

# UWF

## 2014-15 Work Plan



**University of West Florida**

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



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## MISSION STATEMENT (What is your purpose?)

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

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

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being "different by design."

## 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.*

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master's programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. The majority of UWF's students come from the Panhandle, but UWF is helping to address higher education access needs by enrolling an increasing number of students from the Florida peninsula and beyond. A significant number of UWF's students come from families with a military connection. UWF will manage growth strategically at the Pensacola campus, at other sites, and online, and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds. Through its partnerships with the K-12 sector and other institutions of higher education (e.g., Florida College System and other SUS institutions), UWF will facilitate students' transition to the University and provide students with access to academic programs that otherwise might not be available to them. To enhance the collegiate experience for the traditional-aged student, UWF is investing in improving campus life and expanding high-quality advising and academic support services. UWF is addressing nontraditional learners' needs through the statewide Complete Florida initiative; providing one-stop services to military-affiliated students through its Military/Veterans Center; strengthening its articulation programs with state colleges; establishing high-demand online programs to strengthen Florida's workforce; and reinforcing UWF's innovative online curriculum through participation in Quality Matters to assure high-quality instruction. UWF is committed to offering undergraduate and graduate degrees that meet regional workforce needs, including implementing practices that help students prepare effectively for life beyond graduation.



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

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

UWF has evolved into a vibrant, distinctive, educational institution with an undergraduate collegiate culture characteristic of a regional comprehensive university, but with expanded graduate and targeted research programs, nationally recognized online programs, and extensive community service and engagement. UWF favors smaller classes with fully qualified teacher-scholars who deliver personalized, innovative, hands-on learning and leadership opportunities. UWF takes pride in the strong, mutually beneficial collaborations (reflected in its curriculum and its focus on applied research, as well as its public-private partnerships) that have emerged with UWF's partners in the community, business, the military, and education.

UWF faces various opportunities and challenges within the next three years. In 2014-2015, the SACS Commission on Colleges will review UWF for reaffirmation of accreditation. In preparation for the review, UWF is completing a Compliance Certification Report and developing a Quality Enhancement Plan that focuses on "Communication for Professional Success: Using High-Impact Practices to Improve Students' Written and Oral Communication." Another opportunity exists as UWF's 50th Anniversary approaches in 2017; the University will embark on an ambitious multi-million dollar comprehensive campaign to help raise funds and awareness for UWF's strategic priorities.

UWF will focus on challenges, opportunities, and strategic priorities associated with improving performance on key indicators and increasing the University's regional, national, and international visibility and reputation (e.g., purposeful enrollment growth; student persistence and graduation rates; student professional workforce skills; institutional rankings and student and faculty recognitions; mutually beneficial partnerships; diversification of the University; physical infrastructure; comprehensive degree planning to ensure viable programs that meet regional needs; focused research planning; and concentrated efforts to increase the number of Floridians with degrees in areas such as STEM, education, and the healthcare professions).

## 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. UWF will contribute to statewide economic development through innovative programming in STEM and by entering into partnerships with other SUS institutions to address shortages in critical, high-skill, high-wage areas of strategic emphasis (e.g., Cybersecurity, Mechanical Engineering, Entrepreneurship, Supply Chain Logistics, Information Security, and Nursing Practice).
2. UWF will invest in focused initiatives and high-impact practices (HIPs) that improve student engagement, learning, retention, and subsequent job placement and professional success in the global marketplace (e.g., cybersecurity battle lab experiences, internships, executive mentor program, student research, service learning, study abroad and cultural experiences, practicum placements, etc.).
3. UWF will lead the implementation of Complete Florida, which creates a pathway for two million adults in Florida to return to college and earn a degree. UWF also will host the Florida Virtual Campus, which provides statewide services to online learners. Through its Innovation Institute, UWF and its partners will employ transformational approaches and develop creative solutions to address critical educational issues and needs in the community.



## PERFORMANCE FUNDING METRICS

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

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation	0% pts.	60% (2011-2012 Graduates)	60% (2012-2013 Graduates)	61% (2013-2014 Graduates)	61% (2014-2015 Graduates)	62% (2015-2016 Graduates)
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	0%	\$31,000 (2011-2012 Graduates)	\$31,953 (2012-2013 Graduates)	\$32,935 (2013-2014 Graduates)	\$33,948 (2014-2015 Graduates)	\$34,992 (2015-2016 Graduates)
Average Cost per Bachelor's Degree [Instructional Costs to the University]	1%	\$31,076 (2009-2013)	\$33,222 (2010-2014)	\$34,750 (2011-2015)	\$36,417 (2012-2016)	\$36,520 (2013-2017)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	-2% pts.	42% (2007-2013)	49% (2008-2014)	49% (2009-2015)	50% (2010-2016)	51% (2011-2017)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA≥2.0 ]	-1% pt.	61% (Fall 2012-Fall 2013)	62% (Fall 2013-Fall 2014)	63% (Fall 2014-Fall 2015)	64% (Fall 2015-Fall 2016)	65% (Fall 2016-Fall 2017)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	2% pts.	39% (Fall 2012)	40% (Fall 2013)	40% (Fall 2014)	40% (Fall 2015)	40% (Fall 2016)
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by FLBOG in 11/2013]	4% pts.	45% (2012-2013)	49% (2013-2014)	50% (2014-2015)	50% (2015-2016)	51% (2016-2017)
Graduate Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved FLBOG in 11/2013]	1% pt.	43% (2012-2013)	45% (2013-2014)	46% (2014-2015)	47% (2015-2016)	48% (2016-2017)
<b>Board of Governors Choice Metric</b>						
Percent of Bachelor's Degrees Without Excess Hours	n/a	65% (2012-2013)	66% (2013-2014)	66% (2014-2015)	67% (2015-2016)	67% (2016-2017)
<b>Board of Trustees Choice Metric</b>						
Percent of Enrolled Undergraduates Who Were 25 or Older	-1% pt.	31% (Fall 2012)	32% (Fall 2013)	32% (Fall 2014)	32% (Fall 2015)	32% (Fall 2016)

Note: Metrics are defined in appendix.





## KEY PERFORMANCE INDICATORS

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

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<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

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

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

- Maintain recognition from Forbes Magazine as one of America's Top Colleges; from The Princeton Review as one of the best colleges in the Southeast and as a "Green College"; from U.S. News and World Reports as one of the Best Online Bachelor's Programs; from MastersDegreesOnline for one of the Best Education Graduate Schools; from GraduatePrograms.com for one of the Top Student-Ranked Online Graduate Programs; from Open Education Database for having a Top Online Engineering College; from G.I. Jobs Magazine and Military Advanced Education as a Military Friendly School; and from Military Times as one of the Best for Vets colleges. Regain recognition from The Chronicle of Higher Education as one of the "Great Colleges to Work For."
- Increase success in fielding student competitors who win in state, regional, and national academic competitions (e.g., logistics; Model UN, forensics).
- Continue success in documenting through Program Reviews that UWF academic programs and institutes and centers deliver on the promises of their respective mission and vision statements.
- Continue to implement the academic program master plan that, within the context of UWF's mission and available resources, includes strategies for moving select academic and research programs to greater levels of distinction; and aligns resources to support these initiatives.
- <http://66.7.202.18/index.php/uwf-facts/uwf-rankings-designations/>

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score [for 3 subtests]	-44 pts	1537 (Fall 2012)	1563 (Fall 2013)	1593 (Fall 2014)	1621 (Fall 2015)	1621 (Fall 2016)
High School GPA	0.0 pts	3.5 (Fall 2012)	3.5 (Fall 2013)	3.5 (Fall 2014)	3.5 (Fall 2015)	3.5 (Fall 2016)
Professional/Licensure Exam First-time Pass Rates <sup>1</sup>						
Exams Above Benchmarks	n/a	1	1	1	1	1
Exams Below Benchmarks	n/a	0	0	0	0	0
<b>Operational Efficiency</b>						
Freshman Retention Rate	-9% pts.	70% (Fall 2012-Fall 2013)	72% (Fall 2013-Fall 2014)	73% (Fall 2014-Fall 2015)	75% (Fall 2015-Fall 2016)	76% (Fall 2016-Fall 2017)
FTIC Graduation Rates	3% pts.	25% (2009-2013)	22% (2010-2014)	23% (2011-2015)	25% (2012-2016)	26% (2013-2017)
In 4 years (or less)	-0% pts.	42% (2007-2013)	49% (2008-2014)	49% (2009-2015)	50% (2010-2016)	51% (2011-2017)
AA Transfer Graduation Rates	-7% pts.	23% (2011-2013)	19% (2012-2014)	20% (2013-2015)	22% (2014-2016)	23% (2015-2017)
In 2 years (or less)	-3% pts.	65% (2009-2013)	62% (2010-2014)	64% (2011-2015)	65% (2012-2016)	67% (2013-2017)
Average Time to Degree (for FTIC)	-0.1 yr.	4.6 yrs. (2012-2013 Graduates)	4.6 yrs. (2013-2014 Graduates)	4.6 yrs. (2014-2015 Graduates)	4.6 yrs. (2015-2016 Graduates)	4.5 yrs. (2016-2017 Graduates)





## Return on Investment

	<b>TREND</b> <i>(2008-09 to 2012-13)</i>	<b>2012-13</b> <b>ACTUAL</b>	<b>2013-14</b> <b>ESTIMATES</b>	<b>2014-15</b> <b>GOALS</b>	<b>2015-16</b> <b>GOALS</b>	<b>2016-17</b> <b>GOALS</b>
Bachelor's Degrees Awarded	9%	1,969	2,015	2,067	2,119	2,162
Percent of Bachelor's Degrees in STEM	3% pts.	18%	18%	18%	19%	19%
Graduate Degrees Awarded	31%	625	634	687	708	745
Percent of Graduate Degrees in STEM	2% pts.	15%	15%	16%	16%	16%
Annual Gifts Received (\$M)	14%	\$ 2.9 M	\$ 3.5 M	\$ 3.7 M	\$3.8 M	\$4.0 M
Endowment (\$M)	13%	\$ 54M	\$57 M	\$60 M	\$63 M	\$66 M

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



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

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

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
Number of Enrolled Undergraduates Who Were 25 or Older (Fall)	13%	3,276	3,371	3,468	3,556	3,644
Bachelor's Degrees Awarded to Minorities (Non-Hispanic Black and Hispanic Students)	21%	286	334	340	344	352
Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)	NA	UWF completed documentation and submitted the application to Carnegie on April 15, 2014. Results will be announced in January 2015.				

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.** *Improve student engagement and participation in "high-impact" learning experiences as measured on the National Survey of Student Engagement (NSSE).*

PLEASE NOTE: The structure and categories of subsections in the NSSE changed in 2013. Therefore, current results cannot be compared to those from earlier administrations. 2013 scores will be used for establishing the new baseline. The NSSE is administered every three years.

		2013-14 BASELINE	2016-17 GOALS
NSSE Results (mean scores) on select "Engagement Indicators" subsections for seniors (Number of 10 subsections showing improvement over prior year)	NA	<u>Academic Challenge</u> Higher Order Learning: 42 Reflective and Integrative Learning: 39 Learning Strategies: 44 Quantitative Reasoning: 30 <u>Learning with Peers</u> Collaborative Learning: 30 Discussions with Diverse Others: 44 <u>Experiences with Faculty</u> Student-Faculty Interaction: 22 Effective Teaching Practices: 41 <u>Campus Environment</u> Quality of Interactions: 44 Supportive Environment: 33	Improve Mean Scores on 5 or More Engagement Indicators
NSSE Results (participation rates) on select "High-Impact Practices" subsections for seniors (Number of 6 subsections showing improvement over prior year)	NA	<u>Participation in High-Impact Practices</u> Learning Community: 19% Service-Learning: 54% Research with Faculty: 16% Internship or Field Experience: 42% Study Abroad: 5% Culminating Senior Experience: 29%	Improve Participation Rates in 3 or More High-Impact Practices



**Goal 2.** *Build a vibrant culture of scholarship and research that aligns with UWF's strengths and capacities and supports UWF's mission, vision, and values.*

	<b>TREND</b> <i>(2008-09 to 2012-13)</i>	<b>2012-13</b> <b>ACTUAL</b>	<b>2013-14</b> <b>ESTIMATES</b>	<b>2014-15</b> <b>GOALS</b>	<b>2015-16</b> <b>GOALS</b>	<b>2016-17</b> <b>GOALS</b>
<b>Total Expenditures from Sponsored Research and Contracts and Grants<sup>1</sup></b>	26%	\$17.0 M	\$26.5 M <sup>2</sup>	\$22.3 M <sup>3</sup>	\$27.3 M	\$23.5 M
<b>Number of Active Grants</b>	-34%	122	114	116	119	121

<sup>1</sup> As reported in the State University System Fact Book Table 46.00F. Reported are total expenditures (direct and indirect costs) of sponsored contracts and grants that fund research, service, and training. The amount does not include expenditure of other revenue such as royalty or licensing income handled through the Sponsored Research Trust Fund.

<sup>2</sup> Year-to-date as of 5/2/2014, plus projections to 6/30/14.

<sup>3</sup> Decrease in expenditures related to the expiration of the \$10 M per year award for SEDI (Sustainable Economic Development Initiative).



## FISCAL INFORMATION

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

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 68,201,966	\$ 81,300,593
Tuition	\$ 45,903,441	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 114,105,407</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 114,105,407</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	\$ 19,380,782	n/a
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#### Contracts & Grants,

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

Revenues	\$ 30,254,249	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	\$ 99,376,423	n/a
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#### OTHER BUDGET ENTITY TOTAL REVENUES

\$ 149,011,454	n/a
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#### UNIVERSITY REVENUES GRAND TOTAL

\$ 263,116,861	n/a
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## FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
Base Tuition	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	\$1,166.40	\$1,166.40	\$1,166.40	\$1,166.40	\$1,166.40
Percent Increase	14%	1.2%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,972.50	\$2,037.60	\$2,040.90	\$2,040.90	\$2,040.90
<b>TOTAL TUITION AND FEES</b>	<b>\$6,283.50</b>	<b>\$6,356.10</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>

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

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	50%	48%	52%	55%	55%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$15,717	\$17,511	\$18,899	\$20,015	\$22,358
NSLDS* Cohort Year	2008	2009	2010	2011	2012 GOAL
Student Loan Cohort Default Rate (3rd Year)	6.09%	7.3%	10.6%	9.7% <i>draft</i>	9.7%

(\* National Student Loan Data System)

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

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,356	\$1,200	\$9,580	\$1,100	\$2,600	\$20,836
AT HOME	\$6,356	\$1,200	\$3,614	\$1,800	\$2,300	\$15,270

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	2,111	37.98%	\$11,330	(\$2,758)	\$8,289	\$5,390	
\$40,000-\$59,999	602	10.83%	\$12,805	(\$730)	\$6,347	\$4,471	
\$60,000-\$79,999	536	9.64%	\$13,891	\$610	\$5,040	\$4,465	
\$80,000-\$99,999	427	7.68%	\$15,097	\$1,657	\$3,994	\$4,561	
\$100,000 Above	1,077	19.38%	\$15,280	\$2,018	\$3,648	\$3,659	
Missing*	805	14.48%	n/a	\$2,443	\$3,200	\$111	
TOTAL	5,558	100%	AVERAGE	13,039*	(\$196)	\$5,799	\$4,038

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2013-14 academic year.

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)		University Update on Each Initiative
1. Retained full-time faculty( \$5,001,531) and purchased associated faculty startup (\$28,982) and adjuncts (\$59,344)		UWF now has 65 faculty funded on tuition differential. It is anticipated that an additional 8 faculty will be hired effective Fall 2014 for a total of 73 anticipated in 2014-2015.
2. Enhanced support for the Office of Financial Aid (\$85,096)		A Financial Aid position was funded using these resources.
3. Enhanced support for the Marine Services Center (Staff \$72,852), Operating Expenses (36,509)		UWF's Marine Services Center provides diving platforms, research vessels, and support staff for academic programs including Marine Biology and Underwater Archaeology. Funds have been used to hire the Dive Safety Officer on permanent funding and for expenses related to the ongoing operation of Marine Services Center.
4. Provide Funding for the 2UWF Program (\$57,221)		A staff position has been funded with these resources and is located at Gulf Coast State College (GCSC). Having a staff advisor at this location helps provide a seamless transition from GCSC to UWF.
Additional Detail, where applicable:		
Total Number of Faculty Hired or Retained (funded by tuition differential):		65
Total Number of Advisors Hired or Retained (funded by tuition differential):		0
Total Number of Course Sections Added or Saved (funded by tuition differential):		637
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)		University Update on Each Initiative
1. Provided need-based aid for students who demonstrated need on FAFSA evaluation		1,660
2. Provided need-based aid to low-income, first-generation college students		542
Additional Information (estimates as of April 30, 2014):		
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:		1,661
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:		\$1,768.19
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:		\$65
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:		\$2,000





## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

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

	Estimated Actual* 2013-14	Estimated 2014-15
<b><u>FTE Positions:</u></b>		
Faculty	65	73
Advisors	0	0
Staff	3	3
Total FTE Positions:	68	76
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$399,799	\$697,558
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$399,799	\$697,558
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$8,146,183	8,356,296
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$8,146,183	\$8,356,296
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$5,201,582	\$5,830,000
Other Personal Services	74,462	75,000
Expenses	59,091	36,000
Operating Capital Outlay	6,400	57,000
Student Financial Assistance <sup>^</sup>	2,506,889	2,506,889
Expended From Carryforward Balance <sup>^^</sup>	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$7,848,424	\$8,504,889
<b>Ending Balance Available:</b>	<u>\$697,558</u>	<u>\$548,965</u>

\* Since the 2013-14 year has not been completed, provide an estimated actual.

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

<sup>^</sup> Est. Actual 2013-2014 - The full 30% required for Need-Based Financial Aid has been transferred from E&G to the Scholarship Fund. The current remaining balance as of 4/7/14 is \$617,525 and has been awarded in the 2014/2015 financial aid process for Fall 2014 admissions. This amount will be adjusted at year end based on actual collections.

<sup>^^</sup> Expended \$153,053 in carry forward. This amount is spread among the expenditure categories shown above as follows \$124,070 salaries, \$22,583 expense, and \$6,400 OCO.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	<u>Actual</u>			<u>Projected</u>			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b><u>Tuition:</u></b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%) <sup>4</sup>	21.42	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88	\$38.88
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$124.74</b>	<b>\$142.20</b>	<b>\$143.95</b>	<b>\$143.95</b>	<b>\$143.95</b>	<b>\$143.95</b>	<b>\$143.95</b>
% Change		14.0%	1.2%	0.0%	0.0%	0.0%	0.0%
<b><u>Fees (per credit hour):</u></b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service <sup>6</sup>	\$13.30	\$13.30	\$13.55	\$13.57	\$13.57	\$13.57	\$13.57
Health <sup>6</sup>	\$7.23	\$7.23	\$7.48	\$7.52	\$7.52	\$7.52	\$7.52
Athletic <sup>6</sup>	\$17.49	\$19.39	\$20.88	\$20.93	\$20.93	\$20.93	\$20.93
Transportation Access	\$3.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)		\$0.75	\$0.75	\$0.75	\$0.75	\$0.75	\$0.75
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$56.10</b>	<b>\$65.75</b>	<b>\$67.92</b>	<b>\$68.03</b>	<b>\$68.03</b>	<b>\$68.03</b>	<b>\$68.03</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$180.84</b>	<b>\$207.95</b>	<b>\$211.87</b>	<b>\$211.98</b>	<b>\$211.98</b>	<b>\$211.98</b>	<b>\$211.98</b>
% Change		15.0%	1.9%	0.1%	0.0%	0.0%	0.0%
<b><u>Fees (block per term):</u></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	NA	NA	NA	NA	NA	NA	NA
<b>Total Tuition for 30 Credit Hours</b>	<b>\$3,742.20</b>	<b>\$4,266.00</b>	<b>\$4,318.50</b>	<b>\$4,318.50</b>	<b>\$4,318.50</b>	<b>\$4,318.50</b>	<b>\$4,318.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,683.00</b>	<b>\$1,972.50</b>	<b>\$2,037.60</b>	<b>\$2,040.90</b>	<b>\$2,040.90</b>	<b>\$2,040.90</b>	<b>\$2,040.90</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,425.20</b>	<b>\$6,238.50</b>	<b>\$6,356.10</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>	<b>\$6,359.40</b>
\$ Change		\$813.30	\$117.60	\$3.30	\$0.00	\$0.00	\$0.00
% Change		15.0%	1.9%	0.1%	0.0%	0.0%	0.0%
<b><u>Out-of-State Fees</u></b>							
Out-of-State Undergraduate Fee	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94	\$408.94
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$20.45	\$20.45	\$20.45	\$25.70	\$25.70	\$25.70	\$25.70
Total per credit hour	\$429.39	\$429.39	\$429.39	\$434.64	\$434.64	\$434.64	\$434.64
% Change		0.0%	0.0%	1.2%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$16,010.40</b>	<b>\$16,534.20</b>	<b>\$16,586.70</b>	<b>\$16,586.70</b>	<b>\$16,586.70</b>	<b>\$16,586.70</b>	<b>\$16,586.70</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,296.50</b>	<b>\$2,586.00</b>	<b>\$2,651.10</b>	<b>\$2,811.90</b>	<b>\$2,811.90</b>	<b>\$2,811.90</b>	<b>\$2,811.90</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$18,306.90</b>	<b>\$19,120.20</b>	<b>\$19,237.80</b>	<b>\$19,398.60</b>	<b>\$19,398.60</b>	<b>\$19,398.60</b>	<b>\$19,398.60</b>
\$ Change		\$813.30	\$117.60	\$160.80	\$0.00	\$0.00	\$0.00
% Change		4.4%	0.6%	0.8%	0.0%	0.0%	0.0%
<b><u>Housing/Dining</u><sup>4</sup></b>	<b>\$7,856.00</b>	<b>\$8,006.00</b>	<b>\$8,852.00</b>	<b>\$9,324.00</b>	<b>\$9,830.00</b>	<b>\$10,352.00</b>	<b>\$10,904.00</b>
\$ Change		\$150.00	\$846.00	\$472.00	\$506.00	\$522.00	\$552.00
% Change		1.9%	10.6%	5.3%	5.4%	5.3%	5.3%

<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> As approved by the Board of Governors.<sup>4</sup> Combine the most popular housing and dining plans provided to students<sup>5</sup> After base tuition is set by the Legislature and subject to approval of the Board of Trustees, the cumulative increase in base and differential tuition is capped at 15% by statute.

UWF's projections are intended to preserve that statutory authority, because, although additional revenues will be needed, the University is unable to determine the source (legislative allocation, tuition differential, or tuition increase) at this time.

<sup>6</sup> Any increase in the Activity and Service, Health, and Athletic Fee is capped at 5% per year in the aggregate and the overall total is capped at 40% of tuition, unless otherwise authorized in the General Appropriations Act.<sup>7</sup> UWF has authorization to charge \$50 for the Orientation Fee.



## ENROLLMENT PLANNING

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

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	28%Δ	4,466	46%	4,716	47%	4,907	47%	5,097	48%
FTIC (Profile Admit)	178%Δ	501	5%	500	5%	500	5%	500	5%
AA Transfers*	-6%Δ	2,269	23%	2,290	23%	2,324	22%	2,359	22%
Other Transfers	9%Δ	2,555	26%	2,590	26%	2,642	25%	2,693	25%
Subtotal	16%Δ	9,791	100%	10,096	100%	10,373	100%	10,649	100%
GRADUATE STUDENTS									
Master's	50%Δ	1,843	93%	1,944	93%	2,048	93%	2,152	93%
Research Doctoral	-13%Δ	147	7%	148	7%	150	7%	155	7%
Professional Doctoral	na	na	na	na	na	na	na	na	na
Subtotal	43%Δ	1,990	100%	2,092	100%	2,198	100%	2,307	100%
NOT-DEGREE SEEKING	18%Δ	826		826		826		826	
MEDICAL	na	na		na		na		na	
TOTAL	20%Δ	12,607		13,014		13,397		13,782	

Note\*: AA transfers refer only to transfers from the Florida College System. FTICs include dually enrolled students.

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

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	17%Δ	1,865	29%	1,950	29%	2,002	29%	2,057	29%
HYBRID (50%-79%)	-57%Δ	804	13%	985	15%	1,011	15%	1,039	15%
TRADITIONAL (<50%)	42%Δ	3,760	58%	3,770	56%	3,870	56%	3,975	56%
<b>TOTAL</b>	<b>5%Δ</b>	<b>6,428</b>	<b>100%</b>	<b>6,705</b>	<b>100%</b>	<b>6,883</b>	<b>100%</b>	<b>7,071</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	2%Δ	490	56%	539	57%	555	57%	566	57%
HYBRID (50%-79%)	-59%Δ	85	10%	81	9%	83	9%	85	9%
TRADITIONAL (<50%)	32%Δ	295	34%	323	34%	333	34%	339	34%
<b>TOTAL</b>	<b>-5%Δ</b>	<b>869</b>	<b>100%</b>	<b>943</b>	<b>100%</b>	<b>970</b>	<b>100%</b>	<b>990</b>	<b>100%</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)

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

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	2,388	1,886	2,519	2,603	2,681	2,753	2,825	2,881	3%
UPPER	3,361	3,232	3,688	3,764	3,855	3,924	4,000	4,127	2%
GRAD I	561	599	689	704	713	716	726	751	2%
GRAD II	51	54	67	69	69	71	71	73	2%
TOTAL	6,361	5,771	6,963	7,140	7,318	7,464	7,622	7,831	2%
<i>Non- Resident</i>									
LOWER	232	n/a	227	236	245	254	259	265	3%
UPPER	260	n/a	272	280	290	298	304	311	3%
GRAD I	189	n/a	171	181	191	198	203	207	4%
GRAD II	11	n/a	15	16	17	16	16	17	2%
TOTAL	692	444	685	713	743	766	783	800	3%
<b>TOTAL</b>									
LOWER	2,620	n/a	2,746	2,838	2,926	3,007	3,085	3,146	3%
UPPER	3,621	n/a	3,960	4,045	4,145	4,222	4,303	4,439	2%
GRAD I	750	n/a	860	885	904	914	930	958	2%
GRAD II	62	n/a	82	85	86	87	88	90	2%
TOTAL	7,053	6,215	7,648	7,853	8,060	8,230	8,405	8,632	2%
<b>NOT STATE FUNDABLE</b>									
LOWER	56	n/a	63	65	67	70	72	74	3%
UPPER	140	n/a	142	149	156	162	169	176	4%
GRAD I	334	n/a	365	395	407	419	432	445	4%
GRAD II	3	n/a	6	6	6	8	8	8	6%
TOTAL	533	n/a	576	615	636	659	681	703	4%

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



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2014-15

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Mechanical Engineering (BS)	14.1901	STEM	FAMU, FAU, FIU, FPU, FSU, UCF, UF, UNF, USF	No	150	Fall 2014
Supply Chain Logistics Management (BSBA)	52.0203	STEM	FPU, UNF Related to 52.0209	No	62	Spring 2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
None						
<b>DOCTORAL PROGRAMS</b>						
None						

### New Programs For Consideration by University in 2015-17

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Cybersecurity (BS)	11.1003	STEM	New	Yes	50	2016
Entrepreneurship/Small Business Management (BSBA)	52.0701		USF-SP	No	30	2016
Human Resources Management (BSBA)	52.1001	Gap Analysis	FIU	Yes	30	2016
Information Security Management (BSBA)	52.1299	STEM	Related to UF 43.0106, FSU 43.0116	No	30	2016
Sport Management (BS)	31.0504		FAMU, FSU, UF, UNF	No	145	2015
Teaching and Learning (BA)	13.0101	Education	FAU, FGCU	Yes	30	2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Cybersecurity (MS)	11.1003	STEM	New	Yes	40	2016
Human Resources Management (MS)	52.1001	Gap Analysis	FIU	Yes	20	2016
<b>DOCTORAL PROGRAMS</b>						
Doctor of Nursing Practice: Leadership (DNP) [UF Program]	51.3818	Healthcare	FAU, FIU, FSU, UCF, UF, UNF, USF	Yes	10-12 at UWF	2015



## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time in Florida or continuing their education somewhere in the United States. Students who do not have valid social security numbers are excluded.  
Note: Board staff have been in discussions with the Department of Economic Opportunity staff about the possibility of adding non-Florida employment data (from Wage Record Interchange System (WRIS2) to this metric for future evaluation.  
Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.  
Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.

#### Average Cost per Bachelor's Degree *Instructional costs to the university*

For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.  
Sources: State University Database System (SUDS), Expenditure Analysis: Report IV (2009-10 through 2012-13).

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (e.g., PharmD) are included in the cohorts. Students who are active duty military are not included in the data.  
Source: State University Database System (SUDS).

#### Academic Progress Rate *2nd Year Retention with GPA Above 2.0*

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).  
Source: State University Database System (SUDS).

#### University Access Rate *Percent of Undergraduates with a Pell-grant*

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.  
Source: State University Database System (SUDS).

#### Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
Source: State University Database System (SUDS).

#### Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).  
Source: State University Database System (SUDS).





### BOG Choice Metrics

#### Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).

Source: State University Database System (SUDS).

### BOT Choice Metrics

#### Percentage of Adult Undergraduates Enrolled UWF

This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This metric includes all degree-seeking undergraduates, as well as students taking undergraduate or graduate courses who are not degree-seeking (i.e., are unclassified) and who have not earned the baccalaureate or higher. Source: State University Database System (SUDS).

### Goals Common to All Universities

#### Academic Quality

##### Avg. SAT Score (for 3 subtests)

An average SAT score for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

##### Avg. HS GPA

The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.

##### Professional/Licensure Exam First-time Pass Rates

The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

#### Operational Efficiency

##### Freshman Retention Rate

The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see [link](#).

##### FTIC Graduation Rates

In 4 years (or less)  
In 6 years (or less)

As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

##### AA Transfer Graduation Rates

In 2 years (or less)  
In 4 years (or less)

As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.



<b>Average Time to Degree (for FTIC)</b>	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.
<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	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 <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	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).

### Institution-Specific Goals

<b>Number of Adult Undergraduates Enrolled</b>	This metric is based on the number of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This metric includes all degree-seeking undergraduates, as well as students taking undergraduate or graduate courses who are not degree-seeking (i.e., are unclassified) and who have not earned the baccalaureate or higher. Source: State University Database System (SUDS).
<b>Bachelor's Degrees Awarded to Minorities (Non-Hispanic Black and Hispanic Students)</b>	This metric is based on the number of baccalaureate degrees awarded to Non-Hispanic Black and Hispanic Students as reported in the 2012-13 Accountability Report (Table 4I). Source: State University Database System (SUDS).
<b>Carnegie's Community Engagement Classification</b>	This elective classification involves data collection and documentation of important aspects of institutional mission, identity, and commitments, and requires participating institutions to provide evidence-based documentation of institutional practice of community engagement – i.e., collaboration between institutions of higher education 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 purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. Source: <a href="http://classifications.carnegiefoundation.org/descriptions/community_engagement.php">http://classifications.carnegiefoundation.org/descriptions/community_engagement.php</a> .
<b>NSSE Results on Select "Engagement Indicators" Subsections for Seniors</b>	This metric is based on the number of subsections in the NSSE's "Engagement Indicators" on which the University demonstrates an improvement on mean scores from one administration of the NSSE to University seniors to the next administration.
<b>NSSE Results on Select "High-Impact Practices" Subsections for Seniors</b>	This metric is based on the number of subsections in the NSSE's "High-Impact Practices" on which the University demonstrates an improvement in senior participation rates from one administration of the NSSE to University seniors to the next administration.
<b>Total Expenditures from Sponsored Research and Contracts and Grants</b>	This metric is as reported in the State University System Fact Book Table 46.00F. Reported are total expenditures (direct and indirect costs) of sponsored contracts and grants that fund research, service, and training. The amount does not include expenditure of other revenue such as royalty or licensing income handled through the Sponsored Research Trust Fund.



**Number of Active Grants** This metric is based on the number of grants with recorded expenditures in a given fiscal year.

### Student Debt Summary

#### Percent of Bachelor's Recipients with Debt

This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans.  
Source: Common Dataset (H4).

#### Average Amount of Debt for Bachelor's who have graduated with debt

This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution.  
Source: Common Dataset (H5).

#### Student Loan Cohort Default Rate (3rd Year)

Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see:

<http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

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