

# FIU

## 2014-15 Work Plan



**Florida International University**

*Work Plan Presentation for 2014-15 Board of Governors Review*

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' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

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

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

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2014-15 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT *(What is your purpose?)*

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

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

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

## 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.*

FIU is the public anchor institution for the greater Miami area. We see ourselves as a solutions center for the community through the application of our research, learning and engagement energies. We are proud to have awarded over 200,000 degrees. Most degree holders live and work in the three county area of South Florida. Nationally, FIU is the largest producer of minority degrees at the bachelor's level, and the largest producer of bachelor's and master's degrees awarded to Hispanics, including STEM degrees. These facts drive the FIU strategy for our regional and national markets.

Regionally, the community's business leaders have asked FIU – through President Rosenberg – to chair an Academic Leaders' Council (ALC) that is working collaboratively to ensure that county-wide higher education initiatives are directed to job creation and entrepreneurship. The ALC received the Beacon Council's Chairman's Award this year. FIU is a major player in the Beacon Council's One Community One Goal (OCOG) strategic plan, an economic development initiative targeted to growing industries and strengthening the local economy. This plan pivots around education as the foundation for Miami-Dade County's economic development. It calls for a new ecosystem of growth. We are responding with short- and long-term initiatives consistent with BOG planning in six targeted industry clusters identified as critical drivers of job creation in the community.

As the business community places a greater emphasis on the role of education in job creation, FIU is focusing on results-oriented initiatives to improve market-related responsiveness. Our mission, vision and strategy for the 2014-15 academic year are focused: We are committed to improving early employment-related matching of student interest and aptitudes with available academic majors and jobs to ensure a more efficient and timely progression to degree and employment thereafter. We are aggressively expanding paid internship opportunities locally, nationally, and internationally. We will deepen our role as the nation's leading producer of STEM degrees for minority students through expanded science offerings, more peer-led learning groups, and progressive faculty-led curricular and applied market-based research.

Nationally, the FIU approach to minority STEM education is gaining visibility: President Rosenberg was appointed to the National Research Council's study for STEM completion "Barriers/Opportunities in Completing Two and Four-Year STEM Degrees".

Business and cost efficiencies remain central to our strategy. We have expanded on-line and on-and off-campus weekend classes (FIU has the highest classroom space utilization rate in the SUS at 125.58% of statutory requirements), reduced energy costs (FIU leads the SUS in energy conservation for six straight years, 2007-2013), and gained new revenue through adult learner degree programs.



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

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

FIU's strength is its community responsiveness. We are entrepreneurial. We believe that we have an obligation to put our research and learning to work. We take pride in student achievement: our graduates are leaders in their fields. As a majority-minority institution of higher education with a global outlook, we send the message that diversity and excellence can be coterminous. We excel in building win-win partnerships with public and private institutions, locally and globally. Our graduates are among the best in the SUS in getting high-paying jobs after graduation. We are ranked by Times Higher Education (London) as one of the top 100 universities globally under 50 years old. FIU received the APLU MVP (Most Visible Progress) award for the success of our initiative increasing 6-year baccalaureate graduation rates. FIU also received the most competitive Council of Graduate Schools award for Promoting Success in Graduate Education: From Admissions through Completion.

## 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) *Graduation Success Initiative (GSI)* is a comprehensive system for improving retention and graduation rates at FIU. We will continue our efforts to increase the 6-year baccalaureate graduation rate by 2% per year. The 6-year graduation rate has increased by nine percentage points in the last two years (41% in 2011-12; 50% in 2012-13) and is projected to increase to 52% in 2013-14. We will also focus on increasing the 4-year graduation rate for AA transfers by 1% per year. Additionally, we will develop strategies to improve successful completion of STEM degrees with a \$1.5 million grant recently received from the Howard Hughes Medical Institute. At the national level, FIU is a founding institution in the John N. Gardner Institute's Gateways to Completion (G2C) Project which focuses on developing interventions in high enrollment/ high failure gateway courses.

2) *Enhancing STEM Success:* We are generating multiple initiatives to advance STEM education. FIU is a lead member of the Mathematics Teacher Education Partnership, a national, APLU-led effort to prepare for implementation of the new national standards for Mathematics. FIU's STEM Transformation Institute received a \$1.45 million grant from the National Math and Science Initiative to launch FIUTeach. FIUTeach expects to graduate 50 high school STEM teachers each year. FIU leads the country in the number of students serving as trained Learning Assistants (LAs) with approximately 300 assisting their fellow students to enhance success in STEM fields. We will expand the number of LAs in the next years. FIU has entered into a partnership with the National Tropical Botanical Gardens to build an International Center for Tropical Botany focused on research and education in tropical botany.

3) *Preparing Students for the Workforce through Internships:* A recently signed agreement with Royal Caribbean Cruises Ltd. will provide great learning and practical opportunities for our students. A 130,000-square-foot facility will be built at FIU's Biscayne Bay Campus and at least 20 students will be placed in paid internships every year. FIU will also expand the on-campus Florida Power & Light (FPL) Call Center from 21 to 35 internships each semester. Upon graduation, students can transition to FPL employment. The current internship conversion rate is approximately 90%. FIU leads seven South Florida colleges and universities in the Talent Development Network program. The Talent Development Network is based on the Beacon Council's One Community One Goal (OCOG) strategic plan and focuses on creating internship opportunities for undergraduate and graduate students in seven industries: Aerospace, Creative Design, Hospitality and Leisure, Information Technology, Life Sciences and Health Care, International Banking and Finance and Trade and Logistics.



## PERFORMANCE FUNDING METRICS

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

	ONE-YEAR TREND	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metrics Common To All Universities</b>						
Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in the U.S. One Year After Graduation*	-1%	67%	67%	67%	68%	69%
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation *	-1%	\$35,100	\$35,100	\$35,200	\$35,300	\$35,400
Average Cost per Bachelor's Degree [Instructional Costs to the University]	0%	\$26,730	\$26,200	\$26,000	\$25,500	\$25,250
TIC 6 year Graduation Rate [Includes full- and part-time students]	3%	50%	52%	54%	56%	58%
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2 ]	3%	78%	78%	79%	80%	81%
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	-2%	47%	48%	49%	49%	49%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	0%	46%	46%	47%	48%	48%
Graduate Degrees Awarded Within Programs of Strategic Emphasis [Based on list approved by BOG at 11/2013 meeting]	0%	49%	50%	51%	51%	52%
Freshmen in Top 10% of High School Graduating Class [for NCF only]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Board of Governors Choice Metric</b>						
Percent of Bachelor's Degrees Without Excess Hours	n/a	70%	70%	71%	71%	72%
Number of Faculty Awards [for FSU and UF only]	n/a	n/a	n/a	n/a	n/a	n/a
Number of Top 50 Rankings in Select National Publications [for NCF only]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Board of Trustees Choice Metric</b>						
Bachelor's Awarded to Minorities	8%	5,851	6,051	6,251	6,451	6,651

Note: Metrics are defined in the appendix. \*Latest data is for 2011-12 graduates.





## KEY PERFORMANCE INDICATORS

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

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

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



## KEY PERFORMANCE INDICATORS

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

### Goals Common to All Universities

#### Academic Quality

##### National Ranking for University and Programs

FIU has developed a five-year enrollment management plan that allows for significant growth in the number of students, advisors and faculty. The faculty growth will be in strategic areas that enhance external funding, faculty awards, and doctoral degree production. These are the primary metrics of national preeminence.

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
SAT Score <sup>1</sup> [for 3 subtests]	-1.4%	1,704	1,714	1,700	1,705	1,710
High School GPA	1.1%	3.7	3.8	3.85	3.90	3.95
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>						
Exams Above Benchmarks	n/a	3	4	4	5	5
Exams Below Benchmarks	n/a	2	1	1	0	0
<b>Operational Efficiency</b>						
Freshman Retention Rate	2%	84%	84%	85%	86%	87%
FTIC Graduation Rates						
In 4 years (or less)	12%	27%	22%	25%	27%	29%
In 6 years (or less)	5%	50%	52%	54%	56%	58%
AA Transfer Graduation Rates						
In 2 years (or less)	3%	21%	19%	21%	22%	23%
In 4 years (or less)	0%	61%	62%	63%	64%	65%
Average Time to Degree (for FTIC)	0.4 yrs	5.6 yrs	5.6 yrs	5.5 yrs	5.4 yrs	5.3 yrs
<b>Return on Investment</b>						
Bachelor's Degrees Awarded	38%	7,746	8,100	8,400	8,600	8,800
Percent of Bachelor's Degrees in STEM	0%	16%	16%	16.25%	16.5%	16.5%
Graduate Degrees Awarded	38%	3,440	3,536	3,633	3,704	3,817
Percent of Graduate Degrees in STEM	-7%	16.2%	16.5%	16.6%	16.8%	17%
Annual Gifts Received (\$M)	31.4%	\$ 24.7 M	\$ 18.1 M	\$ 47.0 M	\$ 66.0 M	\$ 73.0 M
Endowment (\$M)	53.9%	\$ 149.4 M	\$ 165.2 M	\$ 181.0 M	\$ 209.8 M	\$ 243.7 M

Notes: (1) SAT trends are based on 4 years. (2) Professional licensure pass rates are based on the 2012-13 Annual Accountability Report with data that spans multiple time periods. (3) The methodology for calculating the percent of undergraduate seniors participating in a research course will be determined during the 2014 summer.





## KEY PERFORMANCE INDICATORS

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

### Goals Specific to Research Universities

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Academic Quality</b>						
Faculty Awards*	150%	5	5	5	5	5
National Academy Members*	0%	2	2	2	2	2
Number of Post-Doctoral Appointees	17%	55	49	55	60	65
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures**	n/a	2 of 8	2 of 8	2 of 8	2 of 8	3 of 8
<b>Return on Investment</b>						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	26.4%	\$128.07M	\$126.44 M	\$132.76 M	\$139.4 M	\$146.3 M
Science & Engineering Research Expenditures (\$M)	1.3%	\$92.46 M	\$89.58 M	\$94.26 M	\$98.97 M	\$103.9 M
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	-4.99%	\$86.0 M	\$ 82.35 M	\$86.46 M	\$90.79M	\$95.3M
Percent of Research Expenditures funded from External Sources	23.48%	62%	70%	66%	67%	68%
Patents Issued	0%	1	3	3	3	4
Licenses/Options Executed	200%	3	3	3	4	4
Licensing Income Received (\$M)	-50%	\$0.02 M	\$ 0.05 M	\$0.03 M	\$ 0.05 M	\$0.08 M
Number of Start-up Companies	0%	1	2	1	2	3
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>National</u> Financial	<u>National</u> Financial	<u>National</u> Financial	<u>National</u> Financial	<u>National</u> Financial
Research Doctoral Degrees Awarded	24%	156	159	162	168	177
Professional Doctoral Degrees Awarded	104%	251	254	285	288	330
<b>TOTAL NUMBER OF IMPROVING METRICS</b>		<b>17</b>	<b>15</b>	<b>21</b>	<b>25</b>	<b>24</b>

Note: \*Indicates that 2011 is the latest data available for these metrics. \*\*Indicates that 2011-12 is the latest data available for this metric.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

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

	TREND (2008-09 to 2012-13)	2012-13 ACTUAL	2013-14 ESTIMATES	2014-15 GOALS	2015-16 GOALS	2016-17 GOALS
<b>Metric #1</b> Bachelor's Degrees Awarded to Minorities	38%	5,851	6,051	6,251	6,451	6,651
<b>Metric #2</b> Bachelor's Degrees in Areas of Strategic Emphasis	23%	3,851	3,950	4,185	4,376	4,477
<b>Metric #3</b> Graduate Degrees in Areas of Strategic Emphasis	15%	1,695	1,768	1,853	1,889	1,985

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.** *The 2010-15 Worlds Ahead Strategic Plan encourages interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning. Therefore, FIU plans to increase fully online student credit hours offered to 20% by year 2015. This will bring technology innovation to the classroom and provide current and prospective students additional access to higher education.*

<b>Metric:</b> Increase Percentage of Student Credit Hours Offered Fully Online	8.1%	20%	22.5%	26%	31%	36%
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**Goal 2.** *The Strategic plan calls for increasing the percentage of full-time students at the lower, upper, GRAD 1 and GRAD 2 levels by 2 percent for year 2015. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years.*

<b>Metric:</b> Gradual Shift to a Higher Percentage of Full-time Students	5%	66%	68%	69%	70%	71%
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## FISCAL INFORMATION

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

	2013-14 Actual	2014-15 Appropriations
<b>Education &amp; General – Main Operations</b>		
State Funds	\$190.3	\$214.9
Tuition	\$223.2	n/a
<b>TOTAL MAIN OPERATIONS</b>	<b>\$413.5</b>	<b>n/a</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>		
State Funds	\$ 30.5	\$30.9
Tuition	\$ 13.5	n/a
<b>TOTAL HSC</b>	<b>\$ 44.0</b>	<b>n/a</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds		
Tuition		
<b>TOTAL IFAS</b>		
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$457.5</b>	<b>n/a</b>
<p>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). The 2014-15 appropriations data includes the funds associated with the Performance Based Funding model, which is contingent upon approval by the Board of Governors at their June Board meeting. 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.</p>		
<b>OTHER BUDGET ENTITIES</b>		
<b>Auxiliary Enterprises</b>		
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	\$199.5	n/a
<b>Contracts &amp; Grants</b>		
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.		
Revenues	\$116.6	n/a
<b>Local Funds</b>		
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	\$203.2	n/a
<b>Faculty Practice Plans</b>		
Revenues/receipts are funds generated from faculty practice plan activities.		
Revenues	\$ 3.8	n/a
<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>\$523.1</b>	<b>n/a</b>
<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>\$980.6</b>	<b>n/a</b>



## FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 REQUEST	FY 2015-16 PLANNED	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,569	\$1,569	\$1,569	\$1,569	\$1,569
Percent Increase	15%	1.1%	0%	0%	0%
Required Fees <sup>1</sup>	\$1,746	\$1,772	\$1,772	\$1,832	\$1,872
<b>TOTAL TUITION AND FEES</b>	<b>\$6,414</b>	<b>\$6,493</b>	<b>\$6,493</b>	<b>\$6,553</b>	<b>\$6,593</b>

Note<sup>1</sup>: For more information regarding required fees see list of per credit hour fees and block fees on page 15.

### Student Debt Summary

	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	45.16%	46.86%	45.88%	49.08%	48%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$15,985	\$17,256	\$17,705	\$17,893	\$18,000
NSLDS Cohort Year	2008	2009	2010	2011	2012 GOAL
Student Loan Cohort Default Rate (3rd Year)	8.1% <i>trial*</i>	9.7%	10.5%	8.9% <i>draft</i>	7.5%

\*The trial rates were offered to institutions as an early indicator for the official rates published for 2009, but no opportunity to examine the data or make corrections was available.

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

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,496	\$1,316	\$10,702	\$2,034	\$2,420	<b>\$22,968</b>
AT HOME	\$6,496	\$1,316	\$3,754	\$2,856	\$2,250	<b>\$16,672</b>

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	9,402	51%	\$12,725	-\$1,947	\$7,742	\$3,170
\$40,000-\$59,999	1,843	10%	\$14,367	\$371	\$5,395	\$2,788
\$60,000-\$79,999	1,051	6%	\$14,774	\$1,298	\$4,432	\$2,579
\$80,000-\$99,999	648	3%	\$14,600	\$1,317	\$4,373	\$2,157
\$100,000 Above	1,617	9%	\$15,143	\$1,743	\$3,894	\$1,421
Missing*	3,986	21%	n/a	\$5,525	\$0.00	\$0.00
<b>TOTAL</b>	<b>18,547</b>	<b>100%</b>	<b>AVERAGE</b> <b>\$13,432*</b>	<b>\$509</b>	<b>\$6,629</b>	<b>\$2,840</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2014. Please note that small changes to Spring 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 15 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students with missing family income data). \*Missing\* includes students who did not file a FAFSA.



## FISCAL INFORMATION (continued) TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

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

2013-2014 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offering and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	208 FTEs
Total Number of Advisors Hired or Retained (funded by tuition differential):	54 FTEs
Total Number of Course Sections Added or Saved (funded by tuition differential):	1,517
2013-2014 - 30% Initiatives (list the initiatives provided in the 2013-14 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2014):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	7,311
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,748.64
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$89.32
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$32,295.52



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2013-14 AND 2014-15**

<b>University Tuition Differential</b>		
Budget Entity: 48900100 (Education & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2013-14	2014-15
<b><u>FTE Positions</u></b>		
Faculty	208	208
Advisors	54	64
Staff	64	53
<b>Total FTE Positions</b>	<b>326</b>	<b>325</b>
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ 254,685	\$ 286,263
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 254,685	\$ 286,263
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ 44,370,494	44,806,690
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
<b>Total Receipts / Revenues:</b>	<b>\$ 44,370,494</b>	<b>\$ 44,806,690</b>
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ 25,077,798	\$ 25,518,323
Other Personal Services	1,009,038	955,309
Expenses	1,246,791	1,108,017
Operating Capital Outlay	3,293,765	3,293,765
Student Financial Assistance	13,711,523	14,217,540
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
<b>Total Expenditures:</b>	<b>\$ 44,338,915</b>	<b>\$ 45,092,953</b>
Ending Balance Available:	\$ 286,263	\$ 0

\*Since the 2013-14 year has not been completed, provide an estimated actual.  
\*\*Provide details for "Other Categories" used.





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

This page is an excel document, pasted here as a placeholder.

University: Florida International University

	-----Actual-----			-----Projected-----			
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Undergraduate Students</b>							
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$ 103.32	\$ 103.32	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 32.00	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$135.32</b>	<b>\$155.61</b>	<b>\$157.36</b>	<b>\$157.36</b>	<b>\$157.36</b>	<b>\$157.36</b>	<b>\$157.36</b>
% Change		15.0%	1.1%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$4.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$11.60	\$12.87	\$12.87	\$12.87	\$14.86	\$14.86	\$14.86
Health							
Athletic	\$15.56	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10	\$16.29
Transportation Access							
Technology <sup>1</sup>	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
<b>Total Fees</b>	<b>\$42.24</b>	<b>\$46.14</b>	<b>\$46.23</b>	<b>\$46.23</b>	<b>\$48.22</b>	<b>\$48.22</b>	<b>\$48.41</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$177.56</b>	<b>\$201.75</b>	<b>\$203.59</b>	<b>\$203.59</b>	<b>\$205.58</b>	<b>\$205.58</b>	<b>\$205.77</b>
% Change		13.6%	0.9%	0.0%	1.0%	0.0%	0.1%
<b>Fees (block per term):</b>							
Activity & Service							
Health	\$83.19	\$83.19	\$93.69	\$93.69	\$93.69	\$113.77	\$113.77
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$81.00	\$81.00	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$174.19</b>	<b>\$174.19</b>	<b>\$192.69</b>	<b>\$192.69</b>	<b>\$192.69</b>	<b>\$212.77</b>	<b>\$212.77</b>
% Change		0.0%	10.6%	0.0%	0.0%	10.4%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,059.58</b>	<b>\$4,668.30</b>	<b>\$4,720.80</b>	<b>\$4,720.80</b>	<b>\$4,720.80</b>	<b>\$4,720.80</b>	<b>\$4,720.80</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,615.58</b>	<b>\$1,732.58</b>	<b>\$1,772.28</b>	<b>\$1,772.28</b>	<b>\$1,831.98</b>	<b>\$1,872.14</b>	<b>\$1,877.84</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$5,675.16</b>	<b>\$6,400.88</b>	<b>\$6,493.08</b>	<b>\$6,493.08</b>	<b>\$6,552.78</b>	<b>\$6,592.94</b>	<b>\$6,598.64</b>
\$ Change		<b>\$725.72</b>	<b>\$92.20</b>	<b>\$0.00</b>	<b>\$59.70</b>	<b>\$40.16</b>	<b>\$5.70</b>
% Change		12.8%	1.4%	0.0%	0.9%	0.6%	0.1%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$15,868.18</b>	<b>\$16,476.90</b>	<b>\$16,529.40</b>	<b>\$16,529.40</b>	<b>\$16,529.40</b>	<b>\$16,529.40</b>	<b>\$16,529.40</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,206.01</b>	<b>\$2,323.01</b>	<b>\$2,362.71</b>	<b>\$2,362.71</b>	<b>\$2,422.41</b>	<b>\$2,462.57</b>	<b>\$2,468.27</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$18,074.19</b>	<b>\$18,799.91</b>	<b>\$18,892.11</b>	<b>\$18,892.11</b>	<b>\$18,951.81</b>	<b>\$18,991.97</b>	<b>\$18,997.67</b>
\$ Change		<b>\$725.72</b>	<b>\$92.20</b>	<b>\$0.00</b>	<b>\$59.70</b>	<b>\$40.16</b>	<b>\$5.70</b>
% Change		4.0%	0.5%	0.0%	0.3%	0.2%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
	\$10,123.97	\$10,303.97	\$10,662.64	\$10,853.67	\$11,278.08	\$11,397.05	\$11,535.74
\$ Change		<b>\$180.00</b>	<b>\$358.67</b>	<b>\$191.03</b>	<b>\$424.41</b>	<b>\$118.97</b>	<b>\$138.69</b>
% Change		1.8%	3.5%	1.8%	3.9%	1.1%	1.2%

<sup>1</sup> can be no more than 5% of tuition.

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

<sup>2</sup> as approved by the Board of Governors.

<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

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

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
<b>UNDERGRADUATE</b>									
FTIC (Regular Admit)	4.8%	16,679	43.6%	17,109	43.4%	17,806	43.6%	18,332	43.6%
FTIC (Profile Admit)	-71.6%	96	0.3%	99	0.3%	103	0.3%	106	0.3%
AA Transfers*	57.5%	15,868	41.5%	16,432	41.7%	16,964	41.5%	17,436	41.5%
Other Transfers	33.3%	5,574	14.6%	5,763	14.6%	5,958	14.6%	6,125	14.6%
<b>Subtotal</b>	<b>17.1%</b>	<b>38,217</b>	<b>100%</b>	<b>39,403</b>	<b>100%</b>	<b>40,831</b>	<b>100%</b>	<b>41,999</b>	<b>100%</b>
<b>GRADUATE STUDENTS</b>									
Master's	8.2%	5,933	74.6%	5,934	74.6%	5,993	74.6%	6,053	74.6%
Research Doctoral	46.9%	1,357	17.1%	1,356	17.0%	1,370	17.0%	1,384	17.0%
Professional Doctoral	8.6%	659	8.3%	669	8.4%	675	8.4%	681	8.4%
<b>Subtotal</b>	<b>13.6%</b>	<b>7,949</b>	<b>100%</b>	<b>7,959</b>	<b>100%</b>	<b>8,038</b>	<b>100%</b>	<b>8,118</b>	<b>100%</b>
<b>NOT-DEGREE SEEKING</b>	<b>192.1%</b>	<b>6,446</b>		<b>7,028</b>		<b>7,277</b>		<b>7,510</b>	
<b>MEDICAL</b>	<b>n/a</b>	<b>368</b>		<b>440</b>		<b>480</b>		<b>480</b>	
<b>TOTAL</b>	<b>24.2%</b>	<b>52,980</b>		<b>54,830</b>		<b>56,625</b>		<b>58,107</b>	

Note\*: AA transfers refer only to transfers from the Florida College System.

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

	2 YEAR TREND (2010-11 to 2012-13)	2012-13		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	34.7%	5,225	21.2%	7,478	28.1%	8,962	32.7%	10,512	37.4%
HYBRID (50%-79%)	273.0%	403	1.6%	520	2.0%	537	2.0%	551	2.0%
TRADITIONAL (<50%)	3.5%	19,047	77.2%	18,532	69.9%	17,901	65.3%	17,060	60.7%
<b>TOTAL</b>	<b>10.3%</b>	<b>24,675</b>	<b>100%</b>	<b>26,530</b>	<b>100%</b>	<b>27,400</b>	<b>100%</b>	<b>28,123</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	8.1%	464	10.4%	579	13.0%	960	20.8%	1,314	28.2%
HYBRID (50%-79%)	33.8%	49	1.1%	40	0.9%	41	0.9%	43	0.9%
TRADITIONAL (<50%)	-10.9%	3,957	88.5%	3,841	86.1%	3,605	78.2%	3,371	71.3%
<b>TOTAL</b>	<b>-8.9%</b>	<b>4,470</b>	<b>100%</b>	<b>4,460</b>	<b>100%</b>	<b>4,606</b>	<b>100%</b>	<b>4,728</b>	<b>100%</b>

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



## ENROLLMENT PLANNING (continued)

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

	Estimated 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<i>Florida Resident</i>									
LOWER	9,492	7,860	9,773	10,087	10,353	10,629	10,923	11,249	2.9%
UPPER	14,741	11,682	15,196	15,665	16,078	16,507	16,962	17,469	2.8%
GRAD I	2,280	2,588	2,359	2,423	2,487	2,553	2,623	2,702	2.8%
GRAD II	941	818	977	1,000	1,026	1,053	1,083	1,115	2.7%
TOTAL	27,454	22,948	28,305	29,175	29,944	30,742	31,591	32,535	2.8%
<i>Non- Resident</i>									
LOWER	693	n/a	707	737	757	777	798	822	3.1%
UPPER	857	n/a	854	911	935	960	987	1,016	3.5%
GRAD I	613	n/a	618	652	669	687	706	727	3.3%
GRAD II	501	n/a	506	531	546	561	575	593	3.2%
TOTAL	2,664	2,138	2,685	2,831	2,906	2,985	3,066	3,158	3.3%
<b>TOTAL</b>									
LOWER	10,185	n/a	10,480	10,824	11,110	11,406	11,721	12,071	2.9%
UPPER	15,598	n/a	16,050	16,576	17,013	17,467	17,949	18,485	2.9%
GRAD I	2,893	n/a	2,977	3,075	3,156	3,240	3,329	3,429	2.9%
GRAD II	1,442	n/a	1,483	1,531	1,572	1,614	1,658	1,708	2.9%
TOTAL	30,118	25,086	30,990	32,006	32,851	33,727	34,657	35,693	2.9%
<b>NOT STATE FUNDABLE</b>									
LOWER	394	n/a	437	437	437	437	437	437	0.0%
UPPER	560	n/a	536	536	536	536	536	536	0.0%
GRAD I	1,618	n/a	1,643	1,643	1,643	1,643	1,643	1,643	0.0%
GRAD II	10	n/a	11	11	11	11	11	11	0.0%
TOTAL	2,582	n/a	2,627	2,627	2,627	2,627	2,627	2,627	0.0%

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

### Medical Student Headcount Enrollments

<i>Medical Doctorate Headcounts</i>									
RESIDENT	308	385	368	402	402	402	402	402	1.8%
NON-RESIDENT	60	55	72	78	78	78	78	78	1.6%
TOTAL	368	440	440	480	480	480	480	480	1.8%
<i>Dentistry Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<i>Veterinary Headcounts</i>									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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 2014-15

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Sustainability	30.3301	STEM	UF		100	8/2014
Latin American Studies	05.0107	GLOBAL	UCF		40	1/2015
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Cyber Security	11.1003	STEM			35	8/2014
Logistics Engineering	14.2701	STEM	UF	Y	50	1/2015
Disaster Management	43.0302				42	1/2015
Pedagogy in History	54.0199				30	1/2015
<b>DOCTORAL PROGRAMS</b>						
Linguistics	16.0102	GLOBAL	UF		15	1/2014
International Crime and Justice	43.0104		FSU, UCF, UF, USF_T		35	6/2014

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

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Anthropology (BA)	45.0201	GLOBAL	FAU, FGCU, FSU, UF, UCF, USF_T, USF_SP, UNF		100	1/2016
Biochemistry	26.0202	STEM	FSU		15	1/2016
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
<b>DOCTORAL PROGRAMS</b>						
Mathematical Science	27.0101	STEM	UF, FSU, FAU, USF_T		24	8/2015
Pharmacy	51.2001	HEALTH	FAMU, UF, USF_T		400	8/2017



## DEFINITIONS

### Performance Based Funding

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

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

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

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

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

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

#### Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (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 for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).

Source: State University Database System (SUDS).

**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: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.

Source: Board of Governors staff review.

**BOT Choice Metrics**
**Percent of R&D Expenditures Funded from External Sources**

FAMU

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

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

**Bachelor's Degrees Awarded to Minorities**

FAU, FGCU, FIU

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

Source: State University Database System (SUDS).

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

FSU

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

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





<b>Percent of Undergraduate Seniors Participating in a Research Course</b> NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
<b>Number of Bachelor Degrees Awarded Annually</b> UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
<b>Total Research Expenditures</b> UF	This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
<b>Percent of Course Sections Offered via Distance and Blended Learning</b> UNF	This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).
<b>Number of Postdoctoral Appointees</b> USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
<b>Percentage of Adult Undergraduates Enrolled</b> UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of admission. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).
<b>Preeminent Research University Funding Metrics</b>	
<b>Average GPA and SAT Score</b>	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Public University National Ranking</b>	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Legislative staff based their initial evaluation on the following list: US News and World Report, Forbes, Kiplinger, Washington Monthly, Center for Measuring University Performance, Times Higher Education World University Rankings, QS World University Ranking, and the Academic Ranking of World Universities.
<b>Freshman Retention Rate (Full-time, FTIC)</b>	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.



<b>6-year Graduation Rate</b> (Full-time, FTIC)	6-year Graduation Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The Board of Governors reports the preliminary graduation rates in the annual Accountability report, and 'final' graduation rates to IPEDS in the beginning of February. The final rates are usually the same as the preliminary rates but can be slightly higher (1%-2% points) due to cohort adjustments for specific, and rare, exemptions allowed by IPEDS.
<b>National Academy Memberships</b>	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
<b>Total Annual Research Expenditures (\$M)</b> (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
<b>Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M)</b> (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
<b>National Ranking in S.T.E.M. Research Expenditures</b>	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
<b>Patents Awarded</b> (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/20100101->20131231 AND APT/1)".
<b>Doctoral Degrees Awarded Annually</b>	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does not include Professional degrees.
<b>Number of Post-Doctoral Appointees</b>	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Post-doctorates in Science and Engineering (GSS).
<b>Endowment Size (\$M)</b>	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



## Goals Common to All Universities

### Academic Quality

<b>Avg. SAT Score</b> (for 3 subtests)	An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
<b>Avg. HS GPA</b>	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2012-13 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

### Operational Efficiency

<b>Freshman Retention Rate</b>	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2012-13 Accountability report (table 4B) – see <a href="#">link</a> .
<b>FTIC Graduation Rates</b> In 4 years (or less) In 6 years (or less)	As reported in the 2012-13 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>AA Transfer Graduation Rates</b> In 2 years (or less) In 4 years (or less)	As reported in the 2012-13 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Average Time to Degree (for FTIC)</b>	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

### Return on Investment

<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2012-13 Accountability Report (table 4G).
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 4H).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2012-13 Accountability Report (table 5B).
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2012-13 Accountability Report (table 5C).
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).



## 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 [link](#).

#### 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 [link](#).

#### Number of Post-Doctoral appointees

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

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

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

### Return on Investment

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

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

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

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

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

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

#### Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A).

#### Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 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 2012-13 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 2012-13 Accountability Report (table 6A).

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

*based on US News & World Report*

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

#### Research Doctoral Degrees Awarded

The number of research doctoral degrees awarded annually as reported in the 2012-13 Accountability Report (table 5B).



**Professional Doctoral Degrees Awarded** The number of professional doctoral degrees awarded annually as reported in the 2012-13 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