BOARD OF TRUSTEES
Florida Atlantic University

Item: SP: A-1

STRATEGIC PLANNING COMMITTEE

Tuesday, May 17, 2016

SUBJECT: FAU 2016 WORK PLAN

PROPOSED COMMITTEE ACTION

Request approval of the FAU 2016 Work Plan.

BACKGROUND INFORMATION

Board of Governor's 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 eight major sections including Strategy, Performance-Based Funding Metrics, Preeminent University Metrics, Key Performances Indicators, Enrollment Planning, Academic Program Coordination, Student Debt and Net Cost, and University Revenues.

In accordance with the Board of Governor's requirements for submitting BOT-approved university Work Plans, FAU's final plan was submitted on May 13, 2016 "Pending BOT Approval" with the expectation that said approval would be received before June 17, 2016. The Work Plan will be submitted for approval by the Board of Governors at their next full meeting, which will be held June 21-23, 2016 at the University of Central Florida in Orlando.

IMPLEMENTATION PLAN/DATE

N/A

FISCAL IMPLICATIONS

N/A

Supporting Documentation: FAU 2016 Work Plan

Presented by: Dr. Gary Perry, Provost and VP for Academic Affairs

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Florida Atlantic University

2016 Work Plan

Florida Atlantic University

University Work Plan Presentation

for Board of Governors June 2016 Meeting

PENDING BOT APPROVAL 5/13/2016

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

INTRODUCTION

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

1) *The Board of Governors' 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. 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.

Longer-term goals 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.

FAU is the primary metropolitan public research university located in a corridor stretching along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University seeks to capitalize on its strategic location, blending student outreach, cutting-edge research, and partnerships with surrounding communities and beyond to identify and solve regional and societal issues. The "*FAU Strategic Plan for the Race to Excellence 2015-2025*" is guiding the strategic development of the university consistent with the "*2025 Florida Board of Governors State University System Strategic Plan*." The University will increase student admission requirements, recruit more stellar faculty, and collaborate 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. With unbridled ambition the University is in pursuit to become the country's fastest-improving public research university. FAU plans to seek this distinction by:

1. Building on our robust ethnic diversity to become a geographically diverse institution that promotes engagement of world views beyond the tri-county Southeast Florida region;
2. Aligning academic programs to the overall goals of the *State University System* (SUS) to address the economic and workforce needs of south Florida and beyond;
3. Investing in *Pillars* and *Platforms*—connecting the most talented faculty, staff and students—to expand the University's robust culture of nationally respected research and inquiry;
4. Partnering with local stakeholders and enhancing 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;
5. Designing a resilient, lean organization—based on best practices—that identifies economies of scale and incorporates new technologies to promote institutional development;
6. "Budgeting 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;
7. Communicating the University's many remarkable success stories to an increasingly large eGlobal audience to enable key internal stakeholders to link with external constituency groups.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida Atlantic University's values as listed in the "*FAU Strategic Plan for the Race to Excellence 2015-2025*" are the foundation for the many strengths of the institution. The institution has gained momentum in becoming the nation's fastest improving university demonstrated by its performance this past year in the state's Performance Funding Model where FAU placed in a tie for first with 84 points and scored in excellence for 8 out of 10 metrics. The University produces high achieving graduates who find well-compensated employment and pursue graduate education at the highest rates in the *State University System* (SUS). During the past year 75.8% of FAU bachelor's graduates were employed full-time or continuing their education. The university sustains its reputation as a national model for diversity with almost 55% of the student population coming from ethnically diverse backgrounds. The institution's pursuit of excellence has become the entire campus community's strategic priority and ensures our future as a public research university that creates value for all of our institutional stakeholders.

New partnerships are providing unique opportunities for FAU and its surrounding communities. Agreements with *Scripps Florida* and the *Max Planck Florida Institute for Neuroscience* (MPFIN) are facilitating research and educational programming that will attract promising scientists, provide opportunities for external funding, and address health issues on a global scale. The *Charles E. Schmidt College of Medicine* in cooperation with the *Technion-Israel Institute of Technology's Ruth and Bruce Rappaport Faculty of Medicine* are expanding global frontiers of medicine and medical research. *FAU's Harbor Branch Oceanographic Institute* (HBOI) and *SeaTech – The Institute for Ocean and Systems Engineering* are the primary locations for the *Southeast National Marine Renewable Energy Center* (SNMREC) and is a *U.S. Department of Energy* and *State of Florida* designated R&D center. In addition to the Center's robust research portfolio it provides educational and mentoring opportunities for FAU students and has created a high school science curriculum that has been adopted by more than 200 teachers in 7 Florida counties.

The *Research Park at Florida Atlantic University* continues to provide opportunities in the forms of collaboration of intellectual capital, equipment, and employment resources for our students. Additionally, *Tech Runway at FAU* continues to provide talented entrepreneurs the opportunities for mentorship and direct access to an entrepreneurial ecosystem. In the coming years, FAU will invest in at least twenty-five new faculty members to support the *Pillars and Platforms* listed in the current FAU Strategic Plan. *Pillars* define institutional programs that are focused on creating knowledge to benefit society. *Platforms* represent university-wide scholarly activities that apply to and support the *Pillars*. The University is connecting talented faculty members, staff, and students in institutional programs of focus, such as Healthy Aging, Neurosciences, Ocean Sciences, and Sensing and Smart Systems as well as undergraduate research which is expanding our robust culture of globally-respected research and inquiry.

FAU is continuing to meet the challenge to consistently improve the success rates of our students. Even though 46% of FAU students graduate without debt, we expect improvement in our graduation rates will reduce student debt even further. The University is shifting the campus culture and perception of success for undergraduate completion rates from six to four years. This shift is part of an overall change in campus culture that encourages achievement, personal accountability, and academic excellence. Florida Atlantic University will be a globalized forward-thinking institution that attracts high-ability students and is deeply engaged with surrounding communities.

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

FAU's top priority is to continue to improve academic success rates as measured by timely progression toward degree completion and graduation rates. The institution is building upon the success of initiatives that have bolstered the academic support structure for students. The advising system *Success Network* is actively engaging students and connecting them to a support network of advisors, faculty, and tutors making it easier for them to access critical resources. The *JumpStart* program is giving students the opportunity to get a head start on their university coursework. Program participants are starting university coursework in the summer prior to their first fall semester and are able to develop relationships with advisors and faculty while getting a head start on progressing toward earning their degree. The *First Year Experience* program is providing first year students with resources and support to ensure these students transition successfully to the University. Students in this program build academic, social, career, and self-advocacy skills while helping them engage with the FAU campus community. *Flight Plans* are guiding students as they progress in their academic programs. These individualized plans of study are helping students chart their academic progress while closely tracking milestones they achieve to ensure they stay on the path to graduation.

For the second consecutive year, FAU has increased its admissions standards and will admit students who are better prepared academically for university level coursework. As the University seeks to build upon the improvements made to the academic support structure we're also providing incentives for students to excel academically. The University is investing in new programs that seek to refocus the academic culture and encourage academic excellence which include:

- The *Soar-in-Four Graduation Program* which provides incentives to entering freshman who agree to complete their Bachelor's degree in four years or less. Students who enroll in this program and meet the yearly requirements become eligible for numerous benefits to assist them to achieve their goals. These benefits include academic grants, advanced course registration, guaranteed course availability, and expanded career services.

- The *FAU Academic Grant* which is a progressive four-year need-based grant that increases in amount if annual eligibility requirements are met (fall and spring semesters). Eligible students can earn the full value of the grant ($18,000) if they obtain a bachelor's degree in less than four years and are accepted and enrolled in a FAU Master's program within two semesters of receiving their Bachelor's degree.

- The *Pathways to Graduate Education* initiative which encourages undergraduate students to seek graduate education through enrollment in combined (Bachelor's to Master's) programs and summer courses. High achieving undergraduate students who enroll in these programs can complete both their Bachelor's and Master's degree in less than 5 years in most cases.

In addition to these investments FAU is expanding eLearning opportunities consistent with the goals in the *SUS 2025 Strategic Plan for Online Education* that will supplement classroom instruction. Additionally, the University will employ cutting-edge predictive analytics to better utilize data to create actionable insights to help our students succeed. FAU is poised to continue improving the success rates of our students academically and beyond graduation.

2. Synergy: Research

Florida Atlantic University is investing in its research enterprise, and has made significant progress in establishing research institutes focused on institutional strengths. In the coming years the University will increase annual research expenditures, build key partnerships, create multi-user facilities with cutting-edge equipment, and promote international faculty research.

Healthy Aging (I-HeAL)
Dr. James Galvin joined FAU in May 2015 and is leading the *Institute for Healthy Aging and Lifespan Studies*. Dr. Galvin, one of the country's most prominent neuroscientists, has generated millions in research funding from federal, state and local agencies, and private foundations. He's leading a team on redesigning the healthcare infrastructure, creating novel intervention programs to improve the care of dementia patients and their caregivers, leading to improved mobility, delayed nursing home placement, reduced hospital re-admission, and decreased costs.

Neuroscience (I-BRAIN)
Dr. Randy Blakely will join FAU in May 2016 to lead the FAU BRAIN Institute. FAU's new institute reflects the U.S. Brain Initiative, a top national research priority. Dr. Blakely, an internationally renowned neuroscientist, will pursue research collaborations and educational relationships with regional, national and international partners, including *Scripps Florida* and the *Max Planck Florida Institute for Neuroscience* on the FAU Jupiter campus.

Ocean Science and Engineering/ Environmental Sciences (I-ECOS)
FAU students and faculty study the natural world around us. From ocean exploration and engineering to marine drug discovery, from the Everglades to sea level rise, FAU scientists are contributing solutions to vexing problems. The University is currently searching for an Executive Director to provide strategic vision and leadership, and to develop interdisciplinary research centers with crosscutting expertise on critical marine and environmental issues.

Sensing and Smart Systems (I-SENSE)
Dr. Jason Hallstrom, who joined FAU in February 2015, leads the Institute for Sensing and Embedded Network Systems Engineering. He studies the "Internet of Things" and how everyday objects like our clothes and roads are now able to talk to us. Advancements in computing, communication, and sensing make it possible to embed tiny wireless sensors in homes, yards, shoes and other everyday items. He's growing a network of partners, including global companies *Telit* and *Atmel*, and *Scripps Florida* and *Max Planck Florida*.

FAU's most talented faculty, staff and students are expanding on its robust culture of research and inquiry. They're leveraging regional assets, such as the ocean, patient populations, culture and business, to advance scientific understanding, discover new technologies and contribute to the economic vitality of our region.

3. Place: Engagement

FAU is currently engaging the community through its NCAA athletics programs, which provide an important outlet for business leaders throughout the region to support the University and its students. Already, FAU has initiated a successful fundraising campaign that secured more than $28 million in just 16 months for the development of the *Schmidt Family Complex for Academic and Athletic Excellence* (SFCAE). The SFCAE received initial funding of $16 million from the *Schmidt Family Foundation* in December 2014, the largest single gift in FAU's history. Many other donations have joined the Schmidt's, and this campaign is an integral community engagement platform for the coming year.

In order to further FAU's strategic focus on community engagement, President John Kelly established the Community Engagement Task Force that includes community leaders, faculty, administrative staff, students and alumni. The mission of the Task Force is to develop and recommend policies, procedures and practices that ensure that community engagement is central to FAU's mission and actions.

The Task Force is also charged with successfully completing the application for the Community Engagement Elective Classification from the Carnegie Foundation for the Advancement of Teaching in the next application cycle ending in 2020. The Task Force initiated and now continues an extensive review of all components of community engaged activities at FAU in order to more accurately identify, collect, and report data that demonstrates the commitment of the institution to its community and constituencies.

President Kelly is launching a series of Community Conversations to initiate a continuing dialog with leaders from all sectors in the community about reciprocal opportunities to build collaborative partnerships with FAU that will enhance the community's capacity to deliver sustainable programs and services. The first round of these periodic discussions will be held at three campus locations in May 2016.

Tech Runway at FAU is a start-up accelerator that provides space, mentoring and seed funding to students, faculty and community entrepreneurs. Member companies receive a $25,000 seed grant, workspace for a year and extensive mentoring by a network of successful local entrepreneurs. Since its inception in October 2014, *Tech Runway* companies have hired more than 70 employees and 60 FAU students as interns, while attracting $6 million plus in external investments and they have generated more than $3 million in revenue.

The *Inter-professional Education* (IPE) program is a multi-disciplinary collaborative which includes programs in Medicine, Nursing, and Social Work. The program invites community-dwelling older adults to volunteer and serve as mentors for nursing, medical, and social work students to introduce them to the benefits of working on inter-professional teams and learning about the aging experience of the mentors.

The *Christine E. Lynn College of Nursing's* nurse-managed health centers provide behavioral-mental health services, primary care, and diabetic education in some of the most underserved areas of Palm Beach County. In addition to this, the innovative *Louise and Anne Green Memory and Wellness Center* (MWC) on the Boca Raton campus provides cognitive assessments, driving evaluations, supportive services for patients and families, care coordination, and a Day Center for the mild-to-moderate cognitively impaired.

FAU's Corporate Alliance Initiative establishes collaborative partnerships with local businesses to identify and recruit talented, high-achieving students to FAU; build a work-centered relationship with them; and encourage them to remain in the area as career-ready and contributing members to the local economy.

As part of FAU's key initiatives and investments, FAU plans to continually grow and enrich experiential learning opportunities for students which helps them develop into future business and civic leaders; harness the University's potential to effect positive impact by aligning researchers, program developers and practitioners to act with unity of purpose in key areas of need; and, build an environment where dynamic and reciprocal engagement recognizes and leverages the knowledge and expertise of the institution with the insights, ideas, and resources found in the community to contribute to the development of solutions to pressing issues facing society.

PENDING BOT APPROVAL

PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) *within the U.S. One Year After Graduation*	66.8% 2012-13	68.1% 2013-14	70% 2014-15	73% 2015-16	76% 2016-17	80% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time *in Florida One-Year After Graduation*	$36,000 2012-13	$36,500 2013-14	$37,000 2014-15	$37,500 2015-16	$38,000 2016-17	$38,500 2017-18
Cost per Bachelor's Degree *Costs to the University*	$27,690 2010-14	$28,270 2011-15	$28,835 2012-16	$29,412 2013-17	$30,000 2014-18	$30,600 2015-19
FTIC 6 year Graduation Rate *for full- and part-time students*	45.0% 2008-14	48.4% 2009-15	49% 2010-16	52% 2011-17	55% 2012-18	60% 2013-19
Academic Progress Rate *FTIC 2 year Retention Rate with GPA>2*	65.9% 2013-14	71.9% 2014-15	74% 2015-16	76% 2016-17	80% 2017-18	85% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	55.1% 2013-14	54.2% 2014-15	53% 2015-16	54% 2016-17	54% 2017-18	55% 2018-19
University Access Rate *Percent of Fall Undergraduates with a Pell grant*	41.2% Fall 2013	40.9% Fall 2014	39% Fall 2015	39% Fall 2016	40% Fall 2017	41% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	55.5% 2013-14	61.2% 2014-15	58% 2015-16	60% 2016-17	62% 2017-18	65% 2018-19
BOG METRIC: **Percent of Bachelor's Degrees Without Excess Hours**	72.9% 2013-14	74.6% 2014-15	74% 2015-16	75% 2016-17	76% 2017-18	77% 2018-19
UBOT METRIC: **Bachelor's Degrees Awarded to Minorities**	43.8% 2013-14	45.2% 2014-15	46% 2015-16	47% 2016-17	48% 2017-18	49% 2018-19

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH-MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score *for incoming freshman in Fall semester*	**4.0 GPA 1200 SAT**	3.9 1067 Fall 2015	4 1100 Fall 2016	4 1125 Fall 2017	4.1 1150 Fall 2018	4.1 1200 Fall 2019
Public University National Ranking *in more than one national ranking*	**Top 50**	0 2016	0 2017	0 2018	0 2019	0 2020
Freshman Retention Rate *Full-time, FTIC*	**90%**	77% 2014-15	79% 2015-16	81% 2016-17	85% 2017-18	90% 2018-19
6-year Graduation Rate *Full-time, FTIC*	**70%**	49% 2009-15	50% 2010-16	53% 2011-17	56% 2012-18	62% 2013-19
National Academy Memberships	**6**	1 2016	1 2017	2 2018	3 2019	4 2020
Science & Engineering Research Expenditures ($M)	**$200 M**	$19.7 2014-15	$18.3 2015-16	$20.8 2016-17	$21.8 2017-18	$26.4 2018-19
Non-Medical Science & Engineering Research Expenditures ($M)	**$150 M**	$15.4 2014-15	$13.8 2015-16	$16.3 2016-17	$17.3 2017-18	$20.0 2018-19
National Ranking in S.T.E.M. Research Expenditures *includes public & private institutions*	**Top 100** in 5 of 8 disciplines	0 of 8 2013-14	0 of 8 2014-15	0 of 8 2015-16	1 of 8 2016-17	2 of 8 2017-18
Patents Awarded *over 3 year period*	**100**	13 2013-15	2 2014-16	2 2015-17	2 2016-18	2 2017-19
Doctoral Degrees Awarded Annually	**400**	168 2014-15	188 2015-16	179 2016-17	193 2017-18	195 2018-19
Number of Post-Doctoral Appointees	**200**	18 Fall 2012	9 Fall 2013	12 Fall 2014	15 Fall 2015	20 Fall 2016
Endowment Size ($M)	**$500 M**	$205 2014-15	$260* 2015-16	$265* 2016-17	$270* 2017-18	$276* 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		0	0	0	0	2

Note: Metrics are defined in appendix. For more information about Preeminent state research universities, see 1001.7065 Florida Statutes.

*Includes endowment total (projections) from Harbor Branch Oceanographic Institute which is a certified Direct Support Organization of FAU.

KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
2. **Freshmen in Top 10% of Graduating High School Class**	12% Fall 2014	11% Fall 2015	14% Fall 2016	15% Fall 2017	17% Fall 2018	20% Fall 2019
3. **Professional Licensure & Certification Exam Pass Rates Above Benchmarks**	2 of 2 2013-14	4 of 4 2014-15	4 of 4 2015-16	4 of 4 2016-17	4 of 4 2017-18	4 of 4 2018-19
4. **Time to Degree** *Mean Years for FTICs in 120hr programs*	5.1 2013-14	4.9 2014-15	4.9 2015-16	4.8 2016-17	4.7 2017-18	4.5 2018-19
5. **Four-Year FTIC Graduation Rates** *full- and part-time students*	19% 2010-14	23% 2011-15	24% 2012-16	25% 2013-17	26% 2014-18	27% 2015-19
8. **Bachelor's Degrees Awarded** *First Majors Only*	5,017 2013-14	5,473 2014-15	5,625 2015-16	5,591 2016-17	5,703 2017-18	5,817 2018-19
9. **Graduate Degrees Awarded** *First Majors Only*	1,518 2013-14	1,575 2014-15	1,618 2015-16	1,650 2016-17	1,683 2017-18	1,717 2018-19
10. **Bachelor's Degrees Awarded to African-American & Hispanic Students**	44% 2013-14	45% 2014-15	46% 2015-16	47% 2016-17	48% 2017-18	49% 2018-19
11. **Adult** (Aged 25+) **Undergraduates Enrolled**	28% Fall 2013	28% Fall 2014	28% Fall 2015	28% Fall 2016	28% Fall 2017	28% Fall 2018
12. **Percent of Undergraduate FTE in Online Courses**	10% 2013-14	11% 2014-15	19% 2015-16	20% 2016-17	22% 2017-18	25% 2018-19
16. **Percent of Bachelor's Degrees in STEM & Health**	31% 2013-14	31% 2014-15	33% 2015-16	33% 2016-17	34% 2017-18	35% 2018-19
18. **Percent of Graduate Degrees in STEM & Health**	33% 2013-14	44% 2014-15	43% 2015-16	44% 2016-17	45% 2017-18	46% 2018-19
IMPROVING METRICS		**8** of 11	**7** of 11	**7** of 11	**9** of 11	**9** of 11

KEY PERFORMANCE INDICATORS (continued)

Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan)

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. **Faculty Awards**	4 2012	3 2013	5 2014	6 2015	7 2016	8 2017
22. **Total Research Expenditures ($M)**	$23.0 2013-14	$21.2 2014-15	$23.2 2015-16	$29.0 2016-17	$32.0 2017-18	$34.0 2018-19
23. **Research Expenditures Funded from External Sources**	84% 2013-14	79% 2014-15	88% 2015-16	89% 2016-17	90% 2017-18	91% 2018-19
25. **Licenses/Options Executed**	6 2012-13	17 2013-14	13 2014-15	16 2015-16	20 2016-17	30 2017-18
26. **Number of Start-up Companies Created**	1 2013-14	0 2014-15	2 2015-16	4 2016-17	5 2017-18	6 2018-19
IMPROVING METRICS		**1** of 6	**4** of 6	**5** of 6	**5** of 6	**5** of 6

Institution Specific Goals *(optional)*

To further distinguish the university's distinctive mission, the university may choose to provide additional narrative and metric goals that are based on the university's own strategic plan.

Goals derived from the FAU Strategic Plan for the Race to Excellence:

1. FAU will increase the number of undergraduate students participating in research activities, as defined and measured by the *Quality Enhancement Plan* (QEP) initiative, by 43% over the next four years.
2. FAU will elevate the use of eLearning to supplement classroom instruction. The university plans to increase access and participation in online education by increasing offerings in distance and blended learning to 30% by 2020.
3. FAU will seek the Carnegie Foundation for the Advancement of Teachings' Community Engagement Classification and will submit the required application in Spring 2018.

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
1. Number of Undergraduate Students Participating in Research Activities	2,187	4,114	5,126	5,350	5,569	5,884
2. Percent of Course Sections Offered via Distance and Blended Learning	20%	23%	25%	27%	28%	30%
3. Seek Carnegie Foundation for the Advancement of Teaching Classification	FAU will submit an application to receive the Carnegie Foundation for the Advancement of Teachings' Classification in Spring 2018. According to the Carnegie Foundation timeline, designation will be announced in January 2020.					

ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	11,793	11,699	11,896	11,325	11,438	11,553	11,668
AA Transfers[1]	7,801	7,814	7,658	7,735	7,812	7,890	7,969
Other[2]	5,092	4,726	4,671	4,718	4,765	4,813	4,861
Subtotal	**24,686**	**24,239**	**24,225**	**24,467**	**24,712**	**24,959**	**25,209**
GRADUATE[3]							
Master's	3,624	3,478	3,534	3,605	3,677	3,750	3,825
Research Doctoral	791	795	796	812	836	870	913
Professional Doctoral	250	316	322	334	346	359	372
Subtotal	**4,665**	**4,589**	**4,652**	**4,699**	**4,746**	**4,793**	**4,841**
UNCLASSIFIED							
H.S. Dual Enrolled	660	788	814	740	792	847	907
Other[4]	797	765	756	756	756	756	756
Subtotal	**1,457**	**1,553**	**1,570**	**1,496**	**1,548**	**1,603**	**1,663**
TOTAL	**30,808**	**30,381**	**30,447**	**30,662**	**31,005**	**31,355**	**31,712**

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	1,875	2,164	2,388	4,005	4,285	4,585	4,906
Hybrid (50-79%)	1,298	1,908	2,032	942	1,008	1,079	1,155
Traditional (0-50%)	17,563	16,939	16,362	16,304	15,643	15,330	15,023
Subtotal	**20,736**	**21,011**	**20,781**	**21,252**	**20,937**	**20,994**	**21,084**
GRADUATE							
Distance (80-100%)	813	822	859	921	976	1,035	1,097
Hybrid (50-79%)	53	75	118	144	155	165	177
Traditional (0-50%)	2,438	2,267	2,156	2,029	1,989	1,949	1,910
Subtotal	**3,304**	**3,163**	**3,133**	**3,095**	**3,119**	**3,149**	**3,184**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. 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 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 FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	8,209	8,483	8,237	8,319	8,403	8,487	8,571	8,657	1.0%
UPPER	11,190	11,203	11,315	11,428	11,543	11,658	11,775	11,892	1.0%
GRAD I	1,915	1,757	1,765	1,774	1,783	1,792	1,801	1,810	0.5%
GRAD II	389	370	373	377	381	385	389	392	1.0%
TOTAL	**21,703**	**21,812**	**21,691**	**21,899**	**22,109**	**22,321**	**22,536**	**22,752**	1.0%
NON RESIDENT									
LOWER	574	741	748	755	763	771	778	786	1.0%
UPPER	450	515	520	526	531	536	542	547	1.0%
GRAD I	240	240	242	243	244	245	246	248	0.5%
GRAD II	140	151	153	154	156	157	159	160	1.0%
TOTAL	**1,404**	**1,647**	**1,662**	**1,678**	**1,693**	**1,709**	**1,725**	**1,741**	0.9%
TOTAL									
LOWER	8,782	9,224	8,985	9,075	9,165	9,257	9,350	9,443	1.0%
UPPER	11,640	11,719	11,836	11,954	12,074	12,194	12,316	12,439	1.0%
GRAD I	2,155	1,997	2,007	2,017	2,027	2,037	2,047	2,058	0.5%
GRAD II	529	521	526	531	536	542	547	553	1.0%
TOTAL	**23,107**	**23,460**	**23,353**	**23,577**	**23,803**	**24,030**	**24,261**	**24,493**	1.0%
NOT STATE FUNDABLE									
LOWER	158	210	219	227	237	246	256	266	4.0%
UPPER	201	155	161	168	174	181	189	196	4.0%
GRAD I	443	656	676	696	717	739	761	784	3.0%
GRAD II	5	7	7	7	7	8	8	8	3.0%
TOTAL	**808**	**1,028**	**1,063**	**1,098**	**1,135**	**1,174**	**1,213**	**1,254**	3.4%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	204	199	205	205	205	205	205	205	0%
NON-RESIDENT	44	50	51	51	51	51	51	51	0%
TOTAL	**248**	**249**	**256**	**256**	**256**	**256**	**256**	**256**	**0%**

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2016-17

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 2015 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 *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BA/BS Interprofessional Health Sciences	51.0000	HEALTH	FAMU, FGCU, UCF, UF, UNF, USF-T, USF-SP, UWF	Blended	500	DEC 2016
BS Honors Science	30.0101	STEM	NCF, USF T, UWF	No	300	DEC 2015
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Marine & Coastal Sciences	30.3201	STEM	None	Blended	60	DEC 2016
DOCTORAL PROGRAMS						
None						

New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BS Statistics	27.0501	STEM	FIU, FSU, UCF, UF, UNF, USF-T	NO	100	FEB 2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
None						
DOCTORAL PROGRAMS						
DCJ Criminal Justice	43.0103		None	Blended	20	FEB 2018

PENDING BOT APPROVAL

STUDENT DEBT & NET COST

Student Debt Summary

	2011-12	2012-13	2013-14	2014-15	2015-2016 PROJECTION
Percent of Bachelor's Recipients with Debt	46%	48%	50%	53%	54%
Average Amount of Debt *for Bachelor's who have graduated with debt*	$19,281	$19,898	$21,448	$20,458	$23,163
NSLDS Cohort Year	**2009-12**	**2010-13**	**2011-14**	**2012-15**	**2013-16 3 Year Draft**
Student Loan Cohort Default Rate (3rd Year)	7.6%	8.5%	7.6%	6.2%	5.2%

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	$5,432	$1,240	$11,748	$1,974	$2,462	$22,856
AT HOME	$5,432	$1,240	$1,312	$3,158	$2,462	$13,604

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)*

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	4,239	36%		$12,239	-$1,824	$7,233	$4,008
$40,000-$59,999	1,286	11%		$13,868	$335	$5,115	$4,007
$60,000-$79,999	866	8%		$16,157	$2,620	$2,838	$4,511
$80,000-$99,999	624	5%		$16,818	$3,416	$2,040	$4,771
$100,000 Above	1,759	15%		$17,986	$3,773	$1,724	$4,416
Not Reported	2,865	25%		N/A	$3,981	$903	$100
TOTAL	**11,639**	**100%**	AVERAGE	$14,342*	**$1,301**	**$4,003**	**$3,186**

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2016 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. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data.

PENDING BOT APPROVAL

UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	$ 148.8	$ 160.6
Tuition	$ 119.6	$ 128.6
SUBTOTAL	**$ 268.4**	**$ 289.2**
Health-Science Center / Medical Schools		
State Funds	$ 14.3	$ 14.3
Tuition	$ 8.2	$ 9.0
SUBTOTAL	**$ 22.6**	**$ 23.4**
E&G TOTAL	**$ 291.0**	**$ 312.6**
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	**$ 87.1**	**$ 108.7**
Contracts & Grants	**$ 45.7**	**$ 53.1**
Local Funds	**$ 217.4**	**$ 221.6**
Faculty Practice Plans	**$ 0**	**$ 0**

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.

PENDING BOT APPROVAL

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students	----------Actual----------			----------Projected----------			
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Tuition:							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	$103.32	$105.07	$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
Total Base Tuition & Differential per Credit Hour	$143.45	$145.20	$145.20	$145.20	$145.20	$145.20	$145.20
% Change		1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]	$5.16	$5.16	$5.16	$5.16	$5.16	$5.16	$5.16
Capital Improvement[2]	$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[1]	$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
Total Fees	$56.09	$56.09	$56.09	$56.09	$56.09	$56.09	$56.09
Total Tuition and Fees per Credit Hour	$199.54	$201.29	$201.29	$201.29	$201.29	$201.29	$201.29
% Change		0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
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							
Total Block Fees per term	$76.90	$76.90	$76.90	$76.90	$76.90	$76.90	$76.90
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	**$4,303.50**	**$4,356.00**	**$4,356.00**	**$4,356.00**	**$4,356.00**	**$4,356.00**	**$4,356.00**
Total Fees for 30 Credit Hours	**$1,836.50**	**$1,836.50**	**$1,836.50**	**$1,836.50**	**$1,836.50**	**$1,836.50**	**$1,836.50**
Total Tuition and Fees for 30 Credit Hours	**$6,140.00**	**$6,192.50**	**$6,192.50**	**$6,192.50**	**$6,192.50**	**$6,192.50**	**$6,192.50**
$ Change		**$52.50**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
% Change		**0.9%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Out-of-State Fees							
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[3]	$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%
Total Tuition for 30 Credit Hours	**$19,119.30**	**$19,171.80**	**$19,171.80**	**$19,171.80**	**$19,171.80**	**$19,171.80**	**$19,171.80**
Total Fees for 30 Credit Hours	**$2,577.20**	**$2,577.20**	**$2,577.20**	**$2,577.20**	**$2,577.20**	**$2,577.20**	**$2,577.20**
Total Tuition and Fees for 30 Credit Hours	**$21,696.50**	**$21,749.00**	**$21,749.00**	**$21,749.00**	**$21,749.00**	**$21,749.00**	**$21,749.00**
$ Change		**$52.50**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
% Change		**0.2%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Housing/Dining[4]	$9,344.04	$9,624.36	$9,937.00	$10,026.80	$10,119.11	$10,331.78	$10,549.16
$ Change		**$280.32**	**$312.64**	**$89.80**	**$92.31**	**$212.67**	**$217.38**
% Change		**3.0%**	**3.2%**	**0.9%**	**0.9%**	**2.1%**	**2.1%**

[1] can be no more than 5% of tuition.

[2] as approved by the Board of Governors.

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

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

DEFINITIONS

Performance Based Funding	
Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) *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 enrolled or employed (earning at least $25,000) 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 *Costs to the university*	For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect 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. Source: Accountability Report (Table 4D).
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: Accountability Report (Table 4B).
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: Accountability Report (Table 3E).
Bachelor's Degrees within Programs of Strategic Emphasis	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: Accountability Report (Table 4H).
Graduate Degrees within Programs of Strategic Emphasis	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: Accountability Report (Table 5C).

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).
BOT Choice Metrics	
Bachelor's Degrees Awarded to Minorities FAU	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).

Preeminent Research University Funding Metrics	
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, 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.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	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 not 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: http://www.flbog.edu/about/budget/docs/performance_funding/PBF__GRADUATION_and_RETENTION_Methodology_FINAL.pdf.

National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually by the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar 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)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.

Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	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. As reported by the university to the Common Data Set (C10).
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 annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the *mean* 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.
FTIC Graduation Rates In 4 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 same institution by the 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.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. 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.).
Percent of Bachelor's Degrees in STEM & Health	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).
Percent of Graduate Degrees in STEM & Health	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).

Key Performance Indicators (continued)	
Scholarship, Research & Innovation Metrics	
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.
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).
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).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies 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).

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