

UWVF

2015 - 2016 Work Plan



University of West Florida

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



INTRODUCTION

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

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

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

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

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

VISION STATEMENT (What do you aspire to?)

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being "different by design."

STATEMENT OF STRATEGY (How will you get there?)

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

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. The majority of UWF's students hail from the Florida Panhandle, but UWF is helping to address higher education access needs by enrolling an increasing number of students from the Florida peninsula and beyond. A significant number of UWF's students come from families with a military connection. UWF will manage growth strategically at the Pensacola campus, at other sites, and online, and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds. Through its partnerships with the K-12 sector and other institutions of higher education (e.g., Florida College System and other SUS institutions), UWF will facilitate students' transition to the university and provide students with access to academic programs that otherwise might not be available to them. To enhance the collegiate experience for the traditional-aged student, UWF is investing in improving campus life and expanding high-quality advising and academic support services. UWF is addressing nontraditional learners' needs through the statewide Complete Florida initiative; providing one-stop services to military-affiliated students through its Military/Veterans Resource Center; strengthening its articulation programs with state colleges; establishing high-demand online programs to strengthen Florida's workforce; and reinforcing UWF's innovative online curriculum through participation in Quality Matters to assure high-quality instruction. UWF is committed to offering undergraduate and graduate degrees that meet regional workforce needs, including implementing practices that help students prepare effectively for life beyond graduation.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

UWF has evolved into a vibrant, distinctive, educational institution with an undergraduate collegiate culture characteristic of a regional comprehensive university, but with expanded graduate and targeted research programs, nationally recognized online programs, and extensive community service and engagement, characterized by UWF's achievement of Carnegie's 2015 Community Engagement Classification. UWF favors smaller class sizes with fully qualified teacher-scholars who deliver personalized, innovative, hands-on learning and leadership opportunities. UWF takes pride in the strong, mutually beneficial collaborations (reflected in its curriculum and its focus on applied research, as well as its public-private partnerships) that have emerged with UWF's partners in the community, business, military, and education.

UWF faces various opportunities and challenges within the next three years. In December 2015, the SACS Commission on Colleges Board of Trustees will review UWF's reaffirmation of accreditation. UWF completed a Compliance Certification Report and developed a Quality Enhancement Plan that focuses on "Communication for Professional Success: Using High-Impact Practices to Improve Students' Written and Oral Communication." Another opportunity exists as UWF's 50th Anniversary approaches in 2017; the university will embark on an ambitious multi-million dollar comprehensive campaign to help raise funds and awareness for UWF's strategic priorities.

UWF will focus on challenges, opportunities, and strategic priorities associated with improving performance on key indicators and increasing the University's regional, national, and international visibility and reputation (e.g., purposeful enrollment growth; student persistence and graduation rates; student professional workforce skills; institutional rankings and student and faculty recognitions; mutually beneficial partnerships; physical infrastructure; comprehensive degree planning to ensure viable programs that meet regional needs; focused research planning; and concentrated efforts to increase the number of Floridians with degrees in areas such as STEM, education, and the healthcare professions).

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. UWF will invest in focused initiatives and high-impact practices (HIPs) that improve student engagement, learning, retention, and subsequent job placement and professional success in the global marketplace (e.g., cybersecurity battle lab experiences, internships, executive mentor program, student research, service learning, study abroad, practicum placements, etc.).
2. UWF will contribute to statewide economic development through innovative programming in STEM and by entering into partnerships with other SUS institutions to address shortages in critical, high-skill, high-wage areas of strategic emphasis (e.g., Cybersecurity, Mechanical Engineering, Entrepreneurship, Supply Chain Logistics, and Nursing Practice).
3. UWF will lead the implementation of Complete Florida, which creates a pathway for two million adults in Florida to return to college and earn a degree. UWF also will host the Florida Virtual Campus, which provides statewide support to online learners, student services, and Florida's Academic Libraries. Through its Innovation Institute, UWF and its partners will employ transformational approaches and develop creative solutions to address critical educational issues and needs in the community.



PERFORMANCE FUNDING METRICS

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

	ONE-YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Metrics Common To All Universities						
Percent of Bachelor's Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation	2% pts	67% (2012-13)	68% (2013-14)	69% (2014-15)	69% (2015-16)	70% (2016-17)
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	6%	\$32,900 (2012-13)	\$33,500 (2013-14)	\$34,000 (2014-15)	\$34,500 (2015-16)	\$35,000 (2016-17)
Average Cost per Bachelor's Degree [Instructional Costs to the University]	6%	\$32,972 (2010-14)	\$33,000 (2011-15)	\$33,000 (2012-16)	\$33,000 (2013-17)	\$33,000 (2014-18)
FTIC 6 year Graduation Rate¹ [Includes full- and part-time students]	9% pts	51% (2008-14)	52% (2009-15)	53% (2010-16)	54% (2011-17)	55% (2012-18)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA ≥ 2]	5% pts	65% (2013-14)	67% (2014-15)	70% (2015-16)	71% (2016-17)	72% (2017-18)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	0% pts	40% (Fall 2013)	42% (Fall 2014)	41% (Fall 2015)	41% (Fall 2016)	41% (Fall 2017)
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	5% pts	50% (2013-14)	51% (2014-15)	51% (2015-16)	51% (2016-17)	52% (2017-18)
Graduate Degrees Awarded Within Programs of Strategic Emphasis	3% pts	47% (2013-14)	47% (2014-15)	47% (2015-16)	47% (2016-17)	48% (2017-18)
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	2% pts	67% (2013-14)	67% (2014-15)	67% (2015-16)	67% (2016-17)	68% (2017-18)
Board of Trustees Choice Metric						
Percent of Enrolled Undergraduates Who Were 25 or Older	1% pts	32% Fall 2013	33% Fall 2014	33% Fall 2015	33% Fall 2016	34% Fall 2017

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

¹Fluctuations in graduation rates are expected as higher-risk cohorts progress.



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'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

Metrics Common to All Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
SAT Score* [for 3 subtests]	-60 pts	1531 Fall 2014	1540 Fall 2015	n/a	n/a	n/a
High School GPA	0.1 pts	3.6 Fall 2014	3.6 Fall 2015	3.6 Fall 2016	3.6 Fall 2017	3.6 Fall 2018
Professional/Licensure Exam First-time Pass Rates¹						
Exams Above Benchmarks	n/a	1	1	1	1	1
Exams Below Benchmarks	n/a	0	0	0	0	0
		2013-14	2014-15	2015-16	2016-17	2017-18
Operational Efficiency						
Freshman Retention Rate	4% pts	74% 2013-14	75% 2014-15	76% 2015-16	77% 2016-17	78% 2017-18
FTIC Graduation Rates						
In 4 years (or less)	1% pts	26% 2010-14	27% 2011-15	28% 2012-16	29% 2013-17	30% 2014-18
In 6 years (or less)	9% pts	51% 2008-14	52% 2009-15	53% 2010-16	54% 2011-17	55% 2012-18
AA Transfer Graduation Rates						
In 2 years (or less)	1% pts	24% 2012-14	24% 2013-15	25% 2014-16	25% 2015-17	25% 2016-18
FTIC Average Time to Degree (in years)	0 pts	4.6 2013-14	4.6 2014-15	4.6 2015-16	4.6 2016-17	4.6 2017-18
Return on Investment						
Bachelor's Degrees Awarded First Majors Only	7%	1923 2013-14	1930 2014-15	1940 2015-16	1950 2016-17	1960 2017-18
Percent of Bachelor's Degrees in STEM & Health	16% pts	36% 2013-14	36% 2014-15	37% 2015-16	37% 2016-17	38% 2017-18
Graduate Degrees Awarded	36%	674 2013-14	695 2014-15	715 2015-16	730 2016-17	750 2017-18
Percent of Graduate Degrees in STEM & Health	4% pts	20% 2013-14	21% 2014-15	21% 2015-16	22% 2016-17	22% 2017-18
Annual Gifts Received (\$Millions)	40%	\$ 4.20 2013-14	\$ 3.65 2014-15	\$ 3.80 2015-16	\$ 4.00 2016-17	\$ 4.20 2017-18
Endowment (\$Millions)	23%	\$ 61.80 2013-14	\$ 62.00 2014-15	\$ 64.00 2015-16	\$ 66.00 2016-17	\$ 68.00 2017-18

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



KEY PERFORMANCE INDICATORS

Institution Specific Goals

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

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Number of Enrolled Undergraduates Who Were 25 or Older (Fall)	13%	3,438 (Fall 2014)	3,534	3,619	3,704	3,788
Bachelor’s Degrees Awarded to Minorities (Non-Hispanic Black and Hispanic Students)	39 %	330 (2013-2014)	336	340	345	350
Seek and/or Maintain Carnegie’s Community Engagement Classification (narrative goal)	Achieved	UWF completed documentation and submitted the application to Carnegie on April 15, 2014. The University was awarded Carnegie’s Community Engagement Classification in January 2015.				

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. *Improve student engagement and participation in “high-impact” learning experiences as measured on the National Survey of Student Engagement (NSSE).*

PLEASE NOTE: The structure and categories of subsections in the NSSE changed in 2013. Therefore, current results cannot be compared to those from earlier administrations. 2013 scores will be used for establishing the new baseline. The NSSE is administered every three years.

		2013-2014 BASELINE	2016-2017 GOALS
NSSE Results (mean scores) on select “Engagement Indicators” subsections for seniors (Number of 10 subsections showing improvement over prior year)	NA	<u>Academic Challenge</u> Higher Order Learning: 42 Reflective and Integrative Learning: 39 Learning Strategies: 44 Quantitative Reasoning: 30 <u>Learning with Peers</u> Collaborative Learning: 30 Discussions with Diverse Others: 44 <u>Experiences with Faculty</u> Student-Faculty Interaction: 22 Effective Teaching Practices: 41 <u>Campus Environment</u> Quality of Interactions: 44 Supportive Environment: 33	Improve Mean Scores on 5 or More Engagement Indicators
NSSE Results (participation rates) on select “High-Impact Practices” subsections for seniors (Number of 6 subsections showing improvement over prior year)	NA	<u>Participation in High-Impact Practices</u> Learning Community: 19% Service-Learning: 54% Research with Faculty: 16% Internship or Field Experience: 42% Study Abroad: 5% Culminating Senior Experience: 29%	Improve Participation Rates in 3 or More High-Impact Practices



Goal 2. *Build a vibrant culture of scholarship and research that aligns with UWF's strengths and capacities and supports UWF's mission, vision, and values.*

	TREND (2009-2010 to 2013-2014)	2013-2014 ACTUAL	2014-2015 ESTIMATES	2014-2015 GOALS	2015-2016 GOALS	2016-2017 GOALS
Total Expenditures from Sponsored Research and Contracts and Grants	-6.4%	\$18.9M	\$27M ²	\$22.3M	\$23M ³	\$20M
Number of Active Grants	-21%	126	121	116	130	150

¹ As reported in the State University System Fact Book Table 46.00F. Reported are total expenditures (direct and indirect costs) of sponsored contracts and grants that fund research, service, and training. The amount does not include expenditure of other revenue such as royalty or licensing income handled through the Sponsored Research Trust Fund.

² Projections through 6/30/15 include year-to-date data as of 4/14/15.

³ Decrease in expenditures related to the expiration of the \$10M/yr award for SEDI (Sustainable Economic Development Initiative).



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
Education & General – Main Operations		
State Funds	\$ 81,979,609	\$ xx.x
Tuition	\$ 45,798,775	n/a
TOTAL MAIN OPERATIONS	\$ 127,778,384	n/a
<p>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.</p>		
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	\$ 22,930,878	n/a
Contracts & Grants		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 25,968,765	n/a
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	\$ 100,601,364	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	\$ 149,501,007	n/a
UNIVERSITY REVENUES GRAND TOTAL	\$ 277,279,391	n/a



FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	\$1,166.40	\$1,166.40	\$1,166.40	\$1,166.40	\$1,166.40
Percent Increase	14%	1.2%	0%	0%	0%
Required Fees¹	\$1,972.50	\$2,037.60	\$2,040.90	\$2,040.90	\$2,040.90
TOTAL TUITION AND FEES	\$6,238.50	\$6,356.10	\$6,359.40	\$6,359.40	\$6,359.40

Note¹: For more information regarding required fees see list of per credit hour fees and block fees on next page.

Student Debt Summary

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	48%	52%	55%	56%	57%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$17,511	\$18,899	\$20,015	\$21,017	\$22,946
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	7.3%	10.6%	9.7%	7.7% <i>draft</i>	6.7%

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

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,360	\$1,200	\$9,912	\$1,100	\$2,600	\$21,172
AT HOME	\$6,360	\$1,200	\$3,760	\$1,800	\$2,300	\$15,420

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	1871	36.73%	\$13,384	(\$1920)	\$7,475	\$4,923
\$40,000-\$59,999	584	11.46%	\$14,828	(\$56)	\$5,650	\$4,225
\$60,000-\$79,999	430	8.44%	\$15,973	\$1,939	\$3,699	\$4,296
\$80,000-\$99,999	403	7.91%	\$17,165	\$2,782	\$2,820	\$4,299
\$100,000 Above	959	18.83%	\$18,005	\$3,570	\$2,081	\$3,704
Missing*	847	16.63%	n/a	\$4,468	\$1,115	\$251
TOTAL	5094	100%	AVERAGE \$15,247	\$1,087	\$4,506	\$3,734

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



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<i>Undergraduate Students</i>	-----Actual-----			-----Projected-----			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Tuition:							
Base Tuition - (0% inc. for 2015-16 to 2018-19)	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	38.88	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88
Total Base Tuition & Differential per Credit Hour	\$142.20	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95	\$143.95
% Change		1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$13.30	\$13.55	\$13.57	\$13.57	\$13.57	\$13.57	\$13.57
Health	\$7.23	\$7.48	\$7.52	\$7.52	\$7.52	\$7.52	\$7.52
Athletic	\$19.39	\$20.88	\$20.93	\$20.93	\$20.93	\$20.93	\$20.93
Transportation Access	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Technology ¹	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$65.75	\$67.92	\$68.03	\$68.03	\$68.03	\$68.03	\$68.03
Total Tuition and Fees per Credit Hour	\$207.95	\$211.87	\$211.98	\$211.98	\$211.98	\$211.98	\$211.98
% Change		1.9%	0.1%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,266.00	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50	\$4,318.50
Total Fees for 30 Credit Hours	\$1,972.50	\$2,037.60	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90	\$2,040.90
Total Tuition and Fees for 30 Credit Hours	\$6,238.50	\$6,356.10	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40	\$6,359.40
\$ Change		\$117.60	\$3.30	\$0.00	\$0.00	\$0.00	\$0.00
% Change		1.9%	0.1%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid ³	\$20.45	\$20.45	\$25.70	\$25.70	\$25.70	\$25.70	\$25.70
Total per credit hour	\$429.39	\$429.39	\$434.64	\$434.64	\$434.64	\$434.64	\$434.64
% Change		0.0%	1.2%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$16,534.20	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70	\$16,586.70
Total Fees for 30 Credit Hours	\$2,586.00	\$2,651.10	\$2,811.90	\$2,811.90	\$2,811.90	\$2,811.90	\$2,811.90
Total Tuition and Fees for 30 Credit Hours	\$19,120.20	\$19,237.80	\$19,398.60	\$19,398.60	\$19,398.60	\$19,398.60	\$19,398.60
\$ Change		\$117.60	\$160.80	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.6%	0.8%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$8,006.00	\$8,852.00	\$9,324.00	\$9,488.00	\$9,896.00	\$10,328.00	\$10,784.00
\$ Change		\$846.00	\$472.00	\$164.00	\$408.00	\$432.00	\$456.00
% Change		10.6%	5.3%	1.8%	4.3%	4.4%	4.4%

¹ can be no more than 5% of tuition.

² as approved by the Board of Governors.

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

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

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



ENROLLMENT PLANNING

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

	5 YEAR TREND (2009-14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	18%Δ	4,352	46%	4,439	46%	4,527	46%	4,618	46%
FTIC (Profile Admit)	169%Δ	528	5%	530	5%	530	5%	530	5%
AA Transfers from FCS	-16%Δ	2,345	24%	2,392	24%	2,440	24%	2,489	24%
Other	22%Δ	2,455	25%	2,494	25%	2,544	25%	2,595	25%
Subtotal	11%Δ	9,680	100%	9,855	100%	10,041	100%	10,232	100%
GRADUATE*									
Master's	43%Δ	2,019	97%	2,123	93%	2,198	93%	2,273	93%
Research Doctoral	-22%Δ	158	3%	160	7%	162	7%	165	7%
Professional Doctoral	na	na	na	na	na	na	na	na	na
Subtotal	35%Δ	2,177	100%	2,283	100%	2,360	100%	2,438	100%
UNCLASSIFIED									
H.S. Dual Enrolled	52%Δ	35	5%	40	5%	45	6%	45	6%
Other	-17%Δ	704	95%	710	95%	720	94%	730	94%
Subtotal	-18%Δ	739	100%	750	100%	765	100%	775	100%
TOTAL	13%Δ	12,596		12,888		13,166		13,445	

Note*: Includes Medical students. Other undergraduate students include student type of "S".

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

	3 YEAR TREND (2010-11 to 2013-14)	2013-14		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	14%Δ	1,821	29%	1,606	27%	1,638	27%	1,670	27%
HYBRID (50%-79%)	-48%Δ	959	15%	182	3%	186	3%	190	3%
TRADITIONAL (<50%)	30%Δ	3,456	55%	4,265	70%	4,350	70%	4,437	70%
TOTAL	2%Δ	6,236	100%	6,054	100%	6,174	100%	6,297	100%
GRADUATE									
DISTANCE (80%)	-4%Δ	462	57%	441	56%	450	55%	459	55%
HYBRID (50%-79%)	-67%Δ	69	9%	29	4%	33	4%	37	4%
TRADITIONAL (<50%)	25%Δ	278	34%	316	40%	333	41%	339	41%
TOTAL	-11%Δ	809	100%	786	100%	816	100%	835	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). Differences between 2014-2015 and 2015-2016 projections are accounted for with regard to a decreasing pipeline of students from the K-12 sectors in public schools in the eight-county service area as well as students in Academic Partnerships. With online learning growing at more than nine times the rate of on-campus instruction, Academic Partnerships helps universities increase access to higher education through technology.



ENROLLMENT PLANNING (continued)

Planned Enrollment Plan by Residency and Student Level¹ (Florida FTE)

	Estimated Actual 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
STATE FUNDABLE									
<i>Florida Resident</i>									
LOWER	2,212	n/a	2,201	2,190	2,179	2,168	2,157	2,146	-0.5%
UPPER	3,147	n/a	3,131	3,116	3,100	3,085	3,069	3,054	-0.5%
GRAD I	543	n/a	540	538	535	532	530	527	-0.5%
GRAD II	37	n/a	37	37	36	36	36	36	-0.5%
TOTAL	5,939	n/a	5,909	5,880	5,850	5,821	5,792	5,763	-0.5%
<i>Non- Resident</i>									
LOWER	302	n/a	300	299	297	296	295	293	-0.5%
UPPER	393	n/a	391	389	387	385	383	381	-0.5%
GRAD I	197	n/a	196	195	194	193	192	191	-0.5%
GRAD II	10	n/a	10	10	10	10	10	10	-0.5%
TOTAL	901	n/a	897	893	889	884	880	875	-0.5%
TOTAL									
LOWER	2,514	2,036	2,501	2,489	2,476	2,464	2,452	2,440	-0.5%
UPPER	3,540	3,446	3,522	3,505	3,487	3,470	3,452	3,435	-0.5%
GRAD I	740	656	736	733	729	725	722	718	-0.5%
GRAD II	47	77	47	47	46	46	46	46	-0.5%
TOTAL	6,840	6,215	6,807	6,773	6,739	6,705	6,672	6,638	-0.5%
NOT STATE FUNDABLE									
LOWER	40	n/a	42	44	46	49	51	54	5%
UPPER	156	n/a	164	172	181	190	199	209	5%
GRAD I	272	n/a	286	300	315	331	347	365	5%
GRAD II	15	n/a	16	17	17	18	19	20	5%
TOTAL	483	n/a	507	533	559	587	616	647	5%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*: The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21. ¹The university will continue to refine the planned enrollment by residency and student level model based on goals set by the FL Board of Governors.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2015-16

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2014-15 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Mechanical Engineering (BS)	14.1901	STEM	FAMU, FAU, FIU, FPU, FSU, UCF, UF, UNF, USF T	No	150	Spring 2016
Healthcare Administration (BS)	51.0701	HEALTH	FAMU, FAU, FGCU, FIU, UCF, UNF, USF T	Yes	150	Spring 2016
Public Health (BS)	51.2201	HEALTH	USF T	Yes	150	Spring 2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						
DOCTORAL PROGRAMS						
None						



New Programs For Consideration by University in 2016-18

These programs will be used in the 2016 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Entrepreneurship /Small Business Management (BSBA)	52.0701		USF-SP	No	30	2017
Human Resources	52.1001	Gap Analysis	FIU	Yes	30	2017
Information Security Management (BSBA)	52.1299	STEM	Related to UF 43.0106, FSU 43.0116	No	30	2017
Sport Management (BS)	31.0504		FSU, UF, UNF	No	145	2017
Biomedical Sciences (BS)	26.0102	STEM	UCF, USF T	No	150	2017
Undergraduate Studies	24.0102	Gap Analysis	USF, UNF	No	50	2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Human Resources Management (MS)	52.1001	Gap Analysis	FIU	Yes	20	2017
DOCTORAL PROGRAMS						
Doctor of Nursing Practice: Leadership (DNP) [UF Program]	51.3818	Healthcare	FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF T	Yes	10-12	2018
Doctor of Professional Studies (DPS)	52.0213 or 13.0401		No DPS in Org. Leadership in	Yes	250	2017



DEFINITIONS

Performance Based Funding

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

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time or continuing their education somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.
Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.
Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.
Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.

Six Year FTIC Graduation Rate

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

Academic Progress Rate *2nd Year Retention with GPA of 2.0 or higher*

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

University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.
Source: State University Database System (SUDS).

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

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

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

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

Freshmen in Top 10% of High School Class *Applies to: NCF*

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



BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours

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

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

Source: State University Database System (SUDS).

Number of Faculty Awards

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

National Ranking for Institutional & Program Achievements

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

BOT Choice Metrics

Percent of R&D Expenditures Funded from External Sources
FAMU

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

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

Bachelor's Degrees Awarded to Minorities
FAU, FGCU, FIU

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

Source: State University Database System (SUDS).

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

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

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

Percent of Undergraduate Seniors Participating in a Research Course
NCF

This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year.

Source: New College of Florida.



Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
Total Research Expenditures UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of Course Sections Offered via Distance and Blended Learning UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf .



National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Total Annual Research Expenditures (\$M) (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does <u>not</u> include Professional degrees.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Goals Common to All Universities

Academic Quality

Avg. SAT Score (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
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	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Operational Efficiency

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 annual Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less)	As reported in the annual Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
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 annual Accountability Report (table 4G).
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 annual Accountability Report (table 4H).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (table 5B).
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 annual Accountability Report (table 5C).
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: http://mup.asu.edu/research_data.html .
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html .
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see link .
Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link .
Return on Investment	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see link , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR.
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Patents Issued	The number of patents issued in the fiscal year as reported in the annual Accountability Report (table 6A).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Licensing Income Received (\$M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).
National rank is higher than predicted by Financial Resources Ranking <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 annual Accountability Report (table 5B).



Professional Doctoral Degrees Awarded

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

Student Debt Summary

Percent of Bachelor’s Recipients with Debt

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

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

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

Student Loan Cohort Default Rate (3rd Year)

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

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