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| **Florida Agricultural and**  **Mechanical University**  **2015**  **Work Plan**    **ABC**  **Work Plan** |

**Florida Agricultural and Mechanical University**

*University Work Plan Presentation*

*for Board of Governors June 2015 Meeting*

State University System *of* Florida **Board of Governors**

**Revised August 12, 2015 Pending BOT Approval**

**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?)**

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| --- |
| Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a  student-centered learning environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU’s distinction as a doctoral/research institution will continue to provide  mechanisms to address emerging issues through local and global partnerships. Expanding upon the University’s land-grant  status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public  service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all  races, ethnic origins and nationalities as life-long members of the university community***.*** |

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

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| Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society. |

**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.*

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| The University’s primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates through strategies to attract well-qualified students, as well as enhanced processes to increase admissions-to-enrollment yield rates, graduation rates and employment outcomes. This will necessitate a continued focus on retention, student progression and graduation and quality of instruction in particular strategic areas. The University also seeks to enhance its customer services and its business operations in student and financial services to promote efficiency and compliance with internal and external requirements. Furthermore, the University seeks to enhance its standing as a doctoral research university through increased research activity by incentivizing faculty, particularly in STEM and health-related disciplines, with an expectation of increased external funding. In this regard, the University will examine faculty workload, including course load, with the aim of increasing time for research in order to improve research productivity. Although we have realized efficiencies and made strides in various areas, in order to create transformational change, additional funds are essential. To help support these initiatives, the University will do its share in raising external funds. |

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

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

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| --- |
| Florida Agricultural and Mechanical University is a doctoral research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. The new leadership team is poised to capitalize on University strengths and opportunities with renewed vigor. The University’s strengths include: 1) over $50 million in research revenues annually, 2) recognition as a top producer of minority graduates, 3) offering an array of accredited professional programs, 4) land-grant institution, 5) a focus on STEM and health-related disciplines, areas in which minorities are particularly underrepresented, and 6) its national reputation as an institution that promotes social mobility. The University is continuing in its efforts to increase retention and graduation rates at all degree levels; meet labor market expectations of employers and the professions; and increase productivity in research. Opportunities include an amplified focus on student recruitment, retention and graduation, increased engagement in land-grant initiatives and increased expectations for performance throughout the institution. The University must pursue opportunities to make a financial investment in the land-grant mission of the University and in STEM disciplines, which includes the FAMU-FSU College of Engineering. |

**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. **Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.** Strategies include: developing and implementing a comprehensive retention and debt reduction plan; increasing student participation in First Year Experience activities; developing a living-learning community dorm experience; increasing student engagement in curricular and co-curricular initiatives; offering professional development activities for students and faculty/advisors; and enhancing the electronic monitoring of student progression. FAMU has invested significantly in some of these activities designed to increase student retention and progression in the past two years; more detailed information is provided in the update to the Retention and Debt Reduction Plan, which accompanies this Work Plan. By focusing efforts on the timely production of well-qualified graduates, the University, in all probability, will be able to reduce costs associated with current progression and graduation rates of students. FAMU targets AA transfers of Florida College System institutions, and FAMU has established community college scholarships to assist students financially as they transition to our institution. The University is in the process of revising the individual articulation agreements with Florida College System institutions to reflect the amount of the scholarships. In addition, both the offices of Enrollment and Academic Advisement have designated staff to communicate with Florida College System institutions concerning applicants and support services. |

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| 2. **Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.** Several key initiatives are underway to increase the enrollment and number of STEM and Health graduates, including targeting $3.9 million from Title III federal grant program to support retention, progression and graduation in STEM; an NSF grant to revamp and enhance approaches for STEM students in lower-division courses; and hiring up to thirteen (13) tenure-track faculty in biology, chemistry, computer and information sciences and mathematics for fall 2014. The University plans to strengthen its recruitment of STEM ready students and increase scholarships available to students in STEM, including engineering students. Additionally, the University will continue to improve on the outcome of licensure pass rates for programs in health. As the University prepares for a new QEP cycle, the campus will engage in discussions related to student outcomes in all disciplines and programs. |

|  |
| --- |
| 3. **Broaden the student base.**  The University seeks to broaden its student base by recruiting students who will bring desired characteristics to the student body and as a consequence, enhance the educational experience for all students. The University seeks to attract more students with diverse experience; more high-achieving students; and students who bring more racial and ethnic diversity to the campus. In order to achieve this goal the University is investing in the services and programs that will appeal to students with these characteristics and support their success once enrolled. Notably, the University is expanding its outreach to prospective students beyond traditional regional quarters; reorganizing and investing in services provided to international students; enhancing offerings for honors students; and promoting changes in first-year basic courses to attract and support students interested in STEM areas. |

**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** | **2020 GOALS** | **2021 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** | 4 pts | 69%  (2012-13) | 70%  (2013-14) | 71%  (2014-15) | 72%  (2015-16) | 73%  (2016-17) | 74%  (2017-18) | 76%  (2018-19) |
| **Median Wages of Bachelor’s Graduates Employed Full-time in Florida**  **One-Year After Graduation** | -4% | $28,800  (2012-13) | $29,000  (2013-14) | $29,500  (2014-15) | $30,000  (2015-16) | $30,500  (2016-17) | $31,500  (2017-18) | $32,000  (2018-19) |
| **Average Cost per Bachelor’s Degree** [Instructional Costs to the University] | 8% | $40,080  (2010-14) | $44,242 (2011-15) | $47,677 (2012-16) | $48,215  (2013-17) | $45,367  (2014-18) | $42,716 (2015-19) | $38,875  (2016-20) |
| **FTIC 6 year Graduation Rate**  [Includes full- and part-time students] | -2 pts | 39%  (2008-14) | 39%  (2009-15) | 43%  (2010-16) | 49%  (2011-17) | 62%  (2012-18) | 69%  (2013-19) | 75%  (2014-20) |
| **Academic Progress Rate**  [FTIC 2 year Retention Rate with GPA>2 ] | 1 pts | 70%  (2013-14) | 73%  (2014-15) | 75%  (2015-16) | 77%  (2016-17) | 80%  (2017-18) | 85%  (2018-19) | 87%  (2019-20) |
| **University Access Rate**  [Percent of Fall Undergraduates with a Pell grant] | -4 pts | 62%  (Fall 2013) | 60%  (Fall 2014) | 60%  (Fall 2015) | 60%  (Fall 2016) | 60%  (Fall 2017) | 60%  (Fall 2018) | 60%  (Fall 2019) |
| **Bachelor’s Degrees Awarded Within Programs of Strategic Emphasis** | 1 pts | 51%  (2013-14) | 51%  (2014-15) | 53%  (2015-16) | 54%  (2016-17) | 55%  (2017-18) | 57%  (2018-19) | 58%  (2019-20) |
| **Graduate Degrees Awarded Within Programs of Strategic Emphasis** | -1 pts | 43%  (2013-14) | 45%  (2014-15) | 46%  (2015-16) | 46%  (2016-17) | 47%  (2017-18) | 49%  (2018-19) | 52%  (2019-20) |
| **Board of Governors Choice Metric** |  |  |  |  |  |  |  |  |
| **Percent of Bachelor’s Degrees**  **Without Excess Hours** | 3 pts | 34%  (2013-14) | 36%  (2014-15) | 40%  (2015-16) | 48%  (2016-17) | 55%  (2017-18) | 60%  (2018-19) | 72%  (2019-20) |
| **Board of Trustees Choice Metric** |  |  |  |  |  |  |  |  |
| **Percent of R&D Expenditures Funded from External Sources** | 0 pts | 80%  (2013-14) | 80%  (2014) | 80%  (2015) | 80%  (2016) | 80%  (2017) | 83%  (2018) | 86%  (2019) |

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]](#footnote-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.

**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** FAMU is ranked #1 among public HBCUs (#8 overall). | | n/a | 1  2015 | | 1  2016 | | 1  2017 | | 1  2018 | | 1  2019 | |
| **SAT Score\***  [for 3 subtests] | | 26 | 1,423  Fall 2014 | | 1,450  Fall 2015 | | n/a | | n/a | | n/a | |
| **High School GPA** | | .31 | 3.34  Fall 2014 | | 3.40  Fall 2015 | | 3.45  Fall 2016 | | 3.50  Fall 2017 | | 3.55  Fall 2018 | |
| **Professional/Licensure Exam**  **First-time Pass Rates**1  Exams Above Benchmarks  Exams Below Benchmarks | | n/a  n/a | 0  4  2013-14 | | 1  3  2014-15 | | 4  0  2015-16 | | 4  0  2016-17 | | 4  0  2017-18 | |
| **Operational Efficiency** | |  |  | |  | |  | |  | |  | |
| **Freshman Retention Rate** | | 2.7 pts | 81%  2013-14 | | 82%  2014-15 | | 84%  2015-16 | | 86%  2016-17 | | 86%  2017-18 | |
| **FTIC Graduation Rates**  In 4 years (or less)  In 6 years (or less) | | 0.9 pts    -1.8 pts | 12%  2010-14  39%  2008-14 | | 12%  2011-15  39%  2009-15 | | 18%  2012-16  43%  2010-16 | | 20%  2013-17  49%  2011-17 | | 25%  2014-18  62%  2012-18 | |
| **AA Transfer Graduation Rates**  In 2 years (or less) | 5.1 pts | | 22%  2012-14 | | 24%  2013-15 | | 25%  2014-16 | | 26%  2015-17 | | 26%  2016-18 | |
| **FTIC Average Time to Degree**  (in years) | | -0.2 | 4.8  2013-14 | | 4.7  2014-15 | | 4.6  2015-16 | | 4.5  2016-17 | | 4.5  2017-18 | |
| **Return on Investment** | |  |  | |  | |  | |  | |  | |
| **Bachelor’s Degrees Awarded**  First Majors Only | | 9% | 1,560  2013-14 | | 1,570  2014-15 | | 1,590  2015-16 | | 1,620  2016-17 | | 1,625  2017-18 | |
| **Percent of Bachelor’s Degrees**  **in STEM & Health** | | 3.3 pts | 39%  2013-14 | | 40%  2014-15 | | 41%  2015-16 | | 43%  2016-17 | | 45%  2017-18 | |
| **Graduate Degrees Awarded** | | -5.7% | 615  2013-14 | | 620  2014-15 | | 625  2015-16 | | 628  2016-17 | | 635  2017-18 | |
| **Percent of Graduate Degrees**  **in STEM & Health** | | 4.2 pts | 41.5%  2013-14 | | 41%  2014-15 | | 43%  2015-16 | | 44%  2016-17 | | 45%  2017-18 | |
| **Annual Gifts Received**  ($Millions) | | -34.1% | $3.3M  2013-14 Actual | | $5.0M  2014-15 (estimate) | | $5.7M  2015-16 | | $6.0M  2016-17 | | $6.5M  2017-18 | |
| **Endowment**  ($Millions) | | -8.06% | $127.2M  2013-14 Actual | | $137.9M  2014-15 (estimate) | | $149.7M  2015-16 | | $176.3M  2016-17 | | $191.1M  2017-18 | |

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

1 The BOG dropped Occupational Therapy from this metric because the national benchmark changed to pass rate of new graduates rather than first time pass rate. FAMU had a 92% pass rate in 2014.

**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** | 2 | 2  2012 | 2  2013 | 2  2014 | 2  2015 | 2  2016 |
| **National Academy Members** | 0 | 0  2012 | 0  2013 | 0  2014 | 0  2015 | 0  2016 |
| **Number of Post-Doctoral Appointees** | 18 | 20  Fall 2012 | 21  Fall 2013 | 22  Fall 2014 | 23  Fall 2015 | 24  Fall 2016 |
| **Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures** | n/a | 1  2012-13 | 1  2013-14 | 1  2014-15 | 1  2015-16 | 1  2016-17 |
| **Return on Investment** |  |  |  |  |  |  |
| **Total Research Expenditures ($M)**[includes non-Science & Engineering disciplines] | -4.7% | $46.4M  2013-14 | $47.8M  2014-15 | $50.2M  2015-16 | $52.7M  2016-17 | $55.3M  2017-18 |
| **Science & Engineering Research Expenditures ($M)** | -5% | $29M  2013-14 | $29.9M  2014-15 | $30.8M  2015-16 | $31.7M  2016-17 | $32.6M  2017-18 |
| **Science & Engineering R&D Expenditures in Non-Medical/Health Sciences ($M)** | 17.6% | $21.4M  2013-14 | $22.0M  2014-15 | $23.1M  2015-16 | $24.3M  2016-17 | $25.5M  2017-18 |
| **Percent of Research Expenditures funded from External Sources** | -7 pts | 80%  2013-14 | 80%  2014-15 | 80%  2015-16 | 80%  2016-17 | 80%  2017-18 |
| **Patents Issued** | +1 | 1  2013 | 3  2014 | 4  2015 | 2  2016 | 4  2017 |
| **Licenses/Options Executed** | 0% | 0  2012-13 | 0  2013-14 | 2  2014-15 | 4  2015-16 | 4  2016-17 |
| **Licensing Income Received ($M)** | -100% | $0  2012-13 | $0  2013-14 | $0  2014-15 | $5,000  2015-16 | $10,000  2016-17 |
| **Number of Start-up Companies** | 0% | 0  2012-13 | 0  2013-14 | 1  2014-15 | 2  2015-16 | 2  2016-17 |
| **National Rank is Higher than Predicted by the Financial Resources Ranking**  [based on U.S. News & World Report] | n/a | 233  198  2015 | 220  200  2016 | 218  202  2017 | 216  202  2018 | 213  202  2019 |
| **Research** **Doctoral**  **Degrees Awarded** | 21% | 23  2013-14 | 19  2014-15 | 23  2015-16 | 25  2016-17 | 26  2017-18 |
| **Professional** **Doctoral**  **Degrees Awarded** | 9% | 312  2013-14 | 320  2014-15 | 305  2015-16 | 305  2016-17 | 305  2017-18 |
| **TOTAL NUMBER OF**  **IMPROVING METRICS** | **14** | **11** | **15** | **22** | **21** | **16** |

**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 (includes: Black, Asian, Hispanic, Native, Mixed) | 27.2% | 1,517  2013-14 | 1,537  2014-15 | 1,560  2015-16 | 1,580  2016-17 | 1,600  2017-18 |
| **Metric #2**:Percent of Course Sections Offered via Distance and Blended Learning | 2.0 % | 2.05  Fall 2014 | 2.4  Fall 2015 | 2.8  Fall 2016 | 2.9  Fall 2017 | 3.0  Fall 2018 |
| **Metric #3**:Percentage of Eligible Programs with Specialized Accreditation (\*\* eligible programs calculated based on programs available at FAMU for which majority of other SUS institutions had accreditation) | Cannot compute meaningful comparison as several programs terminated in 2010-11 | 85.25%  2014-15 | 83.87%  2015-16 | 85.48%  2016-17 | 87.10%  2017-18 | 87.10%  2018-19 |
|  |  |  |  |  |  |  |
| 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.** Increase the production of graduate degrees awarded to African Americans in the academic programs. | | | | | | |
| **Metric:** Number of graduate degrees awarded to African Americans. | -11.4% | 475  2013-14 | 481  2014-15 | 510  2015-16 | 550  2016-17 | 590  2017-18 |
| **Metric:** Number of students enrolled in graduate online programs | n/a | 38  Fall 2014 | 43  Fall 2015 | 50  Fall 2016 | 62  Fall 2017 | 75  Fall 2018 |
|  |  |  |  |  |  |  |
| **Goal 2.** Establish the position as a top ten producer of African Americans with graduate and professional degrees in the sciences, technology, engineering and mathematics (STEM), law and health disciplines. | | | | | | |
| **Metric:** Number of graduate degree programs in STEM, law and health, in which the University is in the top 10 in the production of African American graduates. | 15.79% | 18  2013-14 | 18  2014-15 | 20  2015-16 | 20  2016-17 | 21  2017-18 |

**FISCAL INFORMATION**

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

|  |  |  |
| --- | --- | --- |
|  | **2014-15** | **2015-16** |
| **Actual** | **Appropriations** |
| **Education & General – Main Operations** | | |
| State Funds | $ 112.4 | $ xx.x |
| Tuition | $ 72.4 | n/a |
| **TOTAL MAIN OPERATIONS** | **$ 184.8** | **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** | **$ 184.8** | **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 | $ 32.6 | n/a |
| **Contracts & Grants** | | |
| Resources received from federal, state or private sources for the purposes of conducting research and public service activities. | | |
| Revenues | $ 51.3 | 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 | $ 83.2 | 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** | **$ 167.1** | **n/a** |
| **UNIVERSITY REVENUES GRAND TOTAL** | **$ 351.9** | **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** | $1,091 | $1,091 | $1,091 | $1,091 | $1,091 |
| **Percent Increase** | 12.0% | 1.3% | 0.0% | 0.0% | 0.0% |
| **Required Fees1** | $1,583 | $1,583 | $1,583 | $1,583 | $1,583 |
| **TOTAL TUITION AND FEES** | **$5,774** | **$5,826** | **$5,826** | **$5,826** | **$5,826** |

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** | 84% | 85% | 86% | 87% | 86% |
| **Average Amount of Debt**  *for Bachelor’s who have graduated with debt* | $29,554 | $29,702 | $31,251 | $31,407 | $31,200 |
| **NSLDS Cohort Year** | **2009** | **2010** | **2011** | **2012** | **2013**  **GOAL** |
| **Student Loan Cohort Default Rate** (3rd Year) | 18.3% | 18.9% | 14.7% | 14.9% *draft* | 14.2% |

**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** | $4,552 | $1,138 | $9,356 | $1,214 | $3,280 | **$19,540** |
| **AT HOME** | $4,552 | $1,138 | $2,212 | $1,712 | $3,646 | **$13,260** |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FAMILY** | **FULL-TIME RESIDENT UNDERGRADUATES** | |  | **AVG. NET** | **AVG. NET** | **AVG.** | **AVG.** |
| **INCOME** |  | **COST OF** | **TUITION** | **GIFT AID** | **LOAN** |
| **GROUPS** | **HEADCOUNT** | **PERCENT** |  | **ATTENDANCE** | **& FEES** | **AMOUNT** | **AMOUNT** |
| Below  $40,000 | 3,241 | 60% |  | $8,471 | -$1,973 | $7,433 | $6,495 |
| $40,000-$59,999 | 682 | 13% |  | $11,021 | $91 | $5,416 | $6,655 |
| $60,000-$79,999 | 386 | 7% |  | $13,313 | $2,447 | $3,178 | $6,991 |
| $80,000-$99,999 | 291 | 5% |  | $13,850 | $2,559 | $3,058 | $6,585 |
| $100,000 Above | 542 | 10% |  | $13,634 | $2,827 | $2,851 | $5,792 |
| Missing\* | 221 | 4% |  | $19,282 | $5.262 | $241 | $122 |
| **TOTAL** | **5,363** | **100%** | **AVERAGE** | **$10,403\*** | **$-363** | **$5,873** | **$6,222** |

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**



**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) | -10.0% | 3,161 | *39.5%* | 3,255 | *40.5%* | 3,485 | *42.6%* | 3,659 | *43.9%* |
| FTIC (Profile Admit)\* | -31% | 3,273 | *40.9%* | 3,109 | *38.7%* | 2,744 | *33.5%* | 2,511 | *30.1%* |
| AA Transfers from FCS | -28% | 877 | *11%* | 967 | *12.0%* | 1228 | *15.0%* | 1,417 | *17.0%* |
| Other Transfers | 16% | 690 | *8.6%* | 710 | *8.8%* | 731 | *8.9%* | 752 | *9.0%* |
| **Subtotal** | **-21%** | **8,001** | ***100%*** | **8,041** | ***100%*** | **8,188** | ***100%*** | **8,339** | ***100%*** |
| **GRADUATE\*\*** |  |  |  |  |  |  |  |  |  |
| Master’s | -29% | 582 | *34.3%* | 605 | *34.6%* | 650 | *35.8%* | 704 | *37.0%* |
| Research Doctoral | 11% | 170 | *15.8%* | 181 | *10.4%* | 190 | *10.5%* | 201 | *10.6%* |
| Professional Doctoral | -7% | 946 | *49.9%* | 960 | *55.0%* | 975 | *53.7%* | 998 | *52.4%* |
| **Subtotal** | **-15%** | **1,698** | ***100%*** | **1,746** | ***100.0%*** | **1,815** | ***100.0%*** | **1,903** | ***100.0%*** |
| **UNCLASSIFIED** |  |  |  |  |  |  |  |  |  |
| H.S. Dual Enrolled | 1,596% | 390 | *73.6%* | 400 | *73.8%* | 400 | *73.8%* | 400 | *73.4%* |
| Other | -14% | 140 | *26.4%* | 142 | *26.2%* | 142 | *26.2%* | 145 | *26.6%* |
| **Subtotal** | **187%** | **530** | ***100%*** | **542** | ***100%*** | **542** | ***100%*** | **545** | ***100%*** |
| **TOTAL** | **-17%** | **10,229** |  | **10,329** |  | **10,545** |  | **10,787** |  |

Note\*: The Profile Admits in this row reflect all students enrolled who entered as profile admits, including those from past years who have been retained. This includes the cohorts with high numbers of profile admits (FAMU refers to them as Access and Opportunity Students) through fall 2012. New Profile Admits enrolling in the fall were drastically reduced from 1,495 in fall 2009 to 310 in fall 2014. The FAMU BOT requires new profile admits not to exceed 500 or 20% of the incoming freshman class.

\*\*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%) | 100% | 54 | *1.0%* | 65 | *1.2%* | 110 | *1.9%* | 250 | *3.9%* |
| HYBRID (50%-79%) | -100% | 0 | *0%* | 30 | *0.5%* | 90 | *1.5%* | 240 | *3.7%* |
| TRADITIONAL (<50%) | -22% | 5,902 | *99%* | 5,512 | *98.3%* | 5,722 | *96.6%* | 5,988 | *92.4%* |
| **TOTAL** | **-21%** | **5,956** | ***100%*** | **5,607** | ***100%*** | **5,922** | ***100%*** | **6,478** | ***100%*** |
| **GRADUATE** |  |  |  |  |  |  |  |  |  |
| DISTANCE (80%) | 0% | 0 | *0%* | 0 | *0%* | 75 | *5.7%* | 125 | *10.2%* |
| HYBRID (50%-79%) | 0% | 0 | *0%* | 0 | *0%* | 50 | *3.8%* | 100 | *8.2%* |
| TRADITIONAL (<50%) | -13% | 1,317 | *100%* | 1,303 | *100%* | 1,183 | *90.5%* | 1,001 | *81.6%* |
| **TOTAL** | **-20%** | **1,317** | ***100%*** | **1,303** | ***100%*** | **1,308** | ***100%*** | **1,226** | ***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 | 2,653 | n/a | 2,785 | 2,924 | 3,070 | 3,223 | 3,545 (10%) | 3,899 (10%) | 7.0% |
| UPPER | 2,475 | n/a | 2,598 | 2,858 | 3,145 | 3,460 | 3,806  (10%) | 4,187  (10%) | 10.0% |
| GRAD I | 305 | n/a | 315 | 328 | 342 | 356 | 371 | 387 | 4.2% |
| GRAD II | 809 | n/a | 810 | 844 | 879 | 916 | 955 | 995 | 4.2% |
| TOTAL | 6,242 | n/a | **6,508** | **6,954** | **7,436** | **7,955** | **8,677** | **9,468** | **7.8%** |
| ***Non- Resident*** |  |  |  |  |  |  |  |  |  |
| LOWER | 246 | n/a | 299 | 311 | 323 | 336 | 349 | 363 | 4.0% |
| UPPER | 270 | n/a | 267 | 278 | 289 | 301 | 313 | 325 | 4.0% |
| GRAD I | 59 | n/a | 60 | 62 | 64 | 66 | 68 | 71 | 3.4% |
| GRAD II | 94 | n/a | 96 | 99 | 102 | 106 | 109 | 113 | 3.3% |
| TOTAL | 668 | n/a | **722** | **750** | **778** | **809** | **839** | **872** | **3.8%** |
| ***TOTAL*** |  | | | | | | | | |
| LOWER | 2,898 | 4,150 | 3,084 | 3,235 | 3,393 | 3,559 | 3,894 | 4,262 | 6.7% |
| UPPER | 2,745 | 3,307 | 2,865 | 3,136 | 3,434 | 3,761 | 4,119 | 4,512 | 9.5% |
| GRAD I | 364 | 773 | 375 | 390 | 406 | 422 | 439 | 458 | 4.1% |
| GRAD II | 903 | 636 | 906 | 943 | 981 | 1,022 | 1,064 | 1,108 | 4.1% |
| **TOTAL** | **6,910** | **8,866** | **7,230** | **7,704** | **8,214** | **8,764** | **9,516** | **10,340** | **7.4%** |
| **NOT STATE FUNDABLE** | | | | | | | | | |
| LOWER | 256 | n/a | 326 | 326 | 326 | 326 | 326 | 326 | 0.0% |
| UPPER | 172 | n/a | 219 | 219 | 219 | 219 | 219 | 219 | 0.0% |
| GRAD I | 59 | n/a | 60 | 63 | 63 | 65 | 68 | 68 | 2.6% |
| GRAD II | 21 | n/a | 21 | 22 | 22 | 22 | 22 | 22 | 1.0% |
| **TOTAL** | **508** | n/a | **626** | **630** | **630** | **632** | **635** | **635** | **0.3%** |
| 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** | | | | | | | | | |
| ***Medical Doctorate Headcounts*** | | | | | | | | | |
| RESIDENT | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| NON-RESIDENT | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| **TOTAL** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | n/a |
| ***Dentistry Headcounts*** | | | | | | | | | |
| RESIDENT | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| NON-RESIDENT | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| **TOTAL** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | n/a |
| ***Veterinary Headcounts*** | | | | | | | | | |
| RESIDENT | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| NON-RESIDENT | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| **TOTAL** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | **n/a** | 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 *in 5th year*** | **PROPOSED DATE OF SUBMISSION TO UBOT** |
| **BACHELOR'S PROGRAMS** | |  |  |  |  |  |
| Food Science | 01.1001 | STEM | UF |  | 70 | 01-2015 |
| Digital Media | 09.0702 | STEM | FAU, FGCU  CIP 50.0102 UCF, UF |  | 60 | 03-2016 |
| Public Health | 51.2201 | HEALTH | USF |  | 80 | 03-2016 |
| **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 *in 5th year*** | **PROPOSED DATE OF SUBMISSION TO UBOT** |
| **BACHELOR'S PROGRAMS** | |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS** | | | | | | |
| Supply Chain Management | 52.0203 | STEM |  |  | 50 | 06-2016 |
| Biomedical Sciences | 26.0102 | STEM | FSU, FAU, UCF |  | 20 | 06-2017 |
| Computational Science | 30.3001 | STEM | FSU |  | 20 | 06-2017 |
| Health Informatics | 51.0706 | HEALTH | UCF | UCF, USF | 30 | 10-2016 |
|  |  |  |  |  |  |  |
| **DOCTORAL PROGRAMS** |  |  |  |  |  |  |
| Doctor of Nursing Practice | 51.3818 | HEALTH | FAU, FIU, FSU, UCF, UF, UNF, USF | FIU, FAU (web-assisted),  UCF, UNF, UF | 60 | 06-2016 |
| Public Health (PhD) | 51.2201 | HEALTH | FIU, UF, USF |  | 25 | 04-2017 |
| Biology | 26.0101 | STEM | FAU, FIU, FSU, USF |  | 20 | 06-2018 |

**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 Post-doctorates 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 not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: <http://www.flbog.edu/about/budget/docs/performance_funding/PBF__GRADUATION_and_RETENTION_Methodology_FINAL.pdf>. |
| **National Academy Memberships** | National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report. |
| **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 not 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. |

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| **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 same institution in the following fall term as reported in the annual Accountability report (table 4B) – see [link](http://www.flbog.edu/resources/publications/accountability.php). |
| **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 same 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 same 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. |

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| **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** ($M) | As reported in the Council for Aid to Education’s Voluntary Support of Education (VSE) survey in the section entitled “Gift Income Summary,” this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There’s a deferred gift calculator at [www.cae.org/vse](http://www.cae.org/vse).) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. |
| **Endowment** ($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). |

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| **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](http://www.nsf.gov/statistics/nsf12300/pdf/tab71.pdf). |
| **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](http://www.nsf.gov/statistics/nsf11313/content.cfm?pub_id=4065&id=2)), but now data must be queried via WebCASPAR – see [link](https://webcaspar.nsf.gov/index.jsp;jsessionid=14B4FE0B8D25A1CF74C81E9552AFA1BC?subHeader=WebCASPARHome). |
| **Return on Investment** | |  |
| **Total Research Expenditures ($M)** | | Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| **Science & Engineering Research Expenditures in non-medical/health**  **sciences** | | This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](http://www.nsf.gov/statistics/nsf11313/content.cfm?pub_id=4065&id=2), table 36 *minus* table 52), but now data must be queried via WebCASPAR. |
| **Percent of R&D Expenditures**  **funded from External Sources** | | This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.  Source: National Science Foundation annual survey of Higher Education Research and Development (HERD). |
| **Patents Issued** | | Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent calendar year. Due to a year-lag in published reports, Board of Governors and university staff query the USPTO database with a query that only counts utility patents "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". |
| **Licenses/Options Executed** | | Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A). |
| **Licensing Income Received ($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**  *based on US News & World Report* | | This metric compares the overall national university ranking to the financial resources rank as reported by the US News and 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). |

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| **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>. |

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](http://classifications.carnegiefoundation.org/methodology/basic.php). [↑](#footnote-ref-1)