

# FAU

## 2013-14 Work Plan



**Florida Atlantic University**

*Work Plan Presentation for 2013-14 Board of Governors Review*

STATE UNIVERSITY SYSTEM *of* FLORIDA | **Board of Governors**



## INTRODUCTION

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

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

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

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

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



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## MISSION STATEMENT *(What is your purpose?)*

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

## VISION STATEMENT *(What do you aspire to?)*

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

## 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.*

Florida Atlantic University's 2012-17 Strategic Plan, titled "Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction," provides strategies for addressing and leading our market (<http://www.fau.edu/planning/files/2012-2017-Strategic-Plan-Approved-by-FAU-BOT.pdf>). Summarized below are the goals and strategies included in the plan.

### **Goal I: Enrich the educational experience**

Strategies included under this goal are expanding the breadth and scope of FAU's honors programs and STEM initiatives. FAU will increase the number of students, programs, scholarships and degree awards in both of these areas.

### **Goal II: Inspire research, scholarship and creative activity**

FAU plans to double funded research in 5 years by hiring additional faculty and leading scholars and by facilitating current faculty interactions with relevant funding agencies. Also included under this goal is a plan for a new SACS Quality Enhancement Plan (QEP) focused on weaving research experiences throughout the undergraduate curriculum.

### **Goal III: Increase FAU's community engagement**

One strategy for making this goal a reality is to foster private-public partnerships and maximize the value of the University's expertise in its region. Examples include increasing the following: number of interns placed in the Research Park, corporate sponsorship of FAU events, industry funded research, community engagement through advisory boards, and opportunities for experiential learning for FAU students and service for faculty.

### **Goal IV: Leverage momentum toward achieving FAU's strategic goals by being good stewards of its human, technological, physical and financial resources**

FAU is committed to implementing strategic choices that result in growth and enhanced stature. For this to occur it is essential that the institution ensure the viability of its financial resources and enhance its efficiency and effectiveness. Examples of strategies include developing funding policies, trend analysis, and guidelines for best practices in various administrative areas. Other strategies include implementing administrative program review, building state-of-the-art IT infrastructure, enhancing master planning, and making effective use of existing facilities.

### **FAU's Signature Themes**

In setting the goal of attaining very high standards in research, the University is striving to enhance its role as an intellectual leader and take its ability to serve as a creative force to new heights by naming the following as three signature themes for the institution:

Marine and Coastal Issues  
Biotechnology  
Contemporary Societal Challenges



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

FAU prides itself in having a new Medical College and will continue to invest and consolidate the standing of this program so it matures into one that is noted for its excellence in teaching, research and patient care. The presence of a strong Medical College on campus will position the entire University to work with greater synergy in pursuing interdisciplinary research in healthcare areas. The potential of NSF/NIH and other funding will tie together teaching, research, policy and practice for numerous FAU's departments, thus creating opportunities for signature programming.

One of FAU's strengths lies in its strong partnerships with preeminent organizations, including Scripps Florida and Max Plank Florida Institute, which are both housed on FAU's Jupiter campus, Torrey Pines Institute for Molecular Studies, and Vaccine Gene Therapy Institute (VGTI). While FAU's plans to build a noteworthy and differentiated mission for each of its branch campuses, the Jupiter campus is currently designated as a destination for science, research and graduate education.

Distance education is also identified as an area of FAU strength as it will bring significant transformation and growth in the delivery of the institution's programs. The University expects to make sizeable investments in this area and hopes to capitalize on the availability of new and existing technologies to expand distance offerings.

Student retention and graduation rates remain major challenges at FAU. To improve these metrics, Academic Affairs launched a Student Success Initiative last year, centered on the objectives embedded in FAU's 2012-17 Strategic Plan under Goal 1 entitled "Enrich the Educational Experience." The primary strategies are targeted at improving FAU's undergraduate retention and graduation rates through a variety of methods, including the development of a seamless advising system, improving student performance in high risk courses, enhancing course delivery, and strengthening the relationship between Academic Affairs and Student Affairs.

## 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. FAU's updated 2012-17 Strategic Plan provides a roadmap for achieving the goal of attaining the Carnegie designation of a very high research institution. Identifying three signature themes in the area of Marine and Coastal Issues, Biotechnology, and Contemporary Societal Challenges is one strategy that will move the institution in the desired direction. These themes allow the University to pursue selective initiatives, within a broad range of academic and research offerings, to advance targeted areas of distinction and strength. This will result in the University developing its niche and thus attaining preeminence in notable areas.

At this time FAU envisions faculty hiring in disciplinary fields involving signature themes. Increased graduate and teaching assistantships are to be allocated to promote the goals of this program. Increased support will be made available for undergraduate research and attempts will be made to enhance the curriculum to reflect FAU's specialized strength. Community partnerships in these areas will be enhanced due to the visibility of support for new academic programs. Finally, the institution will enhance support for interdisciplinary grant activity with the goal of pursuing higher targets in research funding under these themes.

2. FAU plans to incorporate undergraduate research as an integral part of the curriculum through implementation of the SACS Quality Enhancement Plan (QEP). The focus of the QEP is improving student learning through integrating and expanding a culture of research and inquiry on campus. The QEP will provide a significant increase in the following: (1) student opportunities to actively participate in undergraduate research and inquiry; (2) fundamental skills necessary for students to engage in this important activity; and (3) retention and recruitment of high-ability students.



3. The University has adopted stronger and more effective strategies aimed at partnering with various public, private and civic organizations that will result in economic development in the region. For example, FAU's signature themes strive to address an often unmet public need for understanding academic research and its relevance to local challenges and opportunities. The signature themes will provide an umbrella for grouping together the work of several academic disciplines to address current and emerging real-life challenges. At the intersection of teaching, research and service, is an opportunity for FAU faculty and staff to extend their role as practitioners and collaborators in a very broad sense. The University is committed to achieving this through a variety of strategies, one of which is the implementation of strategic themes that create a platform for new avenues for economic development in the region.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, 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.

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<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).





## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)*	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
FAU plans to increase national preeminence by hiring senior faculty in marine and coastal studies, neurosciences, ocean and mechanical engineering, and nursing.					
Avg. SAT Score (for 3 subtests)	4% <sup>1</sup>	1,598	1,600	1,600	1,600
Avg. High School GPA	3%	3.4	3.5	3.5	3.5
Professional/Licensure Exam First-time Pass Rates <sup>2</sup> (Note: Med School grads will take exam in 2014-15)					
Exams Above National/State Benchmark	n/a	1	1	1	2
Exams Below National/State Benchmark	n/a	0	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>		<b>2</b>	<b>0</b>	<b>1</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	5%	79%	78%	81%	82%
FTIC Graduation Rates					
In 4 years (or less)	2%	15%	17%	18%	19%
In 6 years (or less)	2%	41%	40%	42%	46%
AA Transfer Graduation Rates					
In 2 years (or less)	-5%	22%	24%	25%	27%
In 4 years (or less)	-5%	61%	62%	64%	65%
Percent of Bachelor's Degrees Without Excess Hours	-12%	59%	59%	59%	59%
Average Time to Degree (for FTIC)	0.1 yr	5.1 yrs	5.0 yrs	4.9 yrs	4.8 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>3</b>		<b>4</b>	<b>6</b>	<b>6</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	13%	4,892	5,310	5,500	5,700
Percent of Bachelor's Degrees in STEM	23%	20%	22%	24%	26%
Graduate Degrees Awarded	18%	1,405	1,654	1,760	2,020
Percent of Graduate Degrees in STEM	13%	18%	18%	19%	20%
Percent of Baccalaureate Graduates Employed in Florida	n/a	67% <sup>3</sup>	n/a	68%	69%
Percent of Baccalaureate Graduates Continuing their Education in Florida	n/a	17% <sup>3</sup>	n/a	18%	19%
Annual Gifts Received (\$M)	-11.5%	\$ 9.4 M	\$ 11.4 M	\$ 11.9 M	\$ 12.5 M
Endowment (\$M)	5.8%	\$ 172.2 M	\$ 188.0 M	\$ 200.0 M	\$ 210.0 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>		<b>5</b>	<b>x</b>	<b>x</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>10</b>		<b>11</b>	<b>x</b>	<b>x</b>

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP. \*5-yr. trend year date ranges may vary.





## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
Faculty Awards	67%	3	4	5	6
National Academy Members	0%	2	2	2	3
Number of Post-Doctoral Appointees*	-25%	12	14	16	18
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	0 of 8	1 of 8	1 of 8	1 of 8
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>1</b>		<b>3</b>	<b>2</b>	<b>3</b>
<b>Operational Efficiency</b>					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
<b>Return on Investment</b>					
Total Research Expenditures (\$M) <i>(includes non-Science &amp; Engineering disciplines)</i>	13%	\$ 44.5 M	\$ 40.0 M	\$ 65.7 M	\$ 86.4 M
Science & Engineering Research Expenditures (\$M)	8.3%	\$ 26.4 M	\$ 24.0 M	\$ 40.2 M	\$ 51.8 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	20.4%	\$ 18.1 M	\$ 16.0 M	\$ 25.5 M	\$ 34.6 M
Percent of Research Expenditures funded from External Sources	1%	87%	85%	86%	87%
Patents Issued	-25%	3	4	4	4
Licenses/Options Executed	-50%	2	8	10	10
Licensing Income Received (\$M)	-49%	\$0.007M	\$ 0.112 M	\$ 0.2 M	\$ 0.3 M
Number of Start-up Companies	-67%	2	2	3	4
National Rank is Higher than Predicted by the Financial Resources Ranking <i>(based on U.S. News &amp; World Report)</i>	n/a	Nat. Rank & Fin. Rank	n/a	n/a	n/a
Research Doctoral Degrees Awarded	48%	108	91	120	140
Professional Doctoral Degrees Awarded	n/a	9	12	15	82
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>		<b>4</b>	<b>9</b>	<b>8</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>6</b>		<b>7</b>	<b>11</b>	<b>11</b>

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



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Bachelors Degrees Awarded to Minorities	33%	2,283	2,527	2,653	2,785
Percent of Course Sections Offered via Distance and Blended Learning	3.5%*	9.6%	11.7%	15%	15%
Percentage of Undergraduate Students Participating in Identified Community and Business Engagement Activities (volunteer, service learning, co-op, and internships)	n/a	16.2%	15.5%	15.9%	16%

Note: An asterisk (\*) indicates that 3 year trend (2008-09 to 2011-12).

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.** The growth of our new College of Medicine remains a major university priority. Provisional accreditation has been achieved and full accreditation by LCME is a critical objective. Another objective is to increase the number of students supported by scholarships through philanthropy. A third goal is to develop four new residency programs over the next three to five years through the Graduate Medical Education Consortium of five local hospitals. The College of Medicine plans to hire eight faculty this year for both education and research. Lastly, the College aims to establish a clinical practice in conjunction with local area hospitals and clinics and is planning to have at least five faculty providing clinical care by the end of the 2012-2013 academic year.

Metric

Faculty working in community clinics	n/a	0	6	10	13
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Please note: As requested by the Strategic Planning Committee of the Florida Board of Governors at its June 19, 2013 meeting, additional metrics for Goal 1, one of two optional institution-specific goals identified by Florida Atlantic University, are provided in a supplement that is attached as the last page of this document.



**Goal 2.** FAU's Harbor Branch Oceanographic Institute's strategic plan identified research and education initiatives for the next few years. Goals associated with these initiatives include: a) sponsorship of national and regional workshops on estuarine observing systems in support of the Indian River Lagoon Observatory; b) hiring faculty that can contribute to the research initiatives; c) enhancing educational programs by developing advanced degrees in marine science in collaboration with the Charles E. Schmidt College of Science and completing an analysis of potential to expand undergraduate programs; d) beginning a fundraising program for our research initiatives.

Metric					
Faculty	n/a	0	2	3	3
Non-FAU students in Semester by the Sea	n/a	0	0	2	5



## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimate	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 180.7	\$ 165.4	\$ 169.3	\$ 144.7	\$ 105.1	n/a
Tuition	\$ 70.8	\$ 79.6	\$ 91.2	\$ 104.7	\$ 116.3	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 251.6</b>	<b>\$ 245.0</b>	<b>\$ 260.6</b>	<b>\$ 249.4</b>	<b>\$ 221.4</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 12.8	n/a
Tuition	\$ 0	\$ 0	\$ 0	\$ 1.9	\$ 4.1	n/a
<b>TOTAL HSC</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 1.9</b>	<b>\$ 16.9</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	n/a
Tuition	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	n/a
<b>TOTAL IFAS</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 251.6</b>	<b>\$ 245.0</b>	<b>\$ 260.6</b>	<b>\$ 251.3</b>	<b>\$ 238.4</b>	<b>n/a</b>

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	\$ 91.3	\$ 81.7	\$ 80.4	\$ 78.6	\$ 90.1	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	\$ 54.8	\$ 48.8	\$ 47.9	\$ 48.7	\$ 56.1	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	\$ 141.3	\$ 165.9	\$ 194.3	\$ 215.1	\$ 218.3	n/a
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#### Faculty Practice Plans

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

Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 336.9	n/a
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<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$ 287.4</b>	<b>\$ 296.4</b>	<b>\$ 322.7</b>	<b>\$ 342.4</b>	<b>\$ 364.5</b>	<b>n/a</b>
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<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$ 539.1</b>	<b>\$ 541.5</b>	<b>\$ 583.5</b>	<b>\$ 593.7</b>	<b>\$ 939.8</b>	<b>n/a</b>
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## FISCAL INFORMATION (continued)

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

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
<b>Base Tuition</b>	\$3,099.60	\$3,099.60	\$3152.10	\$3,152.10	\$3,152.10
<b>Tuition Differential Fee</b>	\$642.62	\$1,203.90	\$1,203.90	\$1,203.90	\$1,203.90
<b>Percent Increase</b>	15%	15%	1.2%	0%	0%
<b>Required Fees<sup>1</sup></b>	\$1,741.10	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50
<b>TOTAL TUITION AND FEES</b>	<b>\$5,483.30</b>	<b>\$6,140.00</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,196.50</b>

Note 1: 2013-14 and beyond includes CPI statutory tuition increase (1.71% or \$1.75 per credit hour), pending BOT approval prior to the Fall 2013 semester.

Note 2: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
<b>Percent of Bachelor's Recipients with Debt</b>	47%	47%	49%	51%	53%
<b>Average Amount of Debt</b> <i>for Bachelor's who have graduated with debt</i>	\$18,185	\$19,022	\$18,579	\$19,582	\$20,380
<b>Student Loan Cohort Default Rate (2nd Year)</b>	4.8%	5.3%	5.6%	n/a	n/a
<b>Student Loan Cohort Default Rate (3rd Year)</b>	7.6%	8.5%	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
<b>ON-CAMPUS</b>	\$4,761	\$1,203	\$11,353	\$1,822	\$2,128	<b>\$21,267</b>
<b>AT HOME</b>	\$4,761	\$1,203	\$1,354	\$3,207	\$2,128	<b>\$12,653</b>

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
Below \$40,000	4,743	41%	\$11,667	\$(3,524)	\$7,201	\$3,978	
\$40,000-\$59,999	1,294	11%	\$13,474	\$(948)	\$4,633	\$3,624	
\$60,000-\$79,999	993	9%	\$15,340	\$993	\$2,714	\$3,797	
\$80,000-\$99,999	735	6%	\$15,685	\$1,247	\$2,463	\$3,820	
\$100,000 Above	2,319	20%	\$16,312	\$1,583	\$2,176	\$2,768	
Missing	1,553	13%	n/a	\$3,076	\$310	\$87	
<b>TOTAL</b>	<b>11,637</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$13,622</b>	<b>\$(652)</b>	<b>\$4,312</b>	<b>\$3,153</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



**FISCAL INFORMATION (continued)  
TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013**

Effective Date	
University Board of Trustees approval date:	June 11, 2013
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	n/a
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	n/a
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$40.13
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0%
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$0
Total differential fee revenue generated in 2013-14 (projected):	\$0
Intended Uses	
Describe how the revenue will be used. FAU is not requesting an increase in the tuition differential for 2013-14.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
N/A	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
N/A	





## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

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

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
To ensure access, degree completion, meet student Demand, continue FTE goals, and augment advising	FTE production is estimated to be increased by 2.4% despite Budget reductions by the State of Florida
<b>Additional Detail, where applicable:</b>	
Total Number of Faculty Hired or Retained (funded by tuition differential):	155
Total Number of Advisors Hired or Retained (funded by tuition differential):	9
Total Number of Course Sections Added or Saved (funded by tuition differential):	930
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
To augment existing need-based funds	\$5,639,027 is estimated to be added to the Financial Aid need-based pool of funds for students.
<b>Additional Information (estimates as of April 30, 2013):</b>	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,299
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,700
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	48
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	3,266



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

<b>University Tuition Differential</b>	<b>Estimated Actual*</b>	<b>Estimated</b>
Budget Entity: 48900100 (Educational & General)	<b>2012-13</b>	<b>2013-14</b>
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<b><u>FTE Positions:</u></b>		
Faculty	154.45	158.00
Advisors	8.90	9.00
Staff	16.60	17.00
Total FTE Positions:	179.95	184.00
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 18,796,755	19,172,690
Interest Revenue - Current Year	281,951	287,590
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 19,078,706	\$ 19,460,280
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 13,439,681	\$ 13,708,473
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	5,639,027	5,751,807
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 19,078,708	\$ 19,460,280
<b>Ending Balance Available:</b>	\$ -	\$ -
*Since the 2012-13 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



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

University: Florida Atlantic University							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>							
* Base Tuition - (1.71% for 2013-14 and 0% for FY15, FY16, FY17)	95.67	103.32	103.32	105.07	105.07	105.07	105.07
Tuition Differential (no more than 15%)	12.80	21.42	40.13	40.13	40.13	40.13	40.13
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>108.47</b>	<b>124.74</b>	<b>143.45</b>	<b>145.20</b>	<b>145.20</b>	<b>145.20</b>	<b>145.20</b>
% Change		15.0%	15.0%	1.2%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$4.76	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.96	\$11.96	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32
Health	\$8.97	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42
Athletic	\$16.45	\$16.45	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27
Transportation Access							
Technology <sup>1</sup>	\$4.42	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	<b>\$51.34</b>	<b>\$52.91</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$159.81</b>	<b>\$177.65</b>	<b>\$199.54</b>	<b>\$201.29</b>	<b>\$201.29</b>	<b>\$201.29</b>	<b>\$201.29</b>
% Change		11.2%	12.3%	0.9%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access	\$64.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$64.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>
% Change		18.5%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,254.10</b>	<b>\$3,742.20</b>	<b>\$4,303.50</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,670.00</b>	<b>\$1,741.10</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$4,924.10</b>	<b>\$5,483.30</b>	<b>\$6,140.00</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>
\$ Change		\$559.20	\$656.70	\$52.50	\$0.00	\$0.00	\$0.00
% Change		11.4%	12.0%	0.9%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$423.41	\$457.28	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$25.95	\$27.90	\$29.85	\$29.85	\$29.85	\$29.85	\$29.85
<b>Total per credit hour</b>	<b>\$449.36</b>	<b>\$485.18</b>	<b>\$523.71</b>	<b>\$523.71</b>	<b>\$523.71</b>	<b>\$523.71</b>	<b>\$523.71</b>
% Change		8.0%	7.9%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$15,956.40</b>	<b>\$17,460.60</b>	<b>\$19,119.30</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,448.50</b>	<b>\$2,578.10</b>	<b>\$2,732.00</b>	<b>\$2,732.00</b>	<b>\$2,732.00</b>	<b>\$2,732.00</b>	<b>\$2,732.00</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$18,404.90</b>	<b>\$20,038.70</b>	<b>\$21,851.30</b>	<b>\$21,903.80</b>	<b>\$21,903.80</b>	<b>\$21,903.80</b>	<b>\$21,903.80</b>
\$ Change		\$1,633.80	\$1,812.60	\$52.50	\$0.00	\$0.00	\$0.00
% Change		8.9%	9.0%	0.2%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
	\$8,894.00	\$9,071.88	\$9,344.01	\$9,624.36	\$9,913.09	\$10,210.48	\$10,516.80
\$ Change		\$177.88	\$272.13	\$280.35	\$288.73	\$297.39	\$306.31
% Change		2.0%	3.0%	3.0%	3.0%	3.0%	3.0%

<sup>1</sup> can be no more than 5% of tuition.

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

<sup>2</sup> limited in statute.

<sup>4</sup> combine the most popular housing and dining plans provided to students

\* Statutory CPI Increase for 2013-14, pending FAU BOT approval prior to the Fall 2013 semester. Amount of Increase (\$1.75 per credit hour) to be offset by waiver to student.



## ENROLLMENT PLANNING

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

	5 YEAR TREND <i>(2006-07 to 2011-12)</i>	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	34%	11,079	46%	11,469	47%	11,784	48%	12,108	48%
FTIC (Profile Admit)	-11%	357	1%	263	1%	263	1%	263	1%
AA Transfers*	35%	6,584	27%	7,441	30%	7,441	30%	7,441	30%
Other Transfers	-9%	5,995	25%	5,288	22%	5,288	21%	5,288	21%
<b>Subtotal</b>	<b>19%</b>	<b>24,015</b>	<b>100%</b>	<b>24,461</b>	<b>100%</b>	<b>24,776</b>	<b>100%</b>	<b>25,100</b>	<b>100%</b>
<b>GRADUATE STUDENTS</b>									
Master's	22%	3,465	82%	3,676	82%	3,786	82%	3,900	82%
Research Doctoral	13%	746	18%	791	18%	815	18%	839	18%
Professional Doctoral	n/a	40	1%	42	1%	43	1%	45	1%
<b>Subtotal</b>	<b>21%</b>	<b>4,251</b>	<b>100%</b>	<b>4,509</b>	<b>100%</b>	<b>4,644</b>	<b>100%</b>	<b>4,784</b>	<b>100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>-51%</b>	<b>983</b>		<b>786</b>		<b>786</b>		<b>786</b>	
<b>MEDICAL</b>	<b>n/a</b>	<b>64</b>		<b>192</b>		<b>256</b>		<b>256</b>	
<b>TOTAL</b>	<b>14%</b>	<b>29,313</b>		<b>29,948</b>		<b>30,462</b>		<b>30,926</b>	

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

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

	4 YEAR TREND <i>(2008-09 to 2011-12)</i>	2011-12 ACTUAL FTE	% of TOTAL	2013-14 PLANNED FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	77%	1,057	7%	1,169	7%	1,379	9%	1,517	9%
HYBRID (50%-79%)	352%	253	2%	94	1%	106	1%	117	1%
TRADITIONAL (<50%)	10%	13,774	91%	14,583	92%	14,599	90%	14,697	90%
<b>TOTAL</b>	<b>15%</b>	<b>15,084</b>	<b>100%</b>	<b>15,846</b>	<b>100%</b>	<b>16,084</b>	<b>100%</b>	<b>16,331</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	6%	453	20%	479	21%	503	22%	505	21%
HYBRID (50%-79%)	63%	49	2%	51	2%	58	3%	60	3%
TRADITIONAL (<50%)	6%	1,728	78%	1,739	77%	1,769	75%	1,803	76%
<b>TOTAL</b>	<b>7%</b>	<b>2,230</b>	<b>100%</b>	<b>2,269</b>	<b>100%</b>	<b>2,330</b>	<b>100%</b>	<b>2,368</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1 <sup>st</sup> Year Estimated 2013-14	2 <sup>nd</sup> Year Planned 2014-15	3 <sup>rd</sup> Year Planned 2015-16	4 <sup>th</sup> Year Planned 2016-17	5 <sup>th</sup> Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	4,461	6,240	4,461	6,458	6,684	6,918	7,160	7,411	3.7%
UPPER	7,910	8,371	7,910	8,663	8,663	8,663	8,663	8,663	%
GRAD I	1,764	1,654	1,764	1,687	1,721	1,755	1,790	1,826	2%
GRAD II	194	283	194	291	300	309	319	328	3%
<b>TOTAL</b>	<b>14,329</b>	<b>16,548</b>	<b>14,329</b>	<b>17,099</b>	<b>17,368</b>	<b>17,645</b>	<b>17,932</b>	<b>18,288</b>	<b>2%</b>
<b>Non- Resident</b>									
LOWER	n/a	336	n/a	348	360	372	385	399	3.7%
UPPER	n/a	364	n/a	376	376	376	376	376	%
GRAD I	n/a	181	n/a	185	188	192	196	200	2%
GRAD II	n/a	102	n/a	105	108	111	115	118	3%
<b>TOTAL</b>	<b>910</b>	<b>983</b>	<b>910</b>	<b>1,014</b>	<b>1,032</b>	<b>1,051</b>	<b>1,072</b>	<b>1,093</b>	<b>2%</b>
<b>TOTAL</b>									
LOWER	n/a	6,576	n/a	6,806	7,044	7,291	7,546	7,810	3.7%
UPPER	n/a	8,734	n/a	9,040	9,040	9,040	9,040	9,040	%
GRAD I	n/a	1,836	n/a	1,872	1,909	1,947	1,986	2,026	2%
GRAD II	n/a	384	n/a	397	421	421	433	446	3%
<b>TOTAL</b>	<b>15,239</b>	<b>17,530</b>	<b>15,239</b>	<b>18,115</b>	<b>18,414</b>	<b>18,699</b>	<b>19,005</b>	<b>19,322</b>	<b>2%</b>
<b>TOTAL (US FTE)</b>	<b>20,319</b>	<b>23,373</b>	<b>20,319</b>	<b>24,093</b>	<b>24,491</b>	<b>24,870</b>	<b>25,277</b>	<b>25,698</b>	<b>2%</b>

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	103	106	154	154	205	205	205	205	%
NON-RESIDENT	25	21	38	38	51	51	51	51	%
<b>TOTAL</b>	<b>128</b>	<b>127</b>	<b>192</b>	<b>192</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>6.6%</b>
<b>Dentistry</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>TOTAL</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>%</b>
<b>Veterinary</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>TOTAL</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>%</b>
<b>Pharmacy</b>									
FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>TOTAL</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>%</b>







## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
<b>Academic Quality</b>	
<b>National Ranking for University and Program(s)</b>	Describe plans for increasing national preeminence of University and select programs.
<b>Avg. SAT Score (for 3 subtests)</b>	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b> Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
<b>Percent of Undergraduate Seniors Participating in a Research Course</b>	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
<b>Operational Efficiency</b>	
<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Percent of Bachelor's Degrees Without Excess Hours</b>	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, <i>F.S.</i> ) as a percentage of catalog hours required for the students major.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.





Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
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 <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) 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 <a href="#">link</a> .
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 <a href="#">link</a> .
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 <a href="#">link</a> .



<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100 for research expenditures</b>	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 <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	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 <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; 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.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .



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June 19, 2013

## Memorandum

To: Florida Board of Governors

From: Brenda J. Claiborne  
Provost and Chief Academic Officer

Subject: Supplement to FAU's 2013-14 Work Plan

As stated under *Institution Specific Goals* in FAU's 2013-14 Work Plan, the growth of FAU's new College of Medicine remains a priority. Here we are submitting a supplement to FAU's 2013-14 Work Plan that specifies additional metrics under this goal, as discussed at today's meeting of the Strategic Planning Committee of the Board of Governors. We appreciate the Governors' interest in our Medical School and look forward to reporting our progress on these metrics.

### Additional Metrics

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013- 14 GOALS	3 YEAR GOALS (2015-16)
Number of Medical Students Enrolled	n/a	64	127	190	256
Full-time Faculty *	n/a	49	57	63	78
Residency Programs Approved	n/a	0	1	3	5

\*Excludes clinical affiliate faculty (approximately 900) and part-time faculty

Questions were also raised regarding FAU's relationship with Scripps Florida. FAU is deeply committed to this partnership and will work to recruit students for this landmark joint M.D./Ph.D. degree program. Additionally, we are committed to work closely with Scripps to regularly evaluate the partnership to ensure its continued growth and success.