

FSU

2014-15 Work Plan



Florida State 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?)

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

VISION STATEMENT (What do you aspire to?)

The vision for Florida State University as adopted in its recent strategic plan states that "Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement."

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 State University competes in national and international markets for faculty, and our student centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and we seek continual improvement in our position in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the physical sciences and fine arts with emerging opportunities for innovation and problem-solving in the sciences and the professions.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

A core capability of Florida State University is its extraordinarily efficient and effective use of the resources entrusted to it. We intend to advance the important mission of FSU by deliberately leveraging our strengths and successes and by expanding opportunities through new partnerships. Our most immediate need is to hire additional faculty, and we will use recurring and nonrecurring funds to invest in new faculty, replacing the non-recurring funds with recurring revenue when it becomes available.

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. Become a National Top 25 Public University: The national ranking of FSU is highly dependent on investment in STEM fields. We are engaged in strategic hiring initiatives in energy and materials, coastal and marine ecosystems, and brain health and disease. All three of these initiatives address critical needs of the state and nation, are tied to research funding initiatives, and leverage strengths of FSU. In addition, we are recruiting for a director and several faculty positions for our newly established Institute for Successful Longevity with the goal of advancing interdisciplinary research and teaching in the promotion of health and quality of life across the life span. These targeted investments are expected to result in increases in national rankings of our STEM programs. Relatedly, we will invest in resources to support graduate students in STEM fields and to increase undergraduate research opportunities in the STEM fields. Finally, FSU is embarking on revisions to our curriculum in order to meet the rapid technological changes that impact critical thinking, problem solving, communication, collaboration, creativity and innovation skills that are integral to the success of all of our students.

2 Entrepreneurial University Program: This program is part of FSU's plan to become a State and National leader in student career readiness. Across the U.S., most business courses are usually available only to business majors, yet entrepreneurs span a wide variety of majors, and to limit such valuable education to only those majoring in business is to lose out on opportunities to strengthen the value of degrees in other fields. As one example, consider the increased value of a degree in engineering if it is combined with the fundamental courses in business and entrepreneurship. FSU has hired the faculty necessary to open a four-course sequence in entrepreneurship to all majors. In addition, we are hiring Entrepreneurs-in-Residence in our colleges to enable faculty and students to take ideas to the marketplace, fund an enhanced start-up competition, create start-up incubators, create partnerships between business majors and STEM graduate students, and create a platform for investors to partner with the University. This program is designed to promote the job prospects and entrepreneurial potential of students and faculty, and to create new partnerships with industry. Finally, we've added career readiness milestones to Academic Maps to prompt students to engage in post-graduation planning and we are embedding career center liaisons in our academic departments to serve as resources for students, advisors and faculty.

3 Improving Student - Faculty Ratios: The loss of faculty has resulted in decreased course availability and larger classes – with the likely result of increasing time to graduation. Longer graduation times are a significant waste of taxpayer dollars. Having fewer faculty members also diminishes the ability of the university to accomplish its research mission and expand our contract and grant funding, all of which also reduce opportunities for our students who benefit by working directly with faculty in their research labs. Moreover, improving student-faculty ratios is important for achieving our goal of becoming a Top 25 Public University. We propose a deliberate effort to target faculty hiring to student needs at all levels



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.

	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	-2% pts	61%	62%	63%	64%	65%
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	1%	\$30,300	\$30,900	\$31,500	\$32,100	\$32,800
Average Cost per Bachelor's Degree [Instructional Costs to the University]	2%	\$25,255	\$26,910	\$28,669	\$31,704	\$33,571
FTIC 6 year Graduation Rate [Includes full- and part-time students]	2% pts	75%	77%	79%	79%	80%
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	0% pts	90%	90%	91%	91%	92%
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	-1% pt	35%	36%	35%	35%	35%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	2% pts	38%	38%	39%	40%	41%
Graduate Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	0% pt	38%	39%	40%	41%	42%
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	-1% pt	77%	78%	79%	80%	81%
Number of Faculty Awards [for FSU and UF only] [* 2012 TARU Report]	22%	11*	11	12	12	13
Board of Trustees Choice Metric						
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	91 overall 211 financial	89 overall 210 financial	88 overall 208 financial	86 overall 207 financial	85 overall 205 financial

Note: Metrics are defined in appendix.



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

The Board of Governors shall designate each state research university that meets at least 11 of the 12 following academic and research excellence standards as a preeminent state research university. For this year, the University of Florida and Florida State University are the only universities required to complete the table below. The Board of Governors will consider the shaded 2014 actual data for approval.

	BENCH- MARKS	2014 ACTUAL	2015 GOALS	2016 GOALS	2017 GOALS	2018 GOALS
Average GPA and SAT Score for incoming freshman in Fall semester	4.0 GPA 1800 SAT	4.0 1830	4.0 1830	4.0 1835	4.1 1840	4.1 1840
Public University National Ranking (in more than one national ranking)	Top 50	3	4	4	4	5
Freshman Retention Rate (Full-time, FTIC)	90%	91%	92%	92%	93%	93%
6-year Graduation Rate (Full-time, FTIC)	70%	77%	79%	79%	80%	80%
National Academy Memberships	6	7	7	7	8	8
Total Annual Research Expenditures (\$M) (Science & Engineering only)	\$200 M	\$224 M	\$228.9 M	\$233.5 M	\$238.1 M	\$242.9 M
Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering only)	\$150 M	\$ 217 M	\$221.0 M	\$225.5 M	\$230.0 M	\$234.6 M
National Ranking in S.T.E.M. Research Expenditures (includes public & private institutions)	Top 100 in 5 of 8 disciplines	7	7	7	7	7
Patents Awarded (over 3 year period)	100	103	119	128	123	126
Doctoral Degrees Awarded Annually (Does not include Professional degrees)	400	370	410	420	420	420
Number of Post-Doctoral Appointees	200	241	217	217	212	210
Endowment Size (\$M)	\$500 M	\$548 M	\$585 M	\$625 M	\$660 M	\$690 M
NUMBER OF METRICS ABOVE THE BENCHMARK	11 of 12	11	12	12	12	12

Note: Due to the various timelines that these data represent, the data reported in each column corresponds to the most updated data for the June Board meeting each year. Metrics are defined in appendix.



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

Florida State University proposes to become a National Top 25 Public University and to become a State and National Leader in Student Career Readiness. With a truly comprehensive spectrum of high quality programs, FSU is knocking on the door of the top public universities in the nation, and we are achieving excellence more efficiently than any other research university. The ranking of FSU is highly dependent on investment in STEM fields. With targeted investment, we expect to maintain at least one STEM field in the top 5, achieve two STEM fields in the top 10, one in the top 15, two in top the 20, and move Engineering into the top 50. With these advances in recognition of our STEM programs, FSU would be among the truly first-rate public universities in STEM and move into the top 25 ranking of all public universities. Further, FSU is embarking on revisions to our curriculum that will impact critical thinking, problem-solving, communication, collaboration, creativity and innovation skills that are integral to success in all fields.

	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] [* 2009-10-2012-13]	1%*	1838	1830	1830	1835	1840
High School GPA	0.2 pt	4.0	4.0	4.0	4.0	4.0
Professional/Licensure Exam First-time Pass Rates¹						
Exams Above Benchmarks	n/a	4	5	5	5	5
Exams Below Benchmarks	n/a	1	0	0	0	0
Operational Efficiency						
Freshman Retention Rate	0%	91%	92%	92%	93%	93%
FTIC Graduation Rates						
In 4 years (or less)	12% pts	61%	61%	61%	62%	62%
In 6 years (or less)	6% pts	77%	79%	79%	80%	80%
AA Transfer Graduation Rates						
In 2 years (or less)	-7% pts	39%	41%	42%	42%	43%
In 4 years (or less)	4% pts	79%	81%	82%	82%	83%
Average Time to Degree (for FTIC)	0 yrs	4.2 yrs	4.2 yrs	4.1 yrs	4.1 yrs	4.1 yrs
Return on Investment						
Bachelor's Degrees Awarded	4%	7,938	8,083	8,100	8,150	8,200
Percent of Bachelor's Degrees in STEM	3%	16%	16%	17%	18%	20%
Graduate Degrees Awarded	9%	3,104	2,917	2,900	2,900	3,000
Percent of Graduate Degrees in STEM	3%	15%	16%	16%	17%	18%
Annual Gifts Received (\$M)	30%	\$ 61 M	\$ 55 M	\$ 65 M	\$ 70 M	\$ 75 M
Endowment (\$M)	34%	\$ 548.1 M	\$ 585 M	\$ 625 M	\$ 660 M	\$ 690 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

	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] [* 2012 TARU Report]	0%	11*	11	12	12	13
National Academy Members] [* 2012 TARU Report]	0%	7*	7	7	8	8
Number of Post-Doctoral Appointees* [# 2012 TARU Report]	-4%	241 #	217	217	212	210
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	7 of 8				
Return on Investment						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	6%	\$ 250.9 M	\$ 255.9 M	\$ 261.0 M	\$ 266.3 M	\$ 271.6 M
Science & Engineering Research Expenditures (\$M)	15%	\$224.4 M	\$ 228.9 M	\$ 233.5 M	\$ 238.1 M	\$ 242.9 M
Science & Engineering R&D Expenditures in Non- Medical/Health Sciences (\$M)	19%	\$ 216.7 M	\$ 221.0 M	\$ 225.5 M	\$ 230.0 M	\$ 234.6 M
Percent of Research Expenditures funded from External Sources	-8% pts	64%	64%	63%	63%	63%
Patents Issued	330%	43	40	41	42	43
Licenses/Options Executed	50%	15	15	15	15	15
Licensing Income Received (\$M)	-13%	\$ 1.03 M	\$ 1.03 M	\$ 1.03 M	\$1.03 M	\$ 1.03 M
Number of Start-up Companies	50%	3	4	4	4	5
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	91 overall 211 financial	89 overall 210 financial	88 overall 208 financial	86 overall 207 financial	85 overall 205 financial
Research Doctoral Degrees Awarded	12%	370	410	420	420	420
Professional Doctoral Degrees Awarded	9%	366	409	425	430	435
TOTAL NUMBER OF IMPROVING METRICS			8	7	8	7

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
Freshman in Top 10% of Graduating High School Class	10% pts	41%	42%	43%	44%	44%
Bachelor's Degrees in Areas of Strategic Emphasis	11%	3,449	3,538	3,600	3,700	3,825
Graduate Degrees in Areas of Strategic Emphasis	13%	1,170	1,126	1,250	1,275	1,325

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. Recruitment, development, and retention of outstanding, diverse faculty members are critical to being a pre-eminent university and to achieving our goal of becoming a Top 25 Public University. World-class programs delivered by a dedicated and creative faculty inspire students to reach new levels of achievement. This requires hiring new faculty in areas of strategic emphasis (e.g., STEM fields) and replenishing losses in the faculty ranks. We are challenged to enhance the opportunities we provide on campus to our most promising students, and hiring faculty with national and international preeminence as scholars and scientists is essential to our vision of being one of the world's premier institutions of higher education.

Number of Tenure/Tenure-earning faculty (taken from IPEDS HR Surveys; F/T Instructional Faculty)	-4%	1,021	1,026	1,060	1,100	1,150
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Goal 2. Enrich the student experience by supporting and improving undergraduate, graduate, and professional education, with its accompanying positive effect on future graduates and the communities and professions they will serve. Our goal is student success, measured by high retention and graduation rates, access to cutting-edge knowledge, worthwhile employments and contributions to the vitality of our nation. We intend to be a leader in promoting the career readiness of our students by opening the doors to the College of Business to students of all majors, increasing opportunities for students to be involved in faculty research, and increasing opportunities for internships and experiential learning experiences.

Percent of Business Student Credit Hours Taken by Non-Business Majors ¹ ¹ Undergraduate Non-Business majors enrolled in upper division business courses	5% pts	17.8%	18.2%	19%	20%	20%
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FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2013-14 Actual	2014-15 Appropriations
Education & General – Main Operations		
State Funds	\$ 296.0 (est.)	\$ 326.0 (est.)
Tuition	\$ 190.6 (est.)	\$ 192.3 (est.)
TOTAL MAIN OPERATIONS	\$ 486.6 (est.)	\$ 518.3 (est.)
Education & General – Health-Science Center / Medical Schools		
State Funds	\$ 34.6 (est.)	\$ 35.0 (est.)
Tuition	\$ 9.9 (est.)	\$ 9.9 (est.)
TOTAL HSC	\$ 44.5 (est.)	\$ 44.9 (est.)
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL IFAS	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 531.1 (est.)	\$ 563.2 (est.)
<p>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). The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting. 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.</p>		
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	\$ 229.1 (est.)	\$ 228.0 (est.)
Contracts & Grants		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$ 253.3 (est.)	\$ 260.0 (est.)
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	\$ 214.1 (est.)	\$ 218.1 (est.)
Faculty Practice Plans		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 8.8 (est.)	\$ 9.3
OTHER BUDGET ENTITY TOTAL REVENUES	\$ 705.3 (est.)	\$ 715.4 (est.)
UNIVERSITY REVENUES GRAND TOTAL	\$ 1,236.4 (est.)	\$ 1,278.6 (est.)



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	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	\$1,487.70	\$1,487.70	\$1,487.70	\$1,576.80	\$1,671.30
Percent Increase	13%	1.1%	0%	1.9%	2%
Required Fees ¹	\$1,815.40	\$1,866.70	\$1,866.70	\$1,931.50	\$1,999.60
TOTAL TUITION AND FEES	\$6,402.70	\$6,506.50	\$6,506.50	\$6,660.40	\$6,823.00

Note¹: 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	48%	54%	51%	53%	52%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$20,993	\$22,139	\$23,365	\$22,772	\$22,500
NSLDS Cohort Year	2008	2009	2010	2011	2012 GOAL
Student Loan Cohort Default Rate (3rd Year)	7%	5%	7%	6%	5%

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	\$6,404	\$1,000	\$9,912	\$1,210	\$2,914	\$21,440
AT HOME	\$6,404	\$1,000	\$4,956	\$1,210	\$2,914	\$16,484

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	6,785	26%	\$13,747	\$(2,150)	\$7,761	\$4,089	
\$40,000-\$59,999	2,572	10%	\$15,538	\$(402)	\$5,970	\$3,898	
\$60,000-\$79,999	2,384	9%	\$17,581	\$1,663	\$3,927	\$3,932	
\$80,000-\$99,999	2,264	9%	\$18,226	\$2,338	\$3,282	\$3,851	
\$100,000 Above	9,982	38%	\$18,417	\$2,606	\$3,091	\$2,257	
Missing*	2,523	10%	n/a	\$3,053	\$3,333	\$188	
TOTAL	26,510	100%	AVERAGE	\$16,828*	\$811	\$4,680	\$2,974

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 – no increase for Fall 2014
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 – no increase for Fall 2014
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):	All university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$49.59
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	0
\$ Increase in tuition differential per credit hour:	\$0
\$ Increase in tuition differential for 30 credit hours:	\$0
Projected Differential Revenue Generated	
Incremental revenue generated in 2014-15 (projected):	\$0
Total differential fee revenue generated in 2014-15 (projected):	\$31,359,674
Intended Uses	
Funds related to the Summer increment of last year's increase will continue to be used to hire faculty to enhance the undergraduate experience	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
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.)	



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
Hire additional faculty to support three key initiatives	
1) Entrepreneurial University Program	Since the tuition differential fee has not increased since 2012-13, there was no new revenue to allocate. The initial investment in new faculty continues for three initiatives.
2) STEM Excellence	
3) Critical needs for students success, includes pressure enrollment targets.	
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	209
Total Number of Advisors Hired or Retained (funded by tuition differential):	33
Total Number of Course Sections Added or Saved (funded by tuition differential):	2,795 in 2012-13 1,236 in 2011-12
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
.	The university had 6,883 Pell eligible resident students who met the 2013-2014 Pell Promise requirements by the March 22, 2013 application deadline. All of these students were awarded financial aid (grants and/or scholarships) to cover tuition and fees.
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,587
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,814
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$ 107
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,145



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 -----
<u>FTE Positions:</u>		
Faculty	209.	212.
Advisors	33.	35.
Staff	11.	11.
Total FTE Positions:	253	258
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 5,189,962	\$ 3,528,412
Less: Prior-Year Encumbrances	0	0
Beginning Balance Available:	\$ 5,189,962	\$ 3,528,412
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 31,359,674	31,359,674
Interest Revenue - Current Year	0	0
Interest Revenue - From Carryforward Balance	0	0
Total Receipts / Revenues:	\$ 31,359,674	\$ 31,359,674
<u>Expenditures</u>		
Salaries & Benefits	\$ 22,600,000	\$ 23,384,140
Other Personal Services	530,000	550,000
Expenses	100,000	100,000
Operating Capital Outlay	0	0
Student Financial Assistance	4,941,224	7,243,722
Expended From Carryforward Balance	4,850,000	3,528,412
**Other Category Expenditures	0	0
Total Expenditures:	\$ 33,021,224	\$ 34,806,274
Ending Balance Available:	\$ 3,528,412	\$ 81,812
*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 State							
<u>Undergraduate Students</u>	-----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)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	\$32.00	\$49.59	\$49.59	\$49.59	\$52.56	\$55.71	\$59.05
Total Base Tuition & Differential per Credit Hour	\$135.32	\$152.91	\$154.66	\$154.66	\$157.63	\$160.78	\$164.12
% Change		13.0%	1.1%	0.0%	1.9%	2.0%	2.1%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$11.69	\$12.24	\$12.86	\$12.86	\$13.50	\$14.17	\$14.87
Health	\$12.96	\$13.42	\$13.97	\$13.97	\$14.66	\$15.39	\$16.15
Athletic	\$7.39	\$7.54	\$7.90	\$7.90	\$8.29	\$8.70	\$9.13
Transportation Access	\$8.40	\$8.90	\$8.90	\$8.90	\$9.34	\$9.80	\$10.29
Technology ¹	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
Total Fees	\$57.52	\$59.18	\$60.89	\$60.89	\$63.05	\$65.32	\$67.70
Total Tuition and Fees per Credit Hour	\$192.84	\$212.09	\$215.55	\$215.55	\$220.68	\$226.10	\$231.82
% Change		10.0%	1.6%	0.0%	2.4%	2.5%	2.5%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
List any new fee proposed							
Total Block Fees per term	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,059.60	\$4,587.30	\$4,639.80	\$4,639.80	\$4,728.90	\$4,823.40	\$4,923.60
Total Fees for 30 Credit Hours	\$1,765.60	\$1,815.40	\$1,866.70	\$1,866.70	\$1,931.50	\$1,999.60	\$2,071.00
Total Tuition and Fees for 30 Credit Hours	\$5,825.20	\$6,402.70	\$6,506.50	\$6,506.50	\$6,660.40	\$6,823.00	\$6,994.60
\$ Change		\$577.50	\$103.80	\$0.00	\$153.90	\$162.60	\$171.60
% Change		9.9%	1.6%	0.0%	2.4%	2.4%	2.5%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48
Out-of-State Undergraduate Student Financial Aid ³	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07
Total per credit hour	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$18,504.00	\$19,031.70	\$19,084.20	\$19,084.20	\$19,173.30	\$19,267.80	\$19,368.00
Total Fees for 30 Credit Hours	\$2,487.70	\$2,537.50	\$2,588.80	\$2,588.80	\$2,653.60	\$2,721.70	\$2,793.10
Total Tuition and Fees for 30 Credit Hours	\$20,991.70	\$21,569.20	\$21,673.00	\$21,673.00	\$21,826.90	\$21,989.50	\$22,161.10
\$ Change		\$577.50	\$103.80	\$0.00	\$153.90	\$162.60	\$171.60
% Change		2.8%	0.5%	0.0%	0.7%	0.7%	0.8%
Housing/Dining⁴							
	\$9,150.00	\$9,858.00	\$10,148.00	\$10,493.00	\$10,774.00	\$11,062.00	\$11,992.00
\$ Change		\$708.00	\$290.00	\$345.00	\$281.00	\$288.00	\$930.00
% Change		7.7%	2.9%	3.4%	2.7%	2.7%	8.4%

¹ can be no more than 5% of tuition.

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

² as approved by the Board of Governors.

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



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)	3%	23,155	23,200	23,250	23,300
FTIC (Profile Admit)	-57%	70	70	69	67
AA Transfers*	25%	7,104	7,100	7,140	7,180
Other Transfers	36%	1,947	1,950	1,960	1,970
Subtotal	9%	32,276	32,320	32,419	32,517
GRADUATE STUDENTS					
Master's	-10%	4,159	4,160	4,220	4,300
Research Doctoral	1%	2,624	2,625	2,675	2,750
Professional Doctoral+	1%	771	775	785	800
Subtotal	-5%	7,554	7,560	7,680	7,850
NOT-DEGREE SEEKING	4%	1,166	1,180	1,190	1,200
MEDICAL	17%	481	481	484	483
TOTAL	6%	41,477	41,541	41,773	42,050

Note*: AA transfers refer only to transfers from the Florida College System. + Includes Law and Nursing; does not include Medical.

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		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	104%	1,307	6%	1,750	8%	2,000	9%	2,300	10%
HYBRID (50%-79%)	153%	309	1%	350	2%	370	2%	400	2%
TRADITIONAL (<50%)	-3%	20,952	93%	20,320	91%	20,330	90%	20,060	88%
TOTAL	0%	22,568	100%	22,420	100%	22,700	100%	22,760	100%
GRADUATE									
DISTANCE (80%)	-7%	357	7%	400	8%	450	8%	525	10%
HYBRID (50%-79%)	-11%	153	3%	130	2%	140	3%	155	3%
TRADITIONAL (<50%)	-3%	4,803	90%	4,735	90%	4,835	89%	4,770	87%
TOTAL	-3%	5,313	100%	5,265	100%	5,425	100%	5,450	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									
<i>Florida Resident</i>									
LOWER	9,513	9,327	9,500	9,600	9,620	9,650	9,675	9,700	0.4%
UPPER	11,690	10,713	11,700	11,850	11,870	11,900	11,950	12,000	0.5%
GRAD I	1,962	2,233	1,965	2,050	2,050	2,070	2,110	2,150	1.9%
GRAD II	1,988	1,941	2,000	2,050	2,070	2,100	2,150	2,200	2.0%
TOTAL	25,153	24,214	25,165	25,550	25,610	25,720	25,885	26,050	0.7%
<i>Non- Resident</i>									
LOWER	580	n/a	585	600	610	620	630	640	1.9%
UPPER	624	n/a	635	650	660	670	680	690	1.7%
GRAD I	562	n/a	565	580	580	590	605	620	1.9%
GRAD II	735	n/a	735	745	750	760	780	800	1.8%
TOTAL	2,501	2,483	2,520	2,575	2,600	2,640	2,695	2,750	1.8%
TOTAL									
LOWER	10,093	n/a	10,085	10,200	10,230	10,270	10,305	10,340	0.5%
UPPER	12,314	n/a	12,335	12,500	12,530	12,570	12,630	12,690	0.6%
GRAD I	2,524	n/a	2,530	2,630	2,630	2,660	2,715	2,770	1.9%
GRAD II	2,723	n/a	2,735	2,795	2,820	2,860	2,930	3,000	1.9%
TOTAL	27,654	26,697	27,685	28,125	28,210	28,360	28,580	28,220	0.8%
NOT STATE FUNDABLE									
LOWER	539	n/a	540	545	550	555	560	565	0.9%
UPPER	658	n/a	670	685	700	715	720	725	1.6%
GRAD I	326	n/a	325	330	330	335	335	340	0.9%
GRAD II	18	n/a	20	20	20	20	20	20	0.0%
TOTAL	1,540		1,555	1,580	1,600	1,625	1,635	1,650	1.2%

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

<i>Medical Doctorate Headcounts</i>									
RESIDENT	472	471	472	474	472	472	472	472	0.0%
NON-RESIDENT	9	9	9	10	11	8	8	8	-2.5%
TOTAL	481	480	481	484	483	480	480	480	0.0%
<i>Dentistry Headcounts</i>									
RESIDENT									%
NON-RESIDENT									%
TOTAL									%
<i>Veterinary Headcounts</i>									
RESIDENT									%
NON-RESIDENT									%
TOTAL									%



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 <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Nurse Anesthesia	51.3804	HEALTH	FIU	----	50	June 2014
Applied Economics	45.0602	----	----	----	50	Nov. 2014
Risk Management/Insurance	52.1701	GAP	----	----	80	Nov. 2014
Physician Assistant	51.0912	HEALTH	UF, USF	----	120	Nov. 2014

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 <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Digital Media Communication	09.0702	STEM	FAU, FGCU	----	440	Sept. 2015

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Digital Media Communication	09.0702	STEM	FAU	----	50	Sept. 2015

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 <u>same</u> 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 <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) 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 <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

Return on Investment

Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 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

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

based on US News & World Report



Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 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	<u>10/01/2008 to 9/30/2011</u> 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	<u>10/01/2009 to 9/30/2012</u> 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	<u>10/01/2010 to 9/30/2013</u> 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	<u>10/01/2011 to 9/30/2014</u> 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	<u>10/01/2012 to 9/30/2015</u> 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	<u>10/01/2013 to 9/30/2016</u> 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	<u>10/01/2014 to 9/30/2017</u> 10/01/2014 to 9/30/2015