



**FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
FULL BOARD MEETING**

Friday, May 1, 2015
10:30 am Eastern Time **approximate start time*
Via Conference Call
Listen-only Dial-in Number: 1-800-748-8543

AGENDA

- | | |
|--|-----------------------|
| 1. Call to Order and Chair's Remarks | Chairman Albert Maury |
| 2. Public Appearances | Albert Maury |
| 3. Action Item | |
| AP1. 2015 University Work Plan to the Board of Governors | Cesar L. Alvarez |
| 4. New Business <i>(If any)</i> | Albert Maury |
| 5. Concluding Remarks and Adjournment | Albert Maury |

Conference Call information:

- Please call 1-800-748-8543 promptly at 10:30 am on Friday, May 1, 2015.
- If you are disconnected, please redial the conference call number.

Agenda Number: 3.1

Title: 2015 University Work Plan to the Board of Governors [AP1]

Date: May 1, 2015

Proposed Board Action: Approve the 2015 University Work Plan.

Background Information: The Florida Board of Governors requires that all State University System institutions submit an annual work plan.

Florida Board of Governors Regulation 2.002(3), University Work Plans and Annual Reports, provides that each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

FIU

2015 Work Plan



Florida International University

University Work Plan Presentation

for Board of Governors June 2015 Meeting

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



INTRODUCTION

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

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

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. 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.



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MISSION STATEMENT (What is your purpose?)

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

VISION STATEMENT (What do you aspire to?)

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

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

FIU, as an anchor institution and one of the largest employers in South Florida, plays a leadership role in our community competing, succeeding and leading in the 21st century economy. We are the source of more Hispanic college graduates than any other university in the nation. We see ourselves as a solutions center for our community and as a catalyst for innovation and entrepreneurship in the region. We seek out win-win partnerships with industry and public partners alike.

FIU takes its responsibility to our community seriously and has reoriented efforts to be more effective and efficient, to support student success, job preparation and creation and economic development. FIU has accepted a leadership role in a number of community and industry initiatives that are pivotal to our collective future success.

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

The creation of the Talent Development Network is an effort by academic and business leaders to create a regional internship program that will link university, college and high school students with opportunities in high-growth industries. We have identified internships as a key element in graduates' success in the job market and are doing everything we can to foster a culture that promotes and supports paid internships for all students in South Florida so that as a region we attract and retain valuable talent.

President Rosenberg is chair elect of the Greater Miami Chamber of Commerce, a position that signals the business community's trust and reliance on the work that FIU does in the community at every level.



We are working with two Miami-Dade County high schools through The Education Effect, a partnership supported by a \$1 million investment from Chase. The goal of the partnership is to promote 100 percent graduation and ensure that students are college and career ready.

FIU and the Creative Class Group (CCG), founded by Richard Florida, have joined forces to launch the FIU-Miami Creative City Initiative, a project to harness creative and entrepreneurial forces that can help accelerate greater Miami's transformation into a creative economy.

For the second consecutive year, FIU is playing a central role at eMerge, a Miami-based, groundbreaking technology conference. We use this opportunity to showcase FIU talent and scientific innovations and look for opportunities to bring research to market.

Last November 65 percent of almost half a million voters supported our university's effort to expand into Miami-Dade County land currently leased to the Fair. This expansion means jobs and greater educational opportunities for ourselves and our children. It means \$900 million in new construction and greater support for scientific research and entrepreneurship.

Today FIU offers over 190 bachelor's, master's and doctoral degrees. Our enrollment of more than 54,000 students places us fifth among the largest public universities in the United States. But size itself is less important than scale to leverage institutional priorities in a context of a dynamically growing community. FIU mirrors our community, with a student body that represents the future of American public universities.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

FIU's strength is its community responsiveness. We are entrepreneurial. The impact of our translational research is evident across South Florida and we are actively engaged in our communities. We are a beacon of hope and opportunity for our students and their families. We are a solutions center creating impact through groundbreaking research, win-win partnerships with other anchor institutions, and the high quality education we provide to our students.

Demographically, FIU is a mirror of its community – its residents and its students are truly global citizens. FIU also mirrors the entrepreneurial spirit of Miami so it is necessary not only to prepare students to enter companies but to also prepare them to start their own companies. The combination of a diverse student body, entrepreneurial thinking, and a global city gives FIU a unique advantage in developing what it means to be a 21st century workforce ready, college graduate.

We take pride in our student achievement: our graduates are leaders in their fields. As a majority-minority institution of higher education with a global outlook, we send the message that diversity and excellence can co-exist: our FIU Panthers embody just this. We excel in building win-win partnerships with public and private institutions, locally and globally. Our graduates are among the best in the SUS in getting high-paying jobs after graduation. We are ranked 24 by Washington Monthly for the university's contributions to the public good. We are ranked by Times Higher Education (London) as one of the top 100 universities globally under 50 years old.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. *Student Success* – This year the university in partnership with UCF and USF established The Florida Consortium of Metropolitan Research Universities which will drive economic development by creating synergies and efficiencies among the state's three largest metropolitan public research universities. We collectively serve nearly half of the students enrolled in the State University System. Our anticipated outcomes are 1) to fuel the state economy; 2) to increase the number of graduates in high-demand areas; 3) to increase the number of underrepresented and limited-income students graduating with the skills and credentials required by Florida employers; and 4) to emphasize career readiness and success for our graduates.

A university-wide planning process will result in a comprehensive multi-year plan to fundamentally reform pedagogy at the university in line with best practices in college teaching, particularly in gateway undergraduate courses that affect student success as measured by retention and on-time graduation.

We are building on FIU's national award winning Graduation Success Initiative (GSI) which has produced a 9 point increase in on-time graduation in just its first two years and will likely produce a 12 point increase in its first three years. GSI's conceptual framework is straightforward: (a) help students to identify their appropriate majors as soon as possible, preferably at admission; (b) provide a clear semester-by-semester path to achieving their goal, on-time graduation in their appropriate major; (c) provide students with immediate feedback if they get off track and help them to get back on track; (d) remove barriers in their paths and add supports; and (e) make sure that the courses on their semester-by-semester maps are available for them when they need them. Analysis by FIU's predictive analytics group suggests that ineffective pedagogy in gateway courses is a significant barrier to student success.

Ninety-one percent of FIU students live off campus, and the primary, guaranteed point of contact of FIU with its students is throughout its courses. Pedagogy is crucial for student success as measured by retention and on-time graduation. Good teaching is facilitating student learning not disseminating knowledge. The best teaching creates learning systems that facilitate student learning. These effective learning systems not only elevate student learning, they create important efficiencies and reduce instructional costs. We will support a process that will result in creating a critical mass of undergraduate curriculum administrators and teaching faculty who have a sophisticated understanding of best practices in college teaching. We will identify critical synergies and efficiencies across departments and colleges, and will build an infrastructure to support campus-wide pedagogical reform.

When implemented, we aim to improve significantly progress to degree in critical workforce areas while at the same time reducing instructional costs and increasing operational efficiencies. As a result of this investment, FIU's student performance should increase and multiply the resources available to invest further in student access and success.

We have identified the 17 gateway courses (17 courses with 41,113 total enrollments, 2012-2013). Gateway courses are high enrollment, foundational courses with either or both high failure and high impact.

As part of this faculty development and pedagogical reform, FIU will utilize state-of-the-art learning analytics and technologies to support course reform and instruction.



Florida International University will combine software and courseware to deliver a technology-based content solution to first year students, which is specifically designed to help ensure competency in select gateway courses. The objective is to leverage education technology to achieve increased outcomes in (1) pass rates in gateway courses; (2) retention rates after year one; and (3) on-time graduation rates. The program will combine content and curricula aligned to FIU course standards to deliver a customized learning solution to first year students enrolled in gateway courses. We will also assess student readiness in gateway courses, and provide targeted remediation for increased efficiency and efficacy.

The traditional classroom has been forever changed by the powerful changes in technology and digital communication modes available today. These changes are reshaping and redefining the classroom. Today, our classrooms must adapt to new teaching and learning modes such as active learning, flexible learning, immersive and interactive learning and distributed learning, just to name a few. These teaching and learning modes demand the redesign and renovation of the traditional face-to-face lecture classroom into a space that must be technology rich, flexible, adaptable and expandable. This will require one-time retrofit of our more outdated classrooms that do not have the design and technological infrastructure that is required by state-of-the-art teaching and learning classrooms.

2. Enhancing STEM Success - The STEM Transformation Institute continues to advance research and educational change through evidence-based practices that will ultimately increase the number of well-prepared STEM professionals, including teachers, graduating from FIU. The institute builds on multidisciplinary collaborations across the Colleges of Arts & Sciences, Education, and Engineering & Computing to engage all stakeholders in the community: students, faculty, administrators, local K-12 systems, local colleges, business and industry, foundations, and national education organizations. The Institute positions FIU as a living laboratory for developing future STEM professionals, especially those from statistically underrepresented groups, as a response to national calls for 100,000 new STEM teachers and an additional 1,000,000 STEM professionals by 2020.

The STEM Institute advances educational change by facilitating the adoption of evidence-based educational practices across campus. The Institute operates the undergraduate Learning Assistant (LA) and Faculty Scholar programs to foster implementation of active learning. The LA program provides undergraduates with the opportunity to experience the reward of teaching, develop skills to engage in the challenges of effective instruction, and deepen their content knowledge. At the same time, they serve a critical role as dedicated and skilled facilitators in the classroom thus easing the transition to active learning. FIU hosts the nation's largest LA program, with 168 LAs serving in 98 course sections across eight STEM departments, impacting more than 6,300 enrollments in Fall 2014.

LAs also serve a vital role in the Math Mastery Lab, leading to improved student success in the College Algebra course by raising passing rates across College Algebra by more than 30 percentage points in three years. The Faculty Scholars program directly supports faculty adoption of evidence-based instructional methodologies, providing summer salary and dedicated time to transition to their preferred active learning paradigm. They also receive intellectual support, dedicated LAs, and the opportunity to publish research results. Almost two dozen faculty have participated as Faculty Scholars, most seeing improved student learning outcomes while enjoying increased personal fulfillment.

The STEM Transformation Institute is a research center at its core, thus its research mission guides instructional practice on campus, builds our STEM education research scholarship, and advances FIU's national prominence. Research primarily targets student outcomes but also includes development of faculty and the institution. Publications have reported improved learning, improved favorable attitudes and success for FIU students across multiple courses and departments. FIU's work has also



been cited in prominent reports and publications, including those from the National Academy of Sciences. Faculty Scholars are developing manuscripts and publishing, furthering their scholarship and FIU's reputation. The Institute launched its Faculty Fellows program in 2015 with its induction of 70 Founding Faculty Fellows. The Fellows form the core membership that drives the institute's future, directly benefits from the Institute's activities, and amplifies the institute's mission. Evolving out of the Scholars program, Fellows have the opportunity to participate in STEM education research projects, develop and lead funding proposals, innovate their classroom instruction, and advocate for STEM education advancements at FIU and nationally.

3. Preparing Students for the Workforce through Internships: Experiential learning and maintenance of electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, etc.) is key to the future success of our students. FIU has a responsibility to prepare students to be professionally and personally successful in a century that is defined by rapid and unpredictable change. Employers are looking to FIU to develop students who are not only technically qualified but also critical thinkers, adaptable and multi-disciplinary. Since approximately 80% of FIU students remain in South Florida, FIU alumni are an essential part of the region's work force and a key resource for the state's future. Employers and alumni can be game changers by making investments of resources, time, and engagement to ensure industry integration for students.

FIU must go beyond traditional forms of engagement and gradually move corporations, the public sector, and alumni to a more holistic relationship with FIU – both for enhanced experiences for our students and researchers and for new investments. The engagement between employers and students must begin in year one and gradually progress to include concurrent internships and apprenticeship style experiences. Through various efforts we are enhancing private/public partnerships and therefore seamless integration with industry. We are enhancing the effectiveness and efficiency of dedicated career services and academic advising professionals, as well as utilizing state-of-the-art tools (for e.g., MOOCs) in areas such as entrepreneurship which will benefit our students' development and preparedness for professional life. We are also ever conscious that our efforts and demands on students should strive to minimize the impact of student loan debt.

Experiential learning continues to be a major focus of our efforts to professionally prepare our students. Recently completed agreements with the City of Miami Beach and the City of Doral will expand paid-internship opportunities in our Municipal Government Internship Program by 30 to 40 additional internships every semester. This program already includes a number of South Florida municipalities including Miami-Dade County and the City of Miami internship programs. Among others, we have expanded internship opportunities with Florida Power & Light (FPL) beyond the current on-campus FPL Call center program, raising the number to 113 part-time internship opportunities throughout its Florida network. FIU also continues to be a leader in the implementation of South Florida's Talent Development Network (TDN), which is the Beacon Council's One Community One Goal (OCOG) strategic plan focused on creating internship and job opportunities for students in seven strategic industries. The TDN is in the process of implementing a "soft-launch" in April 2015, and is projected to provide an initial 200 internship opportunities with major South Florida employers this summer.



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	5%	77% (2012-13)	77% (2013-14)	78% (2014-15)	79% (2015-16)	80% (2016-17)
Median Wages of Bachelor's Graduates Employed Full-time in Florida One-Year After Graduation	3%	\$36,200 (2012-13)	\$36,500 (2013-14)	\$37,000 (2014-15)	\$37,500 (2015-16)	\$39,000 (2016-17)
Average Cost per Bachelor's Degree [Instructional Costs to the University]	0%	\$25,580 (2010-14)	\$24,385 (2011-15)	\$23,190 (2012-16)	\$21,995 (2013-17)	\$20,800 (2014-18)
FTIC 6 year Graduation Rate [Includes full- and part-time students]	3%	53% (2008-14)	56% (2009-15)	60% (2010-16)	63% (2011-17)	67% (2012-18)
Academic Progress Rate [FTIC 2 year Retention Rate with GPA>2]	4%	79% (2013-14)	81% (2014-15)	83% (2015-16)	86% (2016-17)	88% (2017-18)
University Access Rate [Percent of Fall Undergraduates with a Pell grant]	1%	51% (Fall 2013)	50% (Fall 2014)	52% (Fall 2015)	53% (Fall 2016)	53% (Fall 2017)
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	0%	46% (2013-14)	47% (2014-15)	48% (2015-16)	48% (2016-17)	49% (2017-18)
Graduate Degrees Awarded Within Programs of Strategic Emphasis	3%	52% (2013-14)	55% (2014-15)	58% (2015-16)	60% (2016-17)	60% (2017-18)
Freshmen in Top 10% of High School Graduating Class [for NCF only]	n/a	n/a (Fall 2013)	n/a (Fall 2014)	n/a (Fall 2015)	n/a (Fall 2016)	n/a (Fall 2017)
Board of Governors Choice Metric						
Percent of Bachelor's Degrees Without Excess Hours	3%	68% (2013-14)	71% (2014-15)	73% (2015-16)	76% (2016-17)	78% (2017-18)
Number of Faculty Awards [for FSU and UF only]	n/a	n/a (2012)	n/a (2013)	n/a (2014)	n/a (2015)	n/a (2016)
Number of Top 50 Rankings in Select National Publications [for NCF only]	n/a	n/a (2015)	n/a (2016)	n/a (2017)	n/a (2018)	n/a (2019)
Board of Trustees Choice Metric						
Bachelor's Awarded to Minorities	6%	6,219 (2013-14)	6,419 (2014-15)	6,619 (2015-16)	6,819 (2016-17)	7,019 (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	1 2015	1 2016	1 2017	1 2018	1 2019
SAT Score* [for 3 subtests]	-1%	1675 Fall 2014	1680 Fall 2015	n/a	n/a	n/a
High School GPA	6%	3.9 Fall 2014	3.93 Fall 2015	3.96 Fall 2016	3.99 Fall 2017	4.0 Fall 2018
Professional/Licensure Exam First-time Pass Rates¹						
Exams Above Benchmarks	n/a	5	5	5	6	6
Exams Below Benchmarks	n/a	1	1	1	0	0
		2013-14	2014-15	2015-16	2016-17	2017-18
Operational Efficiency						
Freshman Retention Rate	1%	84% 2013-14	86% 2014-15	88% 2015-16	89% 2016-17	91% 2017-18
FTIC Graduation Rates						
In 4 years (or less)	6%	24% 2010-14	24% 2011-15	28% 2012-16	31% 2013-17	33% 2014-18
In 6 years (or less)	9%	53% 2008-14	56% 2009-15	60% 2010-16	63% 2011-17	67% 2012-18
AA Transfer Graduation Rates						
In 2 years (or less)	2%	22% 2012-14	24% 2013-15	27% 2014-16	30% 2015-17	33% 2016-18
FTIC Average Time to Degree (in years)	-0.2	4.6 2013-14	4.6 2014-15	4.5 2015-16	4.5 2016-17	4.4 2017-18
Return on Investment						
Bachelor's Degrees Awarded First Majors Only	29%	8,067 2013-14	8,400 2014-15	8,600 2015-16	8,900 2016-17	8,900 2017-18
Percent of Bachelor's Degrees in STEM & Health	-2%	22% 2013-14	23% 2014-15	24% 2015-16	25% 2016-17	25% 2017-18
Graduate Degrees Awarded	24%	3,610 2013-14	3,392 2014-15	3,200 2015-16	3,400 2016-17	3,600 2017-18
Percent of Graduate Degrees in STEM & Health	-2%	31% 2013-14	32% 2014-15	33% 2015-16	34% 2016-17	34% 2017-18
Annual Gifts Received (\$Millions)	39%	\$24.71 2013-14	\$22.70 2014-15	\$26.03 2015-16	\$27.33 2016-17	\$28.70 2017-18
Endowment (\$Millions)	114%	\$176.50 2013-14	\$175.72 2014-15	\$225.0 2015-16	\$250.0 2016-17	\$275.0 2017-18

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



KEY PERFORMANCE INDICATORS

Metrics Specific to Research Universities

	FIVE YEAR TREND	2015 ACTUAL	2016 GOALS	2017 GOALS	2018 GOALS	2019 GOALS
Academic Quality						
Faculty Awards	-1	8 2012	8 2013	8 2014	8 2015	8 2016
National Academy Members	-1	1 2012	1 2013	1 2014	1 2015	1 2016
Number of Post-Doctoral Appointees	8	49 Fall 2013	64 Fall 2014	74 Fall 2015	80 Fall 2016	92 Fall 2017
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures	n/a	2 of 8 2012-13	2 of 8 2013-14	2 of 8 2014-15	2 of 8 2015-16	3 of 8 2016-17
Return on Investment						
Total Research Expenditures (\$M) [includes non-Science & Engineering disciplines]	20.2%	\$132.5 2013-14	\$136.5 2014-15	\$143.3 2015-16	\$150.5 2016-17	\$162.5 2017-18
Science & Engineering Research Expenditures (\$M)	16.5%	\$107.5 2013-14	\$109.2 2014-15	\$114.6 2015-16	\$120.4 2016-17	\$130 2017-18
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	13.0%	\$101.4 2013-14	\$105.1 2014-15	\$110.3 2015-16	\$115.9 2016-17	\$125.2 2017-18
Percent of Research Expenditures funded from External Sources	21.1%	64% 2013-14	66% 2014-15	66% 2015-16	66% 2016-17	66% 2017-18
Patents Issued	50%	3 2014	2 2015	4 2016	5 2017	6 2018
Licenses/Options Executed	200%	3 2012-13	3 2013-14	2 2014-15	3 2015-16	4 2016-17
Licensing Income Received (\$M)	-49.7%	\$0.02 2012-13	\$0.03 2013-14	\$0.04 2014-15	\$0.05 2015-16	\$0.08 2016-17
Number of Start-up Companies	100%	1 2012-13	2 2013-14	1 2014-15	2 2015-16	3 2016-17
National Rank is Higher than Predicted by the Financial Resources Ranking [based on U.S. News & World Report]	n/a	<u>National Rank</u> Financial Rank 2015	<u>National Rank</u> Financial Rank 2016	<u>National Rank</u> Financial Rank 2017	<u>National Rank</u> Financial Rank 2018	<u>National Rank</u> Financial Rank 2019
Research Doctoral Degrees Awarded	39%	159 2013-14	180 2014-15	183 2015-16	185 2016-17	187 2017-18
Professional Doctoral Degrees Awarded	45%	255 2013-14	296 2014-15	314 2015-16	304 2016-17	340 2017-18
TOTAL NUMBER OF IMPROVING METRICS		19	18	18	22	21



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 Bachelor's Degrees Awarded to Minorities	34%	6,219 2013-14	6,419 (2014-15)	6,619 (2015-16)	6,819 (2016-17)	7,019 (2017-18)
Metric #2 Bachelor's Degrees in Areas of Strategic Emphasis	23%	4,015 2013-14	4,245 2014-15	4,439 2015-16	4,593 2016-17	4,689 2017-18
Metric #3 Graduate Degrees in Areas of Strategic Emphasis	24%	1,893 2013-14	1,866 2014-15	1,856 2015-16	2,040 2016-17	2,160 2017-18

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

Goal 1. The FIU *Beyond Possible 2020* Strategic Plan calls for transforming the mode of instruction by increasing hybrid and online education.

	6% (Online)	21% (Online)	25% (Online)	29% (Online)	32% (Online)	36% (Online)
Metric: Increase Percent of Student Credits Hours on Hybrid and Online Education	2% (Hybrid)	8% (Hybrid)	12% (Hybrid)	17% (Hybrid)	21% (Hybrid)	26% (Hybrid)
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018

Goal 2. The FIU *Beyond Possible 2020* Strategic Plan calls for increasing internships to 6,000 by year 2020.

Metric: Expand Internships	13%*	4,737 2013-14	4,948 2014-15	5,158 2015-16	5,361 2016-17	5,579 2017-18
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*3-year average



FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2014-15 Estimate	2015-16 Appropriations
Education & General – Main Operations		
State Funds	\$ 214.5	n/a
Tuition	\$ 229.2	n/a
TOTAL MAIN OPERATIONS	\$ 443.7	n/a
Education & General – Health-Science Center / Medical Schools		
State Funds	\$ 30.9	n/a
Tuition	\$ 16.6	n/a
TOTAL HSC	\$ 47.5	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)		
State Funds		n/a
Tuition		n/a
TOTAL IFAS		n/a
EDUCATION & GENERAL TOTAL REVENUES	\$ 491.2	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	\$ 208.5	n/a
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Contracts & Grants

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

Revenues	\$ 124.0	n/a
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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	\$ 210.1	n/a
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Faculty Practice Plans

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

Revenues	\$ 5.62	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES

\$ 548.2	n/a
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UNIVERSITY REVENUES GRAND TOTAL

\$ 1,039.4	n/a
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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	\$1,569	\$1,569	\$1,569	\$1,569	\$1,569
Percent Increase	15%	1%	0%	0.0%	0%
Required Fees ¹	\$1,746	\$1,772	\$1,772	\$1,832	\$1,832
TOTAL TUITION AND FEES	\$6,414	\$6,493	\$6,493	\$6,552	\$6,552

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	46.86%	45.88%	49.08%	48.33%	48%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$17,256	\$17,705	\$17,893	\$18,519	\$18,000
NSLDS Cohort Year	2009	2010	2011	2012	2013 GOAL
Student Loan Cohort Default Rate (3rd Year)	9.1%	10.5%	8.9%	6.9% draft	6%

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	\$6,493	\$1,392	\$10,702	\$2,064	\$2,456	\$23,107
AT HOME	\$6,493	\$1,392	\$3,810	\$2,898	\$2,284	\$16,877

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		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVG. GIFT AID AMOUNT	AVG. LOAN AMOUNT	
	HEADCOUNT	PERCENT					
Below \$40,000	9,341	51%	\$12,748	-\$629.28	\$7,397	\$3,254	
\$40,000-\$59,999	1,760	10%	\$15,427	\$1,666	\$5,235	\$3,179	
\$60,000-\$79,999	1,072	6%	\$16,434	\$2,898	\$4,247	\$3,377	
\$80,000-\$99,999	713	4%	\$16,713	\$3,421	\$4,167	\$3,454	
\$100,000 Above	1,733	9%	\$16,359	\$3,150	\$4,510	\$2,806	
Missing*	3670	20%	n/a	\$5,271	\$669	\$0.00	
TOTAL	18,289	100%	AVERAGE	\$14,494	\$1,031	\$6,424	\$3,211

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

<u>Undergraduate Students</u>	<u>Actual</u>			<u>Projected</u>			
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<u>Tuition:</u>							
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	52.29	\$52.29	\$52.29	\$52.29	\$52.29	\$52.29	\$52.29
Total Base Tuition & Differential per Credit Hour	\$155.61	\$157.36	\$157.36	\$157.36	\$157.36	\$157.36	\$157.36
% Change		1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
<u>Fees (per credit hour):</u>							
Student Financial Aid ¹	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$12.87	\$12.87	\$12.87	\$14.85	\$14.85	\$14.85	\$14.85
Health							
Athletic	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10	\$16.10
Transportation Access							
Technology ¹	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
Total Fees	\$46.05	\$46.23	\$46.23	\$48.21	\$48.21	\$48.21	\$48.21
Total Tuition and Fees per Credit Hour	\$201.66	\$203.59	\$203.59	\$205.57	\$205.57	\$205.57	\$205.57
% Change		1.0%	0.0%	1.0%	0.0%	0.0%	0.0%
<u>Fees (block per term):</u>							
Activity & Service							
Health	\$83.19	\$93.69	\$93.69	\$93.69	\$93.69	\$93.69	\$93.69
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Transportation Access	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00	\$89.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$182.19	\$192.69	\$192.69	\$192.69	\$192.69	\$192.69	\$192.69
% Change		5.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,668.30	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80	\$4,720.80
Total Fees for 30 Credit Hours	\$1,745.88	\$1,772.28	\$1,772.28	\$1,831.68	\$1,831.68	\$1,831.68	\$1,831.68
Total Tuition and Fees for 30 Credit Hours	\$6,414.18	\$6,493.08	\$6,493.08	\$6,552.48	\$6,552.48	\$6,552.48	\$6,552.48
\$ Change		\$78.90	\$0.00	\$59.40	\$0.00	\$0.00	\$0.00
% Change		1.2%	0.0%	0.9%	0.0%	0.0%	0.0%
<u>Out-of-State Fees</u>							
Out-of-State Undergraduate Fee	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62	\$393.62
Out-of-State Undergraduate Student Financial Aid ³	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68	\$19.68
Total per credit hour	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30	\$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$16,476.90	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40	\$16,529.40
Total Fees for 30 Credit Hours	\$2,336.31	\$2,362.71	\$2,362.71	\$2,422.11	\$2,422.11	\$2,422.11	\$2,422.11
Total Tuition and Fees for 30 Credit Hours	\$18,813.21	\$18,892.11	\$18,892.11	\$18,951.51	\$18,951.51	\$18,951.51	\$18,951.51
\$ Change		\$78.90	\$0.00	\$59.40	\$0.00	\$0.00	\$0.00
% Change		0.4%	0.0%	0.3%	0.0%	0.0%	0.0%
<u>Housing/Dining⁴</u>	\$10,304	\$10,663	\$10,706	\$10,800	\$11,048	\$11,048	\$11,302
\$ Change		\$358.67	\$43.36	\$94.00	\$248.00	\$0.00	\$254.00
% Change		3.5%	0.4%	0.9%	2.3%	0.0%	2.3%



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)	12.1%	16,781	42.9%	17,043	43.0%	17,144	42.7%	17,320	42.2%
FTIC (Profile Admit)	-74.6%	72	0.2%	73	0.2%	74	0.2%	75	0.2%
AA Transfers from FCS	45.0%	16,458	42.1%	16,705	42.0%	17,001	42.3%	17,489	42.7%
Other Transfers	32.1%	5,770	14.8%	5,857	14.8%	5,953	14.8%	6,112	14.9%
Subtotal	24.9%	39,081	100%	39,678	100%	40,172	100%	40,996	100%
GRADUATE*									
Master's	6.0%	5,903	70.6%	5,886	70.1%	6,214	70.8%	6,622	71.7%
Research Doctoral	35.7%	1,349	16.1%	1,349	16.0%	1,382	15.7%	1,422	15.4%
Professional Doctoral	44.0%	1,115	13.3%	1,172	13.9%	1,179	13.5%	1,186	12.9%
Subtotal	14.0%	8,367	100%	8,407	100%	8,775	100%	9,230	100%
UNCLASSIFIED									
H.S. Dual Enrolled	534.4%	5,608	84.3%	5,608	84.3%	5,832	84.9%	6,197	85.7%
Other	-17.2%	1,043	15.7%	1,043	15.7%	1,037	15.1%	1,037	14.3%
Subtotal	210.4%	6,651	100%	6,651	100%	6,869	100%	7,234	100%
TOTAL	34%	54,099		54,736		55,816		57,460	

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%)	59.1%	6,187	24.0%	6,748	25.8%	7,748	28.5%	8,748	31.6%
HYBRID (50%-79%)	366.8%	505	2.0%	1,066	4.1%	1,566	5.8%	2,066	7.5%
TRADITIONAL (<50%)	3.8%	19,082	74.0%	18,295	70.1%	17,832	65.7%	16,827	60.9%
TOTAL	15.2%	25,774	100%	26,109	100%	27,146	100%	27,641	100%
GRADUATE									
DISTANCE (80%)	11.7%	479	11.1%	473	11.3%	873	20.8%	1,273	29.6%
HYBRID (50%-79%)	22.3%	44	1.0%	13	0.3%	213	5.1%	413	9.6%
TRADITIONAL (<50%)	-14.2%	3,811	3,810%	3,703	88.4%	3,110	74.1%	2,611	60.8%
TOTAL	-11.7%	4,334	100%	4,189	100%	4,195	100%	4,297	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									
Florida Resident									
LOWER	9,200	n/a	9,742	9,670	9,660	9,679	9,642	9,978	0.5%
UPPER	15,178	n/a	15,540	16,028	16,714	17,503	18,494	19,221	4.3%
GRAD I	2,152	n/a	2,139	2,203	2,249	2,304	2,369	2,442	2.7%
GRAD II	928	n/a	951	970	983	997	1,011	1,027	1.5%
TOTAL	27,458	n/a	28,372	28,871	29,607	30,483	31,517	32,668	2.9%
Non- Resident									
LOWER	733	n/a	799	834	835	860	903	936	3.2%
UPPER	997	n/a	1,065	1,109	1,112	1,146	1,203	1,247	3.2%
GRAD I	608	n/a	596	606	621	638	625	648	1.7%
GRAD II	501	n/a	509	518	531	546	568	588	2.9%
TOTAL	2,839	n/a	2,969	3,067	3,098	3,190	3,298	3,419	2.8%
TOTAL									
LOWER	9,933	8,435	10,541	10,504	10,495	10,539	10,545	10,914	0.7%
UPPER	16,175	12,592	16,605	17,137	17,826	18,649	19,697	20,468	4.3%
GRAD I	2,760	2,800	2,735	2,809	2,870	2,942	2,994	3,090	2.5%
GRAD II	1,429	1,259	1,460	1,488	1,514	1,543	1,579	1,615	2.0%
TOTAL	30,297	25,086	31,341	31,938	32,705	33,673	34,815	36,087	2.9%
NOT STATE FUNDABLE									
LOWER	416	n/a	416	416	416	416	416	416	0%
UPPER	549	n/a	549	549	549	549	549	549	0%
GRAD I	1,791	n/a	1,844	1,844	1,844	1,844	1,844	1,844	0%
GRAD II	13	n/a	13	13	13	13	13	13	0%
TOTAL	2,769	n/a	2,863	2,863	2,863	2,863	2,863	2,863	0%

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

Medical Student Headcount Enrollments

Medical Doctorate Headcounts									
RESIDENT	362	395	395	395	395	395	395	395	0%
NON-RESIDENT	78	85	85	85	85	85	85	85	0%
TOTAL	440	480	480	480	480	480	480	480	0%
Dentistry Headcounts									
RESIDENT									
NON-RESIDENT									
TOTAL									
Veterinary Headcounts									
RESIDENT									
NON-RESIDENT									
TOTAL									



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						
Latin American Studies	05.0107	GLOBAL	UCF		75	6/2015
Biochemistry	26.0202	STEM	FSU		400	1/2016
Public Health	51.2201	HEALTH	USF		250	1/2016
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Logistics Engineering (PSM)	14.2701	STEM	UF	Y	50	1/2016
Law (Juris Master)	22.0201		FSU		50	1/2016
Marketing	52.1401		UF, FSU, USF_T		45	6/2015
DOCTORAL PROGRAMS						
Linguistics	16.0102	GLOBAL	UF		15	1/2016
Mathematical Science	27.0101	STEM	UF, FSU, FAU, USF_T		24	1/2016

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						
Anthropology (BA)	45.0201	GLOBAL	FAU, FGCU, FSU, UF, UCF, USF_T, USF_SP, UNF		100	1/2017
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MA Marine Affairs	26.1302	STEM	FSU		30	
DOCTORAL PROGRAMS						
Pharmacy	51.2001	HEALTH	FAMU, UF, USF_T		400	8/2018



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.



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

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 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').
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 <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.
Median 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

Total patents awarded by the United States Patent and Trademark Office (USPTO) for the fiscal year. 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)".

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	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

