

# F S U

## 2016 Work Plan



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

BOARD OF TRUSTEES APPROVED ON JUNE 10, 2016

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



## INTRODUCTION

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

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

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

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



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## MISSION STATEMENT (What is your purpose?)

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

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

The vision for Florida State University, as adopted in its recent strategic plan, states that “Florida State University will be one of the world’s premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.”

## 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.*

Florida State University competes in national and international markets for faculty, and our student centered education is provided by an outstanding faculty defining the frontiers of research and creativity. As a top-tier research university, it is crucial to offer the full breadth of disciplinary excellence, and to seek continual improvement in our endeavor in retaining and educating the most promising students in the State of Florida. Recruitment and retention of faculty is essential to maintain market competitiveness, and our strategy is to leverage our long-standing and well-developed strengths in the physical sciences and fine arts with emerging opportunities for innovation and problem-solving in the sciences and the professions.



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

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

A core capability of Florida State University is its extraordinarily efficient and effective use of the resources entrusted to it. We intend to advance the important mission of FSU by deliberately leveraging our strengths and successes and by expanding opportunities through new partnerships. Our most immediate need is to hire additional faculty, and to that end, we will use recurring and non-recurring funds to invest in new faculty, replacing the non-recurring funds with recurring revenue when it becomes available.

## 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 Become a National Top 25 Public University: The national ranking of FSU is highly dependent on investment in strategic areas that encourage interdisciplinary collaboration, and research that addresses national and state critical needs. Relatedly, we will invest in resources to support graduate students in strategic fields and to increase undergraduate research opportunities in the STEM fields. We will continue investments in high-impact practices that improve student success.

2 Access and Affordability: An access and affordability initiative designed to achieve a diverse student, faculty and staff population, and build new paths to full participation in the life and work of the campus, including robust programs of outreach and financial aid. We will introduce additional efforts to reduce the time to degree, especially for transfer students; additional scholarship programs; and a focus on reducing student debt. This program is part of FSU's plan to become a State and National leader in student career readiness. The program is designed to promote the job prospects and entrepreneurial potential of students and faculty, and to create new partnerships with industry. Finally, we've added career readiness milestones to Academic Maps to prompt students to engage in post-graduation planning and we are embedding career center liaisons in our academic departments to serve as resources for students, advisors and faculty.

3 Information Technology - Information technology enhancement will be pursued to help advance the core mission, enable innovation, and provide efficient and effective administration of the university. We must invest in new practices and new ways of using technology that will enable us to become more efficient, so that we can afford to maintain and enhance learning opportunities. Advances in technology impact teaching, learning, research, service, library collections, administration, communications and the student experience.



**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+) within the U.S. One Year After Graduation</b>	60.3% 2012-13	59.1% 2013-14	61% 2014-15	62% 2015-16	64% 2016-17	66% 2017-18
<b>Median Wages of Bachelor’s Graduates Employed Full-time in Florida One-Year After Graduation</b>	\$31,600 2012-13	\$32,700 2013-14	\$34,500 2014-15	\$36,000 2015-16	\$37,000 2016-17	\$38,000 2017-18
<b>Cost per Bachelor’s Degree Costs to the University</b>	\$26,700 2010-14	\$27,820 2011-15	\$29,165 2012-16	\$29,704 2013-17	\$30,300 2014-18	\$31,000 2015-19
<b>FTIC 6 year Graduation Rate for full- and part-time students</b>	79.0% 2008-14	79.3% 2009-15	80% 2010-16	80% 2011-17	81% 2012-18	82% 2013-19
<b>Academic Progress Rate FTIC 2 year Retention Rate with GPA&gt;2</b>	90.5% 2013-14	91.0% 2014-15	92% 2015-16	92% 2016-17	92% 2017-18	93% 2018-19
<b>Bachelor’s Degrees Awarded Within Programs of Strategic Emphasis</b>	37.5% 2013-14	39.1% 2014-15	41% 2015-16	43% 2016-17	44% 2017-18	45% 2018-19
<b>University Access Rate Percent of Fall Undergraduates with a Pell grant</b>	30.0% Fall 2013	28.4% Fall 2014	28% Fall 2015	30% Fall 2016	30% Fall 2017	31% Fall 2018
<b>Graduate Degrees Awarded Within Programs of Strategic Emphasis</b>	38.5% 2013-14	42.0% 2014-15	46% 2015-16	47% 2016-17	47% 2017-18	48% 2018-19
<b>BOG METRIC: Faculty Awards</b>	7 2012	2 2013	6 2014	8 2015	9 2016	10 2017
<b>UBOT METRIC: National Rank Higher than Predicted by the Financial Resources Ranking</b>	119 95 214 2015	114 96 210 2016	120 88 208 2017	121 86 207 2018	120 85 205 2019	121 84 205 2020

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	4.1 1241 Fall 2015	4.1 1244 Fall 2016	4.1 1247 Fall 2017	4.1 1250 Fall 2018	4.1 1253 Fall 2019
<b>Public University National Ranking</b> <i>in more than one national ranking</i>	<b>Top 50</b>	7 2016	7 2017	7 2018	8 2019	8 2020
<b>Freshman Retention Rate</b> <i>Full-time, FTIC</i>	<b>90%</b>	93% 2014-15	93% 2015-16	93% 2016-17	93% 2017-18	94% 2018-19
<b>6-year Graduation Rate</b> <i>Full-time, FTIC</i>	<b>70%</b>	79% 2009-15	80% 2010-16	80% 2011-17	81% 2012-18	82% 2013-19
<b>National Academy Memberships</b>	<b>6</b>	6 2016	7 2017	7 2018	8 2019	7 2020
<b>Science &amp; Engineering Research Expenditures (\$M)</b>	<b>\$200 M</b>	\$237 2014-15	\$206 2015-16	\$202 2016-17	\$203 2017-18	\$204 2018-19
<b>Non-Medical Science &amp; Engineering Research Expenditures (\$M)</b>	<b>\$150 M</b>	\$228 2014-15	\$196 2015-16	\$193 2016-17	\$194 2017-18	\$195 2018-19
<b>National Ranking in S.T.E.M. Research Expenditures</b> <i>includes public &amp; private institutions</i>	<b>Top 100</b> in 5 of 8 disciplines	7 2013-14	7 2014-15	7 2015-16	7 2016-17	7 2017-18
<b>Patents Awarded</b> <i>over 3 year period</i>	<b>100</b>	101 2013-15	100 2014-16	100 2015-17	100 2016-18	100 2017-19
<b>Doctoral Degrees Awarded Annually</b>	<b>400</b>	558 2014-15	510 2015-16	534 2016-17	540 2017-18	544 2018-19
<b>Number of Post-Doctoral Appointees</b>	<b>200</b>	235 Fall 2012	212 Fall 2013	211 Fall 2014	215 Fall 2015	217 Fall 2016
<b>Endowment Size (\$M)</b>	<b>\$500 M</b>	\$605 2014-15	\$575 2015-16	\$600 2016-17	\$625 2017-18	\$650 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>Freshmen in Top 10% of Graduating High School Class</b>	40% Fall 2014	38% Fall 2015	41% Fall 2016	42% Fall 2017	42% Fall 2018	43% Fall 2019
<b>Professional Licensure &amp; Certification Exam Pass Rates Above Benchmarks (NUR, LAW, MED)</b>	3 of 5 2013-14	2 of 5 2014-15	4 of 5 2015-16	5 of 5 2016-17	5 of 5 2017-18	5 of 5 2018-19
<b>Time to Degree</b> <i>Mean Years for FTICs in 120hr programs</i>	4.2 2013-14	4.1 2014-15	4.0 2015-16	3.9 2016-17	3.9 2017-18	3.8 2018-19
<b>Four-Year FTIC Graduation Rates</b> <i>full- and part-time students</i>	60% 2010-14	62% 2011-15	62% 2012-16	63% 2013-17	64% 2014-18	65% 2015-19
<b>Bachelor's Degrees Awarded</b> <i>First Majors Only</i>	8,105 2013-14	8,421 2014-15	8,750 2015-16	8,750 2016-17	8,900 2017-18	9,050 2018-19
<b>Graduate Degrees Awarded</b> <i>First Majors Only</i>	2,927 2013-14	3,019 2014-15	2,930 2015-16	2,980 2016-17	3,050 2017-18	3,100 2018-19
<b>Bachelor's Degrees Awarded to African-American &amp; Hispanic Students</b>	26% 2013-14	25% 2014-15	26% 2015-16	27% 2016-17	28% 2017-18	29% 2018-19
<b>Adult (Aged 25+) Undergraduates Enrolled</b>	7% Fall 2013	6% Fall 2014	6% Fall 2015	6% Fall 2016	6% Fall 2017	6% Fall 2018
<b>Percent of Undergraduate FTE in Online Courses</b>	9% 2013-14	11% 2014-15	13% 2015-16	14% 2016-17	16% 2017-18	17% 2017-18
<b>Percent of Bachelor's Degrees in STEM &amp; Health</b>	19% 2013-14	22% 2014-15	24% 2015-16	26% 2016-17	28% 2017-18	29% 2018-19
<b>Percent of Graduate Degrees in STEM &amp; Health</b>	25% 2013-14	26% 2014-15	29% 2015-16	30% 2016-17	31% 2017-18	32% 2018-19
<b>IMPROVING METRICS</b>		<b>6</b> of 11	<b>7</b> of 11	<b>8</b> of 11	<b>7</b> of 11	<b>8</b> of 11





## KEY PERFORMANCE INDICATORS (continued)

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

	2015 ACTUAL	2016 ACTUAL	2017 GOALS	2018 GOALS	2019 GOALS	2020 GOALS
<b>22. Total Research Expenditures (\$M)</b>	\$253 2013-14	\$256 2014-15	\$223 2015-16	\$219 2016-17	\$220 2017-18	\$221 2018-19
<b>23. Research Expenditures Funded from External Sources</b>	66% 2013-14	60% 2014-15	58% 2015-16	57% 2016-17	58% 2017-18	59% 2018-19
<b>25. Licenses/Options Executed</b>	15 2012-13	17 2013-14	11 2014-15	16 2015-16	17 2016-17	17 2017-18
<b>26. Number of Start-up Companies Created</b>	1 2013-14	8 2014-15	2 2015-16	4 2016-17	5 2017-18	5 2018-19
<b>IMPROVING METRICS</b>		<b>3</b> of 4	<b>0</b> of 4	<b>2</b> of 4	<b>4</b> of 4	<b>2</b> of 4



## 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	23,141	23,471	23,438	23,605	23,777	24,015	24,254
AA Transfers <sup>1</sup>	6,146	6,108	5,867	5,717	5,584	5,412	5,241
Other <sup>2</sup>	2,850	3,004	3,103	3,147	3,210	3,247	3,281
<b>Subtotal</b>	<b>32,137</b>	<b>32,583</b>	<b>32,408</b>	<b>32,468</b>	<b>32,571</b>	<b>32,673</b>	<b>32,775</b>
<b>GRADUATE<sup>3</sup></b>							
Master's	4,155	4,117	4,012	4,050	4,100	4,170	4,250
Research Doctoral	2,626	2,660	2,648	2,675	2,700	2,725	2,750
Professional Doctoral	1,254	1,190	1,154	1,160	1,200	1,250	1,300
<b>Subtotal</b>	<b>8,035</b>	<b>7,967</b>	<b>7,814</b>	<b>7,885</b>	<b>8,000</b>	<b>8,145</b>	<b>8,300</b>
<b>UNCLASSIFIED</b>							
H.S. Dual Enrolled	23	53	36	40	40	40	40
Other <sup>4</sup>	1,116	1,134	1,169	1,140	1,140	1,140	1,140
<b>Subtotal</b>	<b>1,139</b>	<b>1,187</b>	<b>1,205</b>	<b>1,180</b>	<b>1,180</b>	<b>1,180</b>	<b>1,180</b>
<b>TOTAL</b>	<b>41,311</b>	<b>41,737</b>	<b>41,427</b>	<b>41,533</b>	<b>41,751</b>	<b>41,998</b>	<b>42,255</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%)	1,982	2,854	3,476	4,039	4,438	5,088	5,423
Hybrid (50-79%)	472	300	74	40	50	60	70
Traditional (0-50%)	29,158	28,277	28,007	27,562	27,212	26,652	26,407
<b>Subtotal</b>	<b>31,612</b>	<b>31,432</b>	<b>31,558</b>	<b>31,641</b>	<b>31,700</b>	<b>31,800</b>	<b>31,900</b>
<b>GRADUATE</b>							
Distance (80-100%)	656	821	901	999	1,050	1,150	1,250
Hybrid (50-79%)	299	218	94	5	10	10	20
Traditional (0-50%)	6,598	6,415	6,342	6,311	6,265	6,240	6,230
<b>Subtotal</b>	<b>7,553</b>	<b>7,454</b>	<b>7,337</b>	<b>7,314</b>	<b>7,325</b>	<b>7,400</b>	<b>7,500</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	Planned Annual Growth Rate*
<b>STATE FUNDABLE</b>									
<b>RESIDENT</b>									
LOWER	12,501	12,633	12,800	12,823	12,863	12,897	12,930	12,963	0.3%
UPPER	15,512	14,967	15,330	15,429	15,529	15,629	15,729	15,829	0.6%
GRAD I	2,618	2,606	2,666	2,719	2,759	2,813	2,866	2,933	1.9%
GRAD II	2,585	2,574	2,666	2,719	2,773	2,826	2,879	2,946	2.0%
<b>TOTAL</b>	<b>33,216</b>	<b>32,781</b>	<b>33,462</b>	<b>33,692</b>	<b>33,925</b>	<b>34,165</b>	<b>34,405</b>	<b>34,671</b>	<b>0.7%</b>
<b>NON RESIDENT</b>									
LOWER	1,024	1,182	1,133	1,146	1,160	1,173	1,186	1,200	1.1%
UPPER	790	934	973	986	973	986	1,000	1,013	0.8%
GRAD I	742	754	773	773	786	806	826	846	1.8%
GRAD II	990	1,002	1,006	1,013	1,040	1,066	1,093	1,106	1.9%
<b>TOTAL</b>	<b>3,546</b>	<b>3,872</b>	<b>3,886</b>	<b>3,919</b>	<b>3,959</b>	<b>4,032</b>	<b>4,106</b>	<b>4,166</b>	<b>1.4%</b>
<b>TOTAL</b>									
LOWER	13,526	13,816	13,933	13,970	14,023	14,070	14,116	14,163	0.3%
UPPER	16,302	15,901	16,303	16,416	16,503	16,616	16,729	16,842	0.7%
GRAD I	3,359	3,361	3,439	3,492	3,546	3,619	3,692	3,779	1.9%
GRAD II	3,575	3,576	3,672	3,732	3,812	3,892	3,972	4,052	2.0%
<b>TOTAL</b>	<b>36,762</b>	<b>36,653</b>	<b>37,347</b>	<b>37,611</b>	<b>37,884</b>	<b>38,197</b>	<b>38,510</b>	<b>38,837</b>	<b>0.8%</b>
<b>NOT STATE FUNDABLE</b>									
LOWER	823	573	587	600	613	627	640	653	2.2%
UPPER	908	276	400	413	427	440	453	467	3.1%
GRAD I	382	191	213	227	240	253	267	280	5.6%
GRAD II	21	3	11	13	13	13	13	13	4.6%
<b>TOTAL</b>	<b>2,134</b>	<b>1,042</b>	<b>1,211</b>	<b>1,253</b>	<b>1,293</b>	<b>1,333</b>	<b>1,373</b>	<b>1,413</b>	<b>3.1%</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 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	Annual Growth Rate*
<b>MEDICAL DOCTORATES</b>									
RESIDENT	472	474	477	474	472	472	472	472	-0.2%
NON-RESIDENT	10	9	8	8	8	8	8	8	0.0%
<b>TOTAL</b>	<b>482</b>	<b>483</b>	<b>485</b>	<b>482</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>480</b>	<b>-0.2%</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>						
Entrepreneurship	52.0701	---	USF-SP	No	500	Jan. 2017
Neuroscience	26.1501	STEM	---	No	150	Jan. 2017
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Law Enforcement Intelligence	43.0118	---	---	No	100	Jan. 2017
Aerospace Engineering	14.0201	STEM	UCF, UF	No	30	Oct. 2016
East Asian Languages and Cultures	16.0399	GLOBAL	---	No	12	Jan. 2017
<b>DOCTORAL PROGRAMS</b>						
Aerospace Engineering	14.0201	STEM	UF	No	30	Jan. 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
<b>BACHELOR'S PROGRAMS</b>						
Linguistics	16.0102	GLOBAL	FAU, UF	No	20	Oct. 2017
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Linguistics	16.0102	GLOBAL	FAU, FIU, USF, UF	No	15	Oct. 2017
Business Analytics	52.1301	STEM	---	No	30	Oct. 2017
<b>DOCTORAL PROGRAMS</b>						



## STUDENT DEBT & NET COST

### Student Debt Summary

	2010-11	2011-12	2012-13	2013-14	2014-15
Percent of Bachelor's Recipients with Debt	54%	51%	53%	54%	52%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$21,140	\$23,370	\$22,770	\$24,350	\$22,912
NSLDS Cohort Year	2008-11	2009-12	2010-13	2011-14	2012-15 Preliminary
Student Loan Cohort Default Rate (3rd Year)	5.2%	6.9%	5.8%	5.0%	4.4%

### 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	\$5,644	\$1,000	\$10,264	\$1,572	\$2,728	\$21,208
AT HOME	\$5,644	\$1,000	\$5,132	\$1,572	\$2,728	\$16,076

### 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	4,920	22.4%	\$11,892	-\$3421	\$9,420	\$3,703
\$40,000-\$59,999	2,004	9.1%	\$14,807	-\$549	\$6,576	\$3,935
\$60,000-\$79,999	1,800	8.2%	\$17,224	\$1,952	\$4,107	\$4,278
\$80,000-\$99,999	1,650	7.5%	\$18,008	\$2,723	\$3,349	\$4,185
\$100,000 Above	7,094	32.4%	\$18,552	\$3,124	\$2,953	\$3,198
Not Reported	4,453	20.3%	NA	\$3,011	\$3,100	\$94
<b>TOTAL</b>	<b>21,921</b>	<b>100.0%</b>	<b>AVERAGE \$16,058</b>	<b>\$1,170</b>	<b>\$4,890</b>	<b>\$2,911</b>

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



## UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

<b>EDUCATION &amp; GENERAL</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Main Operations</b>		
State Funds	\$ 326.3	\$ 347.3
Tuition	\$ 199.8	\$ 194.8
<b>Subtotal</b>	<b>\$ 526.1</b>	<b>\$ 542.1</b>
<b>Health-Science Center / Medical Schools</b>		
State Funds	\$ 35.0	\$ 35.0
Tuition	\$ 10.1	\$ 10.6
<b>Subtotal</b>	<b>\$ 45.1</b>	<b>\$ 45.6</b>
<b>E&amp;G TOTAL</b>	<b>\$ 571.2</b>	<b>\$ 587.7</b>
<b>FAMU/FSU ENGINEERING SCHOOL</b>	<b>\$ 0.0</b>	<b>\$ 13.0</b>
<b>OTHER BUDGET ENTITIES</b>		
Auxiliary Enterprises	<b>\$ 254.0</b>	<b>\$ 250.6</b>
Contracts & Grants	<b>\$ 219.1</b>	<b>\$ 229.8</b>
Local Funds	<b>\$ 218.3</b>	<b>\$ 253.3</b>
Faculty Practice Plans	<b>\$ 8.8</b>	<b>\$ 9.7</b>

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 Tuition, Fees and Housing Projections (non-binding)

University: Florida State University

<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>	\$49.59	\$49.59	\$49.59	\$49.59	\$49.59	\$49.59	\$49.59
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	<b>\$154.66</b>	<b>\$154.66</b>	<b>\$154.66</b>	<b>\$154.66</b>	<b>\$154.66</b>	<b>\$154.66</b>	<b>\$154.66</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>	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76	\$4.76
Activity & Service	\$12.86	\$12.86	\$12.86	\$12.86	\$12.86	\$12.86	\$12.86
Health	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97	\$13.97
Athletic	\$7.90	\$7.90	\$7.90	\$7.90	\$7.90	\$7.90	\$7.90
Transportation Access	\$8.90	\$8.90	\$8.90	\$8.90	\$8.90	\$8.90	\$8.90
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)	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00
<b>Total Fees</b>	<b>\$60.89</b>	<b>\$60.89</b>	<b>\$60.89</b>	<b>\$60.89</b>	<b>\$60.89</b>	<b>\$60.89</b>	<b>\$60.89</b>
<b>Total Tuition and Fees per Credit Hour</b>	<b>\$215.55</b>	<b>\$215.55</b>	<b>\$215.55</b>	<b>\$215.55</b>	<b>\$215.55</b>	<b>\$215.55</b>	<b>\$215.55</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Athletic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation Access	\$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)	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00
List any new fee proposed							
<b>Total Block Fees per term</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>	<b>\$20.00</b>
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>	<b>\$4,639.80</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$1,866.70</b>	<b>\$1,866.70</b>	<b>\$1,866.70</b>	<b>\$1,866.70</b>	<b>\$1,866.70</b>	<b>\$1,866.70</b>	<b>\$1,866.70</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$6,506.50</b>	<b>\$6,506.50</b>	<b>\$6,506.50</b>	<b>\$6,506.50</b>	<b>\$6,506.50</b>	<b>\$6,506.50</b>	<b>\$6,506.50</b>
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48	\$481.48
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07	\$24.07
Total per credit hour	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55	\$505.55
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>	<b>\$19,084.20</b>
<b>Total Fees for 30 Credit Hours</b>	<b>\$2,588.80</b>	<b>\$2,588.80</b>	<b>\$2,588.80</b>	<b>\$2,588.80</b>	<b>\$2,588.80</b>	<b>\$2,588.80</b>	<b>\$2,588.80</b>
<b>Total Tuition and Fees for 30 Credit Hours</b>	<b>\$21,673.00</b>	<b>\$21,673.00</b>	<b>\$21,673.00</b>	<b>\$21,673.00</b>	<b>\$21,673.00</b>	<b>\$21,673.00</b>	<b>\$21,673.00</b>
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>							
\$ Change	\$10,130.00	\$10,180.00	\$10,478.00	\$10,548.00	\$10,728.00	\$10,921.00	\$11,109.00
% Change		0.5%	2.9%	0.7%	1.7%	1.8%	1.7%

<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).

**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

#### 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

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

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

### 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](http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf).



<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 utility 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, and Occupational Therapy.
<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> Fall term	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>.

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