

University of North Florida 2015 Work Plan



University of North Florida
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.



TABLE OF CONTENTS

1. **STRATEGY**
 - a. Mission Statement
 - b. Vision Statement
 - c. Statement of Strategy
 - d. Strengths and Opportunities
 - e. Key Initiatives & Investments
2. **PERFORMANCE BASED FUNDING METRICS**
3. **PREEMINENT RESEARCH UNIVERSITY METRICS**
4. **OTHER KEY PERFORMANCE INDICATORS**
 - a. Goals Common to All Universities
 - b. Goals Specific to Research Universities
 - c. Institution Specific Goals
5. **OPERATIONS**
 - a. Fiscal Information
 - b. Enrollment Planning
 - c. Academic Program Coordination
6. **DEFINITIONS**



MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

**The use of the term "preeminent" in UNF's vision statement predates and does not refer to s. 1001.7065, F.S., which establishes the Preeminent State Research Universities Program.*

STATEMENT OF STRATEGY (How will you get there?)

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

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

- A diverse metropolitan population of 1.4 million residents with a projection of steady growth into the future.
- A large population of native freshmen and AA transfer students, along with a graduate student body that makes up approximately 13% of the overall enrollment.
- A complex economy whose main drivers are the State's second largest health care industry; shipping, trade, financial services and logistics resulting from Jacksonville's prominence as an international port and transportation center; and a large technology-intensive corporate sector.
- A unique physical environment (the region is coastal, estuarine, and bisected by a major river).



- A strong relationship between the university and its many public and private partners throughout the region consistent with the university's commitment to serve as a "steward of place."
- A complementary relationship with the local state college that allows UNF to focus on high profile undergraduates and masters and doctoral degree programs appropriate to the needs of the region.

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

- **EXPANSION**

UNF's master plan calls for growth up to and perhaps exceeding 25,000 students synchronized to the growth of its physical plant, faculty size, and the expansion of distance learning as an effective means of educational advancement. To achieve further growth, UNF has implemented a new recruitment strategy aimed at increasing admissions from untapped markets. We have also redeveloped our scholarship and financial aid package allocation model to further attract high-profile students.

New articulation agreements and a "Connect" program with Florida State College at Jacksonville should facilitate more seamless transitions of our local transfer population.

- **ENHANCEMENT**

An increasing percentage of our freshmen live on campus. History has shown that freshmen who live on campus their first year as opposed to living off campus take more credit hours and have higher grades; hence graduating more quickly. Efforts are focused on enhancing a robust First Year Experience program and on further enriching the undergraduate learning experience toward the goal of improving retention and graduation rates.

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

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

- **COLLABORATION**

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



STRENGTHS AND OPPORTUNITIES *(within 3 years) What are your core capabilities, opportunities and challenges for improvement?*

The University of North Florida considers emphasis on undergraduate education and graduate programs that respond to local needs to be two of its strengths. UNF strives to be a leading comprehensive university with targeted graduate programs, often in applied fields, as well as strong yet focused research in areas where there are unique regional opportunities and needs.

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

The university has increased its admissions standards for first-time-in-college students. Each year we are recruiting freshmen with higher standardized test scores and high school grade point averages. We strive to enroll an increasing number of the brightest high school graduates from northeast Florida, and to recruit accomplished students from other parts of the state. These students are attracted by both the quality of the education offered and the size of the institution. To increase graduation rates and decrease time to degree, the university has been working to improve campus life and student support services. This year a steering committee re-imagined student orientation, Week of Welcome, and first-year experiences to better prepare students for the demands of university-level coursework.

At the same time that the university is strengthening its student experience, UNF has also paid close attention to the quality and depth of its curriculum. As a model comprehensive university, UNF offers a wide range of majors at the undergraduate level as well as a diversity of graduate degrees. As a regional university, UNF also ensures that these undergraduate and graduate programs respond to local needs. Our success in achieving this goal is demonstrated by the fact that over 64% of our 70,000 alumni live and work in Northeast Florida and over 81% live and work in Florida. This means that the institution is responsible for more college graduates in our region than the University of Florida and Florida State University combined. To further support students and create a funnel for satisfying regional workforce needs, UNF is developing several accelerated BA/MA and BS/MS degree programs.

UNF offers multidisciplinary constellations of programs in niche-specific areas that coincide with areas of regional economic prominence, specifically health and biomedical science; and coastal science and engineering; and commerce. The university aspires to strengthen these areas through increasing both the depth and breadth of existing and related emergent academic programs, while also further cultivating research and commercialization strengths in these areas, increasingly in collaboration with regional and state partners.

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



Interest in health-based disciplines is particularly robust, supported by strong collaborations between healthcare organizations and the university. Because Jacksonville offers many opportunities in the healthcare and biomedical science arena and UNF seeks to meet the employment needs of these organizations, enrollments in the sciences remain strong while enrollments in health-based disciplines are particularly robust. Examples of recent new programs include a BS in medical laboratory sciences and a proposed partnership program with MAYO for a BS in radiography. A growing number of UNF students pursue professional schools (medical, dental, veterinary, etc.) building upon the foundation they receive in our biology, chemistry, and physics pre-medical tracks.

UNF seeks to directly address economic needs in the region by strengthening UNF's existing focus in logistics and transportation. The Florida Seaports Council reports that cargo-related activity at Florida seaports currently generates more than 550,000 direct and indirect jobs and contributes \$66 billion in economic value to the state. Cargo activities account for approximately 9% of Florida's gross domestic product while contributing \$1.7 billion in state and local taxes. Cruise industry activities impact a wide variety of industries in the state, generating another 126,000 jobs and \$5.2 billion in wages for Florida workers.

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



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Undergraduate Student Success. A high-quality undergraduate educational experience remains the central institutional priority at UNF. To that end, the university continues to implement high-impact experiences to engage in liberal learning and enhance their retention, and overall success. Among these is our Transformational Learning Opportunity (TLO) program, now a hallmark of the UNF experience, which provides a broad range of opportunities, all of which are rooted in experiential education. Over the past few years, the TLO program has been extended under the aegis of the university's commitment to community engagement to form the basis of UNF's regional accrediting body SACS Quality Enhancement Plan, the theme of which is Community-Based Transformational Learning.

UNF also continues to implement other high-impact practices relating to the undergraduate experience, including innovations in teaching and course delivery, advising, and academic support services. Examples include a restructuring of orientation programming, advising designed to connect lower-division students to the college of the chosen major, and an increased emphasis on communication and interventions with students relating to degree completion, led by the Office of Enrollment Services. A new initiative that ties STEM, research support and early student engagement in the major is our Presidential Research Scholarships. This program offered to FTIC freshmen allocates certain levels of scholarship support in the lab sciences in order to work with a faculty member doing research. Support is maintained for four years. New programs are being launched focused on transitioning students to university study, such as BioFlite, a week-long pre-term program that prepares students for their introductory Biology courses and the rigors of university study generally (with plans in place to broaden the approach to other areas, including Writing). A new math emporium, along with a new Supplemental Instruction program and enhanced tutoring services, will be deployed to assist students in critical and more challenging gatekeeper courses. First-year Summer Orientation has been redesigned to focus more directly on academic expectations. The university continues to support campus residency for its freshmen students and to improve the Freshman Year Experience to better facilitate the transition to university life and study. UNF has also completed its Library Learning Commons project, an initiative aimed at transforming how a student accesses technical and academic support. The Library Learning Commons will provide students with the resources they need to improve academic performance while encouraging increased engagement and improved social integration within an academic community.

Curricular innovations, including a revision of the University's general education program to align with learning competencies, along with continuing innovations in writing-across-the-curriculum programs through the leadership of a new University Writing Center, will work to insure that graduates have skills and competencies that will prepare them for success. The Graduate School is also in the process of developing several accelerated BA/MA and BS/MS degree programs to support appropriately prepared undergraduate students who arrive intending to pursue graduate degrees.

Finally, beginning in summer 2013, the university incorporated more robust data analytics usage for academic advisors to identify at-risk students and facilitate more effective interventions. UNF will continue to incorporate more data-informed programs into strategic planning and assessment of quality.



2. Constellations of excellence and relevance. Based on existing program strengths as well as regional opportunities and needs, UNF identified three multidisciplinary focus areas of strength that correspond to regional economic activity and/or environmental distinction: health and biomedical science; commerce; and coastal science and engineering. Reallocations of university resources were made and will continue to enhance UNF's ability to respond to its unique geographic and environmental setting and to provide opportunities for UNF's students. For example, the Graduate School is in the process of streamlining and expanding its resources for recruiting and retaining high-quality students who can assist with teaching and research while also contributing to the educated and highly-skilled workforce of Northeast Florida.

As a result of these efforts, enrollments in Health and Biomedical Science remain strong and already have increased with additional resource allocations. In support of the Commerce Constellation, the Coggin College of Business will continue to strengthen flagship programs in International Business and Transportation & Logistics and build on existing strengths in economics, accounting, investments, financial services, marketing, operations, organizational behavior and corporate strategy. The college will provide transformational learning opportunities for students through study abroad, internships and student research. To enhance program quality, additional faculty lines will be requested to support the constellations: The proposed major expansion of the port facilities in the Jacksonville area, for example, makes Coastal Science and Engineering particularly significant to Northeast Florida. Additional lines in coastal geology and coastal biology also will be added as resources become available. The College of Arts and Sciences is also exploring a new interdisciplinary bachelors program in Integrated Science to address concerns about retention and attrition of students not selected for limited-access or selective admission majors and provide an alternative for those who choose not to remain within one of them. Finally, the College of Education and Human Services is contributing to STEM efforts through the Jacksonville Teacher Residency program with Duval County Public Schools in Science and Math Education.

To further support the development of constellations, internal programming has also been created to cultivate multidisciplinary research. This includes new seed funding programs to support the development of collaborative research teams that bridge departments and colleges, and changes to policies and procedures that will encourage the development of strong interdisciplinary centers and institutes positioned to productively engage with outside partners and secure external funding. Similarly, policies and procedures have been streamlined to facilitate commercialization activities and partnerships with industry, governmental, and not-for-profit collaborators from across the region and state.

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



3. Distance Learning. The use of distance learning to deliver courses and programs in a manner that allows for greater accessibility and flexibility is a key initiative for UNF. In response to student demand and faculty interest, we continue to embrace opportunities made available through new technologies to complement its traditional course offerings. We are able to develop the infrastructure necessary to support an expansion of distance learning courses and programs. Such expansion is critical to meeting demand for distance and hybrid learning opportunities and to expanding access to current and future UNF students both locally and further afield. Over the last five years, the number of course sections offered through distance and hybrid learning has almost tripled, increasing from 290 sections in 2010-11 to 782 sections in 2014-15. We have a strategic plan, 2012-2017, specific to distance learning which will guide the work in this area.

One of the university's metrics is the number of course sections offered via distance learning, both full online and blended courses. We continue to increase the number of courses delivered online and in blended formats to meet the continued interest and demand of students. We are developing the infrastructure and support for more asynchronous learning and are providing new professional development for faculty on the effective use of blended learning in courses and programs. We are also working on the delivery of fully online programs that use accelerated courses (e.g., 7 or 8 week courses) and allow multiple starts each year. Some of these online programs are offered in partnership with private organizations and some are offered internally as a regular offering within a college. Currently the Brooks College of Health and the College of Education and Human Services offer these programs with accelerated courses.

This initiative contributes to Academic Quality (by virtue of its impact on student learning); Return on Investment (by virtue of its contribution to student retention and progress toward degree completion); and Operational Efficiency (by maximizing classroom utilization and technological resources).



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	5%	76% (2012-13)	78% (2013-14)	80% (2014-15)	81% (2015-16)	82% (2016-17)
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	1%	\$34,700 (2012-13)	\$35,200 (2013-14)	\$35,700 (2014-15)	\$36,200 (2015-16)	\$36,700 (2016-17)
Average Cost per Bachelor's Degree [Instructional Costs to the University]	-5%	\$30,750 (2010-14)	29,350 (2011-15)	\$28,850 (2012-16)	\$28,350 (2013-17)	\$27,850 (2014-18)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	6%	55% (2008-14)	57% (2009-15)	59% (2010-16)	60% (2011-17)	61% (2012-18)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	2%	78% (2013-14)	80% (2014-15)	81% (2015-16)	82% (2016-17)	83% (2017-18)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	-3%	33% (Fall 2013)	36% (Fall 2014)	37% (Fall 2015)	38% (Fall 2016)	39% (Fall 2017)
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	0%	45% (2013-14)	46% (2014-15)	47% (2015-16)	48% (2016-17)	49% (2017-18)
Graduate Degrees Awarded Within Programs of Strategic Emphasis	-1%	50% (2013-14)	52% (2014-15)	54% (2015-16)	55% (2016-17)	56% (2017-18)
Freshmen in Top 10% of High School Graduating Class [for NCF only]	x.x pts	XX% (Fall 2013)	XX% (Fall 2014)	XX% (Fall 2015)	XX% (Fall 2016)	XX% (Fall 2017)
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	2%	71% (2013-14)	73% (2014-15)	74% (2015-16)	75% (2016-17)	76% (2017-18)
Number of Faculty Awards [for FSU and UF only]	x.x pts	XX% (2012)	XX% (2013)	XX% (2014)	XX% (2015)	XX% (2016)
Number of Top 50 Rankings in Select National Publications [for NCF only]	Δ	X (2015)	X (2016)	X (2017)	X (2018)	X (2019)
Board of Trustees Choice Metric						
Percent of Course Sections Offered via Distance and Blended Learning	2%	11% (2013-14)	13% (2014-15)	14% (2015-16)	15% (2016-17)	16% (2017-18)

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



KEY PERFORMANCE INDICATORS

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

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'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	0%	0 2015	1 2016	1 2017	1 2018	1 2019
SAT Score* [for 3 subtests]	3%	1,791 Fall 2014	1,801 Fall 2015	1,808 Fall 2016	1,814 Fall 2017	1,820 Fall 2018
High School GPA	4%	3.89 Fall 2014	3.91 Fall 2015	3.93 Fall 2016	3.95 Fall 2017	3.96 Fall 2018
Professional/Licensure Exam First-time Pass Rates ¹						
Exams Above Benchmarks	100%	2 2013-14	2 2014-15	2 2015-16	2 2016-17	2 2017-18
Exams Below Benchmarks	0%	0 2013-14	0 2014-15	0 2015-16	0 2016-17	0 2017-18
Operational Efficiency						
Freshman Retention Rate	-1%	82% 2013-14	83% 2014-15	84% 2015-16	85% 2016-17	86% 2017-18
FTIC Graduation Rates						
In 4 years (or less)	3%	25% 2010-14	26% 2011-15	27% 2012-16	28% 2013-17	29% 2014-18
In 6 years (or less)	6%	55% 2008-14	57% 2009-15	59% 2010-16	60% 2011-17	61% 2012-18
AA Transfer Graduation Rates						
In 2 years (or less)	-2%	27% 2012-14	29% 2013-15	31% 2014-16	32% 2015-17	33% 2016-18
FTIC Average Time to Degree (in years)	-7%	4.6 2013-14	4.3 2014-15	4.2 2015-16	4.1 2016-17	4.0 2017-18
Return on Investment						
Bachelor's Degrees Awarded First Majors Only	9.7%	3,159 2013-14	3,179 2014-15	3,199 2015-16	3,219 2016-17	3,239 2017-18
Percent of Bachelor's Degrees in STEM & Health	8%	30% 2013-14	31% 2014-15	32% 2015-16	33% 2016-17	34% 2017-18
Graduate Degrees Awarded	-4.9%	588 2013-14	598 2014-15	608 2015-16	618 2016-17	628 2017-18
Percent of Graduate Degrees in STEM & Health	19%	34% 2013-14	36% 2014-15	38% 2015-16	39% 2016-17	40% 2017-18
Annual Gifts Received (\$Millions)	-21.4%	\$9.9 2013-14	\$ 10.2 2014-15	\$ 10.5 2015-16	\$ 10.8 2016-17	\$ 11.1 2017-18
Endowment (\$Millions)	42.8%	\$94.9 2013-14	\$99.2 2014-15	\$ 103.6 2015-16	\$ 108.2 2016-17	\$ 113.2 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
Freshman in Top 10% of Graduating High School Class	-1%	21%	23%	25%	27%	29%
Percent of Course Sections Offered via Distance and Blended Learning	9%	13%	14%	15%	16%	17%
Bachelor’s Degrees in Areas of Strategic Emphasis	0%	46%	47%	48%	49%	50%

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

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

Graduate Degrees in Areas of Strategic Emphasis	4%	50%	52%	54%	55%	56%
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Goal 2. Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

Percent of Students Engaged in Experiential Learning Activities That Traditionally Enhanced Post-Graduate Employment and/or Graduate Study Opportunities	17%	37%	38%	39%	40%	41%
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FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
Education & General – Main Operations		
State Funds	\$ 91,201,881	n/a
Tuition	\$ 66,862,466	n/a
TOTAL MAIN OPERATIONS	\$ 158,064,347	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	n/a
TOTAL HSC	\$ xx.x	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	\$ xx.x	\$ xx.x
Tuition	\$ xx.x	n/a
TOTAL IFAS	\$ xx.x	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 158,064,347	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	\$ 47,260,215	n/a
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Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 8,480,022	n/a
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Local Funds

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

Revenues	\$ 64,089,998	n/a
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Faculty Practice Plans

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

Revenues	\$ xx.x	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES	\$ 119,830,236	n/a
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UNIVERSITY REVENUES GRAND TOTAL	\$ 277,894,583	n/a
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FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	\$1,128.90	\$1,128.90	\$1,128.90	\$1,128.90	\$1,128.90
Percent Increase	15%	0%	0%	0%	0%
Required Fees ¹	\$2,006.40	\$2,071.50	\$2,104.20	\$2,119.20	\$2,119.20
TOTAL TUITION AND FEES	\$6,234.90	\$6,352.50	\$6,385.20	\$6,400.20	\$6,400.20

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	43%	41%	49%	49%	48%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$16,485	\$16,929	\$18,087	\$19,846	\$19,802
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	8.50%	8.80%	7.50%	4.80%	4.50%

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	\$9,204	\$1,514	\$2,774	\$21,052
AT HOME	\$6,360	\$1,200	\$2,934	\$1,584	\$2,774	\$14,852

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	1,823	31%	\$11,423	(\$2,836)	\$8,571	\$4,637	
\$40,000-\$59,999	714	13%	\$13,308	(\$890)	\$6,553	\$3,954	
\$60,000-\$79,999	595	11%	\$15,538	\$1,520	\$4,092	\$4,563	
\$80,000-\$99,999	496	9%	\$16,554	\$2,572	\$3,156	\$5,286	
\$100,000 Above	1,411	25%	\$17,278	\$2,854	\$2,748	\$4,186	
Missing*	660	12%	\$14,839	\$2,365	\$3,131	\$288	
TOTAL	5,699	100%	AVERAGE	\$12,300*	\$345	\$5,307	\$3,978

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: University of North Florida							
Undergraduate Students	-----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	37.63	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63	\$37.63
Total Base Tuition & Differential per Credit Hour	\$140.95	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70
% 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	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47
Health	\$9.76	\$10.16	\$10.25	\$10.25	\$10.25	\$10.25	\$10.25
Athletic	\$16.33	\$17.83	\$18.83	\$19.12	\$19.12	\$19.12	\$19.12
Transportation Access	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08
Technology ¹	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$66.88	\$69.05	\$70.14	\$70.43	\$70.43	\$70.43	\$70.43
Total Tuition and Fees per Credit Hour	\$207.83	\$211.75	\$212.84	\$213.13	\$213.13	\$213.13	\$213.13
% Change		1.9%	0.5%	0.1%	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	\$4,228.50	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00
Total Fees for 30 Credit Hours	\$2,006.40	\$2,071.50	\$2,104.20	\$2,112.90	\$2,112.90	\$2,112.90	\$2,112.90
Total Tuition and Fees for 30 Credit Hours	\$6,234.90	\$6,352.50	\$6,385.20	\$6,393.90	\$6,393.90	\$6,393.90	\$6,393.90
\$ Change		\$117.60	\$32.70	\$8.70	\$0.00	\$0.00	\$0.00
% Change		1.9%	0.5%	0.1%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$459.02	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27
Out-of-State Undergraduate Student Financial Aid ³	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11
Total per credit hour	\$487.13	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38
% Change		-0.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10
Total Fees for 30 Credit Hours	\$2,849.70	\$2,914.80	\$2,947.50	\$2,956.20	\$2,956.20	\$2,956.20	\$2,956.20
Total Tuition and Fees for 30 Credit Hours	\$20,848.80	\$20,913.90	\$20,946.60	\$20,955.30	\$20,955.30	\$20,955.30	\$20,955.30
\$ Change		\$65.10	\$32.70	\$8.70	\$0.00	\$0.00	\$0.00
% Change		0.3%	0.2%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴	\$8,994.51	\$9,264.34	\$ 9,542.27	\$9,828.53	\$10,028.53	\$10,228.53	\$10,433.04
\$ Change		\$269.83	\$277.93	\$286.26	\$200.00	\$200.00	\$204.51
% Change		3.0%	3.0%	3.0%	2.0%	2.0%	2.0%

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 (2009- 14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-15.1%	6644	49.5%	6396	47.6%	6416	47.0%	6423	46.8%
FTIC (Profile Admit)	-80.1%	56	0.4%	41	0.3%	42	0.3%	43	0.3%
AA Transfers from FCS	17.6%	4104	30.6%	4232	31.5%	4235	31.0%	4239	30.9%
Other Transfers	14.0%	2625	19.5%	2761	20.6%	2950	21.6%	3034	22.1%
Subtotal	-3.4%	13429	100%	13430	100%	13643	100%	13739	100%
GRADUATE*									
Master's	-4.8%	1530	85.7%	1513	84.9%	1514	83.7%	1514	82.9%
Research Doctoral	15.4%	105	5.9%	106	5.9%	106	5.9%	107	5.9%
Professional Doctoral	37.3%	150	8.4%	164	9.2%	189	10.4%	206	11.3%
Subtotal	-1.2%	1785	100%	1783	100%	1809	100%	1827	100%
UNCLASSIFIED									
H.S. Dual Enrolled	-54.1%	39	4.0%	46	4.5%	55	5.3%	71	6.7%
Other	0.1%	934	96.0%	974	95.5%	992	94.7%	994	93.3%
Subtotal	-4.4%	973	100%	1020	100%	1047	100%	1065	100%
TOTAL	-3.2%	16187		16233		16499		16631	

Note*: Includes Medical students.

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

	3 YEAR TREND (2010-11 to 2013-14)	2013-14		2014-15		2015-16		2016-17		2017-18	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE											
DISTANCE (>80%)	151%	1033	11.3%	1252	13.8%	1447	15.9%	1612	17.6%	1741	18.8%
HYBRID (50%-79%)	146%	138	1.5%	158	1.7%	171	1.9%	179	2.0%	187	2.0%
TRADITIONAL (<50%)	-10%	8006	87.2%	7650	84.4%	7491	82.2%	7368	80.4%	7316	79.1%
TOTAL	-2%	9177	100%	9060	100%	9109	100%	9159	100%	9244	100%
GRADUATE											
DISTANCE (80%)	45%	133	14.3%	160	16.2%	176	17.8%	188	18.6%	199	19.4%
HYBRID (50%-79%)	-30%	34	3.6%	47	4.8%	45	4.5%	42	4.2%	44	4.3%
TRADITIONAL (<50%)	-11%	766	82.1%	779	79.0%	770	77.7%	781	77.3%	781	76.3%
TOTAL	-7%	933	100%	986	100%	991	100%	1011	100%	1024	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	3419	3530	3547	3547	3612	3680	3748	3817	1.48%
UPPER	5399	5365	5317	5366	5382	5399	5416	5432	0.43%
GRAD I	733	776	722	740	744	747	751	754	0.87%
GRAD II	146	125	161	161	169	178	186	196	4.01%
TOTAL	9697	9796	9747	9814	9907	10004	10101	10199	0.91%
<i>Non-Resident</i>									
LOWER	134	90	139	139	142	144	147	150	1.53%
UPPER	108	104	106	106	108	108	108	109	0.56%
GRAD I	87	51	86	86	88	89	89	90	0.91%
GRAD II	20	5	22	22	23	24	26	27	4.18%
TOTAL	349	250	353	353	361	365	370	376	1.27%
TOTAL									
LOWER	3553	3620	3686	3686	3754	3824	3895	3967	1.48%
UPPER	5507	5469	5423	5473	5490	5507	5524	5541	0.43%
GRAD I	820	827	808	828	832	836	840	844	0.88%
GRAD II	166	130	183	183	192	202	212	223	4.03%
TOTAL	10046	10046	10100	10170	10268	10369	10471	10575	0.92%
NOT STATE FUNDABLE									
LOWER	69	n/a	70	71	72	73	74	75	1.39%
UPPER	97	n/a	101	105	109	113	117	121	3.68%
GRAD I	31	n/a	32	33	34	35	36	37	2.95%
GRAD II	4	n/a	5	7	9	12	16	21	33.24%
TOTAL	201	n/a	208	216	224	233	243	254	4.08%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32.

Note*: The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21.



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2015-16

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BAE in Deaf Education	13.1003	Education	Flagler	Yes	42.7 (FTE) 80 (HC)	June 2015
BA in Communication Studies	09.0101	Gap Analysis	FGCU, FAU, UWF, FSU, USF, UCF	Not all	60 (HC) 33.75 (FTE)	Jan/Mar 2016
BS in Medical Lab Sciences	51.1005	Health	FGCU, UCF, USF T, UWF	No	45 (FTE)	Jan/Mar 2016
BS in Exercise Physiology	31.0505	Stem	FAU, FGCU	No	120 (HC) 90 (FTE)	Jan/Mar 2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MSW in Social Work	44.0701		FAMU, FAU, FGCU, FIU, FSU, UCF, USF, UWF, Barry Univ, Saint Leo Univ.	No	72 (HC) 72.5 (FTE)	Oct 2015
M.S. in Communication Management	09.0100	Gap Analysis	FIU, UF, UWF, UCF, USF, FSU	Not all	32.58 (FTE) 58 (HC)	Oct 2015
<i>Ed.S. in Educational Leadership</i>	13.0401		FAU, FIU, FSU, UCF, UF, USFT, UWF	No	TBD	Jan/Mar 2016
<i>M.S. in Higher Education Administration</i>	13.0406		FIU, FSU	TBD	TBD	Jan/Mar 2016
DOCTORAL PROGRAMS						
DNP in Nurse Anesthetist	51.3804	Health		TBD	TBD	Oct 2015



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						
BS in Coastal Environmental Science	03.0104	STEM	FSU, UF, USF T, USF P, USF SP, UWF	No	70 (FTE)	TBD
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Sport Management	31.0504		FAMU, FSU, UCF, UF, USF T	TBD	TBD	TBD
MS in Athletic Training	51.0913	Health	FIU, USF T	TBD	60 (HC) 51 (FTE)	TBD
DOCTORAL PROGRAMS						



DEFINITIONS

Performance Based Funding

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

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

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

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

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

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

Six Year FTIC Graduation Rate

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

Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

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

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

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

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

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

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

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



Freshmen in Top 10% of High School Class
 Applies to: NCF
 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.
 Source: New College of Florida.

BOG Choice Metrics

Percent of Bachelor's Degrees Without Excess Hours
 This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.
 Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).
 Source: State University Database System (SUDS).

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

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

BOT Choice Metrics

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

Bachelor's Degrees Awarded to Minorities
 FAU, FGCU, FIU
 This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.
 Source: State University Database System (SUDS).

National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News
 FSU
 This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.
 Source: US News and World Report's annual National University rankings.



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