FIU

2016 Work Plan

Florida International University

University Work Plan Presentation

for Board of Governors June 2016 Meeting

BOT APPROVED JUNE 2, 2016

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

INTRODUCTION

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

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

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

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

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MISSION STATEMENT (What is your purpose?)

Florida 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.

As Miami's first and only public research university, offering bachelor's, master's, and doctoral degrees, FIU is worlds ahead in its service to the academic and local community. Designated as a top-tier institution by the Carnegie Foundation, FIU emphasizes research as a major component in the university's mission.

For over four decades, FIU has positioned itself as one of South Florida's anchor institutions. We are dedicated to enriching the lives of the local and global community. With a student body of nearly 54,000, we are among the 10 largest universities in the nation and have collectively graduated more than 200,000 alumni, 115,000 of whom live and work in South Florida. FIU graduates more Hispanics than any other university in the nation.

In the FIU*BeyondPossible*2020 Strategic Plan, FIU determined that we need to increase the number of graduates by 20% by 2020 to meet the educated workforce needs of South Florida. Every year, FIU adds 2,000 students. By 2020, we project we will have 65,000 students.

FIU is a local and national solutions center. As one of the largest employers in South Florida, FIU plays a leadership role in our community competing, succeeding, and leading in the 21st century economy. We are a catalyst for innovation and entrepreneurship. FIU takes its responsibility to our community seriously and has invested in efforts to be responsive, effective and efficient, to support student success and economic development. FIU has taken action both in accepting a leadership role in a number of existing community and industry initiatives and in creating new strategies that are pivotal to the community's success. For example, this coming year President Mark B. Rosenberg has been asked to serve as Chair of the Greater Miami Chamber of Commerce, which serves as a social and economic engine guiding South Florida to be a global business and finance hub of the 21st Century. He also serves as the Chair of the Beacon Council's Academic Leaders Council, whose aim is to create an educational ecosystem that aligns with the business needs in order to ensure workers availability and the required set of skills. At a national level President Rosenberg chairs the National Academies of Sciences Committee on Developing Indicators for Undergraduate STEM Education. FIU's STEM Transformation Institute Director, Dr. Laird Kramer, also is recognized nationally and provides leadership through his appointment on the National Academies of Sciences Committee for Strengthening Research Experiences for Undergraduate STEM Students.

In the new Carnegie Basic Classification of universities, FIU joined the top tier of doctoral research universities in the U.S. with the designation of R1: Doctoral Universities – Highest Research Activity. With this designation, FIU is now one of the five universities in the State University System ranked in the top tier for research. As an R1 university, FIU is focused on achieving BOG Emerging Preeminence and, ultimately, Preeminence status. Significant progress has been made in several of the preeminence metrics and we expect to achieve emerging preeminence within the next few years. Below are data on several of the metrics:

- For FY 2014-15 FIU reported to the National Science Foundation (NSF) 117 postdoctoral fellows. That is a growth of 30% from the prior year.
- During the past three years FIU submitted 127 patent applications to the USPTO and in 2014-15 obtained 11 patents, the most in FIU's history in a single year.
- In 2014 FIU had four of eight NSF Science and Engineering (S&E) disciplines ranked in the top 100 nationally. We expect that when the 2015 report is made public by the NSF later this year that five disciplines will be in the top 100.
- Number of doctorates up from 414 in 2015 to 472 in 2016
- Total research expenditures up from $133M in 2015 to $163M in 2016
- Total S&E research expenditures up from $107M in 2015 to $125M in 2016

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

FIU is a beacon of hope and opportunity for our students and their families. We create impact through groundbreaking research, win-win partnerships with other anchor institutions, businesses and local governments, and the high quality education we provide our students. FIU leverages institutional priorities in the context of a dynamically growing community. We are a solutions center. Research and innovation are the driving engines of these efforts.

FIU is proud to be ranked by Forbes magazine as the second best Florida employer in this year's "America's Best Employers" list. FIU moved up 30 spots from being 64th on last year's list, and we are the highest ranking university in Florida this year. FIU is on this list because of the commitment to excellence that our faculty and staff members demonstrate on a daily basis, making our FIU a dynamic and desirable place to work.

FIU is a mirror of its community with a student body that represents the future of American public universities as global citizens. FIU also mirrors the entrepreneurial spirit of Miami so it is necessary not only to prepare generations of students to take good jobs but also to create their own companies. The combination of a diverse student body, entrepreneurial thinking, and a global city gives FIU a unique advantage to be a 21st century workforce-ready college graduate.

We take pride in our faculty and their students' achievements: 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 co-exist: our FIU Panthers embody this. Our graduates demand higher salaries than any of the other SUS graduates. We are ranked 17th by Washington Monthly for our engagement and contributions to our community through social mobility, research and service.

Our world-class faculty members are engaged in cutting-edge research, scholarships, and creative activity and are recognized nationally and internationally. Arif Sarwat, an assistant professor in Electrical and Computer Engineering received a National Science Foundation (NSF) CAREER award for his work on "*Cyber Physical Solution for High Penetration Renewables in Smart Grid.*" The NSF also recognized

FIU with an award of $6 million to build an integrated neuroimaging instrument to help understand normal and pathological brain mapping, led by professor Malek Adjouadi. The National Institutes of Health has recognized FIU through its $12.7 million award as part of a multi-year national landmark study on substance use and adolescent brain development led by Raúl González, associate professor of psychology, and director of the Substance Use and HIV Neuropsychology Lab.

We are representative of our middle name. FIU has been awarded the 2016 Andrew Heiskell Award by the Institute of International Education (IIE). The award distinguishes our Global Learning for Global Citizenship initiative as a best practice for successful campus internationalization. Having been given to only 17 institutions to date, this award recognizes the individual and collective efforts of our faculty, staff, and students who have developed and continue to expand the many ways we provide global learning to all. FIU was also recognized by the U.S. Department of State as a top producer of Fulbright U.S. Scholars for 2015-2016 with six Fullbright Scholars in 2016.

FIU was asked to join the prestigious Ashoka University Changemaker Campus consortium. Ashoka U builds upon the mission of Ashoka, the world's largest network of social entrepreneurs, to further a culture of social innovation in higher education. FIU students have shown time and again they are ready to make a difference at home or abroad long before they graduate and now FIU has been recognized as a leader in fostering the opportunities that help its students impact the world.

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 *Student Success:* The Obama administration recognized FIU for providing an accessible, affordable education to lower-income students. The Department of Education report highlighted FIU as one of the top institutions in the nation that incorporates strategies to increase college access and ensure student success. FIU is providing the support needed for better student outcomes.

FIU continues to excel and deepen its commitment to ambitious and unprecedented student success goals. As a result, FIU has committed to UP:LIFT(University Paradigm: Learn, Interact, Facilitate, Transform). FIU UP:LIFT is an initiative to deploy state-of-the-art, evidence-based instruction, learning technologies, and advanced classroom assessment throughout critical gateway and STEM courses. The critical gateway courses are high enrollment, foundational courses that have been found to have high failure rates and/or are predictors of students leaving college. The state's economic prosperity drives us to target both the foundational and STEM courses. The initiative integrates FIU's two most impactful student success initiatives, the Graduation Success Initiative (GSI) and the STEM Transformation Institute, to create a new institution-wide paradigm for classroom instruction and student success.

UP:LIFT prepares faculty to implement the best instructional and assessment practices in their gateway and STEM courses to improve student success, graduation rates, and programmatic efficiencies so that FIU students develop real-world skills through timely, cost-effective programs. The initiative's ultimate goal is to be a sustained producer of a highly skilled and highly adaptable workforce that will serve as a launch pad for innovation and startups as well as attract high-tech companies to South Florida.

FIU, UCF, and USF, the state's three largest metropolitan research universities, have partnered to create the Florida Consortium of Metropolitan Research Universities. To fuel the state's economy and increase the number of career-ready graduates in high-demand areas, members of the consortium are sharing

and creating best practices and innovative solutions, policies, and programs. Together, the Consortium has set out to graduate more students in high-demand areas and build a stronger workforce and increase the number of under-represented students graduating with the skills and credentials required by Florida's employers.

2 *Preeminent Programs*: FIU's goal is to be a Worlds Ahead university that creates an innovation nexus where preeminent programs and teams drive research, creativity, innovation, and education. FIU already has distinguished programs whose national rankings and research breakthroughs bring prestige to the university. These programs help our university serve our community, our state, our nation, and our world. Moreover, they provide opportunities for winning grants and support, provide focus for the Next Horizon capital campaign, and support student success.

Building preeminent programs and teams will strengthen FIU's capacity to provide high-quality teaching, engage in state-of the-art research and creative activity, and collaborate with our local and global communities. We will design and chart our best future as a university by identifying and leveraging those FIU programs that will help us become a leading urban public research university in the 21st century.

FIU's drive toward preeminence will require recruitment of the highest quality faculty, graduate students, and postdoctoral fellows. As part of the FIU*BeyondPossible*2020 Strategic Plan, FIU is embarking on a Cluster Hiring Initiative which will dedicate replacement and new faculty lines into the university's preeminent programs. This initiative will be coordinated with StartUP FIU, our third key initiative, by recruiting faculty whose research has high potential for innovation and technology transfer.

This initiative will be the core of FIU's aspirations of research preeminence, and this also will include a focus on the growth of postdoctoral scholars and increased doctoral student recruitment and graduation. High quality research faculty is symbiotic with high quality postdoctoral scholars and graduate education.

3 *StartUp FIU*: StartUP FIU is a collaborative effort across the university that is a major component of FIU's coordinated research innovation and economic development program. This initiative is fundamental to FIU's continued growth in research and to the achievement of FIU*BeyondPossible*2020's research-related goals. The core mission of StartUP FIU is to foster a culture of innovation and entrepreneurship at FIU and beyond through collaboration and partnerships with existing institutional units and prospective partners. It will be a resource for students, faculty, and community members, including alumni, who are passionate about bringing their ideas to market or interested in mentoring or assisting startups get to the next level. Central to the mission of StartUP FIU is the goal of bringing together creative people by providing programming and facilities for collaboration, ideation, and incubation to obtain the right support in the innovation and entrepreneurial ecosystem within Miami.

StartUP FIU will facilitate and support student and faculty innovation efforts. This will include assisting in the various elements needed for patent application, as well as the steps needed to form new companies, such as determining the feasibility of a technology or concept, establishing business plans, and developing proof of concept and product market analyses. Companies created to move an FIU technology to market (AUTM criteria) will be critical to meeting our goals and to establishing a foundation for a future positive net revenue stream when the program matures. To establish this revenue stream we will seek Small Business Innovation Research (SBIR) and Small Business Technology Transfer Research (STTR) grants from federal agencies to support startup companies.

PERFORMANCE BASED FUNDING METRICS

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) *within the U.S. One Year After Graduation*	70.9% 2012-13	68.4% 2013-14	69.5% 2014-15	71% 2015-16	72.5% 2016-17	74% 2017-18
Median Wages of Bachelor's Graduates Employed Full-time *in Florida One-Year After Graduation*	$36,200 2012-13	$36,900 2013-14	$37,000 2014-15	$37,500 2015-16	$39,000 2016-17	$40,000 2017-18
Cost per Bachelor's Degree *Costs to the University*	$25,470 2010-14	$25,990 2011-15	$26,100 2012-16	$26,200 2013-17	$26,300 2014-18	$26,400 2015-19
FTIC 6 year Graduation Rate *for full- and part-time students*	53.1% 2008-14	56.8% 2009-15	52% 2010-16	54% 2011-17	62% 2012-18	70% 2013-19
Academic Progress Rate *FTIC 2 year Retention Rate with GPA>2*	76.9% 2013-14	80.4% 2014-15	83% 2015-16	86% 2016-17	88% 2017-18	90% 2018-19
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	46.1% 2013-14	46.9% 2014-15	48% 2015-16	48% 2016-17	49% 2017-18	50% 2018-19
University Access Rate *Percent of Fall Undergraduates with a Pell grant*	51.0% Fall 2013	50.5% Fall 2014	52% Fall 2015	53% Fall 2016	53% Fall 2017	53% Fall 2018
Graduate Degrees Awarded Within Programs of Strategic Emphasis	52.4% 2013-14	54.1% 2014-15	56% 2015-16	58% 2016-17	60% 2017-18	60% 2018-19
BOG METRIC: **Percent of Bachelor's Degrees Without Excess Hours**	67.6% 2013-14	68.9% 2014-15	71% 2015-16	74% 2016-17	78% 2017-18	80% 2018-19
UBOT METRIC: **Bachelor's Degrees Awarded To Minorities**	84.0% 2013-14	85.3% 2014-15	86% 2015-16	86% 2016-17	86% 2017-18	87% 2018-19

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

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

	BENCH-MARKS	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Average GPA and SAT Score *for incoming freshman in Fall semester*	**4.0 GPA 1200 SAT**	3.9 1120 Fall 2015	3.96 1140 Fall 2016	3.99 1160 Fall 2017	4.0 1180 Fall 2018	4.0 1200 Fall 2019
Public University National Ranking *in more than one national ranking*	**Top 50**	1 2016	1 2017	1 2018	1 2019	1 2020
Freshman Retention Rate *Full-time, FTIC*	**90%**	87% 2014-15	88% 2015-16	90% 2016-17	91% 2017-18	92% 2018-19
6-year Graduation Rate *Full-time, FTIC*	**70%**	58% 2009-15	53.5% 2010-16	55.5% 2011-17	63.5% 2012-18	70% 2013-19
National Academy Memberships	**6**	1 2016	1 2017	2 2018	3 2019	6 2020
Science & Engineering Research Expenditures ($M)	**$200 M**	$125 2014-15	$130 2015-16	$138 2016-17	$149 2017-18	$163 2018-19
Non-Medical Science & Engineering Research Expenditures ($M)	**$150 M**	$116 2014-15	$122 2015-16	$129 2016-17	$139 2017-18	$151 2018-19
National Ranking in S.T.E.M. Research Expenditures *includes public & private institutions*	**Top 100** in 5 of 8 disciplines	4 of 8 2013-14	5 of 8 2014-15	5 of 8 2015-16	5 of 8 2016-17	6 of 8 2017-18
Patents Awarded *over 3 year period*	**100**	11 2013-15	23 2014-16	34 2015-17	52 2016-18	75 2017-19
Doctoral Degrees Awarded Annually	**400**	327 2014-15	326 2015-16	337 2016-17	400 2017-18	420 2018-19
Number of Post-Doctoral Appointees	**200**	55 Fall 2012	49 Fall 2013	64 Fall 2014	74 Fall 2015	200 Fall 2016
Endowment Size ($M)	**$500 M**	$179 2014-15	$225 2015-16	$250 2016-17	$275 2017-18	$275 2018-19
NUMBER OF METRICS ABOVE THE BENCHMARK		0	1	2	3	8

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

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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
Freshmen in Top 10% of Graduating High School Class	21% Fall 2014	18% Fall 2015	19% Fall 2016	20% Fall 2017	21% Fall 2018	22% Fall 2019
Professional Licensure & Certification Exam Pass Rates Above Benchmarks	5 of 6 2013-14	3 of 6 2014-15	5 of 6 2015-16	6 of 6 2016-17	6 of 6 2017-18	6 of 6 2018-19
Time to Degree *Mean Years for FTICs in 120hr programs*	5.4 2013-14	5.3 2014-15	4.5 2015-16	4.5 2016-17	4.4 2017-18	4.4 2018-19
Four-Year FTIC Graduation Rates *full- and part-time students*	24% 2010-14	26% 2011-15	28% 2012-16	31% 2013-17	33% 2014-18	35% 2015-19
Bachelor's Degrees Awarded *First Majors Only*	8,067 2013-14	8,494 2014-15	8,600 2015-16	8,800 2016-17	8,900 2017-18	9,000 2018-19
Graduate Degrees Awarded *First Majors Only*	3,610 2013-14	3,684 2014-15	3,597 2015-16	3,596 2016-17	3,628 2017-18	3,638 2018-19
Percent Adult (Aged 25+) **Undergraduates Enrolled**	24% Fall 2013	24% Fall-2014	24% Fall-2015	24% Fall-2016	24% Fall-2017	24% Fall-2018
Percent of Undergraduate FTE in Online Courses	24% 2013-14	25% 2014-15	28% 2015-16	31% 2016-17	35% 2017-18	40% 2017-18
Percent of Bachelor's Degrees in STEM & Health	22% 2013-14	24% 2014-15	24% 2015-16	24.3% 2016-17	24.7% 2017-18	25% 2018-19
Percent of Graduate Degrees in STEM & Health	31% 2013-14	32% 2014-15	33% 2015-16	33.5% 2016-17	34% 2017-18	34.5% 2018-19
IMPROVING METRICS		**7** of 10	**7** of 10	**7** of 10	**8** of 10	**7** of 10

KEY PERFORMANCE INDICATORS (continued)

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

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Faculty Awards	8 2012	4 2013	8 2014	8 2015	8 2016	8 2017
Total Research Expenditures ($M)	$133 2013-14	$163 2014-15	$166 2015-16	$173 2016-17	$183 2017-18	$200 2018-19
Research Expenditures Funded from External Sources	64% 2013-14	52% 2014-15	53% 2015-16	54% 2016-17	55% 2017-18	57% 2018-19
Licenses/Options Executed	3 2012-13	3 2013-14	2 2014-15	3 2015-16	4 2016-17	4 2017-18
Number of Start-up Companies Created	1 2013-14	2 2014-15	2 2015-16	3 2016-17	3 2017-18	4 2018-19
IMPROVING METRICS		**2** of 5	**3** of 5	**4** of 5	**3** of 5	**3** of 5

Institution Specific Goals *(optional)*

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

	FIVE YEAR TREND	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Metric #1: Bachelor's Degrees Awarded to Minorities	35%	6,669 (2014-15)	6,802 (2015-16)	6,935 (2016-17)	7,068 (2017-18)	7,200 (2018-19)
Metric #2: Bachelor's Degrees in Areas of Strategic Emphasis	23%	4,250 2014-15	4,430 2015-16	4,533 2016-17	4,680 2017-18	4,829 2018-19
Metric #3: Graduate Degrees in Areas of Strategic Emphasis	25%	1,992 2014-15	2,079 2015-16	2,170 2016-17	2,262 2017-18	2,280 2018-19

Narrative Goals.

	FIVE YEAR TREND	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
Metric: Increase Percent of Student Credits Hours on Hybrid and Online Education	7% (Online)	25% (Online)	30% (Online)	36% (Online)	39% (Online)	40% (Online)
	2% (Hybrid)	8% (Hybrid)	17% (Hybrid)	26% (Hybrid)	26% (Hybrid)	30% (Hybrid)
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Metric: Expand Internships	5%	4,986 2014-15	5,242 2014-15	5,495 2015-16	5,747 2016-17	6,000 2017-18

ENROLLMENT PLANNING

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

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 PLAN	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN
UNDERGRADUATE							
FTIC	16,703	16,857	16,932	17,651	17,904	18,291	18,661
AA Transfers[1]	13,326	13,891	14,585	13,653	14,569	14,885	15,186
Other[2]	8,188	8,333	8,714	9,240	9,052	9,248	9,435
Subtotal	**38,217**	**39,081**	**40,231**	**40,544**	**41,525**	**42,424**	**43,282**
GRADUATE[3]							
Master's	5,960	5,929	6,030	6,141	6,560	6,928	7,443
Research Doctoral	1,301	1,323	1,292	1,414	1,453	1,534	1,648
Professional Doctoral	1,056	1,115	1,138	1,155	1,217	1,285	1,381
Subtotal	**8,317**	**8,367**	**8,460**	**8,710**	**9,230**	**9,748**	**10,472**
UNCLASSIFIED							
H.S. Dual Enrolled	5,436	5,608	4,399	5,856	6,197	6,674	7,346
Other[4]	1,010	1,043	968	1,377	1,037	1,037	1,037
Subtotal	**6,446**	**6,651**	**5,367**	**7,233**	**7,234**	**7,711**	**8,383**
TOTAL	52,980	54,099	54,058	56,487	57,989	59,883	62,137

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

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

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 PLAN	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN
UNDERGRADUATE							
Distance (80-100%)	7,104	8,396	9,192	10,226	11,460	14,018	15,559
Hybrid (50-79%)	545	689	1,457	4,382	6,494	10,124	10,372
Traditional (0-50%)	26,481	26,552	25,608	21,912	20,247	14,796	13,963
Subtotal	**34,130**	**35,637**	**36,257**	**36,520**	**38,201**	**38,938**	**39,894**
GRADUATE							
Distance (80-100%)	1,422	1,469	1,502	2,249	2,606	3,123	3,466
Hybrid (50-79%)	72	60	77	964	1,476	2,255	2,311
Traditional (0-50%)	6,453	6,438	6,437	4,819	4,603	3,296	3,110
Subtotal	**7,946**	**7,967**	**8,015**	**8,032**	**8,685**	**8,674**	**8,887**

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 national standard 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 refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).

ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	12,395	12,130	11,295	12,582	12,890	13,241	13,763	13,996	4%
UPPER	20,263	20,652	22,475	22,234	22,780	23,400	24,323	24,733	2%
GRAD I	2,869	2,870	3,104	3,102	3,178	3,265	3,394	3,451	2%
GRAD II	1,237	1,197	1,264	1,298	1,330	1,366	1,420	1,444	3%
TOTAL	**36,764**	**36,849**	**38,138**	**39,216**	**40,178**	**41,272**	**42,900**	**43,623**	**3%**
NON RESIDENT									
LOWER	976	1,007	968	1,046	1,071	1,101	1,144	1,163	4%
UPPER	1,330	1,482	2,092	1,700	1,742	1,790	1,860	1,892	-2%
GRAD I	808	779	1,049	921	943	969	1,007	1,024	0%
GRAD II	671	682	714	730	748	768	798	812	3%
TOTAL	**3,784**	**3,950**	**4,824**	**4,397**	**4,504**	**4,627**	**4,810**	**4,891**	**0%**
TOTAL									
LOWER	13,371	13,137	12,263	13,624	13,959	14,339	14,904	1,5155	4%
UPPER	21,593	22,134	24,567	23,941	24,529	25,196	26,190	26,632	2%
GRAD I	3,677	3,649	4,153	4,024	4,123	4,235	4,402	4,476	2%
GRAD II	1,907	1,879	1,978	2,023	2,072	2,129	2,213	2,250	3%
TOTAL	**40,548**	**40,799**	**42,962**	**43,612**	**44,683**	**45,899**	**47,709**	**48,514**	**2%**
NOT STATE FUNDABLE									
LOWER	558	584	534	589	603	620	644	655	4%
UPPER	735	665	837	784	803	825	857	872	1%
GRAD I	2,413	2,495	2,539	2,613	2,677	2,750	2,859	2,907	3%
GRAD II	18	9	15	15	15	16	16	16	2%
TOTAL	**3,724**	**3,753**	**3,924**	**4,000**	**4,098**	**4,210**	**4,376**	**4,450**	**3%**

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

Medical Student Headcount Enrollments

	2014-15 ACTUAL	2015-16 ESTIMATE	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
MEDICAL DOCTORATES									
RESIDENT	362	395	395	395	395	395	395	395	0%
NON-RESIDENT	78	85	85	85	85	85	85	85	0%
TOTAL	**440**	**480**	**480**	**480**	**480**	**480**	**480**	**480**	**0%**

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by University in AY 2016-17

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Digital Communication and Media	09.0702	STEM	FAU, FGCU FSU		550	3/2017
Public Relations, Advertising and Applied Communication	09.0900	Gap Analysis	FSU		1100	3/2017
Concrete Industry Management	15.1003	STEM	--		35	12/2016
Internet of Things	15.9999	STEM	--		150	3/2017
Public Health	51.2201	HEALTH	UF, USF		250	6/2017
Supply chain management (Logistics and Materials)	52.0203	STEM	FPU,UNF, UWF		240	1/2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Data Science	11.0199	STEM	UCF		60	3/2017
Supply chain management (Logistics and Materials)	52.0203	STEM	--		45	1/2017
DOCTORAL PROGRAMS						
Linguistics	16.0102	Global	UF		15	3/2017
Mathematical Science	27.0101	STEM	UF, FSU, FAU,USF_T		24	3/2017
Doctor of Business Administration -International	52.1101	Global	--		65	6/2016

New Programs for Consideration by University in 2017-19

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Anthropology	45.0201		FAU,FGCU, FSU, UF, UCF, USF_T,USF_SP, UNF, UWF		100	1/2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MA Marine Affairs	26.1302	STEM	--		30	6/2018
DOCTORAL PROGRAMS						
Pharmacy	51.2001	HEALTH	FAMU, UF, USF_T		400	8/2019

STUDENT DEBT & NET COST

Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	47%	46%	49%	48%	48%
Average Amount of Debt *for Bachelor's who have graduated with debt*	$17,260	$17,710	$17,890	$18,520	$18,918
NSLDS Cohort Year	**2008-11**	**2009-12**	**2010-13**	**2011-14**	**2012-15 Preliminary**
Student Loan Cohort Default Rate (3rd Year)	9.1%	10.5%	8.9%	6.8%	5.5%

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	$6,558	$1,462	$10,870	$2,064	$2,456	**$23,410**
AT HOME	$6,558	$1,462	$3,810	$2,898	$2,284	**$17,012**

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	9,503	53%		$13,508	$ (66)	$7,289	$3,235
$40,000-$59,999	1,901	11%		$15,465	$2,625	$4,732	$3,246
$60,000-$79,999	1,113	6%		$16,838	$4,098	$3,085	$3,441
$80,000-$99,999	762	4%		$17,161	$4,721	$2,738	$3,336
$100,000 Above	2,028	11%		$17,219	$4,890	$2,437	$2,767
Not Reported	2,753	15%		n/a	$5,568	$1,212	$94
TOTAL	18,060	100%	AVERAGE	$16,038	$3,639	$3,582	$2,687

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

BOT APPROVED 6/02/2016

UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2014-15	2015-16
Main Operations		
State Funds	$ 214.5	$ 230.1
Tuition	$ 229.4	$ 230.7
Subtotal	**$ 443.9**	**$ 460.8**
Health-Science Center / Medical Schools		
State Funds	$ 30.9	$ 31.4
Tuition	$ 16.7	$ 18.4
Subtotal	**$ 47.5**	**$ 49.8**
EDUCATION & GENERAL TOTAL	**$ 491.5**	**$ 510.6**
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	**$ 205.0**	**$ 197.9**
Contracts & Grants	**$ 125.6**	**$ 120.4**
Local Funds	**$ 203.1**	**$ 212.5**
Faculty Practice Plans	**$ 6.6**	**$ 4.1**

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.

BOT APPROVED 6/02/2016

UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: Florida International University

Undergraduate Students	----------Actual----------			----------Projected----------			
	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Tuition:							
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[5]	$52.29	$52.29	$52.29	$52.29	$52.29	$52.29	$52.29
Total Base Tuition & Differential per Credit Hour	$157.36	$157.36	$157.36	$157.36	$157.36	$157.36	$157.36
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25
Capital Improvement[2]	$6.76	$6.76	$6.76	$6.76	$6.76	$6.76	$6.76
Activity & Service	$12.87	$12.87	$14.85	$14.85	$14.85	$14.85	$14.85
Health							
Athletic	$16.10	$16.10	$16.10	$16.10	$16.10	$16.10	$16.10
Transportation Access							
Technology[1]	$5.25	$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)							
Total Fees	$46.23	$46.23	$48.21	$48.21	$48.21	$48.21	$48.21
Total Tuition and Fees per Credit Hour	$203.59	$203.59	$205.57	$205.57	$205.57	$205.57	$205.57
% Change		0.0%	1.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health	$93.69	$93.69	$93.69	$93.69	$93.69	$93.69	$93.69
Athletic	$10.00	$10.00	$10.00	$10.00	$10.00	$10.00	$10.00
Transportation Access	$89.00	$89.00	$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							
Total Block Fees per term	$192.69	$192.69	$192.69	$192.69	$192.69	$192.69	$192.69
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	**$4,720.80**	**$4,720.80**	**$4,720.80**	**$4,720.80**	**$4,720.80**	**$4,720.80**	**$4,720.80**
Total Fees for 30 Credit Hours	**$1,772.28**	**$1,772.28**	**$1,831.68**	**$1,831.68**	**$1,831.68**	**$1,831.68**	**$1,831.68**
Total Tuition and Fees for 30 Credit Hours	**$6,493.08**	**$6,493.08**	**$6,552.48**	**$6,552.48**	**$6,552.48**	**$6,552.48**	**$6,552.48**
$ Change		**$0.00**	**$59.40**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
% Change		**0.0%**	**0.9%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Out-of-State Fees							
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[3]	$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%
Total Tuition for 30 Credit Hours	**$16,529.40**	**$16,529.40**	**$16,529.40**	**$16,529.40**	**$16,529.40**	**$16,529.40**	**$16,529.40**
Total Fees for 30 Credit Hours	**$2,362.71**	**$2,362.71**	**$2,422.11**	**$2,422.11**	**$2,422.11**	**$2,422.11**	**$2,422.11**
Total Tuition and Fees for 30 Credit Hours	**$18,892.11**	**$18,892.11**	**$18,951.51**	**$18,951.51**	**$18,951.51**	**$18,951.51**	**$18,951.51**
$ Change		**$0.00**	**$59.40**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
% Change		**0.0%**	**0.3%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Housing/Dining[4]	$10,663	$10,706	$10,788	$10,852	$10,966	$11,295	$11,416
$ Change		**$43.36**	**$82.00**	**$64.00**	**$114.00**	**$329.00**	**$121.00**
% Change		**0.4%**	**0.8%**	**0.6%**	**1.1%**	**3.0%**	**1.1%**

[1] can be no more than 5% of tuition.
[2] as approved by the Board of Governors.
[3] can be no more than 5% of tuition and the out-of-state fee.
[4] combine the most popular housing and dining plans provided to students
[5] report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.

DEFINITIONS

Performance Based Funding	
Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) in the U.S. One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP), National Student Clearinghouse.
Average Cost per Bachelor's Degree *Costs to the university*	For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.
Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).
Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).
University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).
Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).
Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).

BOG Choice Metrics	
Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
BOT Choice Metrics	
Bachelor's Degrees Awarded to Minorities 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).

Preeminent Research University Funding Metrics	
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF__GRADUATION_and_RETENTION_Methodology_FINAL.pdf.

National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.

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

Key Performance Indicators (continued)	
Scholarship, Research & Innovation Metrics	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

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

Three Year CDR

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