

Florida Agricultural and Mechanical University 2016 Work Plan



Florida Agricultural and Mechanical University

University Work Plan Presentation

for Board of Governors June 2016 Meeting

BOT APPROVED 6/10/2016

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 Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered learning environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

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

Florida A&M University (FAMU) will be internationally recognized as a best-in-class doctoral land-grant institution with a global impact.

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.

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates through strategies to attract well-qualified students, as well as enhanced processes to increase admissions-to-enrollment yield rates, graduation rates and employment outcomes. This will necessitate a continued focus on retention, student progression and graduation and quality of instruction in particular strategic areas. The University also seeks to enhance its customer services and its business operations in student and financial services to promote efficiency and compliance with internal and external requirements. Furthermore, the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM, agriculture and health-related disciplines, with an expectation of increased external funding. In this regard, the University will examine faculty workload, including course load, with the aim of increasing time for research in order to improve research productivity. Although we have realized efficiencies and enhancements in various areas, in order to create transformational change, additional funds are essential. To help support these initiatives, the University will do its share in raising external funds.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Florida Agricultural and Mechanical University is a doctoral research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. The institution promotes an environment to sustain lifelong learning, and to empower a diverse population of students to succeed as citizens in an ever changing and challenging global society. FAMU is poised to capitalize on University strengths and opportunities with renewed vigor. The University's strengths include: 1) Carnegie classification as a R2: Doctoral Universities – Higher Research Activity institution, 2) recognition for total research and development (R&D) expenditures, 3) recognition as a top producer of minority graduates, 4) offering an array of accredited professional programs, 5) 1890 land-grant institution, and 6) a focus on STEM, agriculture and health-related disciplines, areas in which minorities are particularly underrepresented. The University is continuing in its efforts to ensure student success, increase retention and graduation rates at all degree levels; meet labor market expectations of employers and the professions; and increase productivity in research. Opportunities include an amplified focus on student success, increased engagement in land-grant initiatives and increased expectations for performance throughout the institution. The University must pursue opportunities to make a financial investment in the land-grant mission of the University and in Business, Health, Agriculture and STEM disciplines, which includes the FAMU-FSU College of Engineering.

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. Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.

Strategies include: continuing the implementation of the comprehensive retention and debt reduction plan; increasing student participation in First Year Experience activities; expanding the living-learning community dorm experience; increasing student engagement in curricular and co-curricular initiatives; offering professional development activities for students and faculty/advisors; and enhancing the electronic monitoring of student progression. FAMU has invested significantly in some of these activities designed to increase student retention and progression, which has been evidenced by the increase in the academic progress rate of FTIC students returning their second year by 21% since 2010. By focusing efforts on the timely production of well-qualified graduates, the University, in all probability, will be able to reduce costs associated with current progression and graduation rates of students. FAMU targets AA transfers of Florida College System institutions, and has established community college scholarships to assist students financially as they transition to our institution. The University continues to seek new articulation agreements and to strengthen existing relationships. In addition, both the offices of Enrollment and Academic Advisement have designated staff to communicate with Florida College System institutions concerning applicants and available support services.

2. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM, agriculture and health-related disciplines.

Several key initiatives are underway to increase the enrollment and number of STEM, agriculture and health graduates, including the \$2.9 million award to FAMU and FSU from the Florida Board of Governors TEAm Program to expand the K-12 pipeline in information technology/computing; the Bridges to Baccalaureate in Biomedical Sciences Program targeting TCC students; NNSA grants to increase STEM student opportunities in science related research; the \$1.6 million award from the NSF HBCU-UP Program to enhance instructional strategies in lower-division STEM courses; and hiring full-time faculty in biology, computer and information sciences, entomology, mathematics, and science education for fall 2016. The University plans to strengthen its recruitment of STEM-ready students and increase scholarships available to these students. Additionally, the University will continue its efforts to improve on the outcome of licensure pass rates for programs in health. As the University prepares for a new SACSCOC QEP cycle, the campus will engage in discussions related to student learning outcomes in all disciplines and programs.

3. Broaden the student base.

The University seeks to broaden its student base by increasing its efforts in recruiting students from all races and socioeconomic backgrounds with the requisite academic background, and as a consequence, enhance the educational experience for all students. The University seeks to attract more students with diverse experience; more high-achieving students; and students who bring more racial and ethnic diversity to the campus. In order to achieve this goal, the University is investing in the services and programs that will appeal to students with these characteristics and support their success once enrolled. Notably, the University is expanding its outreach to prospective students beyond traditional regional quarters; reorganizing and investing in services provided to international students; enhancing offerings for honors students; and promoting changes in first-year basic courses to attract and support students interested in STEM, agriculture and health areas.



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+)* <i>within the U.S. One Year After Graduation</i> | 59.2% 2012-13 | 59.4% 2013-14 | 59.4% 2014-15 | 60.5% 2015-16 | 62.5% 2016-17 | 65.0% 2017-18 |
| Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i> | \$28,800 2012-13 | \$31,100 2013-14 | \$31,100 2014-15 | \$31,300 2015-16 | \$31,400 2016-17 | \$31,500 2017-18 |
| Cost per Bachelor's Degree <i>Instructional Costs to the University</i> | \$40,080 2010-14 | \$44,520 2011-15 | \$47,680 2012-16 | \$48,220 2013-17 | \$45,370 2014-18 | \$42,720 2015-19 |
| FTIC 6 year Graduation Rate <i>for full- and part-time students</i> | 39.3% 2008-14 | 38.6% 2009-15 | 43% 2010-16 | 49% 2011-17 | 62% 2012-18 | 69% 2013-19 |
| Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i> | 70.1% 2013-14 | 75.4% 2014-15 | 76% 2015-16 | 77% 2016-17 | 80% 2017-18 | 85% 2018-19 |
| Bachelor's Degrees Awarded Within Programs of Strategic Emphasis | 51.1% 2013-14 | 49.6% 2014-15 | 51% 2015-16 | 53% 2016-17 | 55% 2017-18 | 57% 2018-19 |
| University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i> | 61.6% Fall 2013 | 64.7% Fall 2014 | 60% Fall 2015 | 60% Fall 2016 | 60% Fall 2017 | 60% Fall 2018 |
| Graduate Degrees Awarded Within Programs of Strategic Emphasis | 43.3% 2013-14 | 51.5% 2014-15 | 49% 2015-16 | 50% 2016-17 | 51% 2017-18 | 52% 2018-19 |
| BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours | 34.0% 2013-14 | 29.0% 2014-15 | 35% 2015-16 | 45% 2016-17 | 55% 2017-18 | 60% 2018-19 |
| UBOT METRIC: Percent of R&D Expenditures Funded from External Sources | 80.0% 2013--14 | 81.0% 2014-15 | 80% 2015-16 | 80% 2016-17 | 80% 2017-18 | 83% 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 [2 subtests] <i>for incoming freshman in Fall semester</i> | 4.0 GPA 1200 SAT | 3.4 964 Fall 2015 | 3.5 980 Fall 2016 | 3.5 990 Fall 2017 | 3.6 1,000 Fall 2018 | 3.6 1,010 Fall 2019 |
| Public University National Ranking <i>in more than one national ranking</i> | Top 50 | 0 2016 | 1 2017 | 1 2018 | 1 2019 | 1 2020 |
| Freshman Retention Rate <i>Full-time, FTIC</i> | 90% | 85% 2014-15 | 86% 2015-16 | 87% 2016-17 | 88% 2017-18 | 90% 2018-19 |
| 6-year Graduation Rate <i>Full-time, FTIC</i> | 70% | 39% 2009-15 | 43% 2010-16 | 49% 2011-17 | 62% 2012-18 | 69% 2013-19 |
| National Academy Memberships | 6 | 0 2016 | 0 2017 | 0 2018 | 1 2019 | 1 2020 |
| Science & Engineering Research Expenditures (\$M) | \$200 M | \$31.5 2014-15 | \$31.5 2015-16 | \$31.7 2016-17 | \$32.6 2017-18 | \$33.6 2018-19 |
| Non-Medical Science & Engineering Research Expenditures (\$M) | \$150 M | \$22.1 2014-15 | \$23.1 2015-16 | \$24.3 2016-17 | \$25.5 2017-18 | \$26.8 2018-19 |
| National Ranking in S.T.E.M. Research Expenditures <i>includes public & private institutions</i> | Top 100 in 5 of 8 disciplines | 0 2013-14 | 1 2014-15 | 1 2015-16 | 1 2016-17 | 1 2017-18 |
| Patents Awarded <i>over 3 year period</i> | 100 | 14 2013-15 | 20 2014-16 | 20 2015-17 | 20 2016-18 | 25 2017-19 |
| Doctoral Degrees Awarded Annually | 400 | 201 2014-15 | 207 2015-16 | 215 2016-17 | 222 2017-18 | 230 2018-19 |
| Number of Post-Doctoral Appointees | 200 | 20 Fall 2012 | 21 Fall 2013 | 22 Fall 2014 | 23 Fall 2015 | 24 Fall 2016 |
| Endowment Size (\$M) | \$500 M | \$123.7 2014-15 | \$120 2015-16 | \$125 2016-17 | \$135 2017-18 | \$155 2018-19 |
| NUMBER OF METRICS ABOVE THE BENCHMARK | | 0 | 0 | 0 | 0 | 1 |

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



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 | 13% Fall 2014 | 14% Fall 2015 | 15% Fall 2016 | 16% Fall 2017 | 17% Fall 2018 | 18% Fall 2019 |
| 3. Professional Licensure & Certification Exam Pass Rates At or Above Benchmarks | 0 of 4 2013-14 | 0 of 4 2014-15 | 0 of 4 2015-16 | 4 of 4 2016-17 | 4 of 4 2017-18 | 4 of 4 2018-19 |
| 4. Time to Degree <i>Mean Years for FTICs in 120hr programs</i> | 5.2 2013-14 | 5.0 2014-15 | 5.0 2015-16 | 4.9 2016-17 | 4.7 2017-18 | 4.5 2018-19 |
| 5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i> | 12% 2010-14 | 13% 2011-15 | 18% 2012-16 | 20% 2013-17 | 25% 2014-18 | 30% 2015-19 |
| 8. Bachelor's Degrees Awarded <i>First Majors Only</i> | 1,560 2013-14 | 1,508 2014-15 | 1,590 2015-16 | 1,620 2016-17 | 1,625 2017-18 | 1,650 2018-19 |
| 9. Graduate Degrees Awarded <i>First Majors Only</i> | 615 2013-14 | 585 2014-15 | 625 2015-16 | 628 2016-17 | 635 2017-18 | 642 2018-19 |
| 10. Bachelor's Degrees Awarded to African-American & Hispanic Students | 96% 2013-14 | 97% 2014-15 | 97% 2015-16 | 95% 2016-17 | 95% 2017-18 | 94% 2018-19 |
| 11. Adult (Aged 25+) Undergraduates Enrolled | 10% Fall 2014 | 10% Fall 2015 | 10% Fall 2016 | 10% Fall 2017 | 10% Fall 2018 | 10% Fall 2019 |
| 12. Percent of Undergraduate FTE in Online Courses | 1% 2013-14 | 2% 2014-15 | 2% 2015-16 | 4% 2016-17 | 8% 2017-18 | 13% 2017-18 |
| 16. Percent of Bachelor's Degrees in STEM & Health | 39% 2013-14 | 40% 2014-15 | 41% 2015-16 | 43% 2016-17 | 45% 2017-18 | 46% 2018-19 |
| 18. Percent of Graduate Degrees in STEM & Health | 41% 2013-14 | 51% 2014-15 | 49% 2015-16 | 49% 2016-17 | 50% 2017-18 | 51% 2018-19 |
| NUMBER OF IMPROVED METRICS | | 7 of 11 | 5 of 11 | 8 of 11 | 8 of 11 | 8 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 | 2 2012 | 1 2013 | 2 2014 | 2 2015 | 2 2016 | 3 2017 |
| 22. Total Research Expenditures (\$M) | \$46.4 2013-14 | \$46.5 2014-15 | \$46.5 2015-16 | \$50.2 2016-17 | \$52.7 2017-18 | \$55.3 2018-19 |
| 23. Research Expenditures Funded from External Sources | 81% 2013-14 | 81% 2014-15 | 80% 2015-16 | 80% 2016-17 | 80% 2017-18 | 83% 2018-19 |
| 25. Licenses/Options Executed | 0 2013-14 | 0 2014-15 | 4 2015-16 | 4 2016-17 | 6 2017-18 | 6 2018-19 |
| 26. Number of Start-up Companies Created | 0 2013-14 | 0 2014-15 | 2 2015-16 | 2 2016-17 | 2 2017-18 | 2 2018-19 |
| NUMBER OF IMPROVED METRICS | | 2 of 5 | 3 of 5 | 1 of 5 | 2 of 5 | 3 of 5 |

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.

As stated in the University's mission statement, "The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society." The University will continue to strengthen its position as a top producer of African American students and broaden its international outreach to increase partnerships, research, and educational opportunities for faculty and students, thus increasing the University overall enrollment of international students.

| | 2015 ACTUAL | 2016 ACTUAL | 2017 GOALS | 2018 GOALS | 2019 GOALS | 2020 GOALS |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Bachelor's Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed) | 1,517 2013-14 | 1,462 2014-15 | 1,560 2015-16 | 1,580 2016-17 | 1,600 2017-18 | 1,620 2018-19 |
| Percent of Course Sections Offered via Distance and Blended Learning | 2.1 Fall 2014 | 2.5 Fall 2015 | 2.8 Fall 2016 | 2.9 Fall 2017 | 3.0 Fall 2018 | 3.5 Fall 2019 |
| Percentage of Eligible Programs with Specialized Accreditation | 85.25% 2014-15 | 83.87% 2015-16 | 85.48% 2016-17 | 87.10% 2017-18 | 87.10% 2018-19 | 87.10% 2019-20 |
| Number of graduate degrees awarded to African Americans | 475 2013-14 | 481 2014-15 | 510 2015-16 | 550 2016-17 | 590 2017-18 | 630 2018-19 |
| Number of students enrolled in graduate online programs | 38 Fall 2014 | 43 Fall 2015 | 50 Fall 2016 | 62 Fall 2017 | 75 Fall 2018 | 88 Fall 2019 |



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 | 6,632 | 6,390 | 6,085 | 5,569 | 5,576 | 5,778 | 5,825 |
| AA Transfers ¹ | 796 | 824 | 803 | 934 | 970 | 1,044 | 1,233 |
| Other ² | 855 | 761 | 807 | 683 | 640 | 634 | 647 |
| Subtotal | 8,283 | 7,975 | 7,695 | 7,186 | 7,186 | 7,456 | 7,705 |
| GRADUATE³ | | | | | | | |
| Master's | 620 | 582 | 578 | 594 | 628 | 652 | 665 |
| Research Doctoral | 158 | 170 | 188 | 194 | 204 | 213 | 217 |
| Professional Doctoral | 1,536 | 974 | 998 | 1,026 | 1,084 | 1,126 | 1,149 |
| Subtotal | 2,314 | 1,726 | 1,764 | 1,814 | 1,916 | 1,991 | 2,031 |
| UNCLASSIFIED | | | | | | | |
| H.S. Dual Enrolled | 7 | 390 | 300 | 200 | 200 | 200 | 200 |
| Other ⁴ | 134 | 142 | 161 | 175 | 150 | 150 | 150 |
| Subtotal | 141 | 532 | 461 | 375 | 350 | 350 | 350 |
| TOTAL | 10,738 | 10,233 | 9,920 | 9,375 | 9,452 | 9,797 | 10,086 |

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%) | 50 | 73 | 131 | 173 | 283 | 600 | 1,000 |
| Hybrid (50-79%) | 0 | 0 | 27 | 80 | 700 | 1,068 | 1,250 |
| Traditional (0-50%) | 9,582 | 8,583 | 7,932 | 7,671 | 6,207 | 5,882 | 5,576 |
| Subtotal | 9,632 | 8,656 | 8,090 | 7,924 | 7,189 | 7,550 | 7,826 |
| GRADUATE | | | | | | | |
| Distance (80-100%) | 84 | 47 | 52 | 46 | 55 | 60 | 80 |
| Hybrid (50-79%) | 0 | 0 | 14 | 10 | 90 | 245 | 340 |
| Traditional (0-50%) | 1,989 | 1,814 | 1,729 | 1,666 | 1,481 | 1,335 | 1,280 |
| Subtotal | 2,072 | 1,861 | 1,796 | 1,721 | 1,626 | 1,640 | 1,700 |

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 | 3,541 | 3,516 | 3,323 | 3,350 | 3,472 | 3,575 | 3,695 | 3,757 | 2.5% |
| UPPER | 3,306 | 3,112 | 2,941 | 2,965 | 3,074 | 3,164 | 3,271 | 3,326 | 2.5% |
| GRAD I | 412 | 405 | 382 | 386 | 400 | 411 | 425 | 432 | 2.5% |
| GRAD II | 1,078 | 1,030 | 974 | 982 | 1,018 | 1,048 | 1,083 | 1,101 | 2.5% |
| TOTAL | 8,337 | 8,063 | 7,620 | 7,683 | 7,963 | 8,198 | 8,474 | 8,616 | 2.5% |
| NON RESIDENT | | | | | | | | | |
| LOWER | 324 | 341 | 322 | 325 | 337 | 347 | 358 | 364 | 2.5% |
| UPPER | 356 | 302 | 286 | 287 | 298 | 307 | 318 | 324 | 2.5% |
| GRAD I | 74 | 57 | 54 | 55 | 57 | 58 | 60 | 61 | 2.5% |
| GRAD II | 124 | 122 | 115 | 116 | 120 | 124 | 128 | 130 | 2.5% |
| TOTAL | 878 | 822 | 777 | 783 | 812 | 836 | 864 | 879 | 2.5% |
| TOTAL | | | | | | | | | |
| LOWER | 3,865 | 3,857 | 3,645 | 3,675 | 3,809 | 3,922 | 4,053 | 4,121 | 2.5% |
| UPPER | 3,662 | 3,415 | 3,227 | 3,253 | 3,372 | 3,471 | 3,589 | 3,649 | 2.5% |
| GRAD I | 485 | 461 | 436 | 440 | 456 | 469 | 485 | 493 | 2.5% |
| GRAD II | 1,203 | 1,152 | 1,089 | 1,098 | 1,138 | 1,172 | 1,211 | 1,231 | 2.5% |
| TOTAL | 9,215 | 8,885 | 8,397 | 8,466 | 8,775 | 9,034 | 9,338 | 9,494 | 2.5% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 337 | 393 | 372 | 375 | 389 | 400 | 414 | 420 | 2.5% |
| UPPER | 226 | 259 | 245 | 247 | 256 | 264 | 272 | 277 | 2.5% |
| GRAD I | 80 | 90 | 85 | 85 | 88 | 91 | 94 | 96 | 2.5% |
| GRAD II | 28 | 18 | 17 | 17 | 18 | 18 | 19 | 19 | 2.2% |
| TOTAL | 671 | 760 | 719 | 724 | 751 | 773 | 799 | 812 | 2.5% |

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.



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 2016-18.

| 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 |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Food Science | 01.1001 | STEM | UF | | 70 | 06-2016 |
| Supply Chain Management | 52.0203 | STEM | FPU, UNF, UWF | | 50 | 06-2016 |
| Digital Media | 09.0702 | STEM | FAU, FGCU CIP 50.0102 UCF, UF | | 60 | 04-2017 |
| Public Health | 51.2201 | HEALTH | USF | | 80 | 04-2017 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Supply Chain Management | 52.0203 | STEM | | | 50 | 06-2016 |
| Aerospace Engineering | 14.0201 | STEM | | | 10 | 04-2017 |
| DOCTORAL PROGRAMS | | | | | | |
| Aerospace Engineering | 14.0201 | STEM | | | 5 | 04-2017 |
| Doctor of Nursing Practice | 51.3818 | HEALTH | FAU, FIU, FSU, UCF, UF, UNF, USF | FIU, FAU (web-assisted), UCF, UNF, UF | 60 | 04-2017 |

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 <i>in 5th year</i> | PROPOSED DATE OF SUBMISSION TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| BACHELOR'S PROGRAMS | | | | | | |
| Integrated Media Arts | 10.0304 | None | | | 50 | 04-2018 |
| MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS | | | | | | |
| Biomedical Sciences | 26.0102 | STEM | FSU, FAU, UCF | | 20 | 04-2018 |
| Computational Science | 30.3001 | STEM | FSU | | 20 | 04-2018 |
| Health Informatics | 51.0706 | HEALTH | UCF | UCF, USF | 30 | 04-2018 |
| DOCTORAL PROGRAMS | | | | | | |
| Public Health (PhD) | 51.2201 | HEALTH | FIU, UF, USF | | 25 | 06-2018 |
| Biology | 26.0101 | STEM | FAU, FIU, FSU, USF | | 20 | 06-2018 |



STUDENT DEBT & NET COST

Student Debt Summary

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|----------|----------|----------|----------|------------------------|
| Percent of Bachelor's Recipients with Debt | 84% | 85% | 86% | 87% | 87.8% |
| Average Amount of Debt <i>for Bachelor's who have graduated with debt</i> | \$29,550 | \$29,700 | \$31,250 | \$31,410 | \$32,338 |
| NSLDS Cohort Year | 2008-11 | 2009-12 | 2010-13 | 2011-14 | 2012-15 Preliminary |
| Student Loan Cohort Default Rate (3rd Year) | 18.3% | 18.9% | 14.7% | 14.7% | 14.0% |

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 | \$4,554 | \$1,138 | \$10,100 | \$1,214 | \$3,354 | \$20,360 |
| AT HOME | \$4,554 | \$1,138 | \$ 2,330 | \$1,712 | \$3,758 | \$13,492 |

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 | 3,076 | 60% | \$8,081 | \$-2,382 | \$7,879 | \$6,216 |
| \$40,000-\$59,999 | 733 | 14% | \$11,705 | \$48 | \$5,484 | \$6,785 |
| \$60,000-\$79,999 | 399 | 8% | \$13,755 | \$2,024 | \$3,612 | \$6,504 |
| \$80,000-\$99,999 | 235 | 5% | \$14,255 | \$2,132 | \$3,553 | \$6,172 |
| \$100,000 Above | 541 | 11% | \$13,894 | \$2,242 | \$3,435 | \$5,634 |
| Not Reported | 156 | 3% | \$19,868 | \$5,264 | \$274 | \$129 |
| TOTAL | 5,140 | 100% | AVERAGE \$10,720 | \$-769 | \$6,310 | \$6,071 |

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 2015 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).



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

| EDUCATION & GENERAL | 2014-15 | 2015-16 |
|---|-----------------|---------------------|
| Main Operations | | |
| State Funds | \$ 112.4 | \$ 96.7 |
| Actual Tuition | \$ 63.9 | \$ 66.4 |
| SUBTOTAL | \$ 176.2 | \$ 163.0 |
| Health-Science Center / Medical Schools | | |
| State Funds | \$ 0 | \$ 0 |
| Actual Tuition | \$ 0 | \$ 0 |
| SUBTOTAL | \$ 0 | \$ 0 |
| Institute of Food & Agricultural Sciences (IFAS) | | |
| State Funds | \$ 0 | \$ 0 |
| Actual Tuition | \$ 0 | \$ 0 |
| TOTAL IFAS | \$ 0 | \$ 0 |
| EDUCATION & GENERAL TOTAL REVENUES | \$ 176.2 | \$ 163.0 |
| FAMU-FSU COLLEGE OF ENGINEERING | \$ 0 | \$12,999,685 |

Note: State funds include General Revenue funds, Lottery funds appropriated by the Florida Legislature. Tuition includes tuition, tuition differential fees, and miscellaneous fees and fines for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Operating Budget 625 report).

| OTHER BUDGET ENTITIES | | |
|---|-----------------|-----------------|
| Auxiliary Enterprises | \$ 32.6 | \$ 40.6 |
| Contracts & Grants | \$ 51.3 | \$ 54.6 |
| Local Funds | \$ 83.2 | \$ 90.2 |
| Faculty Practice Plans | \$ 0 | \$ 0 |
| OTHER BUDGET ENTITIES TOTAL REVENUES | \$ 167.1 | \$ 185.4 |



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 2015-16 to 2019-20) | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 | \$105.07 |
| Tuition Differential ⁵ | 36.38 | 36.38 | 36.38 | 36.38 | 36.38 | 36.38 | 36.38 |
| Total Base Tuition & Differential per Credit Hour | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 | \$141.45 |
| % Change | | 0.0% | 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 | \$10.50 | \$10.50 | \$10.50 | \$10.50 | \$10.50 | \$10.50 | \$10.50 |
| Health | \$6.91 | \$6.91 | \$6.91 | \$6.91 | \$6.91 | \$6.91 | \$6.91 |
| Athletic | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 | \$13.97 |
| 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 | \$48.46 | \$48.46 | \$48.46 | \$48.46 | \$48.46 | \$48.46 | \$48.46 |
| Total Tuition and Fees per Credit Hour | \$189.91 | \$189.91 | \$189.91 | \$189.91 | \$189.91 | \$189.91 | \$189.91 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Fees (block per term): | | | | | | | |
| Activity & Service | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Health | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Athletic | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Transportation Access | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 |
| 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 |
| List any new fee proposed | | | | | | | |
| Total Block Fees per term | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 | \$65.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$4,243.50 | \$4,243.50 | \$4,243.50 | \$4,243.50 | \$4,243.50 | \$4,243.50 | \$4,243.50 |
| Total Fees for 30 Credit Hours | \$1,583.80 | \$1,583.80 | \$1,583.80 | \$1,583.80 | \$1,583.80 | \$1,583.80 | \$1,583.80 |
| Total Tuition and Fees for 30 Credit Hours | \$5,827.30 | \$5,827.30 | \$5,827.30 | \$5,827.30 | \$5,827.30 | \$5,827.30 | \$5,827.30 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Out-of-State Fees | | | | | | | |
| Out-of-State Undergraduate Fee | \$379.07 | \$379.07 | \$379.07 | \$379.07 | \$379.07 | \$379.07 | \$379.07 |
| Out-of-State Undergraduate Student Financial Aid ³ | \$18.95 | \$18.95 | \$18.95 | \$18.95 | \$18.95 | \$18.95 | \$18.95 |
| Total per credit hour | \$398.02 | \$398.02 | \$398.02 | \$398.02 | \$398.02 | \$398.02 | \$398.02 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total Tuition for 30 Credit Hours | \$15,615.60 | \$15,615.60 | \$15,615.60 | \$15,615.60 | \$15,615.60 | \$15,615.60 | \$15,615.60 |
| Total Fees for 30 Credit Hours | \$2,152.30 | \$2,152.30 | \$2,152.30 | \$2,152.30 | \$2,152.30 | \$2,152.30 | \$2,152.30 |
| Total Tuition and Fees for 30 Credit Hours | \$17,767.90 | \$17,767.90 | \$17,767.90 | \$17,767.90 | \$17,767.90 | \$17,767.90 | \$17,767.90 |
| \$ Change | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| % Change | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Housing/Dining⁴ | \$9,140.00 | \$10,896.00 | \$11,470.00 | \$11,470.00 | \$11,757.00 | \$12,051.00 | \$12,352.00 |
| \$ Change | | \$1,756.00 | \$574.00 | \$11,470.00 | \$287.00 | \$294.00 | \$301.00 |
| % Change | | 19.2% | 5.3% | 0.0% | 2.5% | 2.5% | 2.5% |

¹ can be no more than 5% of tuition.

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

² as approved by the Board of Governors.

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

⁵ report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.



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

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).

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 <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: 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 to the National Science Foundation (NSF). |
| Non-Medical Science & Engineering Research Expenditures (\$M) | Total S&E research expenditures in non-medical sciences as reported to 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), and Physical Therapy. |
| Average Time to Degree for FTIC in 120hr programs | This metric is the <i>mean</i> 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 <u>same</u> 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 |