



Item: SP: A-1

## STRATEGIC PLANNING COMMITTEE

Tuesday, April 21, 2015

**SUBJECT: DRAFT FAU 2015 WORK PLAN**

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### PROPOSED Committee ACTION

Approval of the draft FAU 2015 Work Plan.

### BACKGROUND INFORMATION

Board of Governors Regulation 1.001 provides that each University Board of Trustees prepare and submit a multi-year Work Plan that identifies and reports the university's priorities and strategic direction as well as outcomes and projected goals for both institutional and system-wide performance measures.

The Work Plan contains five major sections, including Strategy, Performance-Based Funding Metrics, Preeminent Research University Metrics (not applicable to FAU), Other Key Performance Indicators, and Operations.

In accordance with the BOG's requirements for submitting BOT-approved university work plans, FAU's draft plan will be submitted by May 4, 2015 "pending full BOT approval," following the approval by the Strategic Planning committee. The work plan will be submitted for approval by the Board of Governors at their next full meeting, which will be held June 16-18, 2015 at the University of South Florida in Tampa.

### IMPLEMENTATION PLAN/DATE

N/A

### FISCAL IMPLICATIONS

N/A

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**Supporting Documentation: Draft FAU 2015 Work Plan**

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# Florida Atlantic University

## 2015 Work Plan



**Florida Atlantic University**  
*University Work Plan Presentation*  
*for Board of Governors June 2015 Meeting*



## INTRODUCTION

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

- 1) The Board of Governors' 2025 System Strategic Plan 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 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

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

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

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

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

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

As the primary metropolitan public research university on the southeast coast of Florida, FAU will blend outreach, cutting-edge research and partnerships with surrounding communities and beyond to help identify and solve regional and societal issues while capitalizing on the strategic advantage of being located in a corridor stretching along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. Building upon the success of the strategic plan instituted in 2012, *Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction*, the University has recently adopted a new strategic plan titled *Race to Excellence 2015-2025*. The new plan provides a roadmap to the future, incorporating measures that include increased admission requirements for students, recruitment of stellar faculty, and collaboration with world-renowned business and research partners to build an academic and research-based infrastructure that will attract the best and brightest students to South Florida. FAU plans to:

1. Build a geographically diverse population of students who excel in focused academic areas and engage in enriching activities that drive them to timely graduation;
2. Invest in focused *Pillars* and *Platforms*—connecting the most talented faculty, staff and students to expand the University's robust culture of nationally respected research and inquiry;
3. Partner with diverse local stakeholders and enhance physical facilities to take maximum advantage of the unique cultural, demographic and environmental characteristics of each campus community as FAU strives for leadership in developing South Florida's culture and economy;
4. Design a resilient, lean organization—based on best logistical practices—that identifies economies of scale and incorporates new technologies to promote institutional development;
5. Communicate the University's many remarkable success stories to an increasingly large eGlobal audience to enable key internal stakeholders to link with external constituency groups;
6. "Budget to the plan" and pursuing new revenue streams to make FAU self-reliant and success-driven in a climate of competitive public and private funding opportunities.



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

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

A core strength of Florida Atlantic University is its distinction as the most racially, ethnically and culturally diverse institution in the State University System (SUS). Currently, FAU ranks among the SUS universities with the highest number of minority graduates. The institution is focusing on its ability to grow a uniquely competitive and globalized student body, attract prominent researchers and scholars, engage with South Florida's global communities, assess and evolve best practices, and allocate resources wisely with the purpose of building a national reputation for excellence.

In its 2015-2025 strategic plan, FAU identifies *Pillars* and *Platforms* that serve as opportunities for the University and establish guidelines for institutional goals and strategic actions. *Pillars* define institutional programs that are focused on creating knowledge to benefit society. *Platforms* represent scholarly activities that apply to and support the *Pillars*.

#### **Pillars**

- Healthy Aging
- Neuroscience
- Ocean Science and Engineering/ Environmental Sciences
- Sensing and Smart Systems

#### **Platforms**

- Big Data Analytics
- Community Engagement and Economic Development
- Diversity
- Global Perspectives and Participation
- Healthy and Environmentally Sustainable Campus
- Leadership, Innovation and Entrepreneurship
- Peace, Justice, and Human Rights
- South Florida Culture
- Undergraduate Research and Inquiry

The most pressing challenge at FAU continues to be improving the success rates of our students as measured by timely progression toward degree completion. The University has made notable progress over the past year in improving access to advising and career exploration, removing barriers to graduation, and engaging students. A University-wide focused campaign to implement best practices is ongoing, and the University will continue addressing all issues associated with timely degree completion.

Over the next decade, FAU aims to position itself as a globalized, forward-thinking institution that caters to high-ability students. An organizational culture of achievement—through timely academic progression and distinction through research and scholarly inquiry—will take FAU to a position of national prominence.



## 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. **Boldness: Student Success**

Florida Atlantic University's key priority is to continue to develop the academic support structure for timely student graduation. This transformative support structure delivers new levels of service to FAU students and seeks to help them succeed through advanced advising strategies to assist in course selection, enhanced career guidance, and individualized "Flight Plans" (plans of study). It promotes personal accountability for students to invest in their own success. Additional support strategies include expanded eLearning opportunities to supplement classroom instruction, updated curricula to align with evidence-based practices, and assistance to faculty in developing innovative instructional methodologies. Predictive analytics will assist with the optimization of academic scheduling as well as the enhancement of advising and degree audit software platforms. FAU is also monitoring student success beyond graduation to ensure that high numbers of students continue to find employment in well-compensated jobs and achieve high placement rates in graduate, post-graduate, and post-professional educational, training, and research programs, particularly at prestigious institutions.

### 2. **Synergy: Research**

FAU already is actively engaged in a wide variety of unique research programs, and the institution will invest in focused *Pillars* and *Platforms* to expand interdisciplinary efforts. By connecting the most talented faculty, staff, and students, the University will build upon its robust culture of globally respected research and inquiry. Specifically, FAU will improve compensation plans in order to recruit and retain outstanding faculty and graduate students in highly specialized areas. Both new and existing faculty will benefit from a renewed "customer service" approach to supporting faculty scholarship, ensuring that every aspect of the administrative process is free of red tape and housed in a convenient "one-stop shop." Alongside this initiative, FAU will promote local, regional and statewide economic growth by partnering with private sector entities in R&D and workforce development efforts.

### 3. **Place: Community Engagement**

The University will further develop its deep engagement in South Florida by aligning programs with the unique cultural, demographic and environmental characteristics of the communities that host each of its campuses. As a national institution, FAU will build on its sense of place with enhanced physical facilities that meet 21<sup>st</sup> century standards for design and function. The University will expand upon both its "outreach" and "in-reach" efforts by creating partnerships that benefit all parties. The intent is to be awarded the designation of Community Engaged Institution by the Carnegie Foundation for the Advancement of Teaching by 2020. New master plans will be developed for each campus and site that provide a framework to guide decisions on where to locate the University's research, teaching, residential, athletic, and recreational programs. One important initiative already under way is FAU's recently announced partnership with Scripps Florida and the Max Planck Florida Institute for Neuroscience to develop an internationally distinguished honors college on the Jupiter campus that will offer students an unparalleled curriculum combining science, technology, engineering, mathematics and the arts.



## 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 2017 goals for approval.

	ONE-YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Metrics Common To All Universities</b>						
Percent of Bachelor's Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation	2%	74% (2012-13)	74% (2013-14)	75% (2014-15)	76% (2015-16)	77% (2016-17)
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	3%	\$36,000 (2012-13)	\$36,500 (2013-14)	\$37,000 (2014-15)	\$37,400 (2015-16)	\$37,440 (2016-17)
Average Cost per Bachelor's Degree [Instructional Costs to the University]	-3%	\$27,690 (2010-14)	\$27,690 (2011-15)	\$27,690 (2012-16)	\$27,690 (2013-17)	\$27,690 (2014-18)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	5%	45% (2018-14)	47% (2019-15)	48% (2010-16)	49% (2011-17)	50% (2012-18)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2 ]	-2%	66% (2013-14)	68% (2014-15)	69% (2015-16)	70% (2016-17)	71% (2017-18)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	-1%	41% (Fall 2013)	39% (Fall 2014)	38%* (Fall 2015)	37%* (Fall 2016)	36%* (Fall 2017)
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	2%	55% (2013-14)	54% (2014-15)	55% (2015-16)	55% (2016-17)	55% (2017-18)
Graduate Degrees Awarded Within Programs of Strategic Emphasis	4%	55% (2013-14)	55% (2014-15)	56% (2015-16)	57% (2016-17)	58% (2017-18)
<b>Board of Governors Choice Metric</b>						
Percent of Bachelor's Degrees Without Excess Hours	2%	73% (2013-14)	72% (2014-15)	73% (2015-16)	74% (2016-17)	75% (2017-18)
<b>Board of Trustees Choice Metric</b>						
Bachelor's Degree Awarded to Minorities	1%	43% (2013-14)	44% (2014-15)	45% (2015-16)	45% (2016-17)	46% (2017-18)

Note: Metrics are defined in appendix. For more information visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

Note: \*Projections are based on impact of changes to Pell grant eligibility





## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 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 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

### Metrics Common to All Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Academic Quality</b>						
National Rankings for University [Forbes]	n/a	523 2015	522 2016	521 2017	520 2018	519 2019
SAT Score* [for 3 subtests]	.4%	1615 Fall 2014	1630 Fall 2015	n/a	n/a	n/a
High School GPA	14%	3.8 Fall 2014	3.8 Fall 2015	3.8 Fall 2016	3.9 Fall 2017	3.9 Fall 2018
Professional/Licensure Exam First-time Pass Rates <sup>1</sup>						
Exams Above Benchmarks	n/a	2	2	2	2	2
Exams Below Benchmarks	n/a	0	0	0	0	0
		2013-14	2014-15	2015-16	2016-17	2017-18
<b>Operational Efficiency</b>						
Freshman Retention Rate	-6%	74% 2013-14	74% 2014-15	75% 2015-16	76% 2016-17	77% 2017-18
FTIC Graduation Rates						
In 4 years (or less)	4%	19% 2010-14	20% 2011-15	21% 2012-16	22% 2013-17	23% 2014-18
In 6 years (or less)	4%	45% 2008-14	47% 2009-15	48% 2010-16	49% 2011-17	50% 2012-18
AA Transfer Graduation Rates						
In 2 years (or less)	-1%	20% 2012-14	20% 2013-15	21% 2014-16	22% 2015-17	23% 2016-18
FTIC Average Time to Degree (in years)	0%	5.0 2013-14	5.0 2014-15	4.9 2015-16	4.8 2016-17	4.7 2017-18
<b>Return on Investment</b>						
Bachelor's Degrees Awarded First Majors Only	16%	5,017 2013-14	5,373 2014-15	5,375 2015-16	5,380 2016-17	5,385 2017-18
Percent of Bachelor's Degrees in STEM & Health	8%	31% 2013-14	32% 2014-15	33% 2015-16	34% 2016-17	35% 2017-18
Graduate Degrees Awarded	16%	1,518 2013-14	1,525 2014-15	1,550 2015-16	1,575 2016-17	1,580 2017-18
Percent of Graduate Degrees in STEM & Health	2%	18% 2013-14	19% 2014-15	20% 2015-16	21% 2016-17	22% 2017-18
Annual Gifts Received (\$Millions)	30%	\$ 10.6 M 2013-14	\$ 13.5 M 2014-15	\$ 15.4 M 2015-16	\$ 17.6 M 2016-17	\$ 20.1 M 2017-18
Endowment (\$Millions)	33%	\$ 208 M 2013-14	\$ 213 M 2014-15	\$ 225 M 2015-16	\$ 238 M 2016-17	\$ 253 M 2017-18

Note\*: The College Board is revising the SAT test starting March 2016.



## KEY PERFORMANCE INDICATORS

### Metrics Specific to Research Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
<b>Academic Quality</b>						
Faculty Awards	33%	4 2012	5 2013	6 2014	6 2015	7 2016
National Academy Members	0%	2 2012	2 2013	2 2014	2 2015	3 2016
Number of Post-Doctoral Appointees	100%	18 Fall 2012	20 Fall 2013	22 Fall 2014	24 Fall 2015	26 Fall 2016
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures	n/a	0 of 8 2012-13	2 of 8 2013-14	2 of 8 2014-15	2 of 8 2015-16	2 of 8 2016-17
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	-46.5%	\$23.0 M 2013-14	\$ 22.1 M 2014-15	\$ 23.2 M 2015-16	\$24.3 M 2016-17	\$25.6 M 2017-18
Science & Engineering Research Expenditures (\$M)	-65%	\$9.5 M 2013-14	\$ 9.1 M 2014-15	\$ 9.2 M 2015-16	\$10.1 M 2016-17	\$10.6 M 2017-18
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	60%	\$18.7 M 2013-14	\$ 17.3 M 2014-15	\$ 18.3 M 2015-16	\$19.1 M 2016-17	\$20.1 M 2017-18
Percent of Research Expenditures funded from External Sources	0%	86% 2013-14	87% 2014-15	88% 2015-16	89% 2016-17	90% 2017-18
Patents Issued	80%	4 2012-13*	4 2013-14*	7 2014-15*	6 2015-16*	7 2016-17*
Licenses/Options Executed	100%	6 2012-13	17 2013-14	11 2014-15	12 2015-16	13 2016-17
Licensing Income Received (\$M)	54%	\$.13 M 2012-13	\$.22 M 2013-14	\$.12 M 2014-15	\$.18 M 2015-16	\$.20 M 2016-17
Number of Start-up Companies	200%	1 2012-13	3 2013-14	1 <sup>2</sup> 2014-15	2 2015-16	3 2016-17
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	RNP 247 2013	RNP 247 2016	RNP 247 2017	RNP 247 2018	RNP 247 2019
Research Doctoral Degrees Awarded	18%	106 2013-14	106 2014-15	108 2015-16	110 2016-17	112 2017-18
Professional Doctoral Degrees Awarded	450%	22 2013-14	63 2014-15	65 2015-16	65 2016-17	66 2017-18
<b>TOTAL NUMBER OF IMPROVING METRICS</b>			<b>18</b>	<b>21</b>	<b>23</b>	<b>25</b>

<sup>2</sup> EyeGen LLC filed in June 2014 expected buyout in FY15.

Note: \*Figures reflect patents issued in fiscal year



## 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 2017 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Bachelor's Degrees Awarded to Minorities	29%	2,146	2,393	2,415	2,415	2,439
Percent of Course Sections Offered via Distance and Blended Learning	100%	28%	30%	32%	33%	34%
Percentage of Undergraduate Students Participating in Identified Community and Business Engagement Activities (volunteer, service learning, co-op, and internships)	3%	28%	29%	30%	31%	32%

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.** A prominent strategic initiative in the FAU Strategic Plan "Race to Excellence" (2015-2025) is to expand opportunities for students to participate in discovery-based learning. The FAU QEP initiative serves as an institution-wide catalyst for improvement in this area and the QEP measures serve as a broad estimate of efforts to enhance research engagement at the institutional level. FAU plans to increase the number of undergraduate students participating in research activities, as defined and measured by the QEP initiative, by 49% by 2019.

Number of Undergraduate Students Participating in Research Activities	10%	1,973	2,170	2,390	2,630	2,900
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**Goal 2.** A prominent strategic goal of the FAU Strategic Plan "Race to Excellence" (2015-2025) is to elevate the levels of student success beyond graduation specifically, to achieve high numbers of students employed in well-paying jobs after graduation. FAU plans to increase the median wages of bachelor's graduates employed full time in Florida after graduation by 4% by the year 2019.

Median Wages of Bachelor's Graduates Employed Full-Time one Year After Graduation	n/a	36,000	\$36,500	\$37,000	\$37,400	\$37,440
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## FISCAL INFORMATION

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

	2014-15 Actual	2015-16 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$ 141.9	\$ xx.x
Tuition	\$ 129.1	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 271.0</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 14.4	\$ xx.x
Tuition	\$ 8.2	n/a
<b>TOTAL HSC</b>	<b>\$ 22.6</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	\$ 0.00	\$ xx.x
Tuition	\$ 0.00	n/a
<b>TOTAL IFAS</b>	<b>\$ 0.00</b>	<b>n/a</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 293.6</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	\$ 100.6	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	\$ 50.9	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	\$ 228.5	n/a
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#### Faculty Practice Plans

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

Revenues	\$ 0.00	n/a
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#### OTHER BUDGET ENTITY TOTAL REVENUES

	\$ 380.0	n/a
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#### UNIVERSITY REVENUES GRAND TOTAL

	\$ 673.5	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 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	\$3,099.60	\$3,099.60	\$3,152.10	\$3,152.10	\$3,152.10
Tuition Differential Fee	\$1,203.90	\$1,203.90	\$1,203.90	\$1,203.90	\$1,203.90
Percent Increase	15%	12%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50
<b>TOTAL TUITION AND FEES</b>	<b>\$6,140.00</b>	<b>\$6,140.00</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>

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

### Student Debt Summary

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	49%	46%	48%	50%	50%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$18,582	\$19,281	\$19,898	\$21,448	\$21,500
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	7.6%	8.5%	7.6%	6.3% <i>draft</i>	6.2%

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$5,392	\$1,224	\$11,924	\$1,746	\$2,146	\$22,432
AT HOME	\$5,392	\$1,224	\$1,364	\$3,174	\$2,146	\$13,300

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2014-15)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	4,248	37%	\$12,338	(\$1,679)	\$7,101	\$4,083	
\$40,000-\$59,999	1,295	11%	\$14,153	\$607	\$4,840	\$3,753	
\$60,000-\$79,999	839	7%	\$15,970	\$2,512	\$2,954	\$4,029	
\$80,000-\$99,999	631	6%	\$17,202	\$3,578	\$1,921	\$4,773	
\$100,000 Above	1,885	17%	\$17,811	\$3,636	\$1,864	\$3,988	
Missing*	2,518	22%	N/A	\$3,988	\$903	\$116	
<b>TOTAL</b>	<b>11,416</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$14,449</b>	<b>\$1,307</b>	<b>\$4,022</b>	<b>\$3,189</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2015. Please note that small changes to Spring 2014 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) UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Tuition:</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	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$143.45</b>	<b>\$143.45</b>	<b>\$145.20</b>	<b>\$145.20</b>	<b>\$145.20</b>	<b>\$145.20</b>	<b>\$145.20</b>
% Change		0.0%	1.2%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32
Health	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42
Athletic	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology <sup>1</sup>	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Fees</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>	<b>\$56.09</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$199.54</b>	<b>\$199.54</b>	<b>\$201.29</b>	<b>\$201.29</b>	<b>\$201.29</b>	<b>\$201.29</b>	<b>\$201.29</b>
% Change		0.0%	0.9%	0.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90
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>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>	<b>\$76.90</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,303.50</b>	<b>\$4,303.50</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>	<b>\$4,356.00</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>	<b>\$1,836.50</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$6,140.00</b>	<b>\$6,140.00</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>	<b>\$6,192.50</b>
\$ Change		\$0.00	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.9%	0.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69
Total per credit hour	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$19,119.30</b>	<b>\$19,119.30</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>	<b>\$19,171.80</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>	<b>\$2,577.20</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$21,696.50</b>	<b>\$21,696.50</b>	<b>\$21,749.00</b>	<b>\$21,749.00</b>	<b>\$21,749.00</b>	<b>\$21,749.00</b>	<b>\$21,749.00</b>
\$ Change		\$0.00	\$52.50	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.2%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
	\$9,344.04	\$9,624.36	\$9,624.36	\$9,913.09	\$10,210.48	\$10,516.80	\$10,832.30
\$ Change		\$280.32	\$280.32	\$288.73	\$297.39	\$306.31	\$315.50
% Change		3.0%	3.0%	3.0%	3.0%	3.0%	3.0%



## ENROLLMENT PLANNING

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

	5 YEAR TREND (2009-14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	27%	11,560	48%	11,444	47%	11,329	47%	11,213	46%
FTIC (Profile Admit)	-78%	146	1%	143	1%	140	1%	137	1%
AA Transfers from FCS	30%	7,568	31%	7,644	32%	7,719	32%	7,795	32%
Other Transfers	-18%	4,936	20%	4,985	21%	5,035	21%	5,084	21%
<b>Subtotal</b>	<b>12%</b>	<b>24,210</b>	<b>100%</b>	<b>24,217</b>	<b>100%</b>	<b>24,223</b>	<b>100%</b>	<b>24,230</b>	<b>100%</b>
<b>GRADUATE*</b>									
Master's	0%	3,395	76%	3,397	76%	3,399	76%	3,401	76%
Research Doctoral	10%	795	18%	795	18%	795	18%	795	18%
Professional Doctoral	1892%	259	6%	259	6%	259	6%	259	6%
<b>Subtotal</b>	<b>3%</b>	<b>4,449</b>	<b>100%</b>	<b>4,451</b>	<b>100%</b>	<b>4,453</b>	<b>100%</b>	<b>4,455</b>	<b>100%</b>
<b>UNCLASSIFIED</b>									
H.S. Dual Enrolled	179%	787	46%	795	46%	803	46%	811	46%
Other	-45%	935	54%	944	54%	954	54%	963	54%
<b>Subtotal</b>	<b>-14%</b>	<b>1,722</b>	<b>100%</b>	<b>1,739</b>	<b>100%</b>	<b>1,756</b>	<b>100%</b>	<b>1,774</b>	<b>100%</b>
<b>TOTAL</b>	<b>10%</b>	<b>30,381</b>		<b>30,407</b>		<b>30,432</b>		<b>30,459</b>	

Note\*: Includes Medical students.

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

	3 YEAR TREND (2010-11 to 2013-14)	2013-14		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%)	90%	1,598	10.3%	1,791	11.5%	1,990	12.8%	2,100	13.3%
HYBRID (50%-79%)	1904%	1,403	9.0%	1,524	9.8%	1,600	10.3%	1,650	10.5%
TRADITIONAL (<50%)	-6%	12,526	80.7%	12,221	78.7%	12,006	76.9%	12,012	76.2%
<b>TOTAL</b>	<b>9%</b>	<b>15,527</b>	<b>100.0%</b>	<b>15,535</b>	<b>100.0%</b>	<b>15,596</b>	<b>100%</b>	<b>15,762</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	18%	523	23.8%	644	28.2%	750	31.9%	800	33.3%
HYBRID (50%-79%)	26%	48	2.2%	87	3.8%	100	4.3%	100	4.2%
TRADITIONAL (<50%)	-10%	1,625	74.0%	1,549	67.9%	1,501	63.8%	1,502	62.5%
<b>TOTAL</b>	<b>-4%</b>	<b>2,196</b>	<b>100.0%</b>	<b>2,280</b>	<b>100.0%</b>	<b>2,351</b>	<b>100%</b>	<b>2,402</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 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	6,157	4,461	6,496	6,529	6,561	6,594	6,627	6,660	.5%
UPPER	8,395	7,910	8,470	8,512	8,555	8,597	8,640	8,683	.5%
GRAD I	1,437	1,764	1,626	1,626	1,626	1,626	1,626	1,626	0%
GRAD II	291	194	300	300	300	300	300	300	0%
<b>TOTAL</b>	<b>16,280</b>	<b>14,329</b>	<b>16,892</b>	<b>16,967</b>	<b>17,042</b>	<b>17,117</b>	<b>17,193</b>	<b>17,269</b>	<b>.4%</b>
<i>Non- Resident</i>									
LOWER	433	n/a	395	415	436	458	481	505	5%
UPPER	340	n/a	376	382	388	394	400	405	1.5%
GRAD I	180	n/a	188	189	198	207	217	228	5%
GRAD II	105	n/a	102	107	112	118	124	130	5%
<b>TOTAL</b>	<b>1,058</b>	<b>n/a</b>	<b>1,057</b>	<b>1,093</b>	<b>1,134</b>	<b>1,177</b>	<b>1,222</b>	<b>1,268</b>	<b>4%</b>
<b>TOTAL</b>									
LOWER	6,590	n/a	6,891	6,944	6,997	7,052	7,108	7,165	8%
UPPER	8,735	n/a	8,846	8,894	8,943	8,991	9,040	9,088	.5%
GRAD I	1,617	n/a	1,814	1,815	1,824	1,833	1,843	1,854	5%
GRAD II	396	n/a	402	407	412	418	424	430	1.3%
<b>TOTAL</b>	<b>17,338</b>	<b>15,239</b>	<b>17,949</b>	<b>18,060</b>	<b>18,176</b>	<b>18,294</b>	<b>18,415</b>	<b>18,537</b>	<b>.6%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	114	n/a	0	0	0	0	0	0	0%
UPPER	147	n/a	0	0	0	0	0	0	0%
GRAD I	331	n/a	526	624	650	652	657	657	1%
GRAD II	4	n/a	0	0	0	0	0	0	0%
<b>TOTAL</b>	<b>596</b>	<b>n/a</b>	<b>526</b>	<b>624</b>	<b>650</b>	<b>652</b>	<b>657</b>	<b>657</b>	<b>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. Note\*: The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21.

### Medical Student Headcount Enrollments

<i>Medical Doctorate Headcounts</i>									
RESIDENT	157	205	205	205	205	205	205	205	0%
NON-RESIDENT	35	51	51	51	51	51	51	51	0%
<b>TOTAL</b>	<b>192</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>256</b>	<b>0%</b>
<i>Dentistry Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</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>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<i>Veterinary Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</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>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2015-16

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 2014-15 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>						
BS Environmental Engineering	14.1401	STEM	FGCU, FIU, UCF, UF		250	DEC 2015

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

MS Marine Science	26.1302	STEM			30	MAY 2016
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### DOCTORAL PROGRAMS

### New Programs For Consideration by University in 2016-18-

These programs will be used in the 2016 Work Plan list for programs under consideration for 2016-17.

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>						
BA/BS Interprofessional Health Sciences	51.0000		FAMU, FGCU, UCF, UF, UNF, USF, UWF		500	DEC 2015
BS Honors Science	30.0101		USF T, UWF		300	DEC 2015

### MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

### DOCTORAL PROGRAMS



## DEFINITIONS

### Performance Based Funding

#### Percent of Bachelor's Graduates Employed Full-time 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 or continuing their education somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data.  
Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

#### 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.

#### Six Year FTIC Graduation Rate

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

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

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

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

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

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

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

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

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



**Freshmen in Top 10% of High School Class**

Applies to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.

Source: New College of Florida.

**BOG Choice Metrics**

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

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

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

Source: State University Database System (SUDS).

**Number of Faculty Awards**

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

**National Ranking for Institutional & Program Achievements**

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

**BOT Choice Metrics**

**Percent of R&D Expenditures Funded from External Sources**  
FAMU

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.

Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Bachelor's Degrees Awarded to Minorities**  
FAU, FGCU, FIU

This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.

Source: State University Database System (SUDS).

**National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News**  
FSU

This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.

Source: US News and World Report's annual National University rankings.



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

### Preeminent Research University Funding Metrics

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



<b>6-year Graduation Rate</b> (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: <a href="http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf">http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf</a> .
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does <u>not</u> include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



## Goals Common to All Universities

### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the annual Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less)	As reported in the annual Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<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.

### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the annual 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 annual Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 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 annual 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).



## Goals Specific to Research Universities

### Academic Quality

#### Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: [http://mup.asu.edu/research\\_data.html](http://mup.asu.edu/research_data.html).

#### National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see: [http://mup.asu.edu/research\\_data.html](http://mup.asu.edu/research_data.html).

#### Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).

#### Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

### Return on Investment

#### Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 minus table 52), but now data must be queried via WebCASPAR.

#### Percent of R&D Expenditures funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

#### Patents Issued

The number of patents issued in the fiscal year as reported in the annual Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).

#### Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the annual Accountability Report (table 6A).

#### Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

#### National rank is higher than predicted by Financial Resources Ranking

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

*based on US News & World Report*





<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B).
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the annual Accountability Report (table 5B).

### Student Debt Summary

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

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

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

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

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

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

#### Three Year CDR

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