Florida Polytechnic University 2014-15 Work Plan

Florida Polytechnic University

Work Plan Presentation for 2014-15 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 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

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

Florida Polytechnic University's primary market segment is comprised of high-achieving, STEM-focused students and their parents. This includes high school, transfer and graduate students who meet or exceed the Florida Board of Governors minimum admissions requirements and demonstrate aptitude in STEM fields through their academic achievement and/or extracurricular involvement. Florida Polytechnic is capturing this segment by:

- Creating an industry-inspired curriculum wholly dedicated to hands-on learning and applied research in cutting-edge STEM concentrations,
- Establishing relationships with industry leaders who will serve on advisory boards, provide input on curriculum, participate in joint teaching and joint research programs, and provide internship and job opportunities to Florida Polytechnic students and graduates,
- Preparing and applying for regional accreditation at the earliest opportunity and taking all necessary steps to achieve accreditation as quickly as possible,
- Adopting a faculty model that attracts scholar-practitioners who are dedicated to teaching and applied research, leading to practical solutions to real-world problems,
- Implementing and maintaining the latest technology across campus, in learning and student living spaces,
- Encouraging a creative, entrepreneurial environment based on the University's five Guiding Principles: Continuous Innovation, Empowerment, Responsiveness, Collaboration, and Courage.

By successfully launching the strategies above, Florida Polytechnic University is already on track to achieve its recruitment goal for its inaugural class. The University expects to welcome 500 students in August 2014 who have an average SAT score of 1750 and an average GPA of 3.9 on a 4.0 scale. The University has established more than 50 industry partnerships with leading technology firms including giants like Microsoft, Harris Corporation and Lockheed Martin. The University expects to have 25 full-time faculty members with teaching, research, and industry experience when it opens in August 2014. In addition, 20 part-time faculty will be on board. The iconic campus building, the Innovation, Science and Technology Building, will feature five cutting-edge lab types: Super Computer and Student Data Center Lab, Entrepreneurship Lab, Media Lab, Visualization and Technology Collaboration Lab, and Rapid Application Development (RAD) Makerspace Lab.

Florida Polytechnic University will continue building on these strategies in the 2014-15 academic year in order to extend its reach and reputation nationally and internationally.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida Polytechnic University's greatest strength is that it is new.

The University needs to work hard to establish brand awareness, affinity and credibility in its early years. Fortunately, it already has a well-defined strategy for doing so with segments dedicated to regional accreditation, student and faculty recruitment, marketing, and campus development. The strength associated with the University's newness, however, far exceeds the challenges. As a new university, Florida Polytechnic has the unique opportunity to draw from centuries of academic best practices, while creating a modern academic environment designed to morph, scale, and evolve with the rapidly-changing technology of this era. From its campus to its curriculum, Florida Polytechnic is designed to continuously provide cutting-edge learning experiences.

In addition, the University has the following strengths to support its Mission and Vision:

- Membership in the highly-esteemed State University System of Florida,
- Strong academic and administrative leadership with strong academic experience,
- Avid support from industry-leading firms and community partners like Poly Vision,
- Passionate faculty and staff who possess entrepreneurial spirit and experience,
- Exclusivity as the only STEM-dedicated university in the SUS,
- Modern, attractive facilities with the latest technologies,
- Strategic location at the heart of Florida's I-4 High Tech Corridor,
- Expansion of economic development in the University's immediate surrounding area,
- Small class sizes and student-faculty ratios.

Because of these strengths, its newness, and its unique vision, Florida Polytechnic possesses the following opportunities:

- Change the education paradigm in favor of hands-on research, industry-inspired learning,
- Create both academic and scientific innovations,
- Contribute to the economic advancement of Polk County and the state of Florida,
- Attract international students and foster international business opportunities for Florida,
- Establish research centers supporting and strengthening Florida's I-4 High Tech Corridor,
- Extend the University's and Florida's reputation as a nationally recognized polytechnic university,

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. Academic Success Center

A key initiative for 2014-15 and beyond is student success. Student success is influenced by the student's personal goal to persist in his or her studies, as well as the University's commitment to academic quality and excellence in teaching.

In August 2014, Florida Polytechnic University will open the Academic Success Center. This Center will provide students with the necessary support to successfully navigate from freshman year to graduation.

The Academic Success Center (ASC) will provide academic advising, study skill training, tutoring resources, and career coaching services. ASC also will coordinate leadership opportunities through participation in professional organizations and honor societies.

The Academic Success Center will be focused on helping students achieve success in their studies and in meeting necessary academic requirements for graduation. The Center will support the full student experience, working to build student engagement and community. This will help with student retention and success.

2. Living-Learning Communities

A second key initiative to achieve high student retention rates is by developing living-learning communities, which extend education beyond the traditional classroom space. Living-learning communities (LLCs) will result from a collaboration between Academic Affairs and Student Affairs. The goal is to create communities of interest in order to carry learning outside of the classroom.

The LLCs will reinforce students' social networks by promoting and creating opportunities for collaborative learning in the students' living environment. Learning community coordinators and peer mentors will organize study groups, field trips, guest speakers, social activities, and community service projects. Talking to peers about homework or class projects, interacting with faculty via mentorships, and supportive residence hall environments all correlate with higher retention rates.

Florida Polytechnic's living-learning communities will create a venue where faculty and student affairs educators establish new and nontraditional opportunities for learning. LLCs at Florida Polytechnic will optimize residential living spaces for academic and social activities. The concept will encompass both an integrative course-based experience and a social support component in order to enhance academic success. Reports from the National Study of Living-Learning Programs indicate that retention rates are higher for university students who participate in living-learning communities.

At Florida Polytechnic University, LLCs will represent a move toward more holistic notions of student learning that take advantage of educational opportunities both in and out of the classroom, bringing lectures, academic talks and meet-ups with professors to students' living spaces. LLCs at Florida Polytechnic University also will have expressed learning objectives. The program will undergo annual assessments on how well objectives are met and how results are used to make improvements. The most common objectives across learning communities include improvement of academic skills, social adjustment, and career awareness and exploration.

3. Innovation and Research Labs

A third key initiative is to create an advanced technology environment for students, faculty, staff, and the community. This includes the technological design, development, and implementation of the new campus and our institute, the Florida Industrial and Phosphate Research Institute. The advanced technology environment includes the foundational infrastructure as well as data centers, cloud and virtualized environments, systems and SANs (storage area networks), data networking, research collaboration connectivity, and all related integration of new applications. The objectives are to support an excellent high-tech experience on campus, to improve learning outcomes, and to achieve regional accreditation by satisfying the online and on-premise usage cases.

Important to the success of this initiative is creating a teaching, research, and learning technology environment for the University's academic programs. This includes planning, designing, and creating the administrative and academic applications as well as the classroom technologies for faculty and students. The University embraces a bring-your-own-device (BYOD) philosophy in acknowledgement and support of the ever-evolving high-tech industry. Florida Polytechnic will support any and all desktop and mobile devices and will implement and integrate the necessary software and learning space control unit technology to do so. This will allow us to maintain a modern teaching-with-technology environment.

Our learning labs, called Innovation Labs, are STEM-focused. These include several labs that are strategically aligned with the Engineering and Innovation and Technology programs. The objective is to improve learning outcomes, enhance research, and encourage innovation. Initial Innovation Labs include the Supercomputing and Student Data Center, Media Lab, Entrepreneurship Lab, Visualization and Technology Collaboration Lab, and Rapid Application Development (RAD) Makerspace Lab.

PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2014-15 goals for approval.

N/A. As a new university, FL Poly must first establish baseline data.

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metrics Common To All Universities						
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation	%Δ	xx%	xx%	xx%	xx%	xx%
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	%Δ	$x,xxx	$x,xxx	$x,xxx	$x,xxx	$x,xxx
Average Cost per Bachelor's Degree [Instructional Costs to the University]	%Δ	$x,xxx	$x,xxx	$x,xxx	$x,xxx	$x,xxx
FTIC 6 year Graduation Rate [Includes full- and part-time students]	%Δ	xx%	xx%	xx%	xx%	xx%
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	%Δ	xx%	xx%	xx%	xx%	xx%
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	%Δ	xx%	xx%	xx%	xx%	xx%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	%Δ	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Graduate Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	%Δ	xx%	xx%	xx%	xx%	xx%
Freshmen in Top 10% of High School Graduating Class [for NCF only]	%Δ	xx%	xx%	xx%	xx%	xx%
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	n/a	xx%	xx%	xx%	xx%	xx%
Number of Faculty Awards [for FSU and UF only]	%Δ	xx%	xx%	xx%	xx%	xx%
Number of Top 50 Rankings in Select National Publications [for NCF only]	%Δ	xx%	xx%	xx%	xx%	xx%
Board of Trustees Choice Metric						
[University specific]	%Δ	xx%	xx%	xx%	xx%	xx%

Note: Metrics are defined in appendix.

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

The Board of Governors will consider the shaded 2014-15 goals for approval.

Goals Common to All Universities

Academic Quality

National Ranking for University and Programs

Describe plans for increasing national preeminence of University and select programs. Please Note: Because Florida Polytechnic University's inaugural class begins in August 2014, many of these metrics are n/a until students matriculate.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	%Δ	n/a	n/a	1,750	1,760	1,770
High School GPA	%Δ	n/a	n/a	3.9	3.9	3.9
Professional/Licensure Exam First-time Pass Rates[1]						
Exams Above Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
Exams Below Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
Operational Efficiency						
Freshman Retention Rate	%Δ	xx%	xx	xx	xx	xx
FTIC Graduation Rates						
In 4 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
In 6 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
AA Transfer Graduation Rates						
In 2 years (or less)	%Δ	n/a	n/a	n/a	17%	29%
In 4 years (or less)	%Δ	n/a	n/a	n/a	n/a	n/a
Average Time to Degree (for FTIC)	%Δ	n/a	n/a	n/a	n/a	n/a
Return on Investment						
Bachelor's Degrees Awarded	%Δ	n/a	n/a	-	15	59
Percent of Bachelor's Degrees in STEM	%Δ	n/a	n/a	%	100%	100%
Graduate Degrees Awarded	%Δ	n/a	n/a	-	5	32
Percent of Graduate Degrees in STEM	%Δ	n/a	n/a	%	100%	100%
Annual Gifts Received ($M)	%Δ	n/a	$ 6.0 M	$ 6.0 M	$ 6.0 M	$ 6.0 M
Endowment ($M)	%Δ	n/a	n/a	$ 0.5 M	$ 0.7 M	$ 1.0 M

Notes: (1) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods, (2) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.

KEY PERFORMANCE INDICATORS

The Board of Governors will consider the shaded 2014-15 goals for approval.

Goals Specific to Research Universities - N/A for FL Poly

	TREND *(2008-09 to 2012-13)*	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Academic Quality						
Faculty Awards	%Δ	x	x	x	x	x
National Academy Members	%Δ	x	x	x	x	x
Number of Post-Doctoral Appointees*	%Δ	xx	xx	xx	xx	xx
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	x of 8	x of 8	x of 8	x of 8	x of 8
Return on Investment						
Total Research Expenditures ($M) [includes non-Science & Engineering disciplines]	%Δ	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M
Science & Engineering Research Expenditures ($M)	%Δ	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences ($M)	%Δ	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M	$ xx.x M
Percent of Research Expenditures funded from External Sources	%Δ	xx%	xx%	xx%	xx%	xx%
Patents Issued	%Δ	x	x	x	x	x
Licenses/Options Executed	%Δ	x	x	x	x	x
Licensing Income Received ($M)	%Δ	$ x.x M	$ x.x M	$ x.x M	$ x.x M	$ x.x M
Number of Start-up Companies	%Δ	x	x	x	x	x
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	National Financial	National Financial	National Financial	National Financial	National Financial
Research Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx	xx
Professional Doctoral Degrees Awarded	%Δ	xx	xx	xx	xx	xx
TOTAL NUMBER OF IMPROVING METRICS		**x**	**x**	**x**	**x**	**x**

Note: An asterisk (*) indicates that 2011-12 is the latest data available for these metrics.

KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2014-15 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	TREND *(2008-09 to 2012-13)*	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Metric #1 Bachelor's Degrees in Areas of Strategic Emphasis	n/a %Δ	n/a	n/a	n/a	100%	100%
Metric #2 Graduate Degrees in Areas of Strategic Emphasis	n/a %Δ	n/a	n/a	n/a	100%	100%
Metric #3 Percentage of Students Participating in Identified Community & Business Engagement Activities	n/a %Δ	n/a	n/a	n/a	60%	70%

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. *Text here. n/a*						
Metric	%Δ	xx	xx	xx	xx	xx
Metric	%Δ	xx	xx	xx	xx	xx
Goal 2. *Text here. n/a*						
Metric	%Δ	xx	xx	xx	xx	xx

Metric	%Δ	xx	xx	xx	xx	xx

FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
Education & General – Main Operations		
State Funds	$ 33.6	$ 33.6
Tuition	$ 00.0	n/a
TOTAL MAIN OPERATIONS	$ 33.6	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	n/a	$ xx.x
Tuition	n/a	n/a
TOTAL HSC	$ -	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	$ xx.x
Tuition	n/a	n/a
TOTAL IFAS	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	$ 33.6	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES		
Auxiliary Enterprises Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	$ 00.0	n/a
Contracts & Grants Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	$ 00.0	n/a
Local Funds Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	$ 00.0	n/a
Faculty Practice Plans Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	$ 00.0	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	$ 00.0	n/a
UNIVERSITY REVENUES GRAND TOTAL	$ 33.6	n/a

FISCAL INFORMATION (continued)

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

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

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

Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	n/a	n/a	n/a	n/a	%
Average Amount of Debt *for Bachelor's who have graduated with debt*	n/a	n/a	n/a	n/a	$
NSLDS Cohort Year	2008	2009	2010	2011	2012 GOAL
Student Loan Cohort Default Rate (3rd Year)	n/a	n/a	n/a	n/a *draft*	%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	$na	$n/a	$n/a	$n/a	$n/a	n/a
AT HOME	$n/a	$n/a	$n/a	$n/a	$n/a	n/a

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2013-14)*

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

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. 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 (note*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.

FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2014

Effective Date	
University Board of Trustees approval date:	n/a
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:	$ n/a
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	n/a %
$ Increase in tuition differential per credit hour:	$ n/a
$ Increase in tuition differential for 30 credit hours:	$ n/a
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	$ n/a
Total differential fee revenue generated in 2014-15 (projected):	$ n/a
Intended Uses	
Describe how the revenue will be used. n/a	
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 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	n/a
Total Number of Advisors Hired or Retained (funded by tuition differential):	n/a
Total Number of Course Sections Added or Saved (funded by tuition differential):	n/a
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	**University Update on Each Initiative**
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	n/a
$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a

FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15

University Tuition Differential
Budget Entity: 48900100 (Educational & General)
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2013-14	Estimated 2014-15
FTE Positions:		
Faculty	.	.
Advisors	.	.
Staff	n/a .	n/a .
Total FTE Positions:	0	0
Balance Forward from Prior Periods		
Balance Forward	$ -	$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ -	$ -
Receipts / Revenues		
Tuition Differential Collections	$ -	-
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	$ -	$ -
Expenditures		
Salaries & Benefits	$ -	$ -
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	$ -	$ -
Ending Balance Available:	$ -	$ -

*Since the 2013-14 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 Polytechnic University

Undergraduate Students	----------Actual----------			----------Projected----------			
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Tuition:							
Base Tuition - (0% inc. for 2014-15 to 2017-18)			$105.07	$105.07	$105.07	$105.07	$105.07
Tuition Differential							
Total Base Tuition & Differential per Credit Hour	$0.00	$0.00	$105.07	$105.07	$105.07	$105.07	$105.07
% Change		#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]				$5.25	$5.25	$5.25	$5.25
Capital Improvement[2]				$4.76	$4.76	$4.76	$4.76
Activity & Service				$17.62	$17.62	$17.62	$17.62
Health				$9.58	$9.58	$9.58	$9.58
Athletic				$14.12	$14.12	$14.12	$14.12
Transportation Access				$3.00	$3.00	$3.00	$3.00
Technology[1]				$5.25	$5.25	$5.25	$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees				$59.58	$59.58	$59.58	$59.58
Total Tuition and Fees per Credit Hour	$0.00	#DIV/0!	#DIV/0!	$164.65	$164.65	$164.65	$164.65
% Change		#DIV/0!	#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	**$0.00**	**$0.00**	**$3,152.10**	**$3,152.10**	**$3,152.10**	**$3,152.10**	**$3,152.10**
Total Fees for 30 Credit Hours	**$0.00**	**$0.00**	**$0.00**	**$1,787.40**	**$1,787.40**	**$1,787.40**	**$1,787.40**
Total Tuition and Fees for 30 Credit Hours	**$0.00**	**$0.00**	**$3,152.10**	**$4,939.50**	**$4,939.50**	**$4,939.50**	**$4,939.50**
$ Change		**$0.00**	**$3,152.10**	**$1,787.40**	**$0.00**	**$0.00**	**$0.00**
% Change		**#DIV/0!**	**#DIV/0!**	**56.7%**	**0.0%**	**0.0%**	**0.0%**
Out-of-State Fees							
Out-of-State Undergraduate Fee				$510.00			
Out-of-State Undergraduate Student Financial Aid[3]				$25.50			
Total per credit hour	$0.00	$0.00	$0.00	$535.50	$0.00	$0.00	$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	-100.0%	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	**$0.00**	**$0.00**	**$3,152.10**	**$18,452.10**	**$3,152.10**	**$3,152.10**	**$3,152.10**
Total Fees for 30 Credit Hours	**$0.00**	**$0.00**	**$0.00**	**$2,552.40**	**$1,787.40**	**$1,787.40**	**$1,787.40**
Total Tuition and Fees for 30 Credit Hours	**$0.00**	**$0.00**	**$3,152.10**	**$21,004.50**	**$4,939.50**	**$4,939.50**	**$4,939.50**
$ Change		**$0.00**	**$3,152.10**	**$17,852.40**	**-$16,065.00**	**$0.00**	**$0.00**
% Change		**#DIV/0!**	**#DIV/0!**	**566.4%**	**-76.5%**	**0.0%**	**0.0%**
Housing/Dining[4]							
$ Change		**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
% Change		**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**

[1] can be no more than 5% of tuition.

[2] as approved by the Board of Governors.

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

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

ENROLLMENT PLANNING

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

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	%Δ	0	*xx%*	380	*79%*	835	*79%*	1,294	*79%*
FTIC (Profile Admit)	%Δ	0	*xx%*		*%*		*%*		*%*
AA Transfers*	%Δ	0	*xx%*	89	*19%*	201	*19%*	311	*19%*
Other Transfers	%Δ	0	*xx%*	11	*2%*	21	*2%*	33	*2%*
Subtotal	**%Δ**	**0**	***100%***	**480**	***100%***	**1,057**	***100%***	**1,638**	***100%***
GRADUATE STUDENTS									
Master's	%Δ	0	*xx%*	20	*100%*	54	*100%*	96	*100%*
Research Doctoral	%Δ	0	*xx%*	-	*0%*	-	*0%*	-	*0%*
Professional Doctoral	%Δ	0	*xx%*	-	*0%*	-	*0%*	-	*0%*
Subtotal	**%Δ**	**0**	***100%***	**20**	***100%***	**54**	***100%***	**96**	***100%***
NOT-DEGREE SEEKING	**%Δ**	**0**		**0**		**3**		**20**	
MEDICAL	**%Δ**	**-**		**-**		**-**		**-**	
TOTAL	**%Δ**	**-**		**500**		**1,114**		**1,754**	

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

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

	2 YEAR TREND (2010-11 to 2012-13)	2012-13 ACTUAL FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL	2016-17 PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	%Δ	0	*xx%*	0	*0%*	0	*0%*	0	*0%*
HYBRID (50%-79%)	%Δ	0	*xx%*	0	*0%*	0	*0%*	0	*0%*
TRADITIONAL (<50%)	%Δ	0	*xx%*	357	*100%*	784	*100%*	1,185	*100%*
TOTAL	**%Δ**	**0**	***100%***	**357**	***100%***	**784**	***100%***	**1,185**	***100%***
GRADUATE									
DISTANCE (80%)	%Δ	0	*xx%*	0	*0%*	0	*xx%*	0	*0%*
HYBRID (50%-79%)	%Δ	0	*xx%*	0	*0%*	0	*xx%*	0	*0%*
TRADITIONAL (<50%)	%Δ	0	*xx%*	14	*100%*	39	*xx%*	70	*100%*
TOTAL	**%Δ**	**0**	***100%***	**14**	***100%***	**39**	***100%***	**70**	***100%***

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

ENROLLMENT PLANNING (continued)

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

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
STATE FUNDABLE									
Florida Resident									
LOWER	-	n/a	301	625	803	891	948	1,014	47%
UPPER	-	n/a	49	128	311	523	605	648	244%
GRAD I	-	n/a	14	39	70	103	141	199	264%
GRAD II	-	n/a	-	-	-	-	-	-	%
TOTAL	-	n/a	364	792	1,184	1,517	1,694	1,861	82%
Non- Resident									
LOWER	-	n/a	6	26	51	77	94	113	357%
UPPER	-	n/a	1	5	20	46	60	72	1,420%
GRAD I	-	n/a	0	0	0	9	14	22	%
GRAD II	-	n/a	-	-	-	-	-	-	%
TOTAL	-	n/a	7	31	71	132	168	207	571%
TOTAL									
LOWER	-	n/a	307	651	854	968	1,042	1,127	53%
UPPER	-	n/a	50	133	331	569	665	720	268%
GRAD I	-	n/a	14	39	70	112	155	221	297%
GRAD II	-	n/a	-	-	-	-	-	-	%
TOTAL	-	n/a	371	823	1,255	1,649	1,862	2,068	91%
NOT STATE FUNDABLE									
LOWER	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
UPPER	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
GRAD I	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
GRAD II	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*:The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

Medical Student Headcount Enrollments

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

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2014-15

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2013-14 Work Plan list for programs under consideration for 2014-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2015-17

These programs will be used in the 2015-16 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

DEFINITIONS

Performance Based Funding	
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded. Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
Average Cost per Bachelor's Degree *Instructional costs to the university*	For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).
Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data. Source: State University Database System (SUDS).
Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida.
BOG Choice Metrics	
Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
Number of Faculty Awards	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
National Ranking for Institutional & Program Achievements	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities. Source: Board of Governors staff review.
BOT Choice Metrics	
Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

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

Preeminent Research University Funding Metrics	
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

6-year Graduation Rate (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Total Annual Research Expenditures ($M) (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of $200 million or more, as reported annually by the National Science Foundation (NSF).
Total Annual Research Expenditures in Diversified Non-Medical Sciences ($M) (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.

Goals Common to All Universities	
Academic Quality	
Avg. SAT Score (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see link.
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 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 same institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 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 same institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation.The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
Annual Gifts Received ($M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment ($M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see 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. As reported by the Top American Research Universities – see link.
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see link.
Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link.
Return on Investment	
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see link, table 36 *minus* table 52), but now data must be queried via WebCASPAR.
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A).
Licensing Income Received ($M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia. Data as reported in the 2012-13 Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2012-13 Accountability Report (table 6A).
National rank is higher than predicted by Financial Resources Ranking *based on US News & World Report*	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).

Student Debt Summary

Percent of Bachelor's Recipients with Debt	This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).
Average Amount of Debt for Bachelor's who have graduated with debt	This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).
Student Loan Cohort Default Rate (3rd Year)	Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html.

Three Year CDR

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