



**Board of Trustees  
Strategic Planning Committee Meeting  
June 24, 2013  
2:00 – 3:00 p.m.  
Provost's Conference Room  
Conference call in phone #800-442-5794, passcode 463796**

**AGENDA**

- |                            |  |
|----------------------------|--|
| <b>I. CALL TO ORDER</b>    | Alan Florez<br><i>Chair, Strategic Planning Committee</i>  |
| <b>II. ROLL CALL</b>       | Admiral Al Harms<br><i>Vice President for Strategy, Marketing, Communications, and Admissions and Special Assistant to the President</i> |
| <b>III. NEW BUSINESS</b>   | Admiral Harms  |
|                            | <ul style="list-style-type: none"><li>• Strategic Plan Alignment</li><li>• Discussion</li></ul>  |
| <b>IV. REMARKS</b>         | Chair Florez   |
| <b>V. CLOSING COMMENTS</b> | Admiral Harms<br>Chair Florez  |



# UNIVERSITY OF CENTRAL FLORIDA

## Strategic Plan

### Become a Top-Tier Research University by Creating Opportunity through Access, Partnerships, Interdisciplinarity and Engagement

GOALS	STRATEGIC DIRECTIONS	OUTCOMES
Goal 1: Offer the best undergraduate education available in Florida	Health Sciences and Multi-disciplinary Biosciences	Produce an Educated Citizenry that has knowledge, analytical and application abilities, and a critical appreciation of:  Core values including integrity and ethics Diversity and inclusiveness Mathematical fluency Arts and humanities Economic literacy
Goal 2: Achieve international prominence in key programs of graduate study and research	STEM and Emerging Technologies	Engage in strategies, practices and partnerships that positively affect the local, national, and global community and position UCF as an exemplary 21st century university by:  Commercial Impact Modeling and Simulation Hospitality Profession Entrepreneur Profession
Goal 3: Provide international focus to our curricula and research programs	Access and Student Success	Quality of Life Impact Economic Development Social Justice Career Enhancement Leadership Networking Entrepreneurism
Goal 4: Become more inclusive and diverse	Sustainability	Develop the intellectual, creative, and technical means to secure a prosperous and enduring future by:  Lifelong Development Programmatic Relevance Micro/Macro Environmental Competencies Socioeconomic Strength Energy Independence and Natural Resources Conservation
Goal 5: Be America's leading partnership university	Innovation, Creativity, and Commercialization	

STRATEGIC INITIATIVES		
<b>Educated Citizenry</b> Recruit and graduate top quality, high achieving students Increase retention and graduation rates Expand internationalization of education and research and creative activities Actively increase the overall diversity of faculty, staff, and students	<b>University-Wide Initiatives</b> Strengthen the region's economic and social ecosystem Strengthen culture of philanthropy and significantly increase endowment to fund strategic growth Align and enrich outreach, cultural, and athletic programs to meet the needs of the central Florida city-state	<b>Sustainability</b> Develop a 21st Century Library meeting the changing needs of students, faculty, and academic programs Establish preeminence in clinical practices Increase faculty and staff resource generation capacity Actively foster an inclusive and respectful campus environment
<b>Undergraduate Excellence</b> Expand integration of core values and ethics into education and research Promote student engagement that infuses real-world experiences and community involvement into academic learning Enhance initiatives in STEM and other critical-need disciplines Increase undergraduate student research participation Review and transform GEP for relevance to a 21 <sup>st</sup> century society Expand the establishment of learning communities Expand and enhance cultural competency	<b>Scholarly and Research Excellence</b> Attract and retain world class leaders in scholarship and research Invigorate on-campus professional dialogue by attracting and supporting visiting faculty scholars Increase external research funding Increase number of patentable finding disclosures	<b>Graduate and Professional Excellence</b> Expand initiatives to increase graduate student quality consistent with top tier universities Enhance interdisciplinary research and academic programs Leverage proven fields of excellence and cultivate promising areas of growth

# Strategic Plan 2012-2025

Approved on Nov. 10, 2011



STATE  
UNIVERSITY  
SYSTEM  
*of* FLORIDA





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

# Strategic Plan 2012-2025

*Approved on Nov. 10, 2011*

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## At a glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts and so much more. The State University System of Florida provides access to the teaching, research and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching, they actually create the knowledge that is shaping society – locally, nationally and globally.

The Florida Board of Governors – the constitutional body created by voters in 2002 to oversee the State’s 11 public universities – is working to build on these institutions’ individual strengths and unique missions as each one claims its rightful place on the national and international stage.



- Main Campus
- Branch Campus/ Site



## Introduction

The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to *"operate, regulate, control, and be fully responsible for the management of the whole university system."* The Board, as the governing body for the State University System of Florida, strongly believes that the future of Florida is dependent upon a high quality, comprehensive, and efficient system of public universities.

The 11 institutions within the System enhance the state and its many valuable assets by providing high quality academic degree programs to meet state economic and workforce needs, cutting edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 324,000 students. State universities collectively offer nearly 1,800 degree programs at the baccalaureate, graduate, and professional levels and annually award over 73,000 degrees at all levels.





## The Planning Context

The State University System has experienced extraordinary changes and shifts in recent years, as significant economic challenges in Florida have compelled state universities to implement innovative strategies and efficiencies in order to respond to both increased demands and budget constraints. The Board of Governors is committed to responding to Florida's critical needs and has identified pressing issues that must be addressed, including the need for appropriate and predictable funding for the System, the best possible access to postsecondary education for Floridians, and high skilled, high demand graduates for the state's workforce.

During the past two decades, state support for Florida's public universities has fallen by more than 20 percent in inflation-adjusted funding per student. Declining funding threatens to undermine quality and erodes the ability to plan. The Board of Governors is committed to work with the Governor and the Legislature to secure sufficient funding to enable the State University System to:

- Expand need-based financial aid to undergraduate students to improve access and affordability.

- Increase total funding to the level necessary to ensure that students have access to a high-quality undergraduate education, comparable to that available at peer institutions nationally.

- Develop a predictable enrollment growth funding formula that promotes access to and expansion of the State University System and that rewards retention and graduation.

- Develop a funding plan for targeted state investment in graduate program development, research, and commercialization.

Demand for access to Florida public higher education will continue to increase due to the growing number of interested and qualified students, the exponential expansion of knowledge, and the greater sophistication of employer demands and resulting specialization needed in the workplace. In light of the increased demand, as well as the need for greater baccalaureate degree production, it is prudent to evaluate Florida's existing postsecondary delivery system to ensure that an optimal structure exists to meet the projected needs. To this end, the Board of Governors will continue to engage with the Higher Education Coordinating Council as it reviews the organization of the state delivery system to determine the most efficient way to provide Floridians with expanded access to quality baccalaureate degree programs.





State universities have prioritized the coordination of academic program delivery in order to optimize resources, to expand efficiencies, and to respond to workforce demands for graduates with specific knowledge and skills. Specifically, university goals are being set to increase the number of graduates with degrees in the STEM (science, technology, engineering, and math) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures needed to boost production and growth in Florida's businesses and industries.

As the System takes on an expanded role in responding to Florida's critical needs, the Board will continue to actively monitor university academic planning and progress on accountability measures and performance outcomes in order to assess the System's efficiency and effectiveness. Utilizing the annual university work plans and the System's Annual Report, specific, data-driven indices have been identified that focus on the quality and impact of teaching and learning, student retention and graduation, and efficient resource utilization.

The Board of Governors is very concerned with the decline in funding for state university educational facilities and is raising awareness of the critical need for well-maintained teaching and research facilities that are positioned for growth. The decline of Public Education Capital Outlay (PECO), which is the primary source of funds used to maintain and construct facilities, is harming physical plant upkeep and constraining university growth. In addition, the state facility and operating matching programs have been suspended, with no further donations being eligible for match. Appropriate and predictable operating and fixed capital outlay funding is necessary to expand high demand academic programs, to ensure high quality, efficiently run campuses, and to plan for growth. While the universities are actively expanding distance learning programs and leveraging their delivery efficiencies, the Board will continue to aggressively advocate for sufficient state funding for the maintenance of existing buildings and for the planning and construction of new educational facilities.

Looking ahead, the next thirteen years will present significant economic and societal challenges to the state universities that may impact access, quality, and productivity. The Board of Governors believes, however, that the challenges facing the State University System are not barriers; they offer opportunities for clearer focus and greater efficiency. The Board is committed to providing the bold leadership necessary to enable the State University System to strategically address Florida's educational, economic, and societal needs.



Through its standing committee structure, the Board has begun to identify strategies and initiatives needing immediate action in order to address these needs. As examples, the Budget and Finance Committee is now reviewing legislative budget requests via two major zones of “New Florida” activity: 1) STEM/Research and 2) Access/Graduation & Retention Rates. The Facilities Committee is currently focused on how best to address funding for the renovation of existing facilities and the construction of new, high-priority facilities. The Academic and Student Affairs Committee is now focusing on greater System efficiencies in academic program delivery and has initiated a System-wide, adult degree completion project that will enable Floridians with some postsecondary education to complete a degree, particularly in high demand areas of the workforce. The Legislative Affairs Committee is considering strategies that will demonstrate the Board’s commitment to STEM education and the commercialization of university research discoveries.

During 2012-2025, the Board of Governors will actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following Guiding Principles:

- **Focus on students and enhancing their learning, development, and success.**
- **Recognize and value the roles and contributions of faculty/staff.**
- **Partner with university boards of trustees to provide support and oversight for the Institutions.**
- **Coordinate with other education sectors and seek the optimal State University System structure to help address the state’s higher education needs.**
- **Advocate for the System’s unique role in advancing the State educationally, economically, socially, and culturally.**
- **Identify and affirm the distinctive mission and contributions of each Institution.**
- **Work with Institutions to align undergraduate and graduate programmatic offerings, as well as research efforts, based on each Institution’s unique strengths and missions.**
- **Promote an optimal balance between institutional aspirations and the System’s public mission.**
- **Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.**
- **Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.**
- **Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system.**
- **Maintain a commitment to excellence and continuous improvement.**



## Mission of the State University System for the 21<sup>st</sup> Century

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the State University System of Florida *"in order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies."* The Board of Governors, as the governing body, is given responsibilities in Section 7(d) including *"defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs."*

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025:

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**The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.**

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The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern U.S., providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling medical breakthroughs that improve the longevity and quality of life, Florida's state universities transform knowledge into action every day in meaningful ways.



To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to:

**Support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.**

**Transform and revitalize Florida's economy and society through research, creativity, discovery, and innovation.**

**Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond.**

**Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service.**



## 2025 Vision

The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21<sup>st</sup> century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching *and* student learning, research *and* commercialization, and community *and* business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation — new technologies, new processes, new products, new ideas — in their local and state economies; help Florida's employers prosper and grow through knowledge transfer and a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

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**By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.**

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## 2025 Goals

To realize its mission and its vision for the State University System between 2012 and 2025, the Board of Governors will focus on three critical points of emphasis that will provide a framework for the targeted 2025 Goals and recognize the university's teaching, research, and public service priorities: *Excellence, Productivity, and Strategic Priorities for a Knowledge Economy.*

### ***Excellence***

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

### ***Productivity***

Florida must become more competitive in the national and global economy. To accomplish this, the state must increase the educational attainment levels of its citizens and the state universities must respond by awarding more degrees in specific high demand programs, particularly the STEM disciplines.

### ***Strategic Priorities for a Knowledge Economy***

As a part of its previous strategic planning activities, the Board of Governors, in conjunction with Florida's leading economic and workforce councils, approved areas of programmatic strategic emphasis for targeting degree programs in the State University System. This list of programs includes certain Science, Technology, Engineering, and Math (STEM) programs and programs with critical and/or economic development needs or emerging technologies that serve to assist the state universities in planning for a degree program array that addresses both workforce and student demands.

The Board of Governors believes that its 2025 goals for the System should align with state economic and workforce needs through its targeted degree programs. Through the identification and monitoring of performance in specific areas of strategic emphasis like STEM and other critical need areas, as well as through the setting of strategic priorities in the New Florida initiative, the Board has demonstrated its intent to increase degree and research production and to organize the System to be



more productive in these specific strategic areas. For this reason, it is important to reaffirm the relevancy of the areas of programmatic strategic emphasis as part of adopting a new strategic plan and to establish a schedule for reviewing the adopted areas periodically throughout the life of the plan.

The chart below displays the priorities of the State University System - Teaching and Learning, Scholarship, Research and Innovation, and Community and Business Engagement - crossed with the Board of Governors' three points of emphasis - Excellence, Productivity, and Strategic Priorities - to identify nine categories of directional goals for the state universities. The 2025 Goals will strengthen quality and reputation and maximize resource utilization to increase productivity in each of the priority areas.

STATE UNIVERSITY SYSTEM OF FLORIDA BOARD OF GOVERNORS' POINTS OF EMPHASIS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES TEACHING AND LEARNING SCHOLARSHIP, RESEARCH AND INNOVATION COMMUNITY AND BUSINESS ENGAGEMENT
TEACHING AND LEARNING	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH AND INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
COMMUNITY AND BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce



## Teaching and Learning

The Board of Governors believes that high quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. During the 2012-2025 strategic planning period, the Board will strengthen its commitment to the high quality and reputation of the State University System and will tightly focus its academic resources to lead Florida's efforts to expand the state's knowledge and innovation economy. The Board of Governors will increase its commitment to STEM education and the state universities will be leaders in a deliberate state strategy to increase the number of undergraduate and graduate degrees in STEM disciplines.

Higher learning is greatly facilitated in the State University System through academic learning compacts that have been established for all baccalaureate degree programs. Each compact expresses specific student learning outcomes for the degree program that focus on content discipline/knowledge and skills, communication skills, and critical thinking skills. The compacts provide structure for learning outcome assessments, enhance faculty and student collaboration, and promote a productive teaching-learning dynamic across the System.

To increase teaching efficiencies, expand access, and provide a highly coordinated program array for the State University System, the Board expects the state universities to broaden their use of the innovative methods of educational program delivery, including distance learning and digital technologies, inter-disciplinary collaboration, and academic resource sharing.

### **Excellence**

**GOAL: Strengthen Quality and Reputation of Academic Programs and Universities**

- Improve the quality and relevance of all academic programs, and grow the number of institutions and academic programs with state, national, and/or international preeminence.





### **Productivity**

GOAL: Increase Degree Productivity and Program Efficiency

- Increase access and degree completion for students, including students from traditionally underrepresented groups, returning adult students, and distance learning students.

### **Strategic Priorities for a Knowledge Economy**

GOAL: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

- Increase student access and success in degree programs in the STEM fields and other areas of strategic emphasis that respond to existing, evolving, and emerging critical needs and opportunities.

*Note: the list of programs included within the areas of strategic emphasis is not static and will be updated periodically to reflect changing needs of the state and Board priorities.*



## Scholarship, Research, Innovation

The component of the State University System's tripartite mission that is unique to universities is the ability of its scholarship, research, and innovation to transform economies and societies. To further promote this mission, the Board of Governors, in partnership with the Governor and the Legislature, launched the New Florida Initiative to ensure that Florida has the talent and innovation pipeline to be globally competitive. To be an international economic leader, the state of Florida must continue to strengthen its state universities, particularly in support of university research initiatives and contributions.

Through its research programs, the State University System is now playing a critical role in expanding and diversifying Florida's economy. Moving forward, the Board of Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production and growth in Florida's businesses and industries.

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities of each university and by strengthening research collaboration among the universities. The Board expects state university research endeavors to be directly applicable to Florida's most critical challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

### Excellence

**GOAL:** Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

- Improve the quality and impact of scholarship, research, and commercialization activities, and grow the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.



### **Productivity**

GOAL: Increase Research and Commercialization Activity

- Increase research and commercialization activities to help foster entrepreneurial campus cultures.
- Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

### **Strategic Priorities for a Knowledge Economy**

GOAL: Increase Collaboration and External Support for Research Activity

Attract more research funding from external (includes federal and private) sources.

Promote more collaboration with private industry on research projects.



## Community and Business Engagement

A critical component of the State University System's tripartite mission is public service and the commitment of state universities to reach out and engage with Florida's communities and businesses. Community engagement focuses on the collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The Carnegie Foundation for the Advancement of Teaching encourages colleges and universities that have made community engagement an integral part of their institutional culture to pursue a national "community engagement" classification. In the State University System, seven campuses have achieved this classification and the Board of Governors expects that all state universities will achieve the Carnegie Foundation national "community engagement" classification by 2025.

State university outreach, extension, and engagement, particularly in the areas of government, culture, health care, and public schools, often serve to attract business and industry and spark economic development. The Board of Governors strongly encourages state university students, faculty, and staff to engage in well-planned, mutually beneficial and sustainable community and business partnerships as an integral part of the institutional culture and as a specific component of each university's strategic plan.

### **Excellence**

**GOAL:** Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.

### **Productivity**

**GOAL:** Increase Levels of Community and Business Engagement

- Increase faculty and student involvement in community and business engagement activities.



### **Strategic Priorities for a Knowledge Economy**

GOAL: Increase Community and Business Workforce

- Increase the percentage of graduates who continue their education or are employed in Florida.

## **2025 Goals: Performance Indicators**

The Board of Governors' 2025 Goals for the State University System express the Board's priorities for the 2012-2025 planning period and are framed by the Board's three critical points of emphasis: *Excellence, Productivity, and Strategic Priorities for a Knowledge Economy*. The primary components of the state university's tripartite mission: Teaching and Learning, Scholarship, Research, and Innovation, and Community and Business Engagement are emphasized to provide direction to the state universities. The three charts that follow display outcome targets for 2025 across a series of metrics on which the Board can monitor the System's progress in addressing the 2025 Goals.

The Board's Strategic Plan for 2012-2025 is not a static document, but will be a living and evolving plan. The Board's goals and performance indicators will continue to be refined during the period of the 2012-2025 Strategic Plan, in consultation with the state universities and other stakeholders.

Each state university's progress toward the attainment of the Board's 2025 Goals will be determined by its unique and distinctive mission, as expressed in its institutional strategic plan and its multi-year work plan. During this period, the Board will work with the universities to establish parallel goals that will align institutional strategic plans with the Board's Strategic Plan and will recognize and reflect each institution's commitment to and participation in the Board's Strategic Plan 2012-2025.

# Teaching and Learning

## Undergraduate, Graduate, and Professional Education

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
<b>EXCELLENCE</b>			
National Rankings for Universities and Programs	<ul style="list-style-type: none"> <li>- Three universities ranked Top 50 for public undergraduate (UF, FSU, NCF);</li> <li>- Program rankings not currently tracked at System level.</li> </ul>	<ul style="list-style-type: none"> <li>- Five universities ranked Top 50 for public undergraduate;</li> <li>- Each university will strive for a Top 25 program.</li> </ul>	Universities would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, USNews, Princeton Review, National Resource Counsel (NRC), etc.
Freshman in Top 10% of Graduating High School Class	28%	50%	The Top Tier average for public universities (n=108) listed in 2011 USNews ranking is 40%
Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams	5 (of 29) Scores Below Benchmarks	Above Benchmarks for All Exams	An indicator of how well universities are preparing students to enter certain professional occupations
Eligible Programs with Specialized Accreditation	89% of 754 programs	All with exceptions	Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards.
<b>PRODUCTIVITY</b>			
Average Time To Degree for First-time in College Students	4.3 years	4.0 years	The Board is dedicated to the goal of FTIC students graduating on time.
4 Year Graduation Rates for First-time in College Students from Same University	34%	50%	2025 Goal based on historical trends for top 10 states (0.8%), based on SUS trend the 2025 value would be 40%
6 Year Graduation Rates for First-time in College Students from Same University	61%	70%	2025 Goal based on historical trends for Top 10 states (0.5%), based on SUS trend the 2025 value would be 68%
%of Bachelor's Degrees with Excess Hours Less than 110% of Required Hours	49%	80%	Due to recent statutory changes this percentage is expected to increase significantly.
Bachelor's Degrees Awarded Annually	53,392	90,000	Based on 2011 Work Plans, 2.8%FTIC growth and 70%six-yr grad rate, with 3.2%upper-division/ transfer growth.
Graduate Degrees Awarded Annually	20,188	40,000	Based on SUS trend the 2025 value would be 37,300.
Bachelor's Degrees Awarded to Minorities	16,207 (30%of total)	31,500 (42%of growth)	2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida.
Number of Adult (Aged 25+) Undergraduates Enrolled (In Fall)	46,725 (19%of total)	75,000 (25%of growth)	Florida is currently ranked 4 <sup>th</sup> in adult enrollment. Based on historical trends, the 2025 value will be 61,000
Percent of Course Sections Offered via Distance and Blended Learning	18%	30%	Current reports the 2009-10 data (22,700/ 124,800 E&G course sections). Due to recent definition changes future data may change.
<b>STRATEGIC PRIORITIES</b>			
Bachelor's Degrees in STEM	9,605 (18%of total)	22,500 (25%of total)	Based on historical trends, the 2025 value will be 18,500.
Bachelor's Degrees in All Areas of Strategic Emphasis	19,832 (37%of total)	45,000 (50%of total)	Based on historical trends, the 2025 value will be 34,200
Graduate Degrees in STEM	4,330 (21%of total)	14,000 (35%of total)	Based on historical trends, the 2025 value will be 11,700
Graduate Degrees in All Areas of Strategic Emphasis	9,170 (45%of total)	20,000 (50%of total)	Based on historical trends, the 2025 value will be 19,000

# Scholarship, Research and Innovation

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
<b>EXCELLENCE</b>			
Faculty Membership in National Academies	38	75	Currently SUS is ranked 10 <sup>th</sup> ; 2025 Goal is to be ranked 5 <sup>th</sup> . Based on historical trends, the 2025 value would be 48.
Number of Faculty Designated a Highly Cited Scholar	46	100	Currently SUS is ranked 7 <sup>th</sup> ; 2025 Goal is to be ranked 3 <sup>rd</sup> .
<b>PRODUCTIVITY</b>			
Total R&D Expenditures (\$ Billions)	\$1.68B	\$3.25B	Currently SUS is ranked 4 <sup>th</sup> ; 2025 Goal is to be ranked higher. Based on historical trends, the 2025 value would be \$3.09B.
Number of Licenses and Options Executed	159	250	Given the annual volatility of this metric, 2025 Goal based on number of licenses instead of revenues.
Number of Start-Up Companies Created	18	40	The 2025 Goal is to be on par with the University of California System.
Percent of Undergraduate Seniors Assisting in Faculty Research	This metric is not reported at the System level. Report data in 2011-12 Annual Report.	50%	This metric addresses the NSF's goal of integrating research and education. In 2010, 52% of the seniors within the University of California system assisted with faculty research.
<b>STRATEGIC PRIORITIES</b>			
Percent of R&D Expenditures funded from External Sources	59%	67%	2025 Goal based on the Top 10 States average percentage of FY2009 expenditures from external sources (defined by NSF as from Federal, Private Industry and Other).

# Community and Business Engagement

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
<b>EXCELLENCE</b>			
Number of Universities with Carnegie's Community Engagement Classification	<b>7</b> <i>(includes USF St. Petersburg)</i>	All	The Carnegie classification is a premier national indicator of a university's commitment to Community Engagement.
<b>PRODUCTIVITY</b>			
Percentage of Students Participating in Identified Community & Business Engagement Activities <i>(Includes curricular &amp; co-curricular)</i>	<b>13%51%</b> <i>(based on three universities unofficial estimates)</i> Report data in 2011-12 Annual Report.	Establish Goal End-of-Year 2014	This is a new metric and Board staff need time to consult with campus professionals regarding how to best define this metric, and to establish a 2025 goal.
Enrollment in Professional Training and Continuing Education Courses	Per Regulation 8.002(8) data will be reported in 2012-13 Annual Report	Establish Goal End-of-Year 2014	This metric does not include continuing education enrollment for degree-seeking students.
<b>STRATEGIC PRIORITIES</b>			
Percentage of Baccalaureate Graduates Continuing their Education or Employed in Florida	<b>81%</b>	<b>90+%</b>	The Board is dedicated to improving the employment and earnings outcomes for State University System students.





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Board of Governors

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# UCF

## 2013-14 Work Plan



**University of Central Florida**

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



## INTRODUCTION

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

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

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 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?)

The University of Central Florida is a public multi-campus, metropolitan research university that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs by providing high-quality, broad-based education and experience-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

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

UCF has embarked on a bold venture to become a new kind of university that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all.

## **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.*

UCF will pursue its goals by favoring tactics that feature partnerships and interdisciplinary approaches to problems of significance to the university and the Central Florida city-state. We will sustain our abiding commitments to inclusiveness, excellence in all endeavors, and opportunity for all. UCF plans to sustain programs in its areas of historic strength – such as engineering, business, computer sciences, the natural sciences, and teacher education – and have the confidence and nimbleness to exploit strategic opportunities in areas as diverse as medicine, the performing arts, and emerging fields.



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

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

**Strengths:** High student retention, progression, and graduation rates; M.D. program and supporting initiatives, including new bio-related programs; graduate study and research in traditional and emerging disciplines; 2+2 *DirectConnect* to UCF program; university efficiencies in utilities, maintenance, and property management; and ample opportunities for academic community engagement and partnerships.

**Challenges:** High student-to-faculty ratio; high transfer population resulting in a greater proportion of high-cost, major-specific course offerings that are more costly than general education course work; and, significant recurring budget reductions, along with the lack of fiscal stability for planning purposes.

## 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 – Faculty:** Hire additional full-time faculty members in areas of specific focus (e.g. STEM, areas of strategic programmatic emphasis, and emerging fields).

Hiring full-time faculty members enhances the undergraduate and graduate academic experience by ensuring the availability of course offerings to meet student demand; decreasing class size; increasing student engagement; supporting undergraduate and graduate research; and stabilizing UCF's student-to-faculty ratio. An emphasis on hiring tenure and tenure-track faculty members addresses the overall mix of faculty and the recent reliance on non-tenure-track faculty members, while boosting UCF's growing research promise and potential economic impact.

**2 – Research and graduate activity:** Increase graduate degree program breadth, interdisciplinarity, and quality, while enhancing the volume and impact of UCF research.

Increasing graduate activity supports the emerging preeminence of UCF's graduate enterprise and supports the university in enhancing its Carnegie Classification as a "very high research" university. To ensure continued growth and quality, UCF plans to expand and enhance programs in focused areas. This will include the hiring of research-intensive faculty members and essential staff members; the expansion of biomedical and clinical research; development of new graduate medical education programs; and the development of new health-related programs that capitalize on College of Medicine partnerships. Increasing graduate activity also furthers the volume and economic impact of UCF research, building upon the \$1.1 billion in external research grants received in the past decade.

**3 – Retention and graduation:** Expansion of existing programs and implementation of new efforts to increase retention and graduation rates.

Harnessing predictive analytics, updating current advising software, focusing on program mapping and tracking to find appropriate pathways are several of the new initiatives that will allow UCF to shift from cohort-based approaches to individualized student interventions that can predict and prevent certain student failures before they happen. Expected outcomes for these efforts are increased retention and graduation rates, shortened time to degree, and reduced excess credit hour accumulation.



## KEY PERFORMANCE INDICATORS

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

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

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



## KEY PERFORMANCE INDICATORS

## Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
<b>National Ranking for University and Programs</b>					
UCF plans to improve graduate and overall rankings by hiring additional faculty members in select areas to enhance program quality, student selectivity, research volume and impact.					
Avg. SAT Score (for 3 subtests)	49 <sup>1</sup> points	1,836	1,831	1,827	1,822
Avg. High School GPA	0.19 points	3.87	3.91	3.81	3.82
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>					
Exams Above National/State Benchmark	n/a	3	3	4	4
Exams Below National/State Benchmark	n/a	0	0	0	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Operational Efficiency</b>					
Freshman Retention Rate	5% points	88%	88.1%	88.3%	89.1%
FTIC Graduation Rates					
In 4 years (or less) for the 2008-12 cohort	7% points	40%	40.5%	41.0%	41.5%
In 6 years (or less) for the 2006-12 cohort	7% points	65%	66.0%	67.0%	68.0%
AA Transfer Graduation Rates					
In 2 years (or less) for the 2010-12 cohort	-3% points	28%	28.1%	28.2%	28.4%
In 4 years (or less) for the 2008-12 cohort	-2% points	67%	67.1%	67.2%	67.4%
Percent of Bachelor's Degrees Without Excess Hours	-1% points	65%	66%	66.2%	66.7%
Average Time to Degree (for FTIC)	0.1 years	4.5 yrs	4.5 yrs	4.4 yrs	4.3 yrs
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	36%	11,515	12,210	12,500	13,000
Percent of Bachelor's Degrees in STEM	-1% points	15%	15.1%	15.3%	15.6%
Graduate Degrees Awarded	21%	2,679	2,600	2,650	2,725
Percent of Graduate Degrees in STEM	2% points	27%	26%	26.5%	27%
Percent of Baccalaureate Graduates Employed in Florida	-6% <sup>3</sup> points	68% <sup>3</sup>	68%	68.4%	69.0%
Percent of Baccalaureate Graduates Continuing their Education in Florida	0% <sup>3</sup> points	17% <sup>3</sup>	18%	18.1%	18.4%
Annual Gifts Received (\$M)	-70%	\$ 15.9 M	\$ 16.6 M	\$ 20.7 M	\$ 28.5 M
Endowment (\$M)	5%	\$ 122.6 M	\$ 142.8 M	\$ 159.8 M	\$ 203.4 M
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>16</b>	<b>17</b>

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





## KEY PERFORMANCE INDICATORS

## Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
Faculty Awards	25%	4	6	10	11
National Academy Members	n/a	1	1	1	2
Number of Post-Doctoral Appointees*	n/a	58	58	62	68
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	4 of 8	4 of 8	4 of 8	5 of 8
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>1</b>		<b>1</b>	<b>2</b>	<b>4</b>
<b>Operational Efficiency</b>					
<b>To Be Determined</b> <div>The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.</div>					
<b>Return on Investment</b>					
<b>Total Research Expenditures (\$M)</b> <i>(includes non-Science &amp; Engineering disciplines)</i>	-14%	\$ 121.7 M	\$ 120.9 M	\$ 114.0 M	\$ 125.0 M
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	-4%	\$ 107.3 M	\$ 99.4 M	\$ 95.0 M	\$ 107.0 M
<b>Science &amp; Engineering R&amp;D Expenditures in Non-Medical/Health Sciences (\$M)</b>	-9%	\$ 104.8 M	\$ 96.4 M	\$ 91.5 M	\$ 100.0 M
<b>Percent of Research Expenditures funded from External Sources</b>	17%	81.2%	76%	80%	87%
<b>Patents Issued</b>	157%	67	80	85	95
<b>Licenses/Options Executed</b>	22%	11	12	12	17
<b>Licensing Income Received (\$M)</b>	17%	\$ 1.0 M	\$ 0.8 M	\$ 0.8 M	\$ 1.0 M
<b>Number of Start-up Companies</b>	66%	5	3	4	5
<b>National Rank is Higher than Predicted by the Financial Resources Ranking</b> <i>(based on U.S. News &amp; World Report)</i>	n/a	177-265	174-263	n/a	n/a
<b>Research Doctoral Degrees Awarded</b>	8%	229	248	251	257
<b>Professional Doctoral Degrees Awarded</b>	n/a	37	38	87	128
<b>SUBTOTAL OF IMPROVING METRICS</b>	<b>6</b>		<b>4</b>	<b>5</b>	<b>10</b>
<b>TOTAL OF IMPROVING METRICS</b>	<b>7</b>		<b>5</b>	<b>7</b>	<b>14</b>

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



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

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

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

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Bachelor's Degrees in Areas of Strategic Emphasis	31%	3,702	3,950	4,075	4,200
Graduate Degrees in Areas of Strategic Emphasis	29%	1,336	1,150	1,180	1,225
Bachelor's Degrees Awarded to Minorities	64%	2,856	3,150	3,200	3,425

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.** College of Medicine: Continue development of the necessary infrastructure to ensure success of the College of Medicine M.D. program. *As the inaugural M.D. class graduates, UCF seeks to achieve critical milestones including maintaining full accreditation from the Liaison Committee on Medical Education; graduation and residency placement of the second class in 2014; expansion of the COM Faculty Practice to cover all non-faculty costs in 2016-17; a fully-enrolled medical education program with 480 students in 2016-17; creation of a Graduate Medical Education Program (residency and/or fellowship programs); and creation of collaborative research and graduate programs with other units and colleges of the university and medical city partners.*

LCME Accreditation, M.D. Enrollment (GME Application Progress)	n/a	Provisional, 179 (n/a)	Achieved Full, 277 (apply)	Full, 359 (pending)	Full, 460 (approved)
UCF Health Faculty Practice (percent of non-faculty costs covered by practice revenue)	n/a	20%	45%	50%	90%

**Goal 2.** Be America's leading partnership university. *The UCF business incubation program supports the Central Florida economy by providing early-stage companies with tools, training, and infrastructure needed to create financially stable high growth and impact enterprises. In the past decade, the program has helped emerging companies create over \$700 million in annual revenue and more than 1,650 new jobs with an average salary that is 45% above the average salary in the area.*

Total Jobs Created by Incubator Companies	164%	1,650	1,800	1,900	2,100
Total Companies Graduated by Incubators	151%	70	92	107	130



## OPERATIONS



## FISCAL INFORMATION

## University Revenues (in Millions of Dollars)

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	\$ 268.8	\$ 249.9	\$ 258.2	\$ 223.2	\$ 172.1	\$ 234.2
Tuition	\$ 146.1	\$ 167.1	\$ 192.5	\$ 220.8	\$ 244.3	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 414.9</b>	<b>\$ 417.0</b>	<b>\$ 450.7</b>	<b>\$ 444.0</b>	<b>\$ 416.4</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	\$ 8.8	\$ 19.0	\$ 21.4	\$ 22.2	\$ 23.0	\$ 24.3
Tuition	\$ 0.0	\$ 1.0	\$ 3.1	\$ 7.8	\$ 8.1	n/a
<b>TOTAL HSC</b>	<b>\$ 8.8</b>	<b>\$ 20.0</b>	<b>\$ 24.5</b>	<b>\$ 30.0</b>	<b>\$ 31.1</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL IFAS</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

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

## OTHER BUDGET ENTITIES

## Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 132.5	\$ 128.0	\$ 136.5	\$ 136.9	\$ 144.7	n/a
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## Contracts &amp; Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 116.2	\$ 107.8	\$ 108.4	\$ 108.7	\$ 112.6	n/a
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## Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 328.4	\$ 388.4	\$ 445.6	\$ 470.7	\$ 489.5	n/a
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## Faculty Practice Plans

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

Revenues	n/a	\$ 0.0	\$ 0.0	\$ 0.6	\$ 1.3	n/a
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<b>OTHER BUDGET ENTITY</b>	<b>\$ 577.1</b>	<b>\$ 624.2</b>	<b>\$ 690.5</b>	<b>\$ 716.9</b>	<b>\$ 748.1</b>	<b>n/a</b>
<b>TOTAL REVENUES</b>						



## 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	\$3,100	\$3,100	\$3,100	\$3,100	\$3,100
Tuition Differential Fee	\$749	\$1,326	\$1,326	\$1,326	\$1,326
Percent Increase	15%	15%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,736	\$1,821	\$1,899	\$1,917	\$1,935
<b>TOTAL TUITION AND FEES</b>	<b>\$5,585</b>	<b>\$6,247</b>	<b>\$6,325</b>	<b>\$6,343</b>	<b>\$6,361</b>

Note 1: 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	46%	46%	49%	52%	56%
Average Amount of Debt for Bachelor's who have graduated with debt	\$20,088	\$20,484	\$19,730	\$21,364	\$20,789
Student Loan Cohort Default Rate (2nd Year)	4.4%	5.3%	4.0% draft	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	7.5%	7.1% draft	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	\$5,806	\$1,146	\$9,300	\$1,800	\$2,276	\$20,328
AT HOME	\$5,806	\$1,146	\$4,806	\$1,800	\$2,276	\$15,834

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	10,063	35%	\$12,651	-\$1,459	\$6,986	\$6,993	
\$40,000-\$59,999	2,968	10%	\$14,635	\$565	\$4,886	\$5,774	
\$60,000-\$79,999	2,601	9%	\$16,235	\$605	\$3,272	\$5,774	
\$80,000-\$99,999	2,423	9%	\$16,787	\$2,462	\$2,922	\$6,299	
\$100,000 Above	8,353	29%	\$17,004	\$2,492	\$2,817	\$6,379	
Missing	1,960	7%	n/a	\$2,588	\$2,839	\$9,966	
TOTAL	28,368	100%	AVERAGE	\$15,462*	\$1,209	\$3,954	\$6,902

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. (note\*: the total Net Cost of Attendance does not include students with missing family income data).



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	No Request Submitted
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	
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):	
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	%
\$ Increase in tuition differential per credit hour:	\$
\$ Increase in tuition differential for 30 credit hours:	\$
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$
Total differential fee revenue generated in 2013-14 (projected):	\$
Intended Uses	
Describe how the revenue will be used.	
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 2012-13 academic year.**

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
<p><b>Undergraduate Student Support: \$30,839,964</b> Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.</p>	<p>Differential tuition funds enabled colleges to hire and maintain faculty members and adjuncts who taught an estimated 190 additional course sections and continued instruction for 2,540 course sections.</p> <p>Other continuing initiatives include the following:</p> <ol style="list-style-type: none"> <li>1) Department of Writing and Rhetoric program, a flagship vertical writing program and national model for how a large public university can act on best practices and research about writing;</li> <li>2) Office of Pre-Professional Advising established to: a) provide guidance and support to students interested in pursuing careers in the health and legal professions; and b) assist pre-professional students in any undergraduate major by offering academic advising, administrative support, and other activities related to preparing for, and applying, to professional schools.</li> <li>3) English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention.</li> <li>4) Continue support for the Academic Advising Enhancement Program for First Time in College students, second-year sophomores, and transfer students to enable transition into colleges through dedicated advisors.</li> </ol>
Additional Detail where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	38 hired, 305 retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	29 retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	190 added, 2,540 retained
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
<p>Thirty percent of differential tuition funds collected will be used to reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA)</p>	<p>\$13,217,128 of tuition differential revenue allowed UCF to increase the number of students receiving the award (from 6,745 in 2011-12 to 14,803 in 2012-13 a 119.5 percent increase).</p>
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	14,803
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$898



\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$205
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,975





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

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* <u>2012-13</u>	Estimated <u>2013-14</u>
<b>Balance Forward from Prior Periods</b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b>Receipts / Revenues</b>		
Tuition Differential Collections	\$ 44,057,092	46,618,460
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 44,057,092	\$ 46,618,460
<b>Expenditures</b>		
Salaries & Benefits	\$ 29,899,964	\$ 31,642,922
Other Personal Services	544,000	575,000
Expenses	296,000	315,000
Operating Capital Outlay	100,000	100,000
Student Financial Assistance	13,217,128	13,985,538
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 44,057,092	\$ 46,618,460
Ending Balance Available:	<u>\$ 0</u>	<u>\$ (0)</u>

\*Since the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: University of Central Florida								
<u>Undergraduate Students</u>		-----Actual-----			-----Projected-----			
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>								
Base Tuition - (0% inc. for 2013-14 to 2016-17)		\$95.67	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)		15.88	\$24.96	\$44.20	\$44.20	\$44.20	\$44.20	\$44.20
<b>Total Base Tuition &amp; Differential per Credit Hour</b>		<b>\$111.55</b>	<b>\$128.28</b>	<b>\$147.52</b>	<b>\$147.52</b>	<b>\$147.52</b>	<b>\$147.52</b>	<b>\$147.52</b>
% Change			15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>								
Student Financial Aid <sup>1</sup>		\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>		\$4.76	\$4.76	\$6.76	\$8.76	\$8.76	\$8.76	\$8.76
Activity & Service		\$10.79	\$10.79	\$10.79	\$10.79	\$11.00	\$11.22	\$11.44
Health		\$9.52	\$9.88	\$10.30	\$10.89	\$11.10	\$11.32	\$11.54
Athletic		\$12.98	\$13.10	\$13.44	\$13.44	\$13.44	\$13.44	\$13.44
Transportation Access		\$8.19	\$9.00	\$9.10	\$9.10	\$9.28	\$9.46	\$9.64
Technology <sup>1</sup>		\$4.78	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)								
Student Life & Services Fee (UNF only)								
Marshall Center Fee (USF only)								
Student Affairs Facility Use Fee (FSU only)								
List any new fee proposed								
<b>Total Fees</b>		<b>\$55.80</b>	<b>\$57.85</b>	<b>\$60.71</b>	<b>\$63.30</b>	<b>\$63.90</b>	<b>\$64.52</b>	<b>\$65.14</b>
<b>Total Tuition and Fees per Credit Hour</b>		<b>\$167.35</b>	<b>\$186.13</b>	<b>\$208.23</b>	<b>\$210.82</b>	<b>\$211.42</b>	<b>\$212.04</b>	<b>\$212.66</b>
% Change			11.2%	11.9%	1.2%	0.3%	0.3%	0.3%
<b>Fees (block per term):</b>								
Activity & Service								
Health								
Athletic								
Transportation Access								
Marshall Center Fee (USF only)								
Student Affairs Facility Use Fee (FSU only)								
List any new fee proposed								
<b>Total Block Fees per term</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
% Change			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>		<b>\$3,348.50</b>	<b>\$3,849.40</b>	<b>\$4,425.60</b>	<b>\$4,425.60</b>	<b>\$4,425.60</b>	<b>\$4,425.60</b>	<b>\$4,425.60</b>
<b>Total Fees for 30 Credit Hours</b>		<b>\$1,674.00</b>	<b>\$1,735.50</b>	<b>\$1,821.30</b>	<b>\$1,899.00</b>	<b>\$1,917.00</b>	<b>\$1,935.60</b>	<b>\$1,954.20</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>		<b>\$5,020.50</b>	<b>\$5,584.90</b>	<b>\$6,246.90</b>	<b>\$6,324.60</b>	<b>\$6,342.60</b>	<b>\$6,361.20</b>	<b>\$6,379.80</b>
\$ Change			\$563.40	\$663.00	\$77.70	\$18.00	\$18.60	\$18.60
% Change			11.2%	11.9%	1.2%	0.3%	0.3%	0.3%
<b>Out-of-State Fees</b>								
Out-of-State Undergraduate Fee		\$491.41	\$491.41	\$511.06	\$511.06	\$511.06	\$511.06	\$511.06
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>		\$24.57	\$24.57	\$25.55	\$25.55	\$25.55	\$25.55	\$25.55
<b>Total per credit hour</b>		<b>\$515.98</b>	<b>\$515.98</b>	<b>\$536.61</b>	<b>\$536.61</b>	<b>\$536.61</b>	<b>\$536.61</b>	<b>\$536.61</b>
% Change			0.0%	4.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>		<b>\$18,088.50</b>	<b>\$18,590.70</b>	<b>\$19,757.40</b>	<b>\$19,757.40</b>	<b>\$19,757.40</b>	<b>\$19,757.40</b>	<b>\$19,757.40</b>
<b>Total Fees for 30 Credit Hours</b>		<b>\$2,411.10</b>	<b>\$2,472.80</b>	<b>\$2,597.80</b>	<b>\$2,685.80</b>	<b>\$2,685.80</b>	<b>\$2,702.10</b>	<b>\$2,720.70</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>		<b>\$20,499.60</b>	<b>\$21,063.50</b>	<b>\$22,355.20</b>	<b>\$22,443.20</b>	<b>\$22,443.20</b>	<b>\$22,459.50</b>	<b>\$22,478.10</b>
\$ Change			\$563.40	\$1,291.70	\$77.70	\$18.00	\$18.60	\$18.60
% Change			2.7%	6.1%	0.3%	0.1%	0.1%	0.1%
<b>Housing/Dining<sup>4</sup></b>								
		\$8,765.00	\$9,063.00	\$9,357.00	\$9,475.00	\$9,759.00	\$10,052.00	\$10,354.00
\$ Change			\$298.00	\$294.00	\$118.00	\$284.00	\$293.00	\$302.00
% Change			3.4%	3.2%	1.3%	3.0%	3.0%	3.0%

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> limited in statute.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

## Planned Growth by Student Type (for all E&amp;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)	7.7%	24,517	49.4%	23,615	46.8%	24,044	47.0%	24,436	47.1%
FTIC (Profile Admit)	7.3%	264	0.5%	236	0.5%	236	0.5%	240	0.5%
AA Transfers*	66.8%	19,273	38.8%	21,248	42.1%	21,371	41.8%	21,707	41.8%
Other Transfers	16.6%	5,624	11.3%	5,353	10.6%	5,476	10.7%	5,515	10.6%
Subtotal	26.1%	49,678	100%	50,452	100.0%	51,127	100.0%	51,898	100.0%
GRADUATE STUDENTS									
Master's	26.7%	6,177	77.1%	6,031	12.0%	6,063	11.9%	6,148	11.8%
Research Doctoral	10.4%	1,664	20.8%	1,675	3.3%	1,691	3.3%	1,748	3.4%
Professional Doctoral	n/a	168	2.1%	239	0.5%	237	0.5%	240	0.5%
Subtotal	25.5%	8,009	100%	7,945	15.7%	7,991	15.6%	8,136	15.7%
NOT-DEGREE SEEKING	-27.1%	832		852		845		845	
MEDICAL	n/a	179		359		419		460	
TOTAL	25.1%	58,698		59,608		60,382		61,339	

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

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

	5 YEAR TREND (2006-07 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
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	176.3%	8,516	25.3%	9,863	29.5%	10,080	30.0%	10,154	29.9%
HYBRID (50%-79%)	61.6%	1,965	5.8%	2,407	7.2%	2,621	7.8%	2,614	7.7%
TRADITIONAL (<50%)	4.3%	23,150	68.8%	21,163	63.3%	20,898	62.2%	21,223	62.4%
<b>TOTAL</b>	<b>27.0%</b>	<b>33,631</b>	<b>100.0%</b>	<b>33,433</b>	<b>100.0%</b>	<b>33,598</b>	<b>100.0%</b>	<b>33,990</b>	<b>100.0%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	102.0%	1,217	28.8%	1,158	28.7%	1,209	29.8%	1,277	30.9%
HYBRID (50%-79%)	91.7%	445	10.5%	460	11.4%	491	12.1%		12.8%
TRADITIONAL (<50%)	-5.5%	2,562	60.7%	2,416	59.9%	2,358	58.1%	2,326	56.3%
<b>TOTAL</b>	<b>19.1%</b>	<b>4,224</b>	<b>100.0%</b>	<b>4,033</b>	<b>100.0%</b>	<b>4,058</b>	<b>100.0%</b>	<b>4,132</b>	<b>100.0%</b>

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



## ENROLLMENT PLANNING (continued)

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

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1 <sup>st</sup> Year Estimated 2013-14	2 <sup>nd</sup> Year Planned 2014-15	3 <sup>rd</sup> Year Planned 2015-16	4 <sup>th</sup> Year Planned 2016-17	5 <sup>th</sup> Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	10,306	11,050	10,306	11,137	11,275	11,448	11,671	11,882	1.5%
UPPER	16,000	21,611	16,000	21,286	21,307	21,513	21,960	22,406	0.7%
GRAD I	2,627	2,682	2,627	2,687	2,703	2,753	2,826	2,906	1.6%
GRAD II	379	608	379	609	613	624	641	659	1.6%
<b>TOTAL</b>	<b>29,312</b>	<b>35,951</b>	<b>29,312</b>	<b>35,718</b>	<b>35,898</b>	<b>36,338</b>	<b>37,098</b>	<b>37,854</b>	<b>1.0%</b>
<b>Non- Resident</b>									
LOWER	n/a	446	n/a	449	455	462	471	479	1.5%
UPPER	n/a	570	n/a	561	562	567	579	591	0.7%
GRAD I	n/a	329	n/a	330	332	338	347	356	1.6%
GRAD II	n/a	407	n/a	408	410	418	429	441	1.6%
<b>TOTAL</b>	<b>1,528</b>	<b>1,751</b>	<b>1,748</b>	<b>1,748</b>	<b>1,758</b>	<b>1,784</b>	<b>1,825</b>	<b>1,868</b>	<b>1.3%</b>
<b>TOTAL</b>									
LOWER	n/a	11,496	n/a	11,586	11,729	11,910	12,142	12,361	1.5%
UPPER	n/a	22,181	n/a	21,847	21,869	22,081	22,539	22,997	0.7%
GRAD I	n/a	3,010	n/a	3,016	3,035	3,090	3,173	3,263	1.6%
GRAD II	n/a	1,015	n/a	1,017	1,023	1,042	1,070	1,100	1.6%
<b>TOTAL</b>	<b>30,840</b>	<b>37,702</b>	<b>30,840</b>	<b>37,466</b>	<b>37,657</b>	<b>38,123</b>	<b>38,923</b>	<b>39,721</b>	<b>1.0%</b>
<b>TOTAL (US FTE)</b>	<b>38,793</b>	<b>47,478</b>	<b>38,793</b>	<b>47,160</b>	<b>47,401</b>	<b>47,987</b>	<b>48,994</b>	<b>49,999</b>	<b>1.0%</b>

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

#### Medical Doctorate

FLORIDA RESIDENT	240	212	240	271	316	347	362	362	11.3%
NON-RESIDENT	40	65	40	88	103	113	118	118	12.7%
<b>TOTAL</b>	<b>280</b>	<b>277</b>	<b>280</b>	<b>359</b>	<b>419</b>	<b>460</b>	<b>480</b>	<b>480</b>	<b>11.6%</b>

#### Dentistry

FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>TOTAL</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>%</b>

#### Veterinary

FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>TOTAL</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>%</b>

#### Pharmacy

FLORIDA RESIDENT	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	%
NON-RESIDENT	xx	xx	xx	xx	xx	xx	xx	xx	%
<b>TOTAL</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>xx</b>	<b>%</b>



## 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 <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Materials Science and Engineering	14.1801	STEM	UF			Mar-2014
Writing and Rhetoric	23.1304		USF			Mar-2014
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Nanoscience Technology (PSM)	15.1601	STEM				July-2013
<b>DOCTORAL PROGRAMS</b>						

## 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 <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Biomedical Engineering	14.0501	STEM	FGCU, FIU	N	-	July-2014
Communication and Conflict	30.2801	-	-	N	-	Mar-2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Biomedical Engineering	14.0501	STEM	FAMU, FAU, FIU, FSU, UF, USF-T	N	-	Mar-2015
Cognitive Sciences and Cognitive Disorders	30.2501	STEM	-	N	-	Mar-2015
Public Health	51.2201	HLTH	FAMU, FIU, FSU, UF, USF-T, UWF	Y	-	Mar-2016
Public History	54.0405	-	-	N	-	Mar-2016
Arts Management	50.1099	ECON	-	N	-	Mar-2016
<b>DOCTORAL PROGRAMS</b>						
Communication Sciences and Disorders	51.0204	HLTH	FSU, UF, USF-T	N	-	Mar-2015
Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF-T	N	-	July-2015
Public Health	51.2201	HLTH	FAMU, FIU, UF, USF-T	N	-	Mar-2016



## 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](#).

##### 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](#).

**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](#).

**Graduate Degrees Awarded**

This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see [link](#).

**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](#).

**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](#).

**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](#).

**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**

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](#).

**Faculty Awards**

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](#).

**National Academy Members**

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 Post-Doctoral appointees**



**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 on the NSF annual survey and the 2011-12 Accountability Report – see [link](#).

**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 – see [link](#).

**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](#).

**Patents Issued**

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see [link](#).

**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](#).

**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](#). 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](#).

**Number of Start-up Companies**

**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](#)

**Professional Doctoral Degrees Awarded**

The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see [link](#)