

# UF

## 2016 Work Plan



**University of Florida**

*University Work Plan Presentation  
for Board of Governors June 2016 Meeting*

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



## INTRODUCTION

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

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

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

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



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## MISSION STATEMENT (What is your purpose?)

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.

Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

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

UF will be a premier university that the state, nation, and world look to for leadership through: (1) an exceptional academic environment, achieved by a diverse community of students, faculty, and staff; (2) an outstanding and accessible education that prepares students for work, citizenship, and life; (3) a preeminent faculty; (4) growth in research and scholarship that improves the lives of the world's citizens; (5) strengthened public engagement; (6) successful and appreciative alumni; and (7) a physical infrastructure and efficient administration and support structure that enable preeminence. The environment will foster new discoveries and inventions, enabling UF to build on its excellent national ranking in technology transfer and licensing. This will spur new businesses and state economic development to accompany UF's emphasis on service and outreach to State citizens.

## 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.*

UF is building leadership positions in strategic endeavors through investment of new resources appropriated in the preeminence legislation, private donations, and internal reallocations. This is a long-term strategy to reposition UF among the nation's top public research universities and to become recognized as one of the nation's very best comprehensive public institutions. With the addition of well over 100 new faculty members, UF is strengthening undergraduate and graduate student recruitment, doctoral education, externally-funded research programs, and online education. These initiatives are being supported by vigorous outreach and branding efforts, technology transfer and licensing programs, economic development initiatives, and a capital campaign.



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

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

UF has nationally competitive expertise across a vast array of disciplines and can leverage this to tackle critical interdisciplinary challenges such as early childhood education, biodiversity, neuroscience, cancer, and security. Through the state's investment in the preeminence initiative, there is a unique opportunity for UF to become one of the nation's top publics. Fundamental challenges that remain revolve around resources: the ability to compensate faculty at nationally competitive levels so UF can retain them, the ability to provide nationally competitive graduate stipends to attract top-notch students, the money needed to refresh and rebuild an aging infrastructure, and the ability to provide need-based student financial aid to undergraduates to afford them access to higher education.

## 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 UF is partnering with donor Herbert Wertheim to transform the College of Engineering over the next decade. His \$50M gift facilitates investment in programs and facilities, while UF's new \$9M recurring investment will grow the faculty in size and strength. A vision of "The New Engineer" needed for the 21<sup>st</sup> century now drives the college's educational programs. Anticipated return on investments include: increased number of engineers who are even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity; a larger grants and contracts portfolio; more extensive tech-transfer and economic development; and increased outreach to Florida industry through centers like the UF Innovation Station recently established in Sarasota.

2 We are launching a \$3B capital campaign to advance UF faculty, students and programs. This initiative will help provide resources for the margin of excellence we seek and also attract national and international recognition for the university's world-class achievements in learning, discovery, engagement, and economic development. We will place special emphasis on doubling the endowment from \$1.5B to \$3B and on securing named professorships and chairs to help attract and retain world-class faculty. In turn, the funds that accompany these endowed positions will provide them with resources to attract the best graduate students and underpin their research efforts. In addition, we will seek private funds to help underwrite the cost of new construction on the campus and the renovation of historical structures.

3 UF's aspiration to become one of the nation's top publics through the preeminence initiative remains key. The university has added well over 100 exceptional faculty and will continue to seek world-class faculty. It improves UF's research accomplishments (as measured by Academic Analytics), its grant and contract portfolio (where a 3:1 return on investment has already been realized), its economic development enterprise, its student-faculty ratio, and its national reputation. UF is capitalizing on the addition of these faculty by organizing large interdisciplinary initiatives to combine their talents with those of our outstanding faculty and to better brand UF's accomplishments in many domains.



## PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
<b>Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)</b> <i>within the U.S. One Year After Graduation</i>	66.2% 2012-13	65.7% 2013-14	66% 2014-15	67% 2015-16	67% 2016-17	67% 2017-18
<b>Median Wages of Bachelor's Graduates Employed Full-time</b> <i>in Florida One-Year After Graduation</i>	\$34,800 2012-13	\$35,200 2013-14	\$35,496 2014-15	\$35,496 2015-16	\$36,206 2016-17	\$36,206 2017-18
<b>Cost per Bachelor's Degree</b> <i>Costs to the University</i>	\$25,450 2010-14	\$26,450 2011-15	\$26,478 2012-16	\$26,478 2013-17	\$26,478 2014-18	\$26,478 2015-19
<b>FTIC 6 year Graduation Rate</b> <i>for full- and part-time students</i>	87.5% 2008-14	86.5% 2009-15	87% 2010-16	88% 2011-17	89% 2012-18	89% 2013-19
<b>Academic Progress Rate</b> <i>FTIC 2 year Retention Rate with GPA&gt;2</i>	95.2% 2013-14	94.6% 2014-15	96% 2015-16	96% 2016-17	97% 2017-18	97% 2018-19
<b>Bachelor's Degrees Awarded Within Programs of Strategic Emphasis</b>	54.7% 2013-14	56.1% 2014-15	56% 2015-16	56% 2016-17	57% 2017-18	57% 2018-19
<b>University Access Rate</b> <i>Percent of Fall Undergraduates with a Pell grant</i>	32.4% Fall 2013	31.6% Fall 2014	30% Fall 2015	30% Fall 2016	30% Fall 2017	30% Fall 2018
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b>	69.8% 2013-14	69.2% 2014-15	71% 2015-16	71% 2016-17	72% 2017-18	72% 2018-19
BOG METRIC: <b>Number of Faculty Awards</b>	20 2012	15 2013	21 2014	22 2015	23 2016	25 2017
UBOT METRIC: <b>Total Research Expenditures</b>	\$695.1 2012-13	\$708.5 2013-14	\$740 2014-15	\$747 2015-16	\$762 2016-17	\$777 2017-18

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



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH-MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
<b>Average GPA and SAT Score</b> <i>for incoming freshman in Fall semester</i>	4.0 GPA 1200 SAT	4.3 1273 Fall 2015	4.3 1273 Fall 2016	4.3 1280 Fall 2017	4.3 1280 Fall 2018	4.3 1290 Fall 2019
<b>Public University National Ranking</b> <i>in more than one national ranking</i>	Top 50	10 2016	10 2017	10 2018	10 2019	10 2020
<b>Freshman Retention Rate</b> <i>Full-time, FTIC</i>	90%	96% 2014-15	97% 2015-16	97% 2016-17	97% 2017-18	97% 2018-19
<b>6-year Graduation Rate</b> <i>Full-time, FTIC</i>	70%	87% 2009-15	88% 2010-16	89% 2011-17	89% 2012-18	89% 2013-19
<b>National Academy Memberships</b>	6	25 2016	25 2017	25 2018	26 2019	26 2020
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	\$200 M	\$699.8 2014-15	\$707 2015-16	\$721 2016-17	\$735 2017-18	\$750 2018-19
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	\$150 M	\$518 2014-15	\$523 2015-16	\$534 2016-17	\$544 2017-18	\$555 2018-19
<b>National Ranking in S.T.E.M. Research Expenditures</b> <i>includes public &amp; private institutions</i>	Top 100 in 5 of 8 disciplines	8 2013-14	8 2014-15	8 2015-16	8 2016-17	8 2017-18
<b>Patents Awarded</b> <i>over 3 year period</i>	100	303 2013-15	270 2014-16	273 2015-17	276 2016-18	279 2017-19
<b>Doctoral Degrees Awarded Annually</b> <i>Includes Research Doctoral Degrees and Medical/Health Professional Doctoral Degrees</i>	400	1,592 2014-15	1,592 2015-16	1,600 2016-17	1,600 2017-18	1,600 2018-19
<b>Number of Post-Doctoral Appointees</b>	200	674 Fall 2012	677 Fall 2013	680 Fall 2014	690 Fall 2015	690 Fall 2016
<b>Endowment Size (\$M)</b>	\$500 M	\$1,560 2014-15	\$1,630 2015-16	\$1,750 2016-17	\$1,900 2017-18	\$1,920 2018-19
<b>NUMBER OF METRICS ABOVE THE BENCHMARK</b>		<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>

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



**KEY PERFORMANCE INDICATORS**

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

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
<b>2. Freshmen in Top 10% of Graduating High School Class</b>	75% <small>Fall 2014</small>	72% <small>Fall 2015</small>	72% <small>Fall 2016</small>	72% <small>Fall 2017</small>	72% <small>Fall 2018</small>	72% <small>Fall 2019</small>
<b>3. Professional Licensure &amp; Certification Exam Pass Rates At or Above Benchmarks</b>	10 of 10 <small>2013-14</small>	9 of 10 <small>2014-15</small>	10 of 10 <small>2015-16</small>	10 of 10 <small>2016-17</small>	10 of 10 <small>2017-18</small>	10 of 10 <small>2018-19</small>
<b>4. Time to Degree for FTICs in 120hr programs</b>	4.1 <small>2013-14</small>	4.0 <small>2014-15</small>	4.1 <small>2015-16</small>	4.1 <small>2016-17</small>	4.1 <small>2017-18</small>	4.1 <small>2018-19</small>
<b>5. Four-Year FTIC Graduation Rates full- and part-time students</b>	67% <small>2010-14</small>	67% <small>2011-15</small>	67% <small>2012-16</small>	68% <small>2013-17</small>	68% <small>2014-18</small>	69% <small>2015-19</small>
<b>8. Bachelor's Degrees Awarded First Majors Only</b>	8,515 <small>2013-14</small>	8,604 <small>2014-15</small>	8,515 <small>2015-16</small>	8,515 <small>2016-17</small>	8,515 <small>2017-18</small>	8,600 <small>2018-19</small>
<b>9. Graduate Degrees Awarded First Majors Only</b>	6,241 <small>2013-14</small>	5,612 <small>2014-15</small>	5,620 <small>2015-16</small>	5,650 <small>2016-17</small>	5,700 <small>2017-18</small>	5,800 <small>2018-19</small>
<b>10. Bachelor's Degrees Awarded to African-American &amp; Hispanic Students</b>	26% <small>2013-14</small>	26% <small>2014-15</small>	26% <small>2015-16</small>	26% <small>2016-17</small>	26% <small>2017-18</small>	26% <small>2018-19</small>
<b>11. Adult (Aged 25+) Undergraduates Enrolled</b>	6% <small>2013-14</small>	6% <small>2014-15</small>	6% <small>2015-16</small>	6% <small>2016-17</small>	6% <small>2017-18</small>	6% <small>2018-19</small>
<b>12. Percent of Undergraduate FTE that is Distance Learning</b>	25% <small>2013-14</small>	27% <small>2014-15</small>	27% <small>2015-16</small>	28% <small>2016-17</small>	29% <small>2017-18</small>	30% <small>2018-19</small>
<b>16. Percent of Bachelor's Degrees in STEM &amp; Health</b>	42% <small>2013-11</small>	43% <small>2014-15</small>	44% <small>2015-16</small>	44% <small>2016-17</small>	45% <small>2017-18</small>	45% <small>2018-19</small>
<b>18. Percent of Graduate Degrees in STEM &amp; Health</b>	58% <small>2013-14</small>	58% <small>2014-15</small>	58% <small>2015-16</small>	59% <small>2016-17</small>	59% <small>2017-18</small>	59% <small>2018-19</small>
<b>IMPROVING METRICS</b>		<b>3</b> of 11	<b>4</b> of 11	<b>4</b> of 11	<b>3</b> of 11	<b>4</b> of 11





**KEY PERFORMANCE INDICATORS (continued)**

**Scholarship, Research and Innovation Metrics (from the 2025 System Strategic Plan) ONLY RESEARCH UNIV**

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
20. Faculty Awards	20 2012	15 2013	21 2014	22 2015	23 2016	25 2017
22. Total Research Expenditures (\$M)	\$708.5 2013-14	\$739.5 2014-15	\$747 2015-16	\$762 2016-17	\$777 2017-18	\$793 2018-19
23. Research Expenditures Funded from External Sources	54% 2013-14	52% 2014-15	52% 2015-16	52% 2016-17	52% 2017-18	52% 2018-19
25. Licenses/Options Executed	140 2012-13	147 2013-14	225 2014-15	230 2015-16	235 2016-17	240 2017-18
26. Number of Start-up Companies Created	16 2013-14	15 2014-15	17 2015-16	17 2016-17	18 2017-18	18 2018-19
<b>IMPROVING METRICS</b>		<b>2 of 5</b>	<b>4 of 5</b>	<b>3 of 5</b>	<b>4 of 5</b>	<b>3 of 5</b>

**Institution Specific Goals (optional) Please delete section if not used.**

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

**Narrative Goals.**

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
<b>Metric #1</b> Bachelor's Degrees in Areas of Strategic Emphasis	4,799 2013-14	4,999 2014-15	4,847 2015-16	4,847 2016-17	4,895 2017-18	4,895 2018-19
<b>Metric #2</b> Graduate Degrees in Areas of Strategic Emphasis	4,355 2013-14	3,884 2014-15	3,900 2015-16	3,900 2016-17	3,900 2017-18	3,900 2018-19
<b>Metric #3</b> Percentage of Eligible Programs with Specialized Accreditation	98% 2013-14	98% 2014-15	99% 2015-16	99% 2016-17	99% 2017-18	99% 2018-19



## ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
<b>UNDERGRADUATE</b>							
FTIC	26,223	26,336	26,839	26,940	27,021	27,100	27,180
AA Transfers <sup>1</sup>	5,138	5,427	5,884	6,153	6,317	6,424	6,499
Other <sup>2</sup>	1,124	1,165	1,441	1,439	1,401	1,358	1,314
<b>Subtotal</b>	<b>32,485</b>	<b>32,928</b>	<b>34,164</b>	<b>34,532</b>	<b>34,739</b>	<b>34,882</b>	<b>34,993</b>
<b>GRADUATE<sup>3</sup></b>							
Master's	7,204	7,114	7,618	7,739	7,884	8,010	8,122
Research Doctoral	4,348	4,229	4,296	4,306	4,328	4,358	4,397
Professional Doctoral	4,377	4,411	4,359	4,422	4,489	4,556	4,612
<b>Subtotal</b>	<b>15,929</b>	<b>15,754</b>	<b>16,273</b>	<b>16,467</b>	<b>16,701</b>	<b>16,924</b>	<b>17,131</b>
<b>UNCLASSIFIED</b>							
H.S. Dual Enrolled	71	149	124	136	148	160	172
Other <sup>4</sup>	1,610	1,705	1,958	1,904	1,964	1,982	2,015
<b>Subtotal</b>	<b>1,681</b>	<b>1,854</b>	<b>2,082</b>	<b>2,040</b>	<b>2,112</b>	<b>2,142</b>	<b>2,187</b>
<b>TOTAL</b>	<b>50,095</b>	<b>50,536</b>	<b>52,519</b>	<b>53,039</b>	<b>53,552</b>	<b>53,948</b>	<b>54,311</b>

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

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
<b>UNDERGRADUATE</b>							
Distance (80-100%)	6,402	8,377	8,918	10,149	11,481	12,695	13,935
Hybrid (50-79%)	491	305	319	438	386	404	382
Traditional (0-50%)	25,423	23,935	23,427	23,128	26,242	23,593	23,860
<b>Subtotal</b>	<b>32,316</b>	<b>32,617</b>	<b>32,664</b>	<b>33,715</b>	<b>35,109</b>	<b>36,692</b>	<b>38,177</b>
<b>GRADUATE</b>							
Distance (80-100%)	3,355	3,643	3,943	3,891	4,120	4,136	4,137
Hybrid (50-79%)	486	310	280	288	294	295	295
Traditional (0-50%)	10,676	10,176	9,813	10,232	10,301	10,340	10,342
<b>Subtotal</b>	<b>14,517</b>	<b>14,129</b>	<b>14,036</b>	<b>14,411</b>	<b>14,715</b>	<b>14,771</b>	<b>14,774</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>RESIDENT</b>									
LOWER	12,626	12,894	13,309	13,732	14,125	14,505	14,892	15,228	2.52%
UPPER	17,694	18,054	18,458	19,286	20,140	20,954	21,736	22,395	3.52%
GRAD I	2,470	2,567	2,711	2,755	2,762	2,768	2,773	2,776	0.47%
GRAD II	4,749	4,507	4,267	4,052	4,048	4,044	4,040	4,039	-1.13%
<b>TOTAL</b>	<b>37,539</b>	<b>38,022</b>	<b>38,745</b>	<b>39,825</b>	<b>41,075</b>	<b>42,271</b>	<b>43,441</b>	<b>44,438</b>	<b>2.56%</b>
<b>NON RESIDENT</b>									
LOWER	749	999	1,194	1,266	1,339	1,434	1,521	1,614	5.20%
UPPER	777	891	1,226	1,458	1,611	1,719	1,800	1,885	6.99%
GRAD I	1,658	1,925	1,892	1,904	1,912	1,916	1,919	1,921	0.30%
GRAD II	2,411	2,531	2,733	2,948	2,952	2,956	2,960	2,961	1.54%
<b>TOTAL</b>	<b>5,595</b>	<b>6,346</b>	<b>7,045</b>	<b>7,576</b>	<b>7,814</b>	<b>8,025</b>	<b>8,200</b>	<b>8,381</b>	<b>3.19%</b>
<b>TOTAL</b>									
LOWER	13,375	13,893	14,503	14,998	15,464	15,939	16,413	16,842	2.78%
UPPER	18,470	18,945	19,684	20,744	21,751	22,673	23,536	24,280	3.79%
GRAD I	4,128	4,492	4,603	4,659	4,674	4,684	4,692	4,698	0.41%
GRAD II	7,160	7,038	7,000	7,000	7,000	7,000	7,000	7,000	0.00%
<b>TOTAL</b>	<b>43,133</b>	<b>44,368</b>	<b>45,790</b>	<b>47,401</b>	<b>48,889</b>	<b>50,296</b>	<b>51,641</b>	<b>52,820</b>	<b>2.66%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	231	244	254	258	260	261	261	261	0.54%
UPPER	588	633	668	692	702	705	706	706	1.08%
GRAD I	2,234	2,371	2,644	2,665	2,670	2,674	2,677	2,680	0.27%
GRAD II	514	511	468	447	431	421	415	412	-2.72%
<b>TOTAL</b>	<b>3,567</b>	<b>3,759</b>	<b>4,034</b>	<b>4,062</b>	<b>4,063</b>	<b>4,061</b>	<b>4,059</b>	<b>4,059</b>	<b>0.12%</b>

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

### Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Growth Rate*
<b>MEDICAL DOCTORATES</b>									
RESIDENT	532	513	513	513	513	513	513	513	0%
NON-RESIDENT	21	0	0	0	0	0	0	0	0%
<b>TOTAL</b>	<b>553</b>	<b>513</b>	<b>513</b>	<b>513</b>	<b>513</b>	<b>513</b>	<b>513</b>	<b>513</b>	<b>0%</b>
<b>DENISTRY</b>									
RESIDENT	336	324	324	324	324	324	324	324	0%
NON-RESIDENT	12	7	7	7	7	7	7	7	0%
<b>TOTAL</b>	<b>348</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>331</b>	<b>0%</b>
<b>VETERINARY</b>									
RESIDENT	357	344	344	344	344	344	344	344	0%
NON-RESIDENT	82	0	0	0	0	0	0	0	0%
<b>TOTAL</b>	<b>439</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>344</b>	<b>0%</b>



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2016-17

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
<b>DOCTORAL PROGRAMS</b>						
Family, Youth & Comm Science	19.0701		UCF, USF, FSU	No	20	Summer 2016
Occupational Therapy	51.2306		None	No	135	Spring 2017

### New Programs For Consideration by University in 2017-19

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
Mfg Eng Technology	15.0613		None	100%	300	Fall 2017
Educational Studies	13.0101		FAU, FGCU	100%	30	Fall 2017
Marine Sciences	26.1302		FIU, UWF	TBD	100	Spring 2018
Ag Operations Mgmt	01.0106		None	TBD	40	Spring 2018
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Dance	50.0301		FSU	No	25	Fall 2018
Case Management	51.0001		None	Yes	40	Fall 2017
Bioinformatics Comp Biology	26.1103		USF	No	30	Spring 2017
Advanced Legal Research	22.0201		None	Yes	25	Spring 2017
Medical Physics	51.2205		FAU	No	TDB	Fall 2018
Athletic Training	51.0913		FIU, USF	No	40	Fall 2018
<b>DOCTORAL PROGRAMS</b>						
Arch & Bldg Sciences/Tech	04.0902		None	No	30	Spring 2017
Sustainability Studies	30.3301		None	No	20	Spring 2017
Medical Physics	51.2205		None	No	TBD	Fall 2018
Lang, Lit & Cultures	16.0101		None	TBD	TBD	Fall 2018



## STUDENT DEBT & NET COST

### Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	38%	41%	43%	44%	43%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$17,500	\$19,640	\$20,710	\$20,640	\$21,820
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	3.5%	3.8%	3.6%	3%	2.1%

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

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,310	\$1,300	\$9,650	\$1,100	\$2,230	\$20,590
AT HOME	\$6,310	\$1,300	\$960	\$1,100	\$2,230	\$11,900

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT
Below \$40,000	7,006	25.38%	\$10,323	-\$4,041	\$10,351	\$2,941
\$40,000-\$59,999	2,386	8.65%	\$13,860	-\$310	\$6,620	\$3,306
\$60,000-\$79,999	1,912	6.93%	\$15,860	\$2,100	\$4,210	\$3,930
\$80,000-\$99,999	1,629	5.90%	\$16,409	\$2,923	\$3,387	\$4,088
\$100,000 Above	6,787	24.59%	\$16,508	\$3,156	\$3,154	\$2,779
Not Reported	7,879	28.55%	n/a	\$3,503	\$2,807	\$51
<b>TOTAL</b>	<b>27,599</b>	<b>100%</b>	<b>AVERAGE</b>	<b>\$14,592*</b>	<b>\$5,088</b>	<b>\$2,849</b>

Notes: These data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data are finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. 'Not Reported' represents the students who did not file a FAFSA. The bottom-line **Total/Average** represents the average of all full-time undergraduate Florida residents (note\*: the total Net Cost of Attendance does not include students who did not report their family income data).



## UNIVERSITY REVENUES

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

<b>EDUCATION &amp; GENERAL</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Main Operations</b>		
State Funds	\$ 371.2	\$ 395.2
Tuition	\$ 295.3	\$ 301.5
<b>Subtotal</b>	<b>\$ 666.6</b>	<b>\$ 696.7</b>
<b>Health-Science Center / Medical Schools</b>		
State Funds	\$ 110.6	\$ 111.3
Tuition	\$ 38.2	\$ 38.2
Other Trust Funds	\$ 27.5	\$ 30.3
<b>Subtotal</b>	<b>\$ 176.2</b>	<b>\$ 179.8</b>
<b>Institute of Food &amp; Agricultural Sciences (IFAS)</b>		
State Funds	\$ 153.0	\$ 157.9
Tuition	\$ 0.0	\$ 0.0
Other Trust Funds	\$ 22.6	\$ 19.3
<b>Subtotal</b>	<b>\$ 175.6</b>	<b>\$ 177.2</b>
<b>E&amp;G TOTAL</b>	<b>\$ 1,018.3</b>	<b>\$ 1,053.7</b>
<b>OTHER BUDGET ENTITIES</b>		
Auxiliary Enterprises	\$ 363.5	\$ 352.2
Contracts & Grants	\$ 1,414.2	\$ 1039.8
Local Funds	\$ 578.8	\$ 555.3
Faculty Practice Plans	\$ 876.7	\$ 871.3

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



## UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: University of Florida

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential <sup>5</sup>	44.17	\$44.17	\$44.17	\$44.17	\$44.17	\$44.17	\$44.17
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$149.24</b>	<b>\$149.24</b>	<b>\$149.24</b>	<b>\$149.24</b>	<b>\$149.24</b>	<b>\$149.24</b>	<b>\$149.24</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement <sup>2</sup>	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$17.35	\$18.19	\$19.06	\$19.06	\$19.06	\$19.06	\$19.06
Health	\$14.11	\$14.93	\$15.81	\$15.81	\$15.81	\$15.81	\$15.81
Athletic	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90	\$1.90
Transportation Access	\$8.91	\$8.91	\$9.44	\$9.44	\$9.44	\$9.44	\$9.44
Technology <sup>1</sup>	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Fees</b>	<b>\$59.53</b>	<b>\$61.19</b>	<b>\$63.47</b>	<b>\$63.47</b>	<b>\$63.47</b>	<b>\$63.47</b>	<b>\$63.47</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$208.77</b>	<b>\$210.43</b>	<b>\$212.71</b>	<b>\$212.71</b>	<b>\$212.71</b>	<b>\$212.71</b>	<b>\$212.71</b>
% Change		0.8%	1.1%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,477.20</b>	<b>\$4,477.20</b>	<b>\$4,477.20</b>	<b>\$4,477.20</b>	<b>\$4,477.20</b>	<b>\$4,477.20</b>	<b>\$4,477.20</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,785.90</b>	<b>\$1,835.70</b>	<b>\$1,904.10</b>	<b>\$1,904.10</b>	<b>\$1,904.10</b>	<b>\$1,904.10</b>	<b>\$1,904.10</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$6,263.10</b>	<b>\$6,312.90</b>	<b>\$6,381.30</b>	<b>\$6,381.30</b>	<b>\$6,381.30</b>	<b>\$6,381.30</b>	<b>\$6,381.30</b>
<b>\$ Change</b>		<b>\$49.80</b>	<b>\$68.40</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>% Change</b>		<b>0.8%</b>	<b>1.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21	\$707.21
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36	\$35.36
Total per credit hour	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57	\$742.57
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$25,693.50</b>	<b>\$25,693.50</b>	<b>\$25,693.50</b>	<b>\$25,693.50</b>	<b>\$25,693.50</b>	<b>\$25,693.50</b>	<b>\$25,693.50</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,846.70</b>	<b>\$2,896.50</b>	<b>\$2,964.90</b>	<b>\$2,964.90</b>	<b>\$2,964.90</b>	<b>\$2,964.90</b>	<b>\$2,964.90</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$28,540.20</b>	<b>\$28,590.00</b>	<b>\$28,658.40</b>	<b>\$28,658.40</b>	<b>\$28,658.40</b>	<b>\$28,658.40</b>	<b>\$28,658.40</b>
<b>\$ Change</b>		<b>\$49.80</b>	<b>\$68.40</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>% Change</b>		<b>0.2%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Housing/Dining<sup>4</sup></b>							
	\$9,520.00	\$9,630.00	\$9,750.00	\$9,750.00	\$9,750.00	\$9,750.00	\$9,750.00
<b>\$ Change</b>		<b>\$110.00</b>	<b>\$120.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>% Change</b>		<b>1.2%</b>	<b>1.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

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

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

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

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

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



## DEFINITIONS

### Performance Based Funding

**Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation**

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

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

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

**Average Cost per Bachelor's Degree**  
*Costs to the university*

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

**Six Year FTIC Graduation Rate**

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

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

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

**Bachelor's Degrees within Programs of Strategic Emphasis**

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

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

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

**Graduate Degrees within Programs of Strategic Emphasis**

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).





### BOG Choice Metrics

#### 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).

### BOT Choice Metrics

#### 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).

### Preeminent Research University Funding Metrics

#### Average GPA and SAT Score

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').

#### Public University National Ranking

A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.



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



Key Performance Indicators	
Teaching & Learning Metrics	
<b>Freshmen in Top 10% of HS Graduating Class</b>	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
<b>Professional/Licensure Exam First-time Pass Rates</b>	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy (Occupational Therapy is not included).
<b>Average Time to Degree</b> Mean Years for FTIC in 120hr programs	This metric is the mean number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
<b>FTIC Graduation Rates</b> In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
<b>Bachelor’s Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
<b>Bachelor’s Degrees Awarded To African-American and Hispanic Students</b>	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
<b>Adult (Aged 25+) Undergraduates Enrolled</b>	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
<b>Percent of Undergraduate FTE Enrolled in Online Courses</b>	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
<b>Percent of Bachelor’s Degrees in STEM &amp; Health</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
<b>Percent of Graduate Degrees in STEM &amp; Health</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



## Key Performance Indicators (continued)

### Scholarship, Research & Innovation Metrics

<b>Faculty Awards</b>	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: <a href="http://mup.asu.edu/research_data.html">http://mup.asu.edu/research_data.html</a> .
<b>Total Research Expenditures (\$M)</b>	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).
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	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).
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).



**Student Debt Summary**

**Percent of Bachelor’s Recipients with Debt**

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

**Average Amount of Debt for Bachelor’s who have graduated with debt**

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

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

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

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