Florida Agricultural & Mechanical University

2015 Work Plan

Florida Agricultural and Mechanical University

University Work Plan Presentation

for Board of Governors June 2015 Meeting

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

FAMU BOT APPROVED 5/22/2015

INTRODUCTION

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

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

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

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

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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MISSION STATEMENT (What is your purpose?)

Florida 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 premier land grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

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 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 made strides 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 new leadership team is poised to capitalize on University strengths and opportunities with renewed vigor. The University's strengths include: 1) over $50 million in research revenues annually, 2) recognition as a top producer of minority graduates, 3) offering an array of accredited professional programs, 4) land-grant institution, 5) a focus on STEM and health-related disciplines, areas in which minorities are particularly underrepresented, and 6) its national reputation as an institution that promotes social mobility. The University is continuing in its efforts to 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 recruitment, retention and graduation, 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 STEM disciplines, which includes the FAMU-FSU College of Engineering.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top <u>three</u> 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: developing and implementing a comprehensive retention and debt reduction plan; increasing student participation in First Year Experience activities; developing a 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 in the past two years; more detailed information is provided in the update to the Retention and Debt Reduction Plan, which accompanies this Work Plan. 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 FAMU has established community college scholarships to assist students financially as they transition to our institution. The University is in the process of revising the individual articulation agreements with Florida College System institutions to reflect the amount of the scholarships. In addition, both the offices of Enrollment and Academic Advisement have designated staff to communicate with Florida College System institutions concerning applicants and support services.

2. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines. Several key initiatives are underway to increase the enrollment and number of STEM and Health graduates, including targeting $3.9 million from Title III federal grant program to support retention, progression and graduation in STEM; an NSF grant to revamp and enhance approaches for STEM students in lower-division courses; and hiring up to thirteen (13) tenure-track faculty in biology, chemistry, computer and information sciences and mathematics for fall 2014. The University plans to strengthen its recruitment of STEM ready students and increase scholarships available to students in STEM, including engineering students. Additionally, the University will continue to improve on the outcome of licensure pass rates for programs in health. As the University prepares for a new QEP cycle, the campus will engage in discussions related to student outcomes in all disciplines and programs.

3. Broaden the student base. The University seeks to broaden its student base by recruiting students who will bring desired characteristics to the student body 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 areas.

PERFORMANCE FUNDING METRICS

Each university is required to complete the table below, providing their goals for the metrics used in the Performance Based Funding model that the Board of Governors approved at its January 2014 meeting. The Board of Governors will consider the shaded 2017 goals for approval.

	ONE-YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Metrics Common To All Universities						
Percent of Bachelor's Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation	4 pts	69% (2012-13)	70% (2013-14)	71% (2014-15)	72% (2015-16)	73% (2016-17)
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	-4%	$28,800 (2012-13)	$29,000 (2013-14)	$29,500 (2014-15)	$30,000 (2015-16)	$30,500 (2016-17)
Average Cost per Bachelor's Degree [Instructional Costs to the University]	8%	$40,080 (2010-14)	$44,242 (2011-15)	$47,677 (2012-16)	$48,215 (2013-17)	$45,367 (2014-18)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	-2 pts	39% (2008-14)	39% (2009-15)	41% (2010-16)	45% (2011-17)	47% (2012-18)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	1 pts	70% (2013-14)	73% (2014-15)	73% (2015-16)	74% (2016-17)	75% (2017-18)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	-4 pts	62% (Fall 2013)	60% (Fall 2014)	60% (Fall 2015)	60% (Fall 2016)	60% (Fall 2017)
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	1 pts	51% (2013-14)	51% (2014-15)	53% (2015-16)	54% (2016-17)	55% (2017-18)
Graduate Degrees Awarded Within Programs of Strategic Emphasis	-1 pts	43% (2013-14)	45% (2014-15)	46% (2015-16)	46% (2016-17)	47% (2017-18)
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	3 pts	34% (2013-14)	35% (2014-15)	37% (2015-16)	40% (2016-17)	42% (2017-18)
Board of Trustees Choice Metric						
Percent of R&D Expenditures Funded from External Sources	0 pts	80% (2013-14)	80% (2014)	80% (2015)	80% (2016)	80% (2017)

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

KEY PERFORMANCE INDICATORS

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

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

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

KEY PERFORMANCE INDICATORS

Metrics Common to All Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
National Rankings for University FAMU is ranked #1 among public HBCUs (#8 overall).	n/a	1 2015	1 2016	1 2017	1 2018	1 2019
SAT Score* [for 3 subtests]	26	1,423 Fall 2014	1,450 Fall 2015	n/a	n/a	n/a
High School GPA	.31	3.34 Fall 2014	3.40 Fall 2015	3.45 Fall 2016	3.50 Fall 2017	3.55 Fall 2018
Professional/Licensure Exam First-time Pass Rates[1]	n/a	0	0	1	2	2
Exams Above Benchmarks	n/a	4	4	3	2	2
Exams Below Benchmarks		2013-14	2014-15	2015-16	2016-17	2017-18
Operational Efficiency						
Freshman Retention Rate	2.7 pts	81% 2013-14	82% 2014-15	84% 2015-16	86% 2016-17	86% 2017-18
FTIC Graduation Rates						
In 4 years (or less)	0.9 pts	12% 2010-14	12% 2011-15	15% 2012-16	16% 2013-17	17% 2014-18
In 6 years (or less)	-1.8 pts	39% 2008-14	39% 2009-15	41% 2010-16	45% 2011-17	47% 2012-18
AA Transfer Graduation Rates In 2 years (or less)	5.1 pts	22% 2012-14	24% 2013-15	25% 2014-16	26% 2015-17	26% 2016-18
FTIC Average Time to Degree (in years)	-0.2	4.8 2013-14	4.8 2014-15	4.7 2015-16	4.6 2016-17	4.5 2017-18
Return on Investment						
Bachelor's Degrees Awarded First Majors Only	9%	1,560 2013-14	1,570 2014-15	1,590 2015-16	1,620 2016-17	1,625 2017-18
Percent of Bachelor's Degrees in STEM & Health	3.3 pts	39% 2013-14	40% 2014-15	41% 2015-16	43% 2016-17	45% 2017-18
Graduate Degrees Awarded	-5.7%	615 2013-14	615 2014-15	615 2015-16	615 2016-17	615 2017-18
Percent of Graduate Degrees in STEM & Health	4.2 pts	41.5% 2013-14	41% 2014-15	43% 2015-16	44% 2016-17	45% 2017-18
Annual Gifts Received ($Millions)	-34.1%	$3.3M 2013-14 Actual	$5.0M 2014-15 (estimate)	$5.7M 2015-16	$5.7M 2016-17	$5.7M 2017-18
Endowment ($Millions)	-8.06%	$127.2M 2013-14 Actual	$137.9M 2014-15 (estimate)	$149.7M 2015-16	$176.3M 2016-17	$191.1M 2017-18

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

[1] The BOG dropped Occupational Therapy from this metric because the national benchmark changed to pass rate of new graduates rather than first time pass rate. FAMU had a 92% pass rate in 2014.

KEY PERFORMANCE INDICATORS

Metrics Specific to Research Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
Faculty Awards	2	2 (2012)	2 (2013)	2 (2014)	2 (2015)	2 (2016)
National Academy Members	0	0 (2012)	0 (2013)	0 (2014)	0 (2015)	0 (2016)
Number of Post-Doctoral Appointees	18	20 (Fall 2012)	21 (Fall 2013)	22 (Fall 2014)	23 (Fall 2015)	24 (Fall 2016)
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures	n/a	1 (2012-13)	1 (2013-14)	1 (2014-15)	1 (2015-16)	1 (2016-17)
Return on Investment						
Total Research Expenditures ($M) [includes non-Science & Engineering disciplines]	-4.7%	$46.4M (2013-14)	$47.8M (2014-15)	$50.2M (2015-16)	$52.7M (2016-17)	$55.3M (2017-18)
Science & Engineering Research Expenditures ($M)	-5%	$29M (2013-14)	$29.9M (2014-15)	$30.8M (2015-16)	$31.7M (2016-17)	$32.6M (2017-18)
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences ($M)	17.6%	$21.4M (2013-14)	$22.0M (2014-15)	$23.1M (2015-16)	$24.3M (2016-17)	$25.5M (2017-18)
Percent of Research Expenditures funded from External Sources	-7 pts	80% (2013-14)	80% (2014-15)	80% (2015-16)	80% (2016-17)	80% (2017-18)
Patents Issued	+1	1 (2013)	3 (2014)	4 (2015)	2 (2016)	4 (2017)
Licenses/Options Executed	0%	0 (2012-13)	0 (2013-14)	2 (2014-15)	4 (2015-16)	4 (2016-17)
Licensing Income Received ($M)	-100%	$0 (2012-13)	$0 (2013-14)	$0 (2014-15)	$5,000 (2015-16)	$10,000 (2016-17)
Number of Start-up Companies	0%	0 (2012-13)	0 (2013-14)	1 (2014-15)	2 (2015-16)	2 (2016-17)
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	233 / 198 (2015)	220 / 200 (2016)	218 / 202 (2017)	216 / 202 (2018)	213 / 202 (2019)
Research Doctoral Degrees Awarded	21%	23 (2013-14)	19 (2014-15)	23 (2015-16)	25 (2016-17)	26 (2017-18)
Professional Doctoral Degrees Awarded	9%	312 (2013-14)	320 (2014-15)	305 (2015-16)	305 (2016-17)	305 (2017-18)
TOTAL NUMBER OF IMPROVING METRICS	**14**	**11**	**15**	**22**	**21**	**16**

KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will provide updates for the metric goals reported in last year's Work Plans. The Board of Governors will consider the shaded 2017 goals for approval. University leadership will need to discuss any proposed changes with Board of Governors staff.

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Metric #1: Bachelor's Degrees Awarded to Minorities (includes: Black, Asian, Hispanic, Native, Mixed)	27.2%	1,517 2013-14	1,537 2014-15	1,560 2015-16	1,580 2016-17	1,600 2017-18
Metric #2: Percent of Course Sections Offered via Distance and Blended Learning	2.0 %	2.05 Fall 2014	2.4 Fall 2015	2.8 Fall 2016	2.9 Fall 2017	3.0 Fall 2018
Metric #3: Percentage of Eligible Programs with Specialized Accreditation (** eligible programs calculated based on programs available at FAMU for which majority of other SUS institutions had accreditation)	Cannot compute meaningful comparison as several programs terminated in 2010-11	85.25% 2014-15	83.87% 2015-16	85.48% 2016-17	87.10% 2017-18	87.10% 2018-19

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

Goal 1. Increase the production of graduate degrees awarded to African Americans in the academic programs.						
Metric: Number of graduate degrees awarded to African Americans.	-11.4%	475 2013-14	481 2014-15	510 2015-16	550 2016-17	590 2017-18
Metric: Number of students enrolled in graduate online programs	n/a	38 Fall 2014	43 Fall 2015	50 Fall 2016	62 Fall 2017	75 Fall 2018

Goal 2. Establish the position as a top ten producer of African Americans with graduate and professional degrees in the sciences, technology, engineering and mathematics (STEM), law and health disciplines.						
Metric: Number of graduate degree programs in STEM, law and health, in which the University is in the top 10 in the production of African American graduates.	15.79%	18 2013-14	18 2014-15	20 2015-16	20 2016-17	21 2017-18

FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
Education & General – Main Operations		
State Funds	$ 112.4	$ xx.x
Tuition	$ 72.4	n/a
TOTAL MAIN OPERATIONS	$ 184.8	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL HSC	n/a	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	n/a	n/a
Tuition	n/a	n/a
TOTAL IFAS	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	$ 184.8	n/a

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

OTHER BUDGET ENTITIES		
Auxiliary Enterprises Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.		
Revenues	$ 32.6	n/a
Contracts & Grants Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	$ 51.3	n/a
Local Funds Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.		
Revenues	$ 83.2	n/a
Faculty Practice Plans Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	n/a	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	$ 167.1	n/a
UNIVERSITY REVENUES GRAND TOTAL	$ 351.9	n/a

FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	$3,100	$3,152	$3,152	$3,152	$3,152
Tuition Differential Fee	$1,091	$1,091	$1,091	$1,091	$1,091
Percent Increase	12.0%	1.3%	0.0%	0.0%	0.0%
Required Fees[1]	$1,583	$1,583	$1,583	$1,583	$1,583
TOTAL TUITION AND FEES	$5,774	$5,826	$5,826	$5,826	$5,826

Note[1]: For more information regarding required fees see list of per credit hour fees and block fees on next page.

Student Debt Summary

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	84%	85%	86%	87%	86%
Average Amount of Debt *for Bachelor's who have graduated with debt*	$29,554	$29,702	$31,251	$31,407	$31,200
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	18.3%	18.9%	14.7%	14.9% *draft*	14.2%

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

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	$4,552	$1,138	$9,356	$1,214	$3,280	$19,540
AT HOME	$4,552	$1,138	$2,212	$1,712	$3,646	$13,260

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below $40,000	3,241	60%		$8,471	-$1,973	$7,433	$6,495
$40,000-$59,999	682	13%		$11,021	$91	$5,416	$6,655
$60,000-$79,999	386	7%		$13,313	$2,447	$3,178	$6,991
$80,000-$99,999	291	5%		$13,850	$2,559	$3,058	$6,585
$100,000 Above	542	10%		$13,634	$2,827	$2,851	$5,792
Missing*	221	4%		$19,282	$5.262	$241	$122
TOTAL	5,363	100%	AVERAGE	$10,403*	$-363	$5,873	$6,222

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2015. Please note that small changes to Spring 2014 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students with missing family income data). 'Missing' includes students who did not file a FAFSA.

FISCAL INFORMATION (continued)
UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida Agricultural and Mechanical University

Undergraduate Students	----------Actual----------			----------Projected----------			
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Tuition:							
Base Tuition - (0% inc. for 2015-16 to 2018-19)	$103.32	$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	$139.70	$141.45	$141.45	$141.45	$141.45	$141.45	$141.45
% Change		1.3%	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	$188.16	$189.91	$189.91	$189.91	$189.91	$189.91	$189.91
% Change		0.9%	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	**$4,191.00**	**$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	**$5,774.80**	**$5,827.30**	**$5,827.30**	**$5,827.30**	**$5,827.30**	**$5,827.30**	**$5,827.30**
$ 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	$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	**$15,563.10**	**$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	**$17,715.40**	**$17,767.90**	**$17,767.90**	**$17,767.90**	**$17,767.90**	**$17,767.90**	**$17,767.90**
$ Change		**$52.50**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
% Change		**0.3%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Housing/Dining[4]							
$ Change	**$8,942.00**	**$9,140.00**	**$10,896.00**	**$11,172.64**	**$11,459.68**	**$11,759.20**	**$12,064.93**
% Change		**2.2%**	**19.2%**	**2.5%**	**2.6%**	**2.6%**	**2.6%**

[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

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

ENROLLMENT PLANNING

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

	5 YEAR TREND (2009-14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-10.0%	3,161	39.5%	3,319	41.3%	3,485	42.6%	3,659	43.9%
FTIC (Profile Admit)*	-31%	3,273	40.9%	3,109	37.7%	3,015	36.8%	2,924	35.1%
AA Transfers from FCS	-28%	877	11%	903	11.2%	957	11.7%	1,004	12.0%
Other Transfers	16%	690	8.6%	710	8.8%	731	8.9%	752	9.0%
Subtotal	**-21%**	**8,001**	***100%***	**8,041**	***100%***	**8,188**	***100%***	**8,339**	***100%***
GRADUATE**									
Master's	-29%	582	34.3%	605	34.6%	650	35.8%	704	37.0%
Research Doctoral	11%	170	15.8%	181	10.4%	190	10.5%	201	10.6%
Professional Doctoral	-7%	946	49.9%	960	55.0%	975	53.7%	998	52.4%
Subtotal	**-15%**	**1,698**	***100%***	**1,746**	***100.0%***	**1,815**	***100.0%***	**1,903**	***100.0%***
UNCLASSIFIED									
H.S. Dual Enrolled	1,596%	390	73.6%	400	73.8%	400	73.8%	400	73.4%
Other	-14%	140	26.4%	142	26.2%	142	26.2%	145	26.6%
Subtotal	**187%**	**530**	***100%***	**542**	***100%***	**542**	***100%***	**545**	***100%***
TOTAL	**-17%**	**10,229**		**10,329**		**10,545**		**10,787**	

Note*: The Profile Admits in this row reflect all students enrolled who entered as profile admits, including those from past years who have been retained. This includes the cohorts with high numbers of profile admits (FAMU refers to them as Access and Opportunity Students) through fall 2012. New Profile Admits enrolling in the fall were drastically reduced from 1,495 in fall 2009 to 310 in fall 2014. The FAMU BOT requires new profile admits not to exceed 500 or 20% of the incoming freshman class.

**Includes Medical students.

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

	3 YEAR TREND (2010-11 to 2013-14)	2013-14 ACTUAL FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL	2016-17 PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	100%	54	1.0%	65	1.1%	110	1.8%	250	3.8%
HYBRID (50%-79%)	-100%	0	0%	30	0.5%	90	1.4%	240	3.6%
TRADITIONAL (<50%)	-22%	5,902	99%	5,857	98.4%	6,089	96.8%	6,092	92.6%
TOTAL	**-21%**	**5,956**	***100%***	**5,952**	***100%***	**6,289**	***100%***	**6,582**	***100%***
GRADUATE									
DISTANCE (80%)	0%	0	0%	0	0%	75	5.4%	125	10.2%
HYBRID (50%-79%)	0%	0	0%	0	0%	50	3.6%	100	8.1%
TRADITIONAL (<50%)	-13%	1,317	100%	1,315	100%	1,264	91.0%	1,004	81.7%
TOTAL	**-20%**	**1,317**	***100%***	**1,315**	***100%***	**1,389**	***100%***	**1,229**	***100%***

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

ENROLLMENT PLANNING (continued)

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

	Estimated Actual 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
STATE FUNDABLE									
Florida Resident									
LOWER	2,653	n/a	2,785	2,924	3,070	3,223	3,545 (10%)	3,899 (10%)	7.0%
UPPER	2,475	n/a	2,598	2,728	2,864	3,007	3,307 (10%)	3,637 (10%)	7.0%
GRAD I	305	n/a	315	328	342	356	371	387	4.2%
GRAD II	809	n/a	810	844	879	916	955	995	4.2%
TOTAL	6,242	n/a	6,508	6,824	7,155	7,502	8,178	8,918	6.5%
Non- Resident									
LOWER	246	n/a	299	311	319	325	331	342	2.7%
UPPER	270	n/a	267	280	285	291	297	308	2.9%
GRAD I	59	n/a	60	62	64	66	68	71	3.4%
GRAD II	94	n/a	96	99	102	106	109	113	3.3%
TOTAL	668	n/a	722	752	770	788	805	834	2.9%
TOTAL									
LOWER	2,898	4,150	3,084	3,235	3,389	3,548	3,876	4,241	6.6%
UPPER	2,745	3,307	2,865	3,008	3,149	3,298	3,604	4,207	8.1%
GRAD I	364	773	375	390	406	422	439	458	4.1%
GRAD II	903	636	906	943	981	1,022	1,064	1,108	4.1%
TOTAL	6,910	8,866	7,230	7,576	7,925	8,290	8,983	10,014	6.8%
NOT STATE FUNDABLE									
LOWER	256	n/a	326	326	326	326	326	326	0.0%
UPPER	172	n/a	219	219	219	219	219	219	0.0%
GRAD I	59	n/a	60	63	63	65	68	68	2.6%
GRAD II	21	n/a	21	22	22	22	22	22	1.0%
TOTAL	508	n/a	626	630	630	632	635	635	0.3%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*:The average annual growth rate is based on the annual growth rate from 2015-16 to 2020-21.

Medical Student Headcount Enrollments

Medical Doctorate Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dentistry Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Veterinary Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2015-16

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2014-15 Work Plan list for programs under consideration for 2015-16.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Food Science	01.1001	STEM	UF		70	01-2015
Digital Media	09.0702	STEM	FAU, FGCU CIP 50.0102 UCF, UF		60	03-2016
Public Health	51.2201	HEALTH	USF		80	03-2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs For Consideration by University in 2016-18

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Supply Chain Management	52.0203	STEM			50	06-2016
Biomedical Sciences	26.0102	STEM	FSU, FAU, UCF		20	06-2017
Computational Science	30.3001	STEM	FSU		20	06-2017
Health Informatics	51.0706	HEALTH	UCF	UCF, USF	30	10-2016
DOCTORAL PROGRAMS						
Doctor of Nursing Practice	51.3818	HEALTH	FAU, FIU, FSU, UCF, UF, UNF, USF	FIU, FAU (web-assisted), UCF, UNF, UF	60	06-2016
Public Health (PhD)	51.2201	HEALTH	FIU, UF, USF		25	04-2017
Biomedical Sciences	26.0102	STEM	FSU, FAU, UCF		20	06-2017
Biology	26.0101	STEM	FAU, FIU, FSU, USF		20	06-2018
Computational Science	30.3001	STEM	FSU		20	06-2018
Chemistry	40.0501	STEM	FAU, FIU, FSU, UCF, UF, USF		20	06-2018

DEFINITIONS

Performance Based Funding

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education in the U.S. One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are employed full-time or continuing their education somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
Average Cost per Bachelor's Degree *Instructional costs to the university*	For each of the last four years of data, the annual total undergraduate instructional expenditures were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.
Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data. Source: State University Database System (SUDS).
Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida.
BOG Choice Metrics	
Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
Number of Faculty Awards	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
National Ranking for Institutional & Program Achievements	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.
BOT Choice Metrics	
Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
Total Research Expenditures UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of Course Sections Offered via Distance and Blended Learning UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. 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 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
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.
Total Annual Research Expenditures ($M) (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of $200 million or more, as reported annually by the National Science Foundation (NSF).
Total Annual Research Expenditures in Diversified Non-Medical Sciences ($M) (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
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 (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
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.

Goals Common to All Universities	
Academic Quality	
Avg. SAT Score (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the annual Accountability report (table 4B) – see link.
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less)	As reported in the annual Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (table 4G).
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (table 4H).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (table 5B).
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (table 5C).
Annual Gifts Received ($M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment ($M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

Goals Specific to Research Universities	
Academic Quality	
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.
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see link.
Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link.
Return on Investment	
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see link, table 36 *minus* table 52), but now data must be queried via WebCASPAR.
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Patents Issued	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent calendar year. Due to a year-lag in published reports, Board of Governors and university staff query the USPTO database with a query that only counts utility patents "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Licensing Income Received ($M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia. Data as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).
National rank is higher than predicted by Financial Resources Ranking	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

based on US News & World Report

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

Student Debt Summary

Percent of Bachelor's Recipients with Debt	This is the percentage of bachelor's graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).
Average Amount of Debt for Bachelor's who have graduated with debt	This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor's recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).
Student Loan Cohort Default Rate (3rd Year)	Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html.

Three Year CDR

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