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| **FAU 2013-14**  **Work Plan**  2010-11_AR_inst_cover.jpg  **ABC**  **Work Plan** |

**Florida Atlantic University**

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

State University System *of* Florida **Board of Governors**

**INTRODUCTION**

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

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

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

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

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

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

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

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

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

**STATEMENT OF STRATEGY (How will you get there?)**

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

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| Florida Atlantic University’s 2012-17 Strategic Plan, titled “Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction,” provides strategies for addressing and leading our market (<http://www.fau.edu/planning/files/2012-2017-Strategic-Plan-Approved-by-FAU-BOT.pdf>). Summarized below are the goals and strategies included in the plan.  **Goal I: Enrich the educational experience**  Strategies included under this goal are expanding the breadth and scope of FAU’s honors programs and STEM initiatives. FAU will increase the number of students, programs, scholarships and degree awards in both of these areas.  **Goal II: Inspire research, scholarship and creative activity**  FAU plans to double funded research in 5 years by hiring additional faculty and leading scholars and by facilitating current faculty interactions with relevant funding agencies. Also included under this goal is a plan for a new SACS Quality Enhancement Plan (QEP) focused on weaving research experiences throughout the undergraduate curriculum.  **Goal III: Increase FAU’s community engagement**  One strategy for making this goal a reality is to foster private-public partnerships and maximize the value of the University’s expertise in its region. Examples include increasing the following: number of interns placed in the Research Park, corporate sponsorship of FAU events, industry funded research, community engagement through advisory boards, and opportunities for experiential learning for FAU students and service for faculty.  **Goal IV: Leverage momentum toward achieving FAU’s strategic goals by being good stewards of its human, technological, physical and financial resources**  FAU is committed to implementing strategic choices that result in growth and enhanced stature. For this to occur it is essential that the institution ensure the viability of its financial resources and enhance its efficiency and effectiveness.  Examples of strategies include developing funding policies, trend analysis, and guidelines for best practices in various administrative areas. Other strategies include implementing administrative program review, building state-of-the-art IT infrastructure, enhancing master planning, and making effective use of existing facilities.  **FAU’s Signature Themes**  In setting the goal of attaining very high standards in research, the University is striving to enhance its role as an intellectual leader and take its ability to serve as a creative force to new heights by naming the following as three signature themes for the institution:  Marine and Coastal Issues  Biotechnology  Contemporary Societal Challenges |

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

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

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| FAU prides itself in having a new Medical College and will continue to invest and consolidate the standing of this program so it matures into one that is noted for its excellence in teaching, research and patient care. The presence of a strong Medical College on campus will position the entire University to work with greater synergy in pursuing interdisciplinary research in healthcare areas.  The potential of NSF/NIH and other funding will tie together teaching, research, policy and practice for numerous FAU’s departments, thus creating opportunities for signature programming.  One of FAU’s strengths lies in its strong partnerships with preeminent organizations, including Scripps Florida and Max Plank Florida Institute, which are both housed on FAU’s Jupiter campus, Torrey Pines Institute for Molecular Studies, and Vaccine Gene Therapy Institute (VGTI).  While FAU’s plans to build a noteworthy and differentiated mission for each of its branch campuses, the Jupiter campus is currently designated as a destination for science, research and graduate education.  Distance education is also identified as an area of FAU strength as it will bring significant transformation and growth in the delivery of the institution’s programs. The University expects to make sizeable investments in this area and hopes to capitalize on the availability of new and existing technologies to expand distance offerings.  Student retention and graduation rates remain major challenges at FAU. To improve these metrics, Academic Affairs launched a Student Success Initiative last year, centered on the objectives embedded in FAU’s 2012-17 Strategic Plan under Goal 1 entitled “Enrich the Educational Experience.” The primary strategies are targeted at improving FAU’s undergraduate retention and graduation rates through a variety of methods, including the development of a seamless advising system, improving student performance in high risk courses, enhancing course delivery, and strengthening the relationship between Academic Affairs and Student Affairs. |
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**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.*

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| 1. FAU’s updated 2012-17 Strategic Plan provides a roadmap for achieving the goal of attaining the Carnegie designation of a very high research institution. Identifying three signature themes in the area of Marine and Costal Issues, Biotechnology, and Contemporary Societal Challenges is one strategy that will move the institution in the desired direction.  These themes allow the University to pursue selective initiatives, within a broad range of academic and research offerings, to advance targeted areas of distinction and strength.  This will result in the University developing its niche and thus attaining preeminence in notable areas.   At this time FAU envisions faculty hiring in disciplinary fields involving signature themes.  Increased graduate and teaching assistantships are to be allocated to promote the goals of this program.  Increased support will be made available for undergraduate research and attempts will be made to enhance the curriculum to reflect FAU’s specialized strength.  Community partnerships in these areas will be enhanced due to the visibility of support for new academic programs.  Finally, the institution will enhance support for interdisciplinary grant activity with the goal of pursuing higher targets in research funding under these themes. |

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

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| 1. The University has adopted stronger and more effective strategies aimed at partnering with various public, private and civic organizations that will result in economic development in the region. For example, FAU’s signature themes strive to address an often unmet public need for understanding academic research and its relevance to local challenges and opportunities. The signature themes will provide an umbrella for grouping together the work of several academic disciplines to address current and emerging real-life challenges.  At the intersection of teaching, research and service, is an opportunity for FAU faculty and staff to extend their role as practitioners and collaborators in a very broad sense. The University is committed to achieving this through a variety of strategies, one of which is the implementation of strategic themes that create a platform for new avenues for economic development in the region. |

**KEY PERFORMANCE INDICATORS**

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

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a ‘Research University’[[1]](#footnote-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.

**KEY PERFORMANCE INDICATORS**

**Goals Common to All Universities**

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

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

**KEY PERFORMANCE INDICATORS**

**Goals Specific to Research Universities**

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

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

**KEY PERFORMANCE INDICATORS**

**Institution Specific Goals**

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **5 YEAR TREND**  ***(2006-07 to***  ***2011-12)*** | **2011-12 ACTUAL** | **2012-13**  **ESTIMATES** | **2013-14**  **GOALS** | **3 YEAR GOALS**  ***(2015-16)*** |
| Bachelors Degrees Awarded to Minorities | | 33% | 2,283 | 2,527 | 2,653 | 2,785 |
| Percent of Course Sections Offered via Distance  and Blended Learning | | 3.5%\* | 9.6% | 11.7% | 15% | 15% |
| Percentage of Undergraduate Students Participating in Identified Community and Business Engagement Activities (volunteer, service learning, co-op, and internships) | | n/a | 16.2% | 15.5% | 15.9% | 16% |
| Note: An asterisk (\*) indicates that 3 year trend (2008-09 to 2011-12).  To further distinguish the university’s distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university’s own strategic plan. | | | | | | |
| **Goal 1.** The growth of our new College of Medicine remains a major university priority. Provisional accreditation has been achieved and full accreditation by LCME is a critical objective. Another objective is to increase the number of students supported by scholarships through philanthropy. A third goal is to develop four new residency programs over the next three to five years through the Graduate Medical Education Consortium of five local hospitals. The College of Medicine plans to hire eight faculty this year for both education and research. Lastly, the College aims to establish a clinical practice in conjunction with local area hospitals and clinics and is planning to have at least five faculty providing clinical care by the end of the 2012-2013 academic year. | | | | | | |
| Metric | |  |  |  |  |  |
| Faculty working in community clinics | | n/a | 0 | 6 | 10 | 13 |
| *Please note: As requested by the Strategic Planning Committee of the Florida Board of Governors at its June 19, 2013 meeting, additional metrics for Goal 1, one of two optional institution-specific goals identified by Florida Atlantic University, are provided in a supplement that is attached as the last page of this document.* | | | | | | |
| **Goal 2.** FAU’s Harbor Branch Oceanographic Institute’s strategic plan identified research and education initiatives for the next few years. Goals associated with these initiatives include: a) sponsorship of national and regional workshops on estuarine observing systems in support of the Indian River Lagoon Observatory; b) hiring faculty that can contribute to the research initiatives; c) enhancing educational programs by developing advanced degrees in marine science in collaboration with the Charles E. Schmidt College of Science and completing an analysis of potential to expand undergraduate programs; d) beginning a fundraising program for our research initiatives. | | | | | | |
| Metric | |  |  |  |  |  |
| Faculty | | n/a | 0 | 2 | 3 | 3 |
| Non-FAU students in Semester by the Sea | | n/a | 0 | 0 | 2 | 5 |
|  |  | | | | | |

**OPERATIONS**

**FISCAL INFORMATION**

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

|  | **2008-09**  **Actual** | **2009-10**  **Actual** | **2010-11**  **Actual** | **2011-12**  **Actual** | **2012-13**  **Estimate** | **2013-14**  **Appropriations** |
| --- | --- | --- | --- | --- | --- | --- |
| **Education & General – Main Operations** | | | | | | |
| State Funds | $ 180.7 | $ 165.4 | $ 169.3 | $ 144.7 | $ 105.1 | n/a |
| Tuition | $ 70.8 | $ 79.6 | $ 91.2 | $ 104.7 | $ 116.3 | n/a |
| **TOTAL MAIN OPERATIONS** | **$ 251.6** | **$ 245.0** | **$ 260.6** | **$ 249.4** | **$ 221.4** | **n/a** |
| **Education & General – Health-Science Center / Medical Schools** | | | | | | |
| State Funds | $ 0 | $ 0 | $ 0 | $ 0 | $ 12.8 | n/a |
| Tuition | $ 0 | $ 0 | $ 0 | $ 1.9 | $ 4.1 | n/a |
| **TOTAL HSC** | **$ 0** | **$ 0** | **$ 0** | **$ 1.9** | **$ 16.9** | **n/a** |
| **Education & General – Institute of Food & Agricultural Sciences (IFAS)** | | | | | | |
| State Funds | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | n/a |
| Tuition | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | n/a |
| **TOTAL IFAS** | **$ 0** | **$ 0** | **$ 0** | **$ 0** | **$ 0** | **n/a** |
| **EDUCATION & GENERAL TOTAL REVENUES** | **$ 251.6** | **$ 245.0** | **$ 260.6** | **$ 251.3** | **$ 238.4** | **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 | $ 91.3 | $ 81.7 | $ 80.4 | $ 78.6 | $ 90.1 | n/a |
| **Contracts & Grants**  Resources received from federal, state or private sources for the purposes of conducting research and public service activities. | | | | | | |
| Revenues | $ 54.8 | $ 48.8 | $ 47.9 | $ 48.7 | $ 56.1 | n/a |
| **Local Funds**  Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. | | | | | | |
| Revenues | $ 141.3 | $ 165.9 | $ 194.3 | $ 215.1 | $ 218.3 | n/a |
| **Faculty Practice Plans**  Revenues/receipts are funds generated from faculty practice plan activities. | | | | | | |
| Revenues | $0 | $ 0 | $ 0 | $ 0 | $ 336.9 | n/a |
| **OTHER BUDGET ENTITY**  **TOTAL REVENUES** | **$ 287.4** | **$ 296.4** | **$ 322.7** | **$ 342.4** | **$ 364.5** | **n/a** |
| **UNIVERSITY REVENUES**  **GRAND TOTAL** | **$ 539.1** | **$ 541.5** | **$ 583.5** | **$ 593.7** | **$ 939.8** | **n/a** |

**FISCAL INFORMATION (continued)**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **FY 2011-12 ACTUAL** | **FY 2012-13 ACTUAL** | **FY 2013-14 REQUEST** | **FY 2014-15 PLANNED** | **FY 2015-16 PLANNED** |
| **Base Tuition** | $3,099.60 | $3,099.60 | $3152.10 | $3,152.10 | $3,152.10 |
| **Tuition Differential Fee** | $642.62 | $1,203.90 | $1,203.90 | $1,203.90 | $1,203.90 |
| **Percent Increase** | 15% | 15% | 1.2% | 0% | 0% |
| **Required Fees1** | $1,741.10 | $1,836.50 | $1,836.50 | $1,836.50 | $1,836.50 |
| **TOTAL TUITION AND FEES** | **$5,483.30** | **$6,140.00** | **$6,192.50** | **$6,192.50** | **$6,196.50** |

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

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

**Student Debt Summary**

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

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

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

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

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

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

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

**FISCAL INFORMATION (continued)**

**TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013**

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

**FISCAL INFORMATION (continued)**

**Tuition Differential Supplemental Information**

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

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

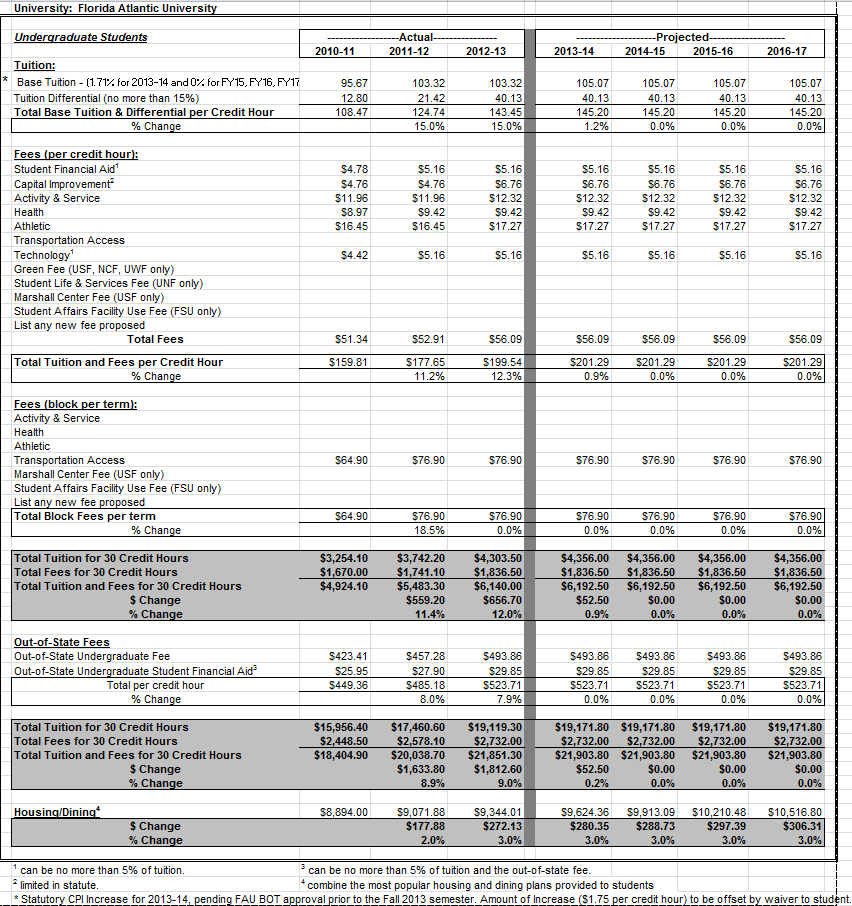
**FISCAL INFORMATION (continued)**

**Tuition Differential Collections, Expenditures,   
& Available Balances - Fiscal Year 2012-13 and 2013-14**

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

**FISCAL INFORMATION (continued)**

**University Tuition, Fees and Housing Projections**



**ENROLLMENT PLANNING**

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

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

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

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

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

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

**ENROLLMENT PLANNING (continued)**

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Funded**  **2012-13** | **Estimated**  **Actual 2012-13** | **Funded**  **2013-14** | **1st Year**  **Estimated 2013-14** | **2nd Year**  **Planned 2014-15** | **3rd Year**  **Planned 2015-16** | **4th Year**  **Planned 2016-17** | **5th Year**  **Planned 2017-18** | **5-Year Projected Average Annual Growth Rate** |
| ***Florida Resident*** |  |  |  |  |  |  |  |  |  |
| LOWER | 4,461 | 6,240 | 4,461 | 6,458 | 6,684 | 6,918 | 7,160 | 7,411 | 3.7% |
| UPPER | 7,910 | 8,371 | 7,910 | 8,663 | 8,663 | 8,663 | 8,663 | 8,663 | % |
| GRAD I | 1,764 | 1,654 | 1,764 | 1,687 | 1,721 | 1,755 | 1,790 | 1,826 | 2% |
| GRAD II | 194 | 283 | 194 | 291 | 300 | 309 | 319 | 328 | 3% |
| TOTAL | 14,329 | 16,548 | 14,329 | 17,099 | 17,368 | 17,645 | 17,932 | 18,288 | 2% |
| ***Non- Resident*** |  |  |  |  |  |  |  |  |  |
| LOWER | n/a | 336 | n/a | 348 | 360 | 372 | 385 | 399 | 3.7% |
| UPPER | n/a | 364 | n/a | 376 | 376 | 376 | 376 | 376 | % |
| GRAD I | n/a | 181 | n/a | 185 | 188 | 192 | 196 | 200 | 2% |
| GRAD II | n/a | 102 | n/a | 105 | 108 | 111 | 115 | 118 | 3% |
| TOTAL | 910 | 983 | 910 | 1,014 | 1,032 | 1,051 | 1,072 | 1,093 | 2% |
| ***TOTAL*** |  | | | | | | | | |
| LOWER | n/a | 6,576 | n/a | 6,806 | 7,044 | 7,291 | 7,546 | 7,810 | 3.7% |
| UPPER | n/a | 8,734 | n/a | 9,040 | 9,040 | 9,040 | 9,040 | 9,040 | % |
| GRAD I | n/a | 1,836 | n/a | 1,872 | 1,909 | 1,947 | 1,986 | 2,026 | 2% |
| GRAD II | n/a | 384 | n/a | 397 | 421 | 421 | 433 | 446 | 3% |
| **TOTAL** | **15,239** | **17,530** | **15,239** | **18,115** | **18,414** | **18,699** | **19,005** | **19,322** | **2%** |
| **TOTAL  (US FTE)** | **20,319** | **23,373** | **20,319** | **24,093** | **24,491** | **24,870** | **25,277** | **25,698** | **2%** |
| **Medical Student Headcounts** *(FTE does not apply)* | | | | | | | | | |
| ***Medical Doctorate*** |  |  |  |  |  |  |  |  |  |
| FLORIDA RESIDENT | 103 | 106 | 154 | 154 | 205 | 205 | 205 | 205 | % |
| NON-RESIDENT | 25 | 21 | 38 | 38 | 51 | 51 | 51 | 51 | % |
| **TOTAL** | **128** | **127** | **192** | **192** | **256** | **256** | **256** | **256** | **6.6%** |
| ***Dentistry*** |  |  |  |  |  |  |  |  |  |
| FLORIDA RESIDENT | xxx | xxx | xxx | xxx | xxx | xxx | xxx | xxx | % |
| NON-RESIDENT | xx | xx | xx | xx | xx | xx | xx | xx | % |
| **TOTAL** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **%** |
| ***Veterinary*** |  | | | | | | | | |
| FLORIDA RESIDENT | xxx | xxx | xxx | xxx | xxx | xxx | xxx | xxx | % |
| NON-RESIDENT | xx | xx | xx | xx | xx | xx | xx | xx | % |
| **TOTAL** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **%** |
| ***Pharmacy*** |  | | | | | | | | |
| FLORIDA RESIDENT | xxx | xxx | xxx | xxx | xxx | xxx | xxx | xxx | % |
| NON-RESIDENT | xx | xx | xx | xx | xx | xx | xx | xx | % |
| **TOTAL** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **xx** | **%** |

**ACADEMIC PROGRAM COORDINATION**

**New Programs to be Considered by University in 2013-14 for Implementation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM TITLES** | **CIP CODE 6-digit** | **AREA OF STRATEGIC EMPHASIS** | **OTHER**  **UNIVERSITIES**  **WITH SAME**  **PROGRAM** | **OFFERED VIA**  **DISTANCE**  **LEARNING**  **IN SYSTEM** | **PROJECTED ENROLLMENT *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 to be Considered by University in 2014-16 for Implementation**

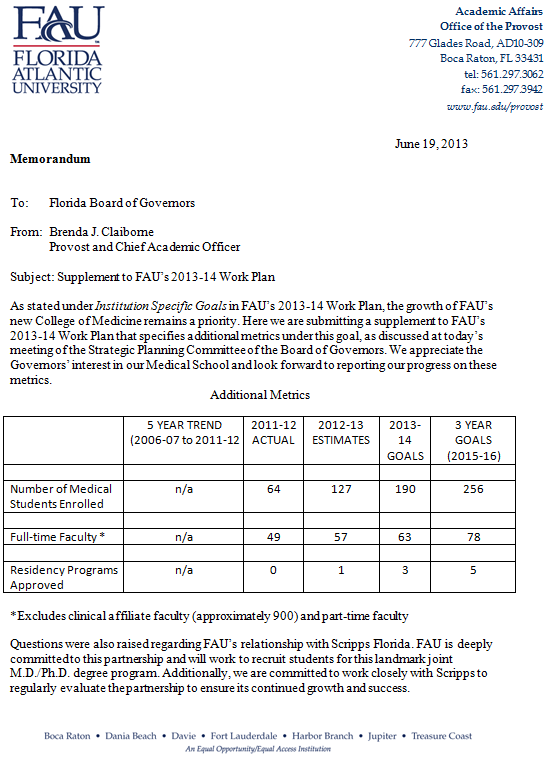
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PROGRAM TITLES** | **CIP CODE 6-digit** | **AREA OF STRATEGIC EMPHASIS** | **OTHER**  **UNIVERSITIES**  **WITH SAME**  **PROGRAM** | **OFFERED VIA**  **DISTANCE**  **LEARNING**  **IN SYSTEM** | **PROJECTED ENROLLMENT *in 5th year*** | **PROPOSED DATE OF SUBMISSION TO UBOT** |
| **BACHELOR'S PROGRAMS** | |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS** | | | | | | |
| Instructional Technology | 13.0501 | STEM | FSU,UCF,UWF |  | 59 | May 2014 |
| Secondary Education | 13.1205 | EDUC | FGCU, FSU, UNF |  | 40 | May 2014 |
| PSM Marine Science | 26.1302 | STEM |  |  | 30 | May 2014 |
| Physician’s Assistant **DOCTORAL PROGRAMS** | 51.0912 | Health | UF |  | 70 | May 2015 |
| DSW Social Work | 44.0701 | Health |  |  | 70 | May 2014 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**KEY PERFORMANCE INDICATOR DEFINITIONS**

|  |  |
| --- | --- |
| **Goals Common to All Universities** |  |
| **Academic Quality** |  |
| **National Ranking for University**  **and Program(s)** | Describe plans for increasing national preeminence of University and select programs. |
| **Avg. SAT Score** (for 3 subtests) | The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only). |
| **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**  Exams Above National/State Benchmark  Exams Below National/State Benchmark | The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy. |
| **Percent of Undergraduate Seniors**  **Participating in a Research Course** | This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of ‘a research course’. |
| **Operational Efficiency** |  |
| **Freshman Retention Rate** | The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **FTIC Graduation Rates**  In 4 years (or less)  In 6 years (or less) | As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the 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 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the 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. |
| **Percent of Bachelor’s Degrees**  **Without Excess Hours** | As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, *F.S.*) as a percentage of catalog hours required for the students major. |
| **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 2011-12 Accountability Report (table 4G) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **Percent of Bachelor’s Degrees in STEM** | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **Graduate Degrees Awarded** | This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **Percent of Graduate Degrees in STEM** | The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **Percent of Baccalaureate Graduates**  **Employed in Florida** | This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see [link](http://www.fldoe.org/fetpip/pdf/1011pdf/sus1011b.pdf). |
| **Percent of Baccalaureate Graduates**  **Continuing their Education (in FL)** | This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see [link](http://www.fldoe.org/fetpip/pdf/1011pdf/sus1011b.pdf). |
| **Annual Gifts Received** ($M) | As reported in the Council for Aid to Education’s Voluntary Support of Education (VSE) survey in the section entitled “Gift Income Summary,” this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There’s a deferred gift calculator at [www.cae.org/vse](http://www.cae.org/vse).) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. |
| **Endowment** ($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](http://mup.asu.edu/AnyFed2012/Faculty_Awards.xls). |
| **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](http://mup.asu.edu/AnyFed2012/Natl_Academy.xls). |
| **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](http://www.nsf.gov/statistics/nsf12300/pdf/tab71.pdf). |

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| **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](http://www.nsf.gov/statistics/nsf11313/content.cfm?pub_id=4065&id=2)), but now data must be queried via WebCASPAR – see [link](https://webcaspar.nsf.gov/index.jsp;jsessionid=14B4FE0B8D25A1CF74C81E9552AFA1BC?subHeader=WebCASPARHome). |
| **Return on Investment** |  |
| **Total Research Expenditures ($M)** | Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **Science & Engineering Research**  **Expenditures in non-medical/health**  **sciences** | This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](http://www.nsf.gov/statistics/nsf11313/content.cfm?pub_id=4065&id=2), table 36 *minus* table 52), but now data must be queried via WebCASPAR – see [link](https://webcaspar.nsf.gov/index.jsp;jsessionid=14B4FE0B8D25A1CF74C81E9552AFA1BC?subHeader=WebCASPARHome). |
| **Percent of R&D Expenditures**  **funded from External Sources** | The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **Patents Issued** | The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **Licenses/Options Executed** | Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **Licensing Income Received ($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 2011-12 Accountability Report (table 6A) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **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 2011-12 Accountability Report (table 6A) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **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 2011-12 Accountability Report (table 5B) – see [link](http://www.flbog.edu/resources/publications/accountability.php) |
| **Professional Doctoral Degrees Awarded** | The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see [link](http://www.flbog.edu/resources/publications/accountability.php) |



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](http://classifications.carnegiefoundation.org/methodology/basic.php). [↑](#footnote-ref-1)