

UNF

2013-14 Work Plan



University of North Florida

Work Plan Presentation for 2013-14 Board of Governors Review

TO BE PRESENTED AT THE JUNE 11TH UNF BOT MEETING

STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors



INTRODUCTION

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

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

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

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

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

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

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



- A complementary relationship with the local state college that allows UNF to focus on high profile undergraduates and masters and doctoral degree programs appropriate to the needs of the region.

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

- **EXPANSION**

UNF's master plan calls for growth up to and perhaps exceeding 25,000 students synchronized to the growth of its physical plant, faculty size, and the expansion of distance learning as an effective means of educational advancement.

- **ENHANCEMENT**

Beginning fall 2012, UNF required on-campus housing for freshmen. Efforts are focused on enhancing a robust First Year Experience program and on further enriching the undergraduate learning experience toward the goal of improving retention and graduation rates.

Having developed foci of strength in areas linked to major regional economic drivers including health care, transportation, and financial services, UNF will continue to enhance each of these areas through strategic allocations of new resources and deliberate reallocations of existing resources, multidisciplinary collaboration, and the pursuit of external support in the form of contracts and grants and endowments.

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

- **COLLABORATION**

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

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

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

Part of UNF's emphasis on undergraduate education has also led the university to increase its admissions standards for first time in college students. Each year entering freshmen come with higher standardized test scores and high school grade point averages. Accomplishing this means retaining an increasing number of the brightest high school graduates from northeast Florida and recruiting students from other parts of the state. These students are attracted by the quality of the education offered and the size of the institution.

To increase graduate rates and decrease time to degree, the university has been working to improve campus life and student support services. This past year, UNF began requiring on-campus freshman housing as one of many strategies to achieve these goals. The university will be using data analytics to continue its efforts toward both of these goals.

At the same time that the university is strengthening its undergraduate experience, UNF has also paid close attention to the quality and depth of its curriculum. As a model comprehensive university, UNF offers a wide range of majors at the undergraduate level. As a regional university, UNF also ensures that these undergraduate and graduate programs respond to local needs. Our success in achieving this goal is demonstrated by the fact that over 64% of our 70,000 alumni live and work in Northeast Florida and over 81% live and work in Florida. This means that the institution is responsible for more college graduates in our region than the University of Florida and Florida State combined.

UNF already offers constellations of programs in niche-specific areas that coincide with areas of regional economic prominence, specifically health care and biomedical science; and commerce. The university aspires to strengthen these areas through increasing both the depth and breadth of existing and emergent academic programs.

Another such area is coastal science which is driven as much by the region's geography as by economic opportunity. UNF has a noteworthy program in Coastal Biology and newly developed prowess in the area of Coastal Engineering supported by the Taylor Engineering Research Institute. As resources permit it will add cognate programs in coastal geology and port engineering.

The focus on constellations of excellence and relevance directly addresses economic needs in the region and UNF's existing strength in logistics and transportation. The Florida Seaports Council reports that cargo-related activity at Florida seaports currently generates more than 550,000 direct and indirect jobs and contributes \$66 billion in economic value to the state. Cargo activities account for approximately 9% of Florida's gross domestic product while contributing \$1.7 billion in state and local taxes. Cruise industry activities impact virtually every industry in the country and the state, generating another 126,000 jobs and



\$5.2 billion in wages for Florida workers.

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

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Enriched undergraduate learning. A high-quality undergraduate educational experience, grounded in a liberal arts core, remains the central institutional priority at UNF. To that end, the university continues to implement high-impact experiences for students targeting liberal learning, retention, and overall student success. Perhaps the most notable of these, and one that has become a hallmark of the UNF experience, is the Transformational Learning Opportunity (TLO) scholarship program. TLOs provide a broad range of opportunities, all of which are rooted in experiential education. Over the past few years, the TLO program has been extended under the aegis of the university's commitment to community engagement to form the basis of UNF's SACS Quality Enhancement Plan, the theme of which is Community-Based Transformational Learning. UNF also continues to implement other high-impact practices relating to the undergraduate experience, including innovations in teaching and course delivery (as promoted by the National Center for Academic Transformation); efforts to embed writing across the curriculum; refinement of general education learning outcomes; and initiatives to improve student performance in key gateway courses, particularly in the STEM disciplines. The university also enters into its second year of requiring campus residency for its freshmen students and the continued development of a Freshman Year Experience program designed to facilitate the transition to university life and study. Beginning in summer 2013, the university will incorporate a robust data analytics program, designed by the Educational Advisory Board, for academic advisors to identify at-risk students and facilitate more effective interventions.



2. Constellations of excellence and relevance. Based on existing program strengths, UNF identified three focus areas of strength that correspond to regional economic activity and/or environmental distinction: health and biomedical science; commerce; and coastal science and engineering. Enrollments in Health and Biomedical Science remain strong and have increased with additional resource allocations. The Brooks College of Health and the College of Arts and Sciences are exploring a new interdisciplinary major that will connect students to their area of professional interest and provide appropriate preparation for those who may choose to specialize in one of UNF's existing health- and science-based majors or remain in the more broadly focused major. This addresses concerns about retention and attrition of students not selected for limited-access or selective admission majors, and provides an alternative for those who choose not to remain within one of them. In support of the Commerce Constellation, the Coggin College of Business will continue to strengthen flagship programs in International Business and Transportation & Logistics and build on existing strengths in economics, accounting, investments, financial services, marketing, operations, organizational behavior and corporate strategy. Globalization and sustainability issues will be emphasized. The Center for Sustainable Business Practices will foster community engagement and the college will provide transformational learning opportunities for students through study abroad, internships and student research. To enhance program quality, additional faculty lines will be requested: The proposed major expansion of the port facilities in the Jacksonville area makes Coastal Science And Engineering particularly significant to northeast Florida. Reallocations of university resources were made and will continue to enhance UNF's ability to respond to its unique geographic and environmental setting and to provide opportunities for UNF's students. Additional lines in coastal geology and coastal botany will be added as resources become available.

This initiative will contribute to Academic Quality through enhancement of the breadth and depth of academic programs, and to Return on Investment, since these constellations are all in areas that directly impact the regional economy and quality of life.

3. Distance Learning. In response to student demand and faculty interest, UNF continues to embrace opportunities made available through new technologies to complement its traditional course offerings. Since implementing a DL fee in fall, 2011, there is now a predictable revenue stream that is enabling UNF to develop the infrastructure necessary to support an expansion of distance learning courses and programs. Such expansion are critical to meeting demand for distance and hybrid learning opportunities, and to expanding access to current and future UNF students both locally and further afield. During the 2012-2013 academic year, UNF developed a strategic plan specific to distance learning which will guide the work in this area. This initiative contributes to Academic Quality (by virtue of its impact on student learning); Return on Investment (by virtue of its contribution to student retention and progress toward degree completion); and Operational Efficiency (by maximizing classroom utilization and technological resources).



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 (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
National Ranking for University and Programs					
Describe plans for increasing national preeminence of University and select programs.					
Avg. SAT Score (for 3 subtests)	2.4%	1,776	1,784	1,789	1,796
Avg. High School GPA	7.3%	3.84	3.89	3.91	3.93
Professional/Licensure Exam First-time Pass Rates ²	0.0				
Exams Above National/State Benchmark	n/a	1	2	2	2
Exams Below National/State Benchmark		1	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 2013.			
SUBTOTAL OF IMPROVING METRICS	2	4	2	2	2
Operational Efficiency					
Freshman Retention Rate	3.3%	83%	84%	85%	86%
FTIC Graduation Rates					
In 4 years (or less)	2.9%	25%	26%	27%	28%
In 6 years (or less)	1.7%	47%	47%	48%	50%
AA Transfer Graduation Rates					
In 2 years (or less)	3.7%	34%	35%	36%	38%
In 4 years (or less)	2.7%	69%	69%	70%	71%
Percent of Bachelor's Degrees Without Excess Hours	6.0%	62%	63%	64%	65%
Average Time to Degree (for FTIC)	2.1%	4.9 yrs	4.8 yrs	4.7 yrs	4.6 yrs
SUBTOTAL OF IMPROVING METRICS	7	4	7	7	7
Return on Investment					
Bachelor's Degrees Awarded	24%	3,273	3,454	3,572	3,898
Percent of Bachelor's Degrees in STEM	0%	12%	12%	12%	12%
Graduate Degrees Awarded	1%	620	623	625	627
Percent of Graduate Degrees in STEM	1%	5%	9%	9%	9%
Percent of Baccalaureate Graduates Employed in Florida	-3% ³	73% ³	73%	74%	75%
Percent of Baccalaureate Graduates Continuing their Education in Florida	2% ³	15% ³	15%	16%	17%
Annual Gifts Received (\$M)	-18%	10.8	9.2	10	11
Endowment (\$M)	-16%	74,888	80,000	85,000	95,000
SUBTOTAL OF IMPROVING METRICS	4	4	6	6	6
TOTAL OF IMPROVING METRICS	13	12	15	15	15

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.



KEY PERFORMANCE INDICATORS

Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	%Δ	x	x	x	x
National Academy Members	%Δ	x	x	x	x
Number of Post-Doctoral Appointees*	%Δ	xx	xx	xx	xx
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	x of 8	x of 8	x of 8	x of 8
SUBTOTAL OF IMPROVING METRICS	x		x	x	x
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>	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Science & Engineering Research Expenditures (\$M)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	%Δ	\$ xx.x M	\$ xx.x M	\$ xx.x M	\$ xx.x M
Percent of Research Expenditures funded from External Sources	%Δ	xx%	xx%	xx%	xx%
Patents Issued	%Δ	x	x	x	x
Licenses/Options Executed	%Δ	x	x	x	x
Licensing Income Received (\$M)	%Δ	\$ x.x M	\$ x.x M	\$ x.x M	\$ x.x M
Number of Start-up Companies	%Δ	x	x	x	x
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News & World Report)</i>	n/a	Nat. Rank & Fin. Rank	n/a	n/a	n/a
Research Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx
Professional Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx
SUBTOTAL OF IMPROVING METRICS	x		x	x	x
TOTAL OF IMPROVING METRICS	x		x	x	x

Note: An asterisk (*) indicates that 2010-11 is the latest data available for these metrics.



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
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

Freshman in Top 10% of Graduating High School Class	7.00%	27%	27%	28%	29%
Percent of Course Sections Offered via Distance and Blended Learning	4.79%	6.6%	9.6%	9.7%	10.1%
Bachelor's Degrees in Areas of Strategic Emphasis	0.26%	32.39%	32.63%	32.65%	32.68%

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

Goal 1. Continued growth in graduate enrollments as a result of support and promotion of "constellation" programs in the areas health and biomedical science; commerce; and coastal science and engineering.

Graduate Degrees in Areas of Strategic Emphasis	8.60%	27.58%	33.76%	34.34%	35.52%
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Goal 2. Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

Percentage of students engaged in experiential learning activities that traditionally enhance post-graduate employment and/or graduate study opportunities (e.g.: Coops, internships, research, community, national, and international service)	3.23%	21.77%	29.9%	30.55%	31.84%
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OPERATIONS FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Appropriation s
Education & General – Main Operations						
State Funds	84,481,861	80,442,810	82,538,733	\$71,210,384	\$ 65,967,227	\$ 76,500,081
Tuition	40,334,440	47,960,416	53,042,980	\$58,853,157	\$ 65,125,469	n/a
TOTAL MAIN OPERATIONS	124,816,301	128,403,226	135,581,713	\$130,063,541	\$131,092,696	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
TOTAL HSC	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
TOTAL IFAS	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a

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	34,235,652	37,107,640	38,494,664	\$40,973,234	\$ 38,146,886	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	10,814,036	12,336,927	13,719,173	\$13,496,662	\$ 11,998,607	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	43,565,910	52,304,814	59,934,814	\$61,767,655	\$ 63,916,943	n/a
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Faculty Practice Plans

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

Revenues	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	\$ xx.x	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES	88,615,598	101,749,381	112,148,651	\$116,237,551	\$114,062,436	n/a
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UNIVERSITY REVENUES GRAND TOTAL	213,431,899	230,152,607	247,730,364	\$246,301,092	\$ 245,155,132	n/a
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FISCAL INFORMATION (continued)



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

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14* REQUEST	FY 2014-15* PLANNED	FY 2015-16* PLANNED
Base Tuition	\$3,099.60	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	\$642.60	\$1,128.90	\$1,128.90	\$1,128.90	\$1,128.90
Percent Increase	15%	13%	1.2%	0%	0%
Required Fees ¹	\$1,884.60	\$2,006.40	\$2,071.84	\$2,131.82	\$2,184.02
TOTAL TUITION AND FEES	\$5,626.80	\$6,234.90	\$6,413.04	\$6,465.36	\$6,465.36

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 21.

NOTE: While additional revenues will be needed, at this time the university is unable to determine the source (legislative allocation, tuition differential, or tuition increase)

Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	39%	38%	43%	41%	46%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$13,936	\$15,259	\$16,485	\$16,929	\$15,686
Student Loan Cohort Default Rate (2nd Year)	3.6%	5.6%	6.1%	5.7%	n/a
Student Loan Cohort Default Rate (3rd Year)	6.8%	8.5%	8.9%	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 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,429	\$1,200	\$8,190	\$1,781	\$2,710	\$20,310
AT HOME	\$6,429	\$1,200	\$4,315	\$1,781	\$2,710	\$16,435

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	2,134	33%	\$11,649	\$(2,857)	\$8,414	\$4,844
\$40,000-\$59,999	785	12%	\$13,501	\$(746)	\$6,306	\$3,920
\$60,000-\$79,999	647	10%	\$15,907	\$1,802	\$3,716	\$3,887
\$80,000-\$99,999	620	10%	\$16,638	\$2,421	\$3,051	\$3,960
\$100,000 Above	2,026	33%	\$17,028	\$2,585	\$2,776	\$2,651
Missing	82	1%	\$14,403	\$1,887	\$3,567	\$500
TOTAL	6,294	100%	AVERAGE \$14,342	\$219	\$5,262	\$3,781

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered 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 21 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 INCREASE REQUEST FOR FALL 2013**

Effective Date	
University Board of Trustees approval date:	None being submitted.
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$37.63
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$
Total differential fee revenue generated in 2013-14 (projected):	\$10,989,722
Intended Uses	
Describe how the revenue will be used. N/A	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
N/A	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
No waiver requested	



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Maintain lines funded through prior years tuition differential dollars	63
Support additional faculty using new 2011-12 funding	27
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	90
Total Number of Advisors Hired or Retained (funded by tuition differential):	
Total Number of Course Sections Added or Saved (funded by tuition differential):	540
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Help fund Jacksonville Commitment Students	181 students were funded at \$607,498
General university-funded need-based aid	715 students were funded at \$2,219,813
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	896
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,155
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$500
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$7,500

Effective Date	
University Board of Trustees approval date:	
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide	



rationale for the differentiation among courses):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$
Total differential fee revenue generated in 2013-14 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2012-13	2013-14
	-----	-----
<u>FTE Positions:</u>		
Faculty	90 .	105 .
Advisors	.	.
Staff	.	.
Total FTE Positions:	0	0
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 827,053	\$ 743,831
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 827,053	\$ 743,799
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 10,070,085	10,989,722
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward	-	-
Balance	-	-
Total Receipts / Revenues:	\$ 10,070,085	\$ 10,989,722
<u>Expenditures</u>		
Salaries & Benefits	\$ 6,597,060	\$ 7,692,805
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	2,827,311	3,296,917
Expended From Carry forward Balance	728,936	550,000
**Other Category Expenditures	-	-
Total Expenditures:	\$ 10,153,307	\$ 11,539,722
Ending Balance Available:	\$ 743,831	\$ 193,831

*Since the 2012-13 year has not been completed, provide an estimated actual.
**Provide details for "Other Categories" used.



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

University: North Florida (with 1.7% increase in 2013-14)							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tuition:							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$105.08	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	\$12.80	\$21.42	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63
Total Base Tuition & Differential per Credit Hour	\$108.47	\$124.74	\$140.95	\$142.71	\$142.70	\$142.70	\$142.70
% Change		15.0%	13.0%	1.2%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$4.76	\$6.76	\$6.76	\$8.76	\$10.50	\$10.50
Activity & Service	\$13.34	\$14.24	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47
Health	\$9.51	\$9.51	\$9.76	\$10.16	\$10.16	\$10.16	\$10.16
Athletic	\$14.23	\$14.98	\$16.33	\$17.83	\$17.83	\$17.83	\$17.83
Transportation Access	\$3.85	\$3.85	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08
Technology ¹	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)		\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Fees	\$55.25	\$62.82	\$66.88	\$69.06	\$71.06	\$72.80	\$72.80
Total Tuition and Fees per Credit Hour	\$163.72	\$187.56	\$207.83	\$211.77	\$213.76	\$215.50	\$215.50
% Change		14.6%	10.8%	1.9%	0.9%	0.8%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$3,254.10	\$3,742.20	\$4,228.50	\$4,281.19	\$4,281.00	\$4,281.00	\$4,281.00
Total Fees for 30 Credit Hours	\$1,657.50	\$1,884.60	\$2,006.40	\$2,071.84	\$2,131.82	\$2,184.02	\$2,184.02
Total Tuition and Fees for 30 Credit Hours	\$4,911.60	\$5,626.80	\$6,234.90	\$6,353.04	\$6,412.82	\$6,465.02	\$6,465.02
\$ Change		\$715.20	\$608.10	\$118.14	\$59.78	\$52.20	\$0.00
% Change		14.6%	10.8%	1.9%	0.9%	0.8%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$425.02	\$425.02	\$459.02	\$457.27	\$457.27	\$457.27	\$457.27
Out-of-State Undergraduate Student Financial Aid ³	\$26.03	\$26.42	\$28.12	\$28.11	\$28.11	\$28.11	\$28.11
Total per credit hour	\$451.05	\$451.44	\$487.14	\$485.38	\$485.38	\$485.38	\$485.38
% Change		0.1%	7.9%	-0.4%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$16,004.70	\$16,492.80	\$17,999.10	\$17,999.29	\$17,999.10	\$17,999.10	\$17,999.10
Total Fees for 30 Credit Hours	\$2,438.54	\$2,677.11	\$2,849.91	\$2,915.14	\$2,975.12	\$3,027.32	\$3,027.32
Total Tuition and Fees for 30 Credit Hours	\$18,443.24	\$19,169.91	\$20,849.01	\$20,914.44	\$20,974.22	\$21,026.42	\$21,026.42
\$ Change		\$726.67	\$1,679.10	\$65.43	\$59.78	\$52.20	\$0.00
% Change		3.9%	8.8%	0.3%	0.3%	0.2%	0.0%
Housing/Dining⁴	\$8,283.00	\$8,732.53	\$8,994.51	\$9,264.34	\$9,542.27	\$9,828.54	\$10,123.40
\$ Change		\$449.53	\$261.98	\$269.83	\$277.93	\$286.27	\$294.86
% Change		5.4%	3.0%	3.0%	3.0%	3.0%	3.0%



ENROLLMENT PLANNING

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

	5 YEAR TREND <i>(2006-07 to 2011-12)</i>	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-5%	7569	55%	6990	51%	7059	51%	7130	51%
FTIC (Profile Admit)	na	na	na	na	na	na	na	na	na
AA Transfers*	21%	3973	29%	4464	33%	4554	33%	4676	33%
Other Transfers	-7%	2176	16%	2199	16%	2243	16%	2288	16%
Subtotal	1%	13718	100%	13653	100%	13856	100%	14094	100%
GRADUATE STUDENTS									
Master's	2%	1526	88%	1514	88%	1529	87%	1544	87%
Research Doctoral	-9%	101	6%	112	6%	114	7%	116	7%
Professional Doctoral	64%	110	6%	108	6%	110	6%	112	6%
Subtotal	8%	1737	100%	1733	100%	1753	100%	1772	100%
NOT-DEGREE SEEKING	-2%	913		940		949		958	
MEDICAL	na	na	na	na	na	na	na	na	
TOTAL	2%	16368		16326		16558		16824	

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

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

	5 YEAR TREND <i>(2006-07 to 2011-12)</i>	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	130%	557	6%	953	10%	1160	13%	1413	15%
HYBRID (50%-79%)	852%	96	1%	173	2%	231	2%	308	3%
TRADITIONAL (<50%)	-3%	8793	93%	8218	88%	8046	85%	7811	82%
TOTAL	2%	9446	100%	9344	100%	9437	100%	9532	100%
GRADUATE									
DISTANCE (80%)	255%	91	9%	146	15%	181	19%	220	23%
HYBRID (50%-79%)	538%	62	7%	79	8%	98	10%	120	12%
TRADITIONAL (<50%)	-4%	829	84%	730	77%	688	71%	633	65%
TOTAL	3%	982	100%	955	100%	967	100%	973	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 2012-13	Estimated Actual 2012-13	Funded 2013-14	1 st Year Estimate d 2013-14	2 nd Year Planned 2014-15	3 rd Year Planned 2015-16	4 th Year Planned 2016-17	5 th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
Florida Resident									
LOWER	3530	3485	3530	3426	3460	3495	3530	3565	0.5%
UPPER	5365	5693	5365	5720	5777	5835	5893	5952	0.9%
GRAD I	776	735	776	753	761	769	777	785	1.3%
GRAD II	125	128	125	134	135	136	137	138	1.5%
TOTAL	9796	10041	9796	10033	10133	10235	10337	10440	0.8%
Non- Resident									
LOWER	90	88	90	87	88	89	90	91	0.7%
UPPER	104	110	104	111	112	113	114	115	0.9%
GRAD I	51	61	51	63	64	65	66	67	1.9%
GRAD II	5	6	5	6	6	6	6	6	0.0%
TOTAL	250	265	250	267	270	273	276	279	1.0%
TOTAL									
LOWER	3620	3573	3620	3513	3548	3584	3620	3656	0.5%
UPPER	5469	5803	5469	5831	5889	5948	6007	6067	0.9%
GRAD I	827	796	827	816	825	834	843	852	1.4%
GRAD II	130	134	130	140	141	142	143	144	1.4%
TOTAL	10046	10306	10046	10300	10403	10508	10613	10719	0.8%
TOTAL (US FTE)	13395	13741	13395	13733	13871	14011	14151	14292	0.8%

Medical Student Headcounts (FTE does not apply)

Medical Doctorate									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
Dentistry									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
Veterinary									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%
Pharmacy									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
TOTAL	xx	xx	xx	xx	xx	xx	xx	xx	%



ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	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.S. in Radiography	Critical Needs: Health Professions	Adventist University of Health Sciences	No	16 (HC) 12 (FTE)	June 2013
B.S. in Medical Laboratory Sciences	Critical Needs: Health Professions	FGCU, UCF, USF T, UWF	Hybrid	45 (FTE)	January 2014
M.M. in Music		UF, FSU	No		March 2014

DOCTORAL PROGRAMS

Doctorate in Clinical Nutrition (DCN) Nutrition & Dietetics	Critical Needs: Health Professions	None	Yes	12 (HC) 5.156 (FTE)	October 2013
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New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	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.S. in Coastal Environmental Science	STEM	FAMU, FSU, UF, USF T, USF P, USF SP, UWF	TBD	TBD	TBD
M.A. in International Affairs	Global	FIU, FSU, UF	TBD	TBD	TBD
M.S. in Coastal and Port Engineering	STEM	FAU, UF	TBD	TBD	TBD
M.S.W. in Social Work		Potentially a collaborative program with FSU			

DOCTORAL PROGRAMS

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 (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates 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 2011-12 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 2013 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 as reported in the 2011-12 Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 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.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, <i>F.S.</i>) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see link .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see link .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see link .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see link .
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 – see link .
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 – see link .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see link .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see link .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see link .



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link .
Return on Investment	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see link .
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 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see link .
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) as reported in the 2011-12 Accountability Report (table 6A) – see link .
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see link .
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see link .
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 2011-12 Accountability Report (table 6A) – see link .
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 2011-12 Accountability Report (table 6A) – see link .
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 as reported in the 2011-12 Accountability Report (table 5B) – see link .
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see link .