

FLORIDA POLYTECHNIC UNIVERSITY

2015 Work Plan



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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 mission of Florida Polytechnic University is to prepare 21st century learners in advanced fields of science, technology, engineering, and mathematics (STEM) to become innovative problem-solvers and high-tech professionals through interdisciplinary teaching, leading-edge research, and collaborative local, regional and global partnerships.

VISION STATEMENT (What do you aspire to?)

Florida Polytechnic University aspires to be one of the top engineering universities, a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida's high-tech industries. The student learning experience will focus on practical and applied research, internships with industry partners, and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.

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.

To achieve its Mission and Vision, Florida Polytechnic University must be a top-tier institution that conducts cutting edge research and educates its students so that they can seamlessly enter the high-tech workforce. Building this university requires that we hire distinguished STEM faculty, enroll students who are among the best and brightest and form close relationships with high-tech industry partners. The University will do this by focusing on four key objectives:

- Deliver a hands-on, core STEM education in fast-growing high-technology areas
- Build research capacity that establishes the university as a leader in cutting edge, problem-driven applied research
- Form industry and community partnerships for mutual benefit
- Operate in an efficient and cost-effective manner

The University's market comprises (1) accomplished faculty who have experience working with industry as well as stellar teaching skills, (2) high-achieving, STEM-focused college seekers and (3) high tech-firms in growing STEM industries. Florida Poly's faculty market includes distinguished researchers, entrepreneurs and academics from higher education and industry. The student market includes high school, transfer and graduate students who meet or exceed Florida Polytechnic University's rigid admissions requirements. They must also demonstrate an entrepreneurial spirit and aptitude in STEM fields through their academic and extracurricular achievements. Florida Poly's market for industry partnerships consists of firms that specialize in or rely on advanced technology to perform their core business functions.

The faculty use new and innovative teaching and learning methods that prepare graduates for a



demanding work environment. Florida Poly is attracting these scholar-practitioners by creating an environment focused on problem-driven, applied research in close collaboration with industry partners. Faculty members have the opportunity to build a curriculum and academic culture from the ground up. The University rewards faculty for their research and entrepreneurial efforts, patents, industry collaboration, invention and innovation. For its inaugural year, Florida Poly had 59 full-time and adjunct faculty members with extensive teaching, research and industry experience. The University is in the process of recruiting 30 additional faculty members (full and part-time) for the 2015-16 Academic Year and has received more than 600 applications.

Students are attracted to our hands-on curriculum with direct input from industry, in which students are immersed in problem solving and research as early as their freshman year. Through partnerships with industry-leading firms, Florida Poly offers a curriculum that builds a strong academic foundation involving the latest technology. They use that foundation to address real-world problems while building their professional network throughout their college careers. This approach is designed to ensure that graduates enter the workforce job-ready, ultimately making those companies more competitive and better able to enhance Florida's economy. Students and industry partners benefit from these close working relationships. Following this strategy, Florida Poly recruited 554 students to its inaugural class, which started August 25, 2014. That number exceeded the University's admissions target by more than 10%. The University's inaugural class had an average SAT score of 1750 and an average GPA of 3.9 on a 4.0 scale. Student inquiries for the 2015-16 academic year are already up by more than 100% over the 2014-15 academic year.

Industry partners include large and small firms; established and start-up organizations; local, national and international businesses that are focused intently on advancing technology and can benefit from the joint research opportunities and early access to emerging STEM talent that Florida Poly provides. Prior to opening in August 2014, Florida Poly had over 50 partnerships with industry-leading firms such as Microsoft, Harris Corporation and Lockheed Martin. At the close of the University's inaugural year, it has more than 85 partners, including Cisco Systems, Mosaic and Tech Data.

Florida Poly will build on these strategies and expand its reach in all three market segments in the 2015-16 Academic Year by continuing to focus on quality applied research, attracting top faculty and building on industry relationships with the goal of extending the impact of its research and education nationally and internationally.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida Polytechnic University's greatest strengths are:

- Its dedicated focus on the core STEM subjects of Technology and Engineering.
- Its strategic location in Lakeland which provides close proximity (within 40 miles) of more than 11,000 high-tech firms,
- Its agility, which allows for a culture of innovation and responsiveness to the needs of industry.

Florida Poly has a well-defined strategy for achieving its goals and objectives with initiatives



dedicated to regional accreditation, applied research, student and faculty recruitment, and curriculum development, campus development and industry engagement.

In addition to the core strengths listed above, Florida Poly has the following assets to support its Mission and Vision:

- Membership in the highly-esteemed State University System of Florida,
- Strong academic and administrative leadership with experience in both industry and higher education,
- Continued support from industry partners and local community,
- Dedicated faculty and staff who are invigorated by the opportunity to create a campus and culture from scratch,
- Modern, attractive facilities with the latest technology that attracts top notch faculty, students and industry partners,
- Small class sizes and student-faculty ratios.

Because of these strengths and its unique vision, Florida Poly possesses the opportunity to:

- Expand the available offerings of the State University System of Florida with a focus on applied research and a dedication to core STEM,
- Create both academic and scientific innovations through a start-up culture nimble enough to test and evaluate new strategies,
- Contribute to the economic advancement of Florida by engaging high-tech industry and attracting and retaining high-tech talent,
- Attract international students and foster international business opportunities for the State of Florida,
- Establish research centers to support and strengthen Florida's high-tech industries,
- Extend the University's and Florida's reputation as a national and international leader in high-tech development,
- Align academic programs with a rapidly changing job market,
- Keep pace with ever-changing technology.

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. Building Research Capacity

A central component of the mission statement of Florida Polytechnic University is to prepare students to "...become innovative problem solvers and high-tech professionals through...leading edge research..." Our ability to do so is directly related to the quality of our faculty and to the tools that we provide our students. This is best accomplished in a research environment that challenges the students' ability to apply what they learn in the classroom to real world problems. We have outlined four objectives necessary for building a world class research environment at Florida Polytechnic University.

A. **Grow graduate school enrollment.**

Strengthening our graduate programs is a priority at Florida Polytechnic University and graduate students play an important role in building our research infrastructure and in enhancing education at all levels. In order to build world class graduate programs it is imperative that we attract the best and brightest graduate students in addition to hiring top faculty. Graduate students are invaluable to building and maintaining top level research programs that attract industry to Florida.

B. **Build student labs related to academic concentrations.**

- Cyber Security Lab - This lab is designed to teach the theory behind complex cyber hacks and develop an understanding of the technology and vulnerabilities across the information technology systems and then consider counter-measures and incident response tactics. The lab is a sequestered, networked environment comprising servers, network and end-user workstations to replicate and simulate real-world cyber security threats and hacker techniques.
- Nanotechnology Lab - Literally, the "science of the small," nanoscience focuses on manipulating matter at the level of atoms, molecules, and supramolecular structures to address challenges ranging from medicine to manufacturing.
- Digital Games Lab - Students will learn to apply gaming theory and technology to the treatment of some medical ailments, military training, simulated response scenarios and for disaster preparedness and logistics industries.
- Supercomputer Lab - The lab will provide direct access for students to big data management, data center management, data center operations, cloud, simulation, visualization and other related concepts, resources or skills.
- Central Shop - Hands-on engineering and technology programs require students to build models and prototypes of the systems that they design. To do so requires access to various types of machine shop tools and work spaces. Students will be taught to use those tools and have access to them for research and educational purposes.

C. **Build and grow Centers, Institutes and Laboratories (CILs).**

- Center for Health Informatics - Faculty and students will work with medical and health partners to apply health informatics concepts, theories, and practices to real-life data to achieve better health outcomes.
- Center for Entrepreneurship - The primary focus of this Center is to guide faculty, students and external partners through the cycle from concept to development to commercialization. It is expected that this program will increase the number of job



opportunities by creating new types of Florida based businesses and jobs through innovation and entrepreneurship.

- Center for Applied Economic Research - The Center will focus on facilitating high quality economic development decision making, projecting future levels of STEM skill concentrations across Florida, and the impact of investments in education and infrastructure and maximizing the efficiency of utilization of Florida's transportation infrastructure (highways, ports, and airports).

D. Conduct cluster hires in strategic growth areas (e.g. health informatics).

"There is a growing body of empirical literature that has shown the positive impact of clusters on regional and industry performance, including job creation, patenting, and new business formation." (National Bureau of Economic Research). It is important that our research and education efforts are capable of supporting these industrial clusters in strategic growth areas. Florida Polytechnic University will seek to hire faculty in clusters which then enhances the university's ability to support breadth and depth of those industry clusters.

2. Focus on Retention

As Florida Polytechnic builds brand awareness and affinity, retention is a critical measure of success. There are several initiatives planned to help in our retention efforts.

A. Continue to develop the Academic Success Center

The Academic Success Center was established in 2014-15 to be a central hub of student success services by providing a variety of information-based services including learning support programs, career services, academic tutoring, and student success workshops. In 2014-2015, The Academic Success Center provided students with more than 1500 hours of tutoring and workshop experiences.

Academic tutoring includes a variety of subjects, ranging from writing to computer programming to math. To help students succeed in Poly's Math courses, several initiatives are being explored.

- **"Math Bootcamp"** will be offered on campus in Summer 2015. The goal for Bootcamp is to review key pre-calculus and trigonometry topics. This review will be held during a one-day on-campus experience. Students will also be given access to MyFoundations Lab, an online math learning tool that will continue to encourage and support their math learning through the summer.
- **Math Instruction during Summer Start-Up Days.** This will be one session among many in Summer Start-Up Days and will provide incoming students with an overview of Math at Poly, including topics they should study through the summer.
- **An Online Poly Math Refresher** will be created by Dr. Thanos Gentimis in Summer 2015. This will be a series of Poly-created videos that walk students through specific math topics. The videos will be organized through Canvas, and will be available to Poly students, faculty and tutors to supplement instruction.
- **Innovative teaching methods** are being investigated, including: Assigning engineers to co-teach Calculus with the math faculty and development of math cohort groups that would have an assigned math support lab sessions.

B. Grow student life activities



- Build recreation complex- This project includes design and construction to create a modern recreation and fitness facility, creating a hub for student recreation and athletic activities. Our facility will meet the students' physical and psychosocial needs, and generally increase the quality of life on campus for those who take advantage of the programs and activities offered as part of the student recreation center or experience.
- Grow intramural sports programs- The Intramural Program is designed to provide an opportunity for every student to participate in organized recreational competition. Structured leagues and tournaments are offered in a diverse array of sport activities from flag football and basketball to soccer and a wide array of other activities. The goal is to supplement the educational process through enhancement of students' physical, mental, and emotional development, while encouraging an active, healthy lifestyle and to promote student development and leadership.
- Living/Learning Communities (LLC's) will be built around partnerships between academic and student affairs, creating a venue where faculty and student affairs educators can collaborate, coordinate, and ultimately create new common ground for learning. LLC's at Florida Polytechnic will combine residential living – either on the same floor or in a separate dorm – with academic and social programming that will encompass both an integrative course-based experience and a social support component resulting in a synergy that would lead to increased academic success.
- Get student professional organizations on campus (e.g., IEEE, ACM, ASME, etc.)- Offer a variety of professional organization types, insuring that students can find something that suits their personalities and interests. Our goal is to have each major represented by at least one student organization that connects students to faculty in their discipline. These organizations – many nationally recognized for excellence – provide networking opportunities with successful alumni and executives.
- Start peer mentoring program- This strategy introduces a network of Personal Advisers, so that all students are assigned a single point of contact to provide academic and pastoral support, and increase students' engagement and connectedness to Florida Poly. Ideally, students will retain the same Personal Adviser throughout their degree program. These mentors represent an important contact point for students in their interactions with the University

C. Grow the number of courses delivered through innovative teaching methods.

While our goal is to become a national leader in STEM education, it is also important we graduate well-rounded students that think holistically about problems, can integrate multiple fields in solving problems, including the liberal arts, and can communicate results. This requires faculty to constantly look for advance teaching methods. There are a plethora of research articles and considerable work addressing advanced methods for teaching STEM. These articles cover everything from active learning techniques, to flipped classrooms, to design-based curriculums, to hybridized MOOC approaches and others. Faculty are encouraged and rewarded to investigate best practices and implement advanced teaching methods that lead to student success and moves the University to become a public national laboratory for STEM education.



3. Improve Operational Efficiency

A core goal of Florida Polytechnic's mission is to "create efficient organization with sound financial growth, stability and administrative practices." This top initiative is being addressed in several ways.

- Implement an organic Enterprise Resource Planning (ERP) system. This system will allow all our business software systems to be integrated allowing data to be shared across business functions. This allows validation of data and complete information for operational efficiency and a reduction in errors.
- Meeting data needs for continuous analysis and improvement requires a central distributed information system or Enterprise Data Warehouse (DWH). It is critical to the University to have data that is relevant, timely, high quality, actionable, and possesses cross-sectional consistency for business intelligence.
- As human resources are a critical asset, yet operationally expensive, Florida Polytechnic is committed to following a staff and faculty hiring plan that closely matches enrollment and curriculum need with the least overhead.
- Continue to focus on regional accreditation by submitting comprehensive compliance documents that provide evidence of institutional effectiveness.



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	x.X pts	n/a (2012-13)	n/a (2013-14)	70% (2014-15)	75% (2015-16)	75% (2016-17)
Median Wages of Bachelor’s Graduates Employed Full-time in Florida One-Year After Graduation	%Δ	n/a (2012-13)	n/a (2013-14)	\$35,000 (2014-15)	\$40,000 (2015-16)	\$40,000 (2016-17)
Average Cost per Bachelor’s Degree [Instructional Costs to the University]	%Δ	n/a (2010-14)	n/a (2011-15)	n/a (2012-16)	n/a (2013-17)	\$28,300 (2014-18)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	n/a	n/a (2008-14)	n/a (2009-15)	n/a (2010-16)	n/a (2011-17)	n/a (2012-18)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	x.X pts	n/a (2013-14)	85% (2014-15)	87.5% (2015-16)	88% (2016-17)	90% (2017-18)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	x.X pts	n/a (Fall 2013)	n/a (Fall 2014)	25% (Fall 2015)	26.5% (Fall 2016)	27.5% (Fall 2017)
Bachelor’s Degrees Awarded Within Programs of Strategic Emphasis	x.X pts	n/a (2013-14)	n/a (2014-15)	n/a (2015-16)	100% (2016-17)	100% (2017-18)
Graduate Degrees Awarded Within Programs of Strategic Emphasis	x.X pts	n/a (2013-14)	n/a (2014-15)	100% (2015-16)	100% (2016-17)	100% (2017-18)
Freshmen in Top 10% of High School Graduating Class [for NCF only]	n/a	n/a (Fall 2013)	n/a (Fall 2014)	n/a (Fall 2015)	n/a (Fall 2016)	n/a (Fall 2017)
Board of Governors Choice Metric						
Percent of Bachelor’s Degrees Without Excess Hours	x.X pts	n/a (2013-14)	n/a (2014-15)	n/a (2015-16)	72% (2016-17)	75% (2017-18)
Number of Faculty Awards [for FSU and UF only]	n/a	n/a (2012)	n/a (2013)	n/a (2014)	n/a (2015)	n/a (2016)
Number of Top 50 Rankings in Select National Publications [for NCF only]	n/a	n/a (2015)	n/a (2016)	n/a (2017)	n/a (2018)	n/a (2019)
Board of Trustees Choice Metric						
[University specific]	Δ or %Δ	X (yyyy)	X (yyyy)	X (yyyy)	X (yyyy)	X (yyyy)

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



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

The Board of Governors shall designate each state research university that meets at least 11 of the 12 following academic and research excellence standards as a preeminent state research university. The University of Florida and Florida State University are the only universities required to complete the table below. The Board of Governors will consider the shaded 2015 actual data for approval.

	BENCH-MARKS	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Average GPA and SAT Score for incoming freshman in Fall semester	4.0 GPA 1800 SAT	X.X XXXX Fall 2014	X.X XXXX Fall 2015	X.X XXXX Fall 2016	X.X XXXX Fall 2017	X.X XXXX Fall 2018
Public University National Ranking (in more than one national ranking)	Top 50	X 2015	X 2016	X 2017	X 2018	X 2019
Freshman Retention Rate (Full-time, FTIC)	90%	XX% 2012-13	XX% 2013-14	XX% 2014-15	XX% 2015-16	XX% 2016-17

**Not Applicable to
Florida Polytechnic
University**

Doctoral Degrees Awarded Annually (excludes Professional degrees)	400	XXX 2013-14	XXX 2014-15	XXX 2015-16	XXX 2016-17	XXX 2017-18
Number of Post-Doctoral Appointees	200	XXX Fall 2011	XXX Fall 2012	XXX Fall 2013	XXX Fall 2014	XXX Fall 2015
Endowment Size (\$M)	\$500 M	\$XXX 2013-14	\$XXX 2014-15	\$XXX 2015-16	\$XXX 2016-17	\$XXX 2017-18
NUMBER OF METRICS ABOVE THE BENCHMARK	11 of 12					

Note: Due to the various timelines that these metrics represent, the data reported in each column corresponds to the most updated data for the June Board meeting each year. Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.



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						
National Rankings for University	n/a	n/a 2015	n/a 2016	n/a 2017	n/a 2018	n/a 2019
SAT Score* [for 3 subtests]	1,753	1,746 Fall 2014	1,740 Fall 2015	1,750 Fall 2016	1,760 Fall 2017	1,770 Fall 2018
High School GPA	3.86	3.8 Fall 2014	3.8 Fall 2015	3.9 Fall 2016	3.9 Fall 2017	3.9 Fall 2018
Professional/Licensure Exam First-time Pass Rates ¹						
Exams Above Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
Exams Below Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
		2013-14	2014-15	2015-16	2016-17	2017-18
Operational Efficiency						
Freshman Retention Rate	n/a	n/a 2013-14	70% 2014-15	70% 2015-16	70% 2016-17	70% 2017-18
FTIC Graduation Rates						
In 4 years (or less)	n/a	n/a 2010-14	n/a 2011-15	n/a 2012-16	n/a 2013-17	60% 2014-18
In 6 years (or less)	n/a	n/a 2008-14	n/a 2009-15	n/a 2010-16	n/a 2011-17	n/a 2012-18
AA Transfer Graduation Rates						
In 2 years (or less)	n/a	n/a 2012-14	n/a 2013-15	85% 2014-16	85% 2015-17	85% 2016-18
FTIC Average Time to Degree (in years)	n/a	n/a 2013-14	n/a 2014-15	n/a 2015-16	n/a 2016-17	4.3 2017-18
Return on Investment						
Bachelor's Degrees Awarded First Majors Only	n/a	n/a 2013-14	n/a 2014-15	5 2015-16	10 2016-17	307 2017-18
Percent of Bachelor's Degrees in STEM & Health	n/a	n/a 2013-14	n/a 2014-15	n/a 2015-16	100% 2016-17	100% 2017-18
Graduate Degrees Awarded	n/a	n/a 2013-14	n/a 2014-15	12 2015-16	23 2016-17	27 2017-18
Percent of Graduate Degrees in STEM & Health	n/a	n/a 2013-14	n/a 2014-15	100% 2015-16	100% 2016-17	100% 2017-18
Annual Gifts Received (\$Millions)	68%Δ	\$ 1.433 2013-14	\$ 3.4 2014-15	\$ 4.0 2015-16	\$4.25 2016-17	\$ 4.5 2017-18
Endowment (\$Millions)	75%Δ	\$ 0.124 2013-14	\$ 0.250 2014-15	\$ 0.250 2015-16	\$ 0.300 2016-17	\$ 0.500 2017-18

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



KEY PERFORMANCE INDICATORS

Metrics Specific to Research Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
Faculty Awards	xΔ	X 2012	X 2013	X 2014	X 2015	X 2016
National Academy Members	xΔ	X 2012	X 2013	X 2014	X 2015	X 2016
Number of Post-Doctoral Appointees	xΔ	XXX Fall 2012	XXX Fall 2013	XXX Fall 2014	XXX Fall 2015	XXX Fall 2016
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research	n/a	X	X	X	X	X

**Not Applicable to
Florida Polytechnic
University**

Licenses/Options Executed	xΔ	X 2012-13	X 2013-14	X 2014-15	X 2015-16	X 2016-17
Licensing Income Received (\$M)	%Δ	\$XX 2012-13	\$XX 2013-14	\$XX 2014-15	\$XX 2015-16	\$XX 2016-17
Number of Start-up Companies	xΔ	X 2012-13	X 2013-14	X 2014-15	X 2015-16	X 2016-17
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>National Rank</u> Financial Rank 2015	<u>National Rank</u> Financial Rank 2016	<u>National Rank</u> Financial Rank 2017	<u>National Rank</u> Financial Rank 2018	<u>National Rank</u> Financial Rank 2019
Research Doctoral Degrees Awarded	%Δ	X,XXX 2013-14	X,XXX 2014-15	X,XXX 2015-16	X,XXX 2016-17	X,XXX 2017-18
Professional Doctoral Degrees Awarded	%Δ	X,XXX 2013-14	X,XXX 2014-15	X,XXX 2015-16	X,XXX 2016-17	X,XXX 2017-18
TOTAL NUMBER OF IMPROVING METRICS		X	X	X	X	X



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
Metric #1 Bachelor’s Degrees in Areas of Strategic Emphasis	Δ or %Δ	n/a	100%	100%	100%	100%
Metric #2 Graduate Degrees in Areas of Strategic Emphasis	Δ or %Δ	n/a	100%	100%	100%	100%
Metric #3 % of Students involved in Design Projects	Δ or %Δ	n/a	85%	90%	95%	99%

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. *n/a*

Metric	Δ or %Δ	XX	XX	XX	XX	XX
Metric	Δ or %Δ	XX	XX	XX	XX	XX

Goal 2. *n/a*

Metric	Δ or %Δ	XX	XX	XX	XX	XX
Metric	Δ or %Δ	XX	XX	XX	XX	XX



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
Education & General – Main Operations		
State Funds	\$ 32,885,857	\$ 32,885,857
Tuition	\$ 2,282,449	\$ 2,282,449
TOTAL MAIN OPERATIONS	\$ 35,168,306	\$ 35,168,306
Education & General – Health-Science Center / Medical Schools		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL HSC	n/a	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL IFAS	\$ xx.x	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 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	\$ 2,202,774	\$ 2,202,774
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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	\$ 730,000	\$ 730,000
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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	\$ 2,162,720	\$ 2,162,720
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Faculty Practice Plans

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

Revenues	n/a	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES

\$ 5,095,494	\$ 5,095,494
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UNIVERSITY REVENUES GRAND TOTAL

\$ 40,263,800	\$ 40,263,800
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FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	n/a	n/a	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	n/a	n/a	\$0	\$0	\$0
Percent Increase	0%	0%	0%	0%	0%
Required Fees ¹	n/a	n/a	\$1,787.40	\$1,787.40	\$1,787.40
TOTAL TUITION AND FEES	n/a	n/a	\$4,939.50	\$4,939.50	\$4,939.50

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	n/a	n/a	n/a	n/a	n/a
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	n/a	n/a	n/a	n/a	n/a
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	n/a	n/a	n/a	n/a	n/a

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	\$4,940	\$1,200	\$11,800	\$2,000	\$2,000	\$21,940
AT HOME	\$4,940	\$1,200	\$3,900	\$2,000	\$2,000	\$14,040

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	x,xxx			00	\$x,000	\$x,000
\$40,000-\$59,999	x,xxx			00	\$x,000	\$x,000
\$60,000-\$79,999	x,xxx			00	\$x,000	\$x,000
\$80,000-\$99,999	x,xxx			00	\$x,000	\$x,000
\$100,000 Above	x,xxx			00	\$x,000	\$x,000
Missing*	x,xxx	xx%	n/a	\$x,000	\$x,000	\$x,000
TOTAL	x,xxx	100%	AVERAGE	\$x,000*	\$x,000	\$x,000

No FASFA Records at this time for Florida Poly

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



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

University: Florida Polytechnic University							
<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							
Total Base Tuition & Differential per Credit Hour	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
% Change		1.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹			\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²			\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service			\$17.62	\$17.62	\$17.62	\$17.62	\$17.62
Health			\$9.58	\$9.58	\$9.58	\$9.58	\$9.58
Athletic			\$14.12	\$14.12	\$14.12	\$14.12	\$14.12
Transportation Access			\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
Technology ¹			\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$0.00	\$0.00	\$59.58	\$59.58	\$59.58	\$59.58	\$59.58
Total Tuition and Fees per Credit Hour	\$103.32	\$105.07	\$164.65	\$164.65	\$164.65	\$164.65	\$164.65
% Change		1.7%	56.7%	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	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
Total Fees for 30 Credit Hours	\$0.00	\$0.00	\$1,787.40	\$1,787.40	\$1,787.40	\$1,787.40	\$1,787.40
Total Tuition and Fees for 30 Credit Hours	\$3,099.60	\$3,152.10	\$4,939.50	\$4,939.50	\$4,939.50	\$4,939.50	\$4,939.50
\$ Change		\$52.50	\$1,787.40	\$0.00	\$0.00	\$0.00	\$0.00
% Change		1.7%	56.7%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee			\$510.00	\$510.00	\$510.00	\$510.00	\$510.00
Out-of-State Undergraduate Student Financial Aid ³			\$25.50	\$25.50	\$25.50	\$25.50	\$25.50
Total per credit hour	\$0.00	\$0.00	\$535.50	\$535.50	\$535.50	\$535.50	\$535.50
% Change		#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$3,099.60	\$3,152.10	\$18,452.10	\$18,452.10	\$18,452.10	\$18,452.10	\$18,452.10
Total Fees for 30 Credit Hours	\$0.00	\$0.00	\$2,552.40	\$2,552.40	\$2,552.40	\$2,552.40	\$2,552.40
Total Tuition and Fees for 30 Credit Hours	\$3,099.60	\$3,152.10	\$21,004.50	\$21,004.50	\$21,004.50	\$21,004.50	\$21,004.50
\$ Change		\$52.50	\$17,852.40	\$0.00	\$0.00	\$0.00	\$0.00
% Change		1.7%	566.4%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
Meal Plan			\$ 7,250.00	\$ 7,250.00	\$ 7,250.00	\$ 7,250.00	\$ 7,250.00
\$ Change		\$0.00	\$3,250.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%	0.0%

¹ can be no more than 5% of tuition.

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

² as approved by the Board of Governors.

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 <i>(2009-14)</i>	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	%Δ	396	78%	656	78%	963	78%	1,256	80%
FTIC (Profile Admit)	%Δ	0	0%	0	0%	0	0%	0	0%
AA Transfers from FCS	%Δ	88	17%	146	17%	214	17%	251	16%
Other Transfers	%Δ	25	5%	41	5%	61	5%	67	4%
Subtotal	%Δ	509	100%	843	100%	1,238	100%	1,574	100%
GRADUATE*									
Master's	%Δ	24	100%	40	100%	58	100%	84	100%
Research Doctoral	%Δ	0	0%	0	0%	0	0%	0	0%
Professional Doctoral	%Δ	0	0%	0	0%	0	0%	0	0%
Subtotal	%Δ	24	100%	40	100%	58	100%	84	100%
UNCLASSIFIED									
H.S. Dual Enrolled	%Δ	1	7%	2	7%	2	7%	8	34%
Other	%Δ	13	93%	22	93%	32	93%	8	66%
Subtotal	%Δ	14	100%	23	100%	34	100%	17	100%
TOTAL	n/a	547		906		1,331		1,674	

Note*: Includes Medical students.

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

	3 YEAR TREND <i>(2010-11 to 2013-14)</i>	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%)	%Δ	0	xx%	0	0%	0	0%	0	0%
HYBRID (50%-79%)	%Δ	0	xx%	0	0%	0	0%	0	0%
TRADITIONAL (<50%)	%Δ	0	xx%	375	100%	797	100%	1,240	100%
TOTAL	%Δ	0	100%	375	100%	797	100%	1,240	100%
GRADUATE									
DISTANCE (80%)	%Δ	0	xx%	0	0%	0	0%	0	0%
HYBRID (50%-79%)	%Δ	0	xx%	0	0%	0	0%	0	0%
TRADITIONAL (<50%)	%Δ	0	xx%	14.3	100%	25.4	100%	38.4	100%
TOTAL	%Δ	0	100%	14.3	100%	25.4	100%	38.4	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)

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

	Estimated Actual 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
STATE FUNDABLE									
<i>Florida Resident</i>									
LOWER	337	n/a	370	575	656	706	720	727	11%
UPPER	18	n/a	363	564	643	692	706	712	25%
GRAD I	11	n/a	21	33	39	42	43	43	18%
GRAD II	0	n/a	0	0	0	0	0	0	0%
TOTAL	366	n/a	754	1,172	1,338	1,440	1,469	1,482	18%
<i>Non- Resident</i>									
LOWER	17	n/a	32	50	89	96	98	99	22%
UPPER	2	n/a	31	49	87	94	96	97	31%
GRAD I	3	n/a	4	6	7	8	8	8	12%
GRAD II	0	n/a	0	0	0	0	0	0	0%
TOTAL	22	n/a	67	105	183	198	202	204	26%
TOTAL									
LOWER	354	668	402	625	745	802	818	826	12%
UPPER	20	140	394	613	730	786	802	809	26%
GRAD I	14	39	25	39	46	50	51	51	17%
GRAD II	0	n/a	0	0	0	0	0	0	0%
TOTAL	388	847	821	1,277**	1,521	1,638	1,671	1,686	19%
NOT STATE FUNDABLE									
LOWER	0.8	n/a	0.5	0.5	0.5	0.5	0.5	0.5	-11%
UPPER	0.2	n/a	0.5	0.5	0.6	0.6	0.6	0.6	15%
GRAD I	0.3	n/a	0.4	0.4	0.4	0.4	0.4	0.4	4%
GRAD II	0.0	n/a	0.0	0.0	0.0	0.0	0.0	0.0	0%
TOTAL	1.3	n/a	1.4	1.4	1.5	1.5	1.5	1.5	3%

**Calculated as of Fall 2016 per F.S. Section 1004.345

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.

Medical Student Headcount Enrollments

<i>Medical Doctorate Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<i>Dentistry Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<i>Veterinary Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%



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						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						

DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2016-18

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						

DOCTORAL PROGRAMS						



DEFINITIONS

Performance Based Funding

<p>Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation</p>	<p>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).</p>
<p>Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation</p>	<p>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.</p>
<p>Average Cost per Bachelor's Degree <i>Instructional costs to the university</i></p>	<p>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.</p>
<p>Six Year FTIC Graduation Rate</p>	<p>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).</p>
<p>Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i></p>	<p>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).</p>
<p>University Access Rate <i>Percent of Undergraduates with a Pell-grant</i></p>	<p>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).</p>
<p>Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)</p>	<p>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).</p>
<p>Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)</p>	<p>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).</p>



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 *minus* table 52), but now data must be queried via WebCASPAR.

Percent of R&D Expenditures funded from External Sources

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

Patents Issued

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

Licenses/Options Executed

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

Licensing Income Received (\$M)

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

Number of Start-up Companies

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

National rank is higher than predicted by Financial Resources Ranking

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

based on US News & 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