

UNF

2012-13 Work Plan



University of North Florida

Work Plan Presentation for 2012-13 Board of Governors Review



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 2012-13 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

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

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



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

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

- **EXPANSION**

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

- **ENHANCEMENT**

Beginning fall 2012, UNF will require on-campus housing for freshmen. Effort will now be focused on developing a robust First Year Experience program and on further enriching the undergraduate learning experience towards the goal of improving retention and graduation rates.

UNF has developed particular strength in areas that correspond to major regional economic drivers including health care, transportation, and financial services. It will seek to enhance each of these areas through a strategic allocation of new resources and a deliberate reallocation of existing resources, multidisciplinary collaboration, and the pursuit of external support in the form of contracts and grants and endowments.

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

- **COLLABORATION**

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

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



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

UNF offers its undergraduate students a singular educational experience. By virtue of its smaller size UNF is able to provide a communal atmosphere that is optimal for students who enjoy and benefit from a more intimate learning environment than they would experience at most other institutions in the SUS. Required on-campus freshman housing, an integrated First Year Experience program, smaller classes both at the lower and upper levels, and TLOs, all serve to maximize opportunities for students to work and study directly with faculty who are committed to student learning as their highest priority. The challenge UNF faces will be to preserve this environment in the face of reduced resources and the pressure on every institution to increase efficiency in degree production.

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

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

The numerous collaborations outlined in the preceding section constitute another strength of the university. As the region's exclusive public university, UNF plays a unique role in advancing the quality of life in the greater metropolitan area. Approximately, 70% of UNF's 65,000 graduates live and work in the region, more than the number of UF and FSU graduates combined, confirming how critical UNF is to regional workforce development. As UNF becomes more sharply focused on job creation, it will seek to further integrate theoretical university-based and "authentic" on-site learning to help make the transition between study and employment as seamless as possible.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

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

1. Enriched undergraduate learning. While UNF is committed to offering strong and relevant master's and doctoral graduate programs, the great majority of UNF's students are undergraduates and quality undergraduate education grounded on a liberal arts core will always remain among the highest institutional priorities. To that end, in addition to implementing required on-campus living for freshmen and a robust First Year Experience program, UNF also has adopted National Center for Academic Transformation (NCAT) strategies to transform gatekeeper into gateway courses; developed UNF Writes, an initiative led by the Department of English to embed writing across the curriculum; and perhaps most importantly, UNF has established an extensive program of Transformational Learning Opportunities (TLOs) which has quickly become a hallmark of the UNF educational experience. TLOs are available to all students, many of whom receive support to facilitate their participation. While the TLO program provides a broad spectrum of opportunities to students, in one of its aspects it has been extended under the aegis of the university's commitment to community engagement to form



the basis of UNF's SACS Quality Enhancement Plan, the theme of which is Community-Based Transformational Learning. Over the next three years the university will also focus TLOs on internships and undergraduate research in order to improve their readiness for transition to professional or graduate careers. This initiative has a direct bearing on **Academic Quality** (as it clearly impacts student learning) and **Return on Investment** (as students will be better prepared for entry into the workforce).

2. Constellations of excellence and relevance. UNF will seek to advance existing program strengths in areas that correspond to significant regional economic activity or environmental distinction: health care and biomedical science; commerce; and coastal science. It will pursue advancement through the allocation of strategic positions (as one case in point, our coastal programs in engineering and biology would both benefit from the addition of a coastal geologist), and through capitalizing on opportunities for synergy (again, as a case in point, the Coggin College of Business is developing a Center for Sustainable Business Practices that will draw on the expertise from across our university and community). This initiative will contribute to **Academic Quality** through enhancement of the breadth and depth of academic programs, and to **Return on Investment**, since these constellations are all in areas that directly impact the regional economy and quality of life.

3. Distance Learning. In response to student demand and faculty interest, UNF is embracing opportunities made available through new technologies to complement its traditional course offerings. UNF only chose to implement a DL fee beginning in fall, 2011. Having done so, it now has a predictable revenue stream that will enable UNF to develop the infrastructure necessary to support an expansion of distance learning courses and programs. Such expansion will be 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. This initiative contributes to **Academic Quality** (by virtue of its impact on student learning); **Return on Investment** (by virtue of its contribution to student retention and progress toward degree completion); and **Operational Efficiency** (by maximizing classroom utilization and technological resources).



KEY PERFORMANCE INDICATORS

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

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	5 YEAR TREND (05-06 to 10-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Academic Quality					
National Ranking for University and Programs					
Strategic reinvestment of funding such as targeted allocation of flagship monies, transfer of faculty lines from lower priority programs to higher priority "constellation" programs (commerce, healthcare & health administration, coastal studies), and institutional initiatives such as Freshmen Year Experience and NCAT redesign efforts to improve critical metrics which contribute to accountability reports and rankings in publications such as Princeton Review, Forbes, US News.					
Avg. SAT Score	1.8%	1,767	1,776	1,788	1,804
Avg. High School GPA (on 4.0 scale)	5.2%	3.79	3.84	3.87	3.90
Professional/Licensure Exam First-time Pass Rates ²					
Exams Above National/State Benchmark	0%	1	1	2	2
Exams Below National/State Benchmark	n/a	1	1	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2012.			
SUBTOTAL OF IMPROVING METRICS	2	2	4	4	4
Operational Efficiency					
Freshman Retention Rate	1.3%	81%	82%	83%	85%
FTIC Graduation Rates					
In 4 years (or less)	-1.0%	20%	21%	22%	24%
In 6 years (or less)	4.5%	49%	50%	51%	53%
AA Transfer Graduation Rates					
In 2 years (or less)	0%	32%	33%	34%	36%
In 4 years (or less)	-2.7%	63%	64%	65%	67%
Percent of Bachelor's Degrees Without Excess Hours	n/a	Board staff is currently updating the methodology for this metric.			
SUBTOTAL OF IMPROVING METRICS	2	5	5	5	5
Return on Investment					
Bachelor's Degrees Awarded	27%	2,992	3,142	3,299	3,637
Percent of Bachelor's Degrees in STEM	1.5%	14%	15%	16%	18%
Graduate Degrees Awarded	16%	595	613	631	670
Percent of Graduate Degrees in STEM	1.4%	5%	5%	6%	6%
Percent of Baccalaureate Graduates Employed in Florida	-5.0%	n/a	71%	72%	73%
Percent of Baccalaureate Graduates Continuing their Education (in FL)	7.7%	14%	15%	15%	15%
Annual Gifts Received (\$M)	-32.7%	10.9	8.0	9.0	10.0
Endowment (\$M)	-12.8%	77.4	77.0	80.0	90.0
SUBTOTAL OF IMPROVING METRICS	5	4	7	6	6
TOTAL OF IMPROVING METRICS	9	11	16	15	15

Notes: (1) SAT trends are based on 3 year average, (2) Professional licensure pass rates are based on the 2010-11 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2009-10 data from FETPIP.



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

	5 YEAR TREND (2005-06 to 2010-11)	2010-11 ACTUAL	2011-12 ESTIMATES	2012-13 GOALS	3 YEAR GOALS (2014-15)
Metric #1: Percent of Course Sections Offered via Distance and Blended Learning	3.4%	5.2%	6.6%	8.2%	12%
Metric #2: Bachelor's Degrees in Areas of Strategic Emphasis	28%	1,001	1,049	1,101	1,206
Metric #3: Freshman in Top 10% of Graduating High School Class	-1%	22%	27%	28%	30%

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. Consistent with its adoption of mandatory freshmen housing and a robust Freshmen Year Experience program, UNF is intent upon improving average time to degree of its Full time In College (FTIC) cohorts

Metric: Average Time to Degree for FTICs	5%	4.6	4.5	4.4	4.2
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Goal 2. Seek and/or Maintain and strengthen Carnegie's Community Engagement Classification as evidenced by increased numbers of students involved in internships.

Metric 2.1: Percentage of Upper Division Undergraduates Participating in Internships	0%	16%	15%	16%	18%
Metric 2.2: Number of Upper Division Undergraduates Participating in Internships	13%	1,772	1,765	1,809	1,854



OPERATIONS



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimated	2012-13 Appropriations
Education & General – Main Operations						
State Funds	\$90.9	\$84.5	\$80.4	\$82.5	\$71.2	\$66.0
Tuition & Fees	\$39.7	\$40.3	\$48.0	\$53.0	\$56.7	n/a
TOTAL MAIN OPERATIONS	\$130.5	\$124.8	\$128.4	\$135.6	\$127.9	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds	\$0	\$0	\$0	\$0	\$0	\$0
Tuition	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL HSC	\$0	\$0	\$0	\$0	\$0	\$0
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds	\$0	\$0	\$0	\$0	\$0	\$0
Tuition	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL IFAS	\$0	\$0	\$0	\$0	\$0	\$0
EDUCATION & GENERAL TOTAL REVENUES	\$ 130.5	\$ 124.8	\$ 128.4	\$ 135.6	\$ 127.9	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 2012-13 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	\$32.7	\$34.2	\$37.1	\$38.5	\$39.8	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	\$13.0	\$10.8	\$12.3	\$13.7	\$11.9	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	\$42.4	\$43.6	\$52.3	\$60.0	\$61.1	n/a
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Faculty Practice Plans

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

Revenues	\$0	\$0	\$0	\$0	\$0	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES	\$88.1	\$88.6	\$101.7	\$112.1	\$112.8	n/a
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UNIVERSITY REVENUES GRAND TOTAL	\$218.6	\$213.4	\$230.2	\$247.7	\$240.7	n/a
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FISCAL INFORMATION (continued)

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

	FY 2010-11 ACTUAL	FY 2011-12 ACTUAL	FY 2012-13 REQUEST	FY 2013-14 PLANNED	FY 2014-15 PLANNED
Base Tuition	\$2,870.10	\$3,099.60	\$3,099.60	\$3,099.60	\$3,099.60
Tuition Differential Fee	\$384.00	\$642.60	\$1,203.90	\$1,849.43	\$2,591.78
Percent Increase	15%	15%	15%	15%	15%
Required Fees ¹	\$1,657.50	\$1,884.60	\$2,006.40	\$2,127.24	\$2,251.12
TOTAL TUITION AND FEES	\$4,911.60	\$5,626.80	\$6,309.90	\$7,076.27	\$7,942.50

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2007-08 ACTUAL	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ESTIMATE
Percent of Bachelor's Recipients with Debt	42%	42%	40%	43%	41%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,595	\$15,365	\$15,608	\$16,572	\$16,069
Student Loan Cohort Default Rate (2nd Year)	4.2%	3.6%	5.6%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	6.7%	6.8%	8.3%	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 2011-12)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,580	\$1,000	\$8,452	\$1,629	\$2,349	\$19,010
AT HOME	\$5,580	\$1,000	\$4,144	\$1,629	\$2,349	\$14,702

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2011-12)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	2,212	33%	\$9,929	\$(3,379)	\$8,412	\$4,383
\$40,000-\$59,999	803	12%	\$12,084	\$(1,034)	\$6,030	\$3,428
\$60,000-\$79,999	701	11%	\$14,657	\$1,527	\$3,400	\$3,931
\$80,000-\$99,999	694	11%	\$14,866	\$1,894	\$3,071	\$3,302
\$100,000 Above	2,013	32%	\$15,576	\$2,239	\$2,671	\$2,607
Missing	85	1%	\$14,881	\$1,788	\$3,090	\$772
TOTAL	6,508	100%	AVERAGE \$12,807	\$(194)	\$5,163	\$3,505

Notes: This data only represents Fall and Spring financial aid data, and is accurate as of March 31, 2012. Please note that small changes to Spring 2012 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 REQUEST FOR 2012-13**

Effective Date	
University Board of Trustees Approval Date:	March 20, 2012
Implementation Date (month/year):	August, 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University of North Florida campus
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$5,507,596
Total differential fee revenue generated in 2012-13 (projected):	\$10,016,245
Intended Uses	
Describe how the revenue will be used.	
The funds will be used to (a) maintain 49 lines covered in 2011-2012, (b) fund 58 new and continuing faculty positions, and (c) provide need-based financial aid for 900 or more students. Funding the faculty lines is imperative to offering a full course schedule for current and new students.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Without the 58 lines, 348 class sections would need to be canceled for next year's schedule and we would be unable to meet the needs of over 870 full time students.	
Request to Modify or Waive Tuition Differential Uses	
(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	



FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Maintain lines funded through prior tuition differential funds and additional funding.	48 positions were funded from tuition differential increase
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	48
Total Number of Advisors Hired or Retained (funded by tuition differential):	
Total Number of Course Sections Added or Saved (funded by tuition differential):	288
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Jacksonville Commitment	\$808,726 were expended in need-based aid for students from Duval County
General university-funded need-based aid	\$561,175 were expended on general need-based aid programs
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	412 students received aid through these funds
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	The mean per-student allocation was \$3,325
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	The smallest award given was \$456. This students also received other funds
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	The maximum award given was \$7,500. This student also received other funds.



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

STATE UNIVERSITY SYSTEM OF FLORIDA Tuition Differential Collections, Expenditures, and Available Balances University: University of North Florida Fiscal Year 2011-12 and 2012-13		
University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>	48.00	107.00
Faculty		
Advisors		
Staff		
Total FTE Positions:	48.00	107.00
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ (114,203)	\$ 827,053
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ (114,203)	\$ 827,053
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 5,507,596	10,016,245
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 5,507,596	\$ 10,016,245
<u>Expenditures</u>		
Salaries & Benefits	\$ 3,196,439	\$ 7,011,372
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	1,369,901	3,004,874
Expended From Carryforward Balance	-	827,053
**Other Category Expenditures	-	-
Total Expenditures:	\$ 4,566,340	\$ 10,843,298
Ending Balance Available:	\$ 827,053	\$ -
*Since the 2011-12 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: University of North Florida

	-----Actual-----			-----Projected-----			
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<u>Undergraduate Students</u>							
<u>Tuition:</u>							
Base Tuition - (0% inc. for 2013-14 to 2015-16)	\$88.59	\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)	5.74	\$12.80	\$21.42	\$40.13	\$61.65	\$86.39	\$114.85
Total Base Tuition & Differential per Credit Hour	\$94.33	\$108.47	\$124.74	\$143.45	\$164.97	\$189.71	\$218.17
% Change		15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$4.42	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Building/Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$6.76	\$8.76	\$10.76	\$12.76
Activity & Service	\$12.89	\$13.34	\$14.24	\$14.47	\$15.19	\$15.95	\$16.75
Health	\$6.17	\$9.51	\$9.51	\$9.76	\$10.25	\$10.76	\$11.30
Athletic	\$13.36	\$14.23	\$14.98	\$16.33	\$17.15	\$18.00	\$18.90
Transportation Access	\$3.85	\$3.85	\$3.85	\$4.08	\$4.08	\$4.08	\$4.08
Technology ¹	\$0.00	\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)			\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$45.45	\$55.25	\$62.82	\$66.88	\$70.91	\$75.04	\$79.27
Total Tuition and Fees per Credit Hour	\$139.78	\$163.72	\$187.56	\$210.33	\$235.88	\$264.75	\$297.44
% Change		17.1%	14.6%	12.1%	12.1%	12.2%	12.3%
<u>Fees (block per term):</u>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change							
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,949.03	\$5,691.38	\$6,545.09
Total Fees for 30 Credit Hours	\$1,363.50	\$1,657.50	\$1,884.60	\$2,006.40	\$2,127.24	\$2,251.12	\$2,378.20
Total Tuition and Fees for 30 Credit Hours	\$4,193.40	\$4,911.60	\$5,626.80	\$6,309.90	\$7,076.27	\$7,942.50	\$8,923.28
\$ Change		\$718.20	\$715.20	\$683.10	\$766.37	\$866.24	\$980.78
% Change		17.1%	14.6%	12.1%	12.1%	12.2%	12.3%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$425.02	\$425.02	\$425.02	\$459.02	\$495.74	\$535.40	\$578.23
Out-of-State Undergraduate Student Financial Aid ³	\$21.25	\$21.26	\$21.26	\$22.95	\$24.79	\$26.77	\$28.91
Total per credit hour	\$446.27	\$446.28	\$446.28	\$481.97	\$520.53	\$562.17	\$607.14
% Change		0.0%	0.0%	8.0%	8.0%	8.0%	8.0%
Total Tuition for 30 Credit Hours	\$2,829.90	\$3,254.10	\$3,742.20	\$4,303.50	\$4,949.03	\$5,691.38	\$6,545.09
Total Fees for 30 Credit Hours	\$14,751.63	\$15,045.90	\$15,273.00	\$16,465.53	\$17,743.10	\$19,116.25	\$20,592.54
Total Tuition and Fees for 30 Credit Hours	\$17,581.53	\$18,300.00	\$19,015.20	\$20,769.03	\$22,692.13	\$24,807.63	\$27,137.62
\$ Change		\$718.47	\$715.20	\$1,753.83	\$1,923.10	\$2,115.50	\$2,329.99
% Change		4.1%	3.9%	9.2%	9.3%	9.3%	9.4%
<u>Housing/Dining⁴</u>							
	\$7,872.00	\$8,293.00	\$8,732.53	\$8,994.51	\$9,264.34	\$9,542.27	\$9,828.54
\$ Change	\$0.00	\$421.00	\$439.53	\$261.98	\$269.84	\$277.93	\$286.27
% Change		5.3%	5.3%	3.0%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

² capped in statute.

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

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



ENROLLMENT PLANNING

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

	5 YEAR TREND (2005-06 to 2010-11)	2011-12 ACTUAL HEADCOUNT		2012-13 PLANNED HEADCOUNT		2013-14 PLANNED HEADCOUNT		3 YEAR (2014-15) PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-18%	1,888	40%	1,788	37%	1,888	36%	1,988	35%
FTIC (Profile Admit)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AA Transfers*	24%	1,518	32%	1,670	34%	1,837	34%	2,020	35%
Other Transfers	-22%	1,303	28%	1,433	29%	1,577	30%	1,734	30%
Subtotal	-11%	4,709	100%	4,891	100%	5,302	100%	5,742	100%
GRADUATE STUDENTS									
Master's	-18%	606	94%	606	94%	636	94%	668	94%
Research Doctoral	-14%	10	2%	10	2%	11	2%	11	2%
Professional Doctoral	-22%	29	4%	29	4%	30	4%	32	4%
Subtotal	-14%	645	100%	645	100%	677	100%	711	100%
NOT-DEGREE SEEKING	-6%	237		237		249		261	
MEDICAL	n/a	n/a		n/a		n/a		n/a	
TOTAL	-11%	5,591		5,773		6,228		6,714	

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

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

	5 YEAR TREND (2005-06 to 2010-11)	2011-12		2012-13		2013-14		3 YEAR (2014-15)	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	155%	560	6%	581	6%	657	7%	736	7%
HYBRID (50%-79%)	461%	98	1%	103	1%	124	1%	147	2%
TRADITIONAL (<50%)	4%	8,812	93%	8,978	93%	9074	92%	9168	91%
TOTAL	7%	9,470	100%	9,662	100%	9,855	100%	10,051	100%
GRADUATE									
DISTANCE (80%)	740%	88	9%	95	10%	107	11%	120	12%
HYBRID (50%-79%)	388%	61	6%	63	7%	76	8%	76	8%
TRADITIONAL (<50%)	3%	819	85%	781	83%	789	81%	797	80%
TOTAL	17%	968	100%	939	100%	972	100%	993	100%

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



ENROLLMENT PLANNING (continued)

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

	Funded 2011-12	Actual 2011-12	Funded 2012-13	Planned 2012-13	Planned 2013-14	3 Year Planned 2014-15	5 Year Planned 2016-17	5-Year Projected Average Annual Growth Rate
<i>Florida Resident</i>								
LOWER DIVISION	3,530	3,612	3,530	3,433	3,485	3,537	3,644	1.50%
UPPER DIVISION	5,244	5,620	5,244	5,936	6,084	6,236	6,552	2.50%
GRAD I	851	782	851	806	822	838	872	2.00%
GRAD II	125	131	125	129	132	134	164	4.96%
TOTAL	9,750	10,145	9,750	10,304	10,522	10,746	11,232	2.16%
<i>Not a Florida Resident</i>								
LOWER DIVISION	90	105	90	100	101	103	106	1.50%
UPPER DIVISION	104	114	104	120	123	126	133	2.50%
GRAD I	51	68	51	70	71	73	76	2.00%
GRAD II	5	6	5	6	6	6	8	4.96%
TOTAL	250	293	250	296	302	308	322	2.10%
<i>TOTAL</i>								
LOWER DIVISION	3,620	3,717	3,620	3,533	3,586	3,640	3,750	1.50%
UPPER DIVISION	5,348	5,734	5,348	6,056	6,207	6,363	6,685	2.50%
GRAD I	902	850	902	876	894	911	948	2.00%
GRAD II	130	137	130	135	138	140	172	4.96%
TOTAL	10,000	10,438	10,000	10,600	10,825	11,054	11,555	2.16%
TOTAL (US FTE)	13,333	13,917	13,333	14,133	14,433	14,739	15,406	2.16%

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.



ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2012-13 for Implementation

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						
Social Work	44.0701		FAMU, FAU, FGCU, FIU, FSU, UCF, USF T, UWF	No	54 FTE	Oct. 2012

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

ASL/English Interpreting	16.1603		None		41.8 FTE	Jan. 2013
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DOCTORAL PROGRAMS

Clinical Nutrition	51.3102		None		TBD	Jan. 2013
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New Programs To Be Considered by University in 2013-15 for Implementation

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
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BACHELOR'S PROGRAMS

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

Environmental Management	03.0103		FGCU, FIU	No	TBD	TBD
International Affairs	45.0901		FIU, FSU, UF	No	TBD	TBD
Social Work	44.0701		FAMU, FAU, FGCU, FIU, FSU, UCF, USF T, UWF	Yes (FSU)	TBD	TBD

DOCTORAL PROGRAMS



KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted and Registered FTIC (B,E) students.
Avg. HS GPA (on 4.0 scale)	The average HS GPA for Admitted and Registered FTIC (B,E) students.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2010-11 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2012 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term.
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	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 or is still enrolled in the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. Note: Students of degree programs longer than four years are included in the cohorts. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. Students with unreported gender are included.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	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 or is still enrolled in the second or fourth academic year. Both full-time and part-time students are used in the calculation. Note: Students of degree programs longer than four years are included in the cohorts. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	The percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. Excluding students with dual majors, this metric computes total academic credit as a percentage of catalog hours required for the students major (excluding remedial coursework). For the purposes of calculating excess hours, remedial credit hours includes up to 10 foreign language credit hours that are excluded for transfer students in Florida.



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



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).
Return on Investment	
Total Research Expenditures (\$M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey.
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds).
Patents Issued	The number of patents issued in the fiscal year as reported to AUTM.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported annually to the AUTM Licensing Survey. Each agreement is counted separately.
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.
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 AUTM Licensing Survey.
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 (see link , table 36 <i>minus</i> table 52).
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.
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually.