

New College of Florida

2015 Work Plan



New College of Florida

*University Work Plan Presentation
for Board of Governors June 2015 Meeting*

APPROVED BY BOARD OF TRUSTEES JUNE 5, 2015

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. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

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

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



TABLE OF CONTENTS

1. **STRATEGY**
 - a. Mission Statement
 - b. Vision Statement
 - c. Statement of Strategy
 - d. Strengths and Opportunities
 - e. Key Initiatives & Investments
2. **PERFORMANCE BASED FUNDING METRICS**
3. **PREEMINENT RESEARCH UNIVERSITY METRICS**
4. **OTHER KEY PERFORMANCE INDICATORS**
 - a. Goals Common to All Universities
 - b. Goals Specific to Research Universities
 - c. Institution Specific Goals
5. **OPERATIONS**
 - a. Fiscal Information
 - b. Enrollment Planning
 - c. Academic Program Coordination
6. **DEFINITIONS**



MISSION STATEMENT (What is your purpose?)

New College offers a liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program¹ which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

¹ *New College's distinctive academic program includes the following practices: contracts negotiated between a student and their faculty advisor for each academic semester, stipulating goals, objectives, and criteria for certification; narrative evaluations for each student in every class and tutorial; each student is required to complete a senior thesis/senior project; each student passes a Baccalaureate Exam with a committee of three faculty.*

VISION STATEMENT (What do you aspire to?)

New College seeks to evolve in ways that build on the historic strengths of our academic program, and that enable us to better serve our students and the state of Florida. It aspires to be the pre-eminent public residential arts and sciences college in the nation. In the context of a residential environment, it offers students a highly individualized program at the highest level of academic excellence. The College places equal value on intellectual rigor and exploration. It seeks to inculcate in students the timeless virtues of a liberal arts education while, at the same time, acquiring the skills to thrive in a rapidly evolving world. A New College education will propel graduates into lives of service, and into diverse careers, most of which will require post-graduate study.

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 an honors arts and sciences college that blends honors with innovative pedagogy, we compete for students against a diverse range of institutions including both innovative private colleges, such as Oberlin and Reed, and the honors programs embedded in large universities, such as UF and FSU. In order to succeed in this market niche, we must outperform our competitors in their areas of strength. We expect academic rigor as we encourage intellectual exploration and we customize each student's experience to overcome their individual weaknesses while building on their strengths. Key to this effort is cultivating a spirit of entrepreneurship throughout our entire institution. Students should approach our contract system as the opportunity to gain real mastery and establish a foundation for their future profession or graduate studies. Faculty should be encouraged to innovate, both with respect to pedagogy and research. Internally, we must provide a robust support system for this entrepreneurial program. For students, this means integrating support services from all campus units into an effective whole. For faculty, it means continuity of professional development and support for interdisciplinary teaching and research that connects beyond the campus with the region. Externally, we must reactivate our Capital Campaign, and rededicate our Advancement team to increasing funding.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The core strength of New College is its distinguished faculty, which is committed to the highest standards of teaching and research, and which plays the leading role in academic advising. During the recession, we used visiting and adjunct faculty in place of ten open tenure-track faculty positions (14% of our regular faculty lines) but we have now filled all of those vacancies. We must make the most of this investment, helping these young teacher-scholars succeed in an increasingly competitive educational environment. The College also has the opportunity to expand faculty resources and serve more students through our Master's degree in Data Science. This new program will strengthen our undergraduate program across the college, and help us connect with regional employers. New College has created the College Consortium of the Cultural Coast (C⁴) with five other academic and cultural institutions, each with a distinctive mission (FSU Ringling, USFSM, State College of Florida, Ringling College, and Eckerd College). We will make the most of these two collaborative opportunities, leveraging resources for our students, and creating an educational hub for economic growth in the region. While pursuing these external opportunities, we will enroll the best students and see them through to graduation in four years.

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 Retention of First-Year Students and Increasing Six Year Graduation Rates. New College has taken steps in recent years to strengthen 4-year and 6-year graduation rates, and to reduce the time to degree. The College's retention of first-year students, however, has remained at 80-82% for the last three years and requires concentrated institutional effort for improvement in order to reach our long-term goal of 90% first year retention. First-year students need to make strong academic connections, so we are improving academic advising, ensuring access to preferred courses by first-year students, and expanding our targeted support services in writing and quantitative skills. To strengthen the social connection of first-year students, we will further enhance the residential experience by continuing food service improvements, renovating our oldest dormitories, assigning first year students to second year student mentors, establishing a new living/learning community focused on success, and providing more support for organized student activities in clubs and sports.

2 Connecting Liberal Arts and Employment. New College students learn to think critically, to define and solve problems, and to work collaboratively, and thus are prepared to succeed in a wide range of professions and careers. To help prepare students for a life of productive employment, New College established the Center for Engagement and Opportunity (CEO). The CEO will extend their first year successes in the area of internships (38% increase in student participation in internships) and careers (70 new or expanded career partnerships). The CEO uses a professional development model that encourages students to prepare for, participate in, and reflect on experiential learning from the moment they step on campus, consequently building a network of professional contacts and developing a relevant skill set that complements their in-class learning. CEO will build stronger connections with the larger Sarasota-Manatee community based on identified student and community interests.

3 Strengthening STEM Outcomes. New College has long excelled in the natural sciences, and has raised the percentage of degrees in STEM fields from 28% to 34% in the past five years. We recently expanded instructional capacity in the emerging field of "big data" technology, with faculty in computational science, computational political science, and bioinformatics addressing student need in an interdisciplinary manner. Building on this success, we gained approval for a Master's in Data Science and will enroll our first graduate students in the coming year. The program will emphasize mathematical rigor and computational mastery in the collection, visualization, and use of data, with particular emphasis on the statistical and computational challenges of very large and unstructured data. This new graduate program will offer a depth of study unavailable at other liberal arts colleges in Florida, and will strengthen our undergraduate program in statistics and computer science and while increasing the number of STEM graduates.



PERFORMANCE FUNDING METRICS

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

	ONE-YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Metrics Common To All Universities						
Percent of Bachelor’s Graduates Employed Full-time or Continuing their Education within the U.S. One Year After Graduation	3%	51% (2012-13)	51% (2013-14)	52% (2014-15)	53% (2015-16)	54% (2016-17)
Median Wages of Bachelor’s Graduates Employed Full-time in Florida One-Year After Graduation	24%	\$26,300 (2012-13)	\$26,500 (2013-14)	\$26,700 (2014-15)	\$26,900 (2015-16)	\$27,100 (2016-17)
Average Cost per Bachelor’s Degree ¹ [Instructional Costs to the University]	4%	\$76,720 (2010-14)	\$78,700 (2011-15)	\$77,700 (2012-16)	\$76,700 (2013-17)	\$75,700 (2014-18)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	3%	69% (2008-14)	70% (2009-15)	71% (2010-16)	72% (2011-17)	73% (2012-18)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	-1%	80% (2013-14)	84% (2014-15)	85% (2015-16)	86% (2016-17)	87% (2017-18)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	0%	29% (Fall 2013)	29.2% (Fall 2014)	30% (Fall 2015)	31% (Fall 2016)	32% (Fall 2017)
Bachelor’s Degrees Awarded Within Programs of Strategic Emphasis	0%	42% (2013-14)	43% (2014-15)	44% (2015-16)	45% (2016-17)	45% (2017-18)
Freshmen in Top 10% of High School Graduating Class [for NCF only]	6%	41% (Fall 2013)	44% (Fall 2014)	45% (Fall 2015)	46% (Fall 2016)	47% (Fall 2017)
Board of Governors Choice Metric						
Number of Top 50 Rankings in Select National Publications [for NCF only]	1	5 (2015)	5 (2016)	5 (2017)	5 (2018)	5 (2019)
Board of Trustees Choice Metric						
Percent of Undergraduate Seniors Participating in a Research Course	0 %	100% (2013-14)	100% (2014-15)	100% (2015-16)	100% (2016-17)	100% (2017-18)

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



KEY PERFORMANCE INDICATORS

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

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

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



KEY PERFORMANCE INDICATORS

Metrics Common to All Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
National Rankings for University	n/a	5 2015	5 2016	5 2017	5 2018	5 2019
SAT Score* [for 3 subtests]	-3%	1911 Fall 2014	1911 Fall 2015	n/a	n/a	n/a
High School GPA	0%	4.0 Fall 2014	3.9 Fall 2015	3.9 Fall 2016	3.9 Fall 2017	3.9 Fall 2018
Professional/Licensure Exam First-time Pass Rates ¹	n/a	n/a	n/a	n/a	n/a	n/a
Exams Above Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
Exams Below Benchmarks	n/a	n/a	n/a	n/a	n/a	n/a
		2013-14	2014-15	2015-16	2016-17	2017-18
Operational Efficiency						
Freshman Retention Rate	-2%	80% 2013-14	84% 2014-15	85% 2015-16	86% 2016-17	87% 2017-18
FTIC Graduation Rates	-2%	54% 2010-14	56% 2011-15	58% 2012-16	60% 2013-17	62% 2014-18
In 4 years (or less)	-2%	54% 2010-14	56% 2011-15	58% 2012-16	60% 2013-17	62% 2014-18
In 6 years (or less)	1%	69% 2008-14	70% 2009-15	71% 2010-16	72% 2011-17	73% 2012-18
AA Transfer Graduation Rates ²	n/a	n/a	5%	10%	15%	20%
In 2 years (or less)	n/a	n/a	5% 2013-15	10% 2014-16	15% 2015-17	20% 2016-18
FTIC Average Time to Degree (in years)	-3%	3.9 2013-14	3.9 2014-15	3.9 2015-16	3.8 2016-17	3.8 2017-18
Return on Investment						
Bachelor's Degrees Awarded First Majors Only	-6%	144 2013-14	177 2014-15	180 2015-16	180 2016-17	180 2017-18
Percent of Bachelor's Degrees in STEM & Health	6%	34% 2013-14	31% 2014-15	33% 2015-16	35% 2016-17	37% 2017-18
Graduate Degrees Awarded	n/a	n/a 2013-14	n/a 2014-15	n/a 2015-16	8 2016-17	15 2017-18
Percent of Graduate Degrees in STEM & Health	n/a pts	n/a 2013-14	n/a 2014-15	n/a 2015-16	100% 2016-17	100% 2017-18
Annual Gifts Received (\$Millions)	119%	\$ 2.0 2013-14	\$ 5.0 2014-15	\$ 1.70 2015-16	\$ 2.5 2016-17	\$ 3.0 2017-18
Endowment (\$Millions)	44%	\$ 36.4 2013-14	\$ 37.0 2014-15	\$ 38.0 2015-16	\$ 39.5 2016-17	\$ 41.0 2017-18

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

² see notes on page 10



KEY PERFORMANCE INDICATORS

Institution Specific Goals

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

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Metric #1: Freshman in Top 10% of Graduating High School Class	-8 %	41%	44%	45%	46%	47%
Metric #2a Percentage of Students Participating in Identified Community and Business Engagement Activities – Internship ³	7%	60%	60%	60%	60%	60%
Metric # 2b Percentage of Students Participating in Identified Community and Business Engagement Activities – Volunteer ³	-15%	54%	60%	60%	60%	60%
Metric #3 Bachelor's Degrees in Areas of Strategic Emphasis	7 %	42%	43%	44%	45%	45%

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

Goal 1. NCF senior students average response on National Survey on Student Engagement (NSSE) equals or exceeds average response for seniors at Carnegie Peers and all NSSE seniors to the following question: "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in writing clearly and effectively?" Scale is: 4 = Very Much, 3 = Quite a bit, 2 = Some, 1 = Very Little. 2013 Average for Carnegie Peer seniors is 3.30. 2013 Average for all NSSE seniors is 3.10. 2013 Average for NCF seniors is 3.52. NCF participates in NSSE every third year.

Metric NCF seniors' average response to NSSE: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in writing clearly and effectively? ⁴	0.03	3.52		3.55		3.55
--	------	------	--	------	--	------

Goal 2. NCF senior students' average response on National Survey on Student Engagement (NSSE) equals or exceeds average response for seniors at Carnegie Peers and all NSSE seniors to the following question: "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in thinking critically and analytically?" Scale is: 4 = Very Much, 3 = Quite a bit, 2 = Some, 1 = Very Little. 2013 Average for Carnegie Peer seniors is 3.50. 2013 Average for all NSSE seniors is 3.30. 2013 Average for NCF seniors is 3.72. NCF participates in NSSE every third year.

Metric NCF seniors' average response to NSSE: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in thinking critically and analytically? ⁴	-0.04	3.72		3.75		3.75
---	-------	------	--	------	--	------



Notes:

- (1) The increase of Average Cost per Bachelor's Degree for 2016 is because of the E&G funding NCF received in Academic Year 2014-2015 to develop Data Science master program.
- (2) The number of AA transfer students entering NCF each semester from FSC is small and ranges widely - from 1-17 per semester since spring 2011. Because of the small number, AA transfer graduation rates show large swings from year to year. In both 2008-10 and 2012-14, there were fewer than 10 students in the AA transfer cohort.
- (3) Based on annual survey of NCF graduating seniors.
- (4) The National Survey of Student Engagement (NSSE) represents collegiate quality based on two critical features: how much time and effort students put into their studies; and, how the institution deploys curricula and resources to provide students with learning opportunities that research studies have shown to have a high impact on student learning. Since its launch in 2000, more than 1500 bachelor's degree-granting institutions in the United States and Canada have used NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development and other desired outcomes. NSSE publishes "Annual Results" with trends in student engagement results and provides reports placing individual college data in the context of comparison institutions. Publishers also value the student engagement information and request colleges and universities to publish their NSSE numbers on their publications. NCF students take the NSSE once every three years.



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Actual	2015-16 Appropriations
Education & General – Main Operations		
State Funds	\$ 19.5	\$ 18.8
Tuition	\$ 4.8	n/a
TOTAL MAIN OPERATIONS	\$ 24.3	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	\$ n/a	\$ n/a
Tuition	\$ n/a	n/a
TOTAL HSC	\$ n/a	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds	\$ n/a	\$ n/a
Tuition	\$ n/a	n/a
TOTAL IFAS	\$ n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 24.3	n/a

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

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 7.0	n/a
----------	--------	-----

Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 2.1	n/a
----------	--------	-----

Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 4.6	n/a
----------	--------	-----

Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ n/a	n/a
----------	--------	-----

OTHER BUDGET ENTITY TOTAL REVENUES

\$ 13.7	n/a
---------	-----

UNIVERSITY REVENUES GRAND TOTAL

\$ 38.0	n/a
---------	-----



FISCAL INFORMATION (continued)

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

	FY 2012-13 ACTUAL	FY 2013-14 ACTUAL	FY 2014-15 ACTUAL	FY 2015-16 REQUEST	FY 2016-17 PLANNED
Base Tuition	\$3,100	\$3,152	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$1,204	\$1,204	\$1,204	\$1,204	\$1,204
Percent Increase	15%	1.2%	0%	0%	0%
Required Fees ¹	\$1,349	\$1,365	\$1,407	\$1,451	\$1,496
TOTAL TUITION AND FEES	\$5,653	\$5,721	\$5,763	\$5,807	\$5,852

Note¹: For more information regarding required fees see list of per credit hour fees and block fees on next page.

Student Debt Summary

	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 GOAL
Percent of Bachelor's Recipients with Debt	32%	39%	39%	38%	40%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,172	\$18,276	\$17,927	\$17,553	\$18,000
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	7.8%	6.9%	1%	5.4% <i>draft</i>	5.4%

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

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,916	\$1,200	\$8,687	\$1,100	\$2,170	\$20,073
AT HOME	\$6,916	\$1,200	\$2,125	\$1,100	\$2,170	\$13,511

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

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
Below \$40,000	165	26%	\$ 8,522	-\$4,678	\$11,128	\$1,992	
\$40,000-\$59,999	76	12%	\$10,985	-\$2,244	\$8,697	\$2,314	
\$60,000-\$79,999	53	8%	\$13,262	-\$50	\$6,512	\$3,576	
\$80,000-\$99,999	56	9%	\$13,601	\$472	\$5,896	\$2,956	
\$100,000 Above	211	33%	\$14,301	\$620	\$5,600	\$1,349	
Missing*	81	13%	n/a	\$1,637	\$4,460	\$0	
TOTAL	642	100%	AVERAGE	\$11,984*	-\$1,021	\$7,345	\$1,782

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



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

University: New College of Florida

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Tuition:							
Base Tuition - (0% inc. for 2015-16 to 2018-19)	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
Total Base Tuition & Differential per Credit Hour	\$143.45	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20
% Change		1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14	\$6.14
Activity & Service	\$16.65	\$16.65	\$16.84	\$14.94	\$15.68	\$16.46	\$17.28
Health	\$4.58	\$4.81	\$5.61	\$7.07	\$7.42	\$7.79	\$8.17
Athletic	\$6.28	\$6.41	\$6.81	\$8.71	\$9.14	\$9.59	\$10.06
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$44.97	\$45.51	\$46.90	\$48.36	\$49.88	\$51.48	\$53.15
Total Tuition and Fees per Credit Hour	\$188.42	\$190.71	\$192.10	\$193.56	\$195.08	\$196.68	\$198.35
% Change		1.2%	0.7%	0.8%	0.8%	0.8%	0.8%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,303.50	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00
Total Fees for 30 Credit Hours	\$1,349.10	\$1,365.30	\$1,407.00	\$1,450.80	\$1,496.40	\$1,544.40	\$1,594.50
Total Tuition and Fees for 30 Credit Hours	\$5,652.60	\$5,721.30	\$5,763.00	\$5,806.80	\$5,852.40	\$5,900.40	\$5,950.50
\$ Change		\$68.70	\$41.70	\$43.80	\$45.60	\$48.00	\$50.10
% Change		1.2%	0.7%	0.8%	0.8%	0.8%	0.8%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23
Out-of-State Undergraduate Student Financial Aid ³	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46
Total per credit hour	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$22,580.40	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90	\$22,632.90
Total Fees for 30 Credit Hours	\$2,262.90	\$2,279.10	\$2,320.80	\$2,364.60	\$2,410.20	\$2,458.20	\$2,508.30
Total Tuition and Fees for 30 Credit Hours	\$24,843.30	\$24,912.00	\$24,953.70	\$24,997.50	\$25,043.10	\$25,091.10	\$25,141.20
\$ Change		\$68.70	\$41.70	\$43.80	\$45.60	\$48.00	\$50.10
% Change		0.3%	0.2%	0.2%	0.2%	0.2%	0.2%
Housing/Dining⁴							
	\$8,597.67	\$8,800.78	\$8,686.88	\$8,931.03	\$9,198.96	\$9,474.93	\$9,759.18
\$ Change		\$203.11	-\$113.90	\$244.15	\$267.93	\$275.97	\$284.25
% Change		2.4%	-1.3%	2.8%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

² as approved by the Board of Governors.

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

⁴ combine the most popular housing and dining plans provided to students

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



ENROLLMENT PLANNING

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

	5 YEAR TREND (2009-14)	Fall 2014 ACTUAL HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT		Fall 2017 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-2%	710	86%	727	86%	744	86%	762	86%
FTIC (Profile Admit)	100%	10	1%	10	1%	10	1%	11	1%
AA Transfers from FCS	-17%	25	3%	26	3%	26	3%	27	3%
Other Transfers	34%	82	10%	84	10%	86	10%	88	10%
Subtotal	1%	827	100%	847	100%	867	100%	887	100%
GRADUATE*									
Master's	%Δ	0	0%	8	100%	23	100%	30	100%
Research Doctoral	%Δ	0	0%	0	0%	0	0%	0	0%
Professional Doctoral	%Δ	0	0%	0	0%	0	0%	0	0%
Subtotal	%Δ	0	100%	8	100%	23	100%	30	100%
UNCLASSIFIED									
H.S. Dual Enrolled	%Δ	0	0%	0	0%	0	0%	0	0%
Other	%Δ	0	0%	0	0%	0	0%	0	0%
Subtotal	%Δ	0	100%	0	100%	0	100%	0	100%
TOTAL	1%	827		855		890		917	

Note*: Includes Medical students.

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

	3 YEAR TREND (2010-11 to 2013-14)	2013-14		2014-15		2015-16		2016-17	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	%Δ	0	0%	0	0%	0	0%	0	0%
HYBRID (50%-79%)	%Δ	0	0%	0	0%	0	0%	15	2%
TRADITIONAL (<50%)	0%	666	100%	711	100%	722	100%	724	98%
TOTAL	0%	666	100%	711	100%	722	100%	739	100%
GRADUATE									
DISTANCE (80%)	%Δ	0	0%	0	0%	0	0%	0	0%
HYBRID (50%-79%)	%Δ	0	0%	0	0%	0	0%	1	6%
TRADITIONAL (<50%)	%Δ	0	0%	0	0%	6	100%	17	94%
TOTAL	%Δ	0	100%	0	100%	6	100%	18	100%

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



ENROLLMENT PLANNING (continued)

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

	Estimated Actual 2014-15	Funded 2015-16	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned 2020-21	Planned Annual Growth Rate*
STATE FUNDABLE									
<i>Florida Resident</i>									
LOWER	160	n/a	167	171	175	178	182	186	2%
UPPER	446	n/a	454	464	475	485	496	507	2%
GRAD I	0	n/a	6	16	18	18	18	18	40%
GRAD II	0	n/a	0	0	0	0	0	0	0%
TOTAL	606	n/a	627	651	668	681	696	711	3%
<i>Non- Resident</i>									
LOWER	44	n/a	34	35	36	37	38	38	2%
UPPER	61	n/a	68	69	71	72	74	76	2%
GRAD I	0	n/a	0	2	5	5	5	5	38%
GRAD II	0	n/a	0	0	0	0	0	0	0%
TOTAL	105	n/a	102	106	112	114	117	119	3%
TOTAL									
LOWER	204	170	201	206	211	215	220	225	2%
UPPER	507	486	521	533	546	557	570	582	2%
GRAD I	0	n/a	6	18	23	23	23	23	57%
GRAD II	0	n/a	0	0	0	0	0	0	0%
TOTAL	711	656	728	757	780	795	813	830	3%
NOT STATE FUNDABLE									
LOWER	3	n/a	3	3	3	4	4	4	7%
UPPER	4	n/a	4	4	4	4	4	4	0%
GRAD I	0	n/a	0	0	0	0	0	0	%
GRAD II	0	n/a	0	0	0	0	0	0	%
TOTAL	7	n/a	7	7	7	8	8	8	3%

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

Medical Student Headcount Enrollments

<i>Medical Doctorate Headcounts</i>									
RESIDENT	n/a	%							
NON-RESIDENT	n/a	%							
TOTAL	n/a	%							
<i>Dentistry Headcounts</i>									
RESIDENT	n/a	%							
NON-RESIDENT	n/a	%							
TOTAL	n/a	%							
<i>Veterinary Headcounts</i>									
RESIDENT	n/a	%							
NON-RESIDENT	n/a	%							
TOTAL	n/a	%							



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2015-16

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Foreign Language and Literature	16.0101	Global	UCF, USF	no	30	11-8-15

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS
--

DOCTORAL PROGRAMS

New Programs For Consideration by University in 2016-18

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

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS
--

DOCTORAL PROGRAMS



DEFINITIONS

Performance Based Funding

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

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

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

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

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

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

Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. Students who are active duty military are not included in the data.
Source: State University Database System (SUDS).

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

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

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

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.
Source: State University Database System (SUDS).

Bachelor's Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

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

Graduate Degrees Awarded within Programs of Strategic Emphasis (includes STEM)

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



Freshmen in Top 10% of High School Class
 Applies to: NCF
 Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.
 Source: New College of Florida.

BOG Choice Metrics

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

Number of Faculty Awards
 This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.
 Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

National Ranking for Institutional & Program Achievements
 This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.

BOT Choice Metrics

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

Bachelor's Degrees Awarded to Minorities
 FAU, FGCU, FIU
 This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.
 Source: State University Database System (SUDS).

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



<p>Percent of Undergraduate Seniors Participating in a Research Course NCF</p>	<p>This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.</p>
<p>Number of Bachelor Degrees Awarded Annually UCF</p>	<p>This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).</p>
<p>Total Research Expenditures UF</p>	<p>This metric is the total expenditures (includes non-science & engineering fields) for research & development activities within a given fiscal year. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).</p>
<p>Percent of Course Sections Offered via Distance and Blended Learning UNF</p>	<p>This metric is based on the percentage of course sections classified as having at least 50% of the instruction delivered using some form of technology, when the student and instructor are separated by time or space, or both. Source: State University Database System (SUDS).</p>
<p>Number of Postdoctoral Appointees USF</p>	<p>This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).</p>
<p>Percentage of Adult Undergraduates Enrolled UWF</p>	<p>This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).</p>

Preeminent Research University Funding Metrics

<p>Average GPA and SAT Score</p>	<p>An average weighted grade point average of 4.0 or higher and an average SAT score of 1800 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').</p>
<p>Public University National Ranking</p>	<p>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.</p>
<p>Freshman Retention Rate (Full-time, FTIC)</p>	<p>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.</p>



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 <u>not</u> include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf .
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.
Total Annual Research Expenditures (\$M) (Science & Engineering only)	Total Science & Engineering Research Expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering only)	Total S&E research expenditures in non-medical sciences as reported by the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (over 3 year period)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent 3-year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report. Note: per legislative workpapers, this metric does <u>not</u> include Professional degrees.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Goals Common to All Universities

Academic Quality

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

Operational Efficiency

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

Return on Investment

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



Goals Specific to Research Universities

Academic Quality

Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.

National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.

Number of Post-Doctoral appointees

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

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

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

Return on Investment

Total Research Expenditures (\$M)

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

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

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

Percent of R&D Expenditures funded from External Sources

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

Patents Issued

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

Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).

Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the annual Accountability Report (table 6A).

Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

National rank is higher than predicted by Financial Resources Ranking

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

based on US News & World Report



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

Student Debt Summary

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

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

Student Loan Cohort Default Rate (3rd Year)
 Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: <http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html>.

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