar-2013
Criminal Justice	43.0104	SECU	FSU	N	-	Mar-2013

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						
Communication and Conflict	30.2801	-	-	N	-	Mar-2014
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Public Health	51.2201	HLTH	FAMU, FIU, FSU, UF, USF-T, UWF	Y	-	Jul-2013
Biomedical Engineering	14.0501	STEM	FAMU, FAU, FIU, FSU, UF, USF-T	N	-	Mar-2014
DOCTORAL PROGRAMS						
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF-T	N	-	Mar-2015
Public Health	51.2201	HLTH	FAMU, FIU, UF, USF-T	N	-	Mar-2015



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 Postdoctorates 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.