

UNF

2017 Work Plan



University of North Florida
*University Work Plan Presentation
for Board of Governors June 2017 Meeting*

BOARD OF TRUSTEES APPROVED 5-24-2017

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 prospective goals and associated metrics that set future benchmarks for the System;*
- 2) The Board's Annual Accountability Report provides retrospective tracking with year-over-year and longer time periods 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 the one-year metric goals. 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?)

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

VISION STATEMENT (What do you aspire to?)

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

*The use of the term "preeminent" in UNF's vision statement predates and does not refer to s. 1001.7065, F.S., which establishes the Preeminent State Research Universities Program.



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.

UNF is a regional university dedicated to providing intellectual, cultural, and civic capital for the betterment of Northeast Florida and indeed the entire State. UNF's market is determined by the size of its service region, the socioeconomic and geographic characteristics of the region, the extensive range of public and private collaborations that exist throughout the region, and the composition of the region's higher educational resources.

UNF students are taught by terminally degreed professors who engage students through the use of high impact teaching practices. Undergraduates have opportunities to conduct research with faculty mentors and present and publish findings with their professors. Additionally, several of our programs require internship experiences to prepare our graduates for a successful fulltime career as evidenced by our job placement rate and entering salaries.

Through targeted funding allocation, UNF demonstrates its commitment to expanding the diversity of its faculty with the larger goal of reflecting the diversity of our student population and the diversity in the professional fields.

According to JAXUSA regarding Northeast Florida, companies locate in the area because of the cost of living and skilled workforce and the fastest growing technology sectors and logistics and distribution industry. More than 80 local companies have national or divisional headquarters in Northeast Florida.

The following features characterize UNF's market:

- A diverse metropolitan population of more than 1.6 million residents with a projection of steady growth into the future.
- A complex economy whose main drivers are the State's second largest health care industry; shipping, trade, financial services and logistics resulting from Jacksonville's prominence as an international port and transportation center; and a large technology-intensive corporate sector.
- A strong relationship between the university and its many public and private partners throughout the region consistent with the university's commitment to serve as a "steward of place."



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

The hallmark of a UNF education is the “Transformational Learning Opportunity” initiative. These TLO opportunities are offered to all undergraduates with the funding also provided to support student participation. These TLO experiences along with UNF’s commitment to student support services are aimed at engaging students all the way through their academic career. Initiatives focused on increasing student engagement which then positively impact student retention and graduation rates are demonstrated through the following kinds of effort:

- Smaller class size: 90% of undergraduate courses have less than 50 students (among the highest rates in the SUS), allowing for high faculty-student interaction in the classroom
- Fulltime faculty in the classroom: Over 76% of UNF faculty are either tenured or on a tenure-track line (also among the highest rates in the SUS), meaning that more terminally degreed and research-active faculty are in undergraduate classrooms
- International experiences: One of the nation’s top 10 rates of participation in short-term study-abroad opportunities
- “Beyond the classroom” learning: 77% of students taking part in internships and other real-world experiences in their fields prior to graduation
- Faculty - Student contact: undergraduate students are involved in research projects with faculty. In a recent survey of graduating seniors, 18% participated in a faculty led research project outside of the traditional classroom setting.
- Community based learning: Nearly 12,000 students participating in 650+ community engagement opportunities involving 270+ faculty members, yielding an economic value on Northeast Florida of \$8.9 million.

This combination yields students who are well-prepared for the modern Florida workforce, as evidenced by UNF’s position as the SUS leader in the percentage of graduates gainfully employed in our state.



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 Undergraduate Student Success

A high-quality undergraduate educational experience continues to be UNF's priority. This institutional priority is evidenced by such programs as Transformational Learning Opportunities, implementation of high-impact teaching practices and a broad array of student support services. UNF has committed to a number of strategic investments to address what is always the challenge of public, regional institutions: graduation and retention rates. These investments include:

- Faculty led research project
- Presidential research scholarship funding for freshmen
- Funding support for student research presentations
- Supplemental Instruction – more offerings in more disciplines
- Tutoring – expansion of training and availability of subjects
- Academic support programming responsive to department needs – eg: dedicated workshops
- Enhancement of academic support for distance learning students
- Career services programming focused on lower division students, including the expansion of internships
- Enhancement/expansion of First Year Experience Seminar for FTIC students
- Expansion of math support for students in STEM and education related disciplines
- Mentorship programming for FTICs
- A student advisory council comprised of students from all levels and across colleges
- Advance registration for new incoming students prior to orientation
- Predictive modeling for student tracking (progression toward degree completion)
- Texting - Leveraging enrollment services technology to help advisors and students track their academic progress (financial assistance, scheduling, registration, courses, career, degree audit, etc.).

2 Stimulating Science and Research

A. Downtown Entrepreneurship Center (EC)

The UNF-EC will be used to create a living-learning lab for UNF students and faculty, where ideas from both entrepreneurs in the North Florida community and UNF students can be vetted and pursued. Potential entrepreneurs will pitch their ideas to a panel of entrepreneurship experts, and the panel will select entrepreneurs to be awarded space in the UNF-EC to develop and vet their ideas. These selected entrepreneurs will be provided mentoring and advising support in the form of access to faculty, entrepreneurs, business professionals, retired executives, student interns and volunteers. Thus, the UNF-EC will provide collaborative office space for very early stage startups, and a community location for entrepreneurs and business experts to meet and work together. The goal is to create and build a thriving ecosystem that supports entrepreneurs and helps them pursue and achieve success in North Florida by connecting ideas with a support structure of talent, expertise, and capital.



B. Materials Science and Engineering Research Facility (MSERF)

The MSERF will serve as a high-tech R&D resource to existing regional manufacturers, and also a source of skilled workforce training to attract those businesses considering start up or interested in building partnerships in Northeast Florida. Benefits include:

- Future Manufacturing and Materials Science and Engineering degree programs at UNF
- Enhanced research infrastructure, providing all STEM fields at UNF with a competitive edge in obtaining funded research
- Local availability of R&D resources
- Workforce training through certificate programs

C. Establishment of the Center for the Advancement of Women in Engineering

The Center for the Advancement of Women in Engineering is focused on improving the economy through active engagement in the recruitment, retention, and advancement of women in engineering.

Goals

- Increase the recruitment of female students to the UNF School of Engineering (SoE) so that the female to male ratio of the student population in the SoE exceeds national ratios.
- Increase the retention rate of SoE female students such that the retention rate of females in the UNF School of Engineering exceeds national retention rates for females in Engineering.
- Develop a program which aids in the reentry of engineers who leave the profession to care for family.
- Support the advancement of women in engineering by providing career advancement education, leadership training, and networking opportunities.
- Develop a research program which aims to better understand how to recruit, retain, and advance women in engineering.

3 Addressing Local Needs - Expansion of University Flagship Program Initiative

In addition to the continued support for UNF's established 6 flagship programs in Coastal Biology, Community Nursing, Transportation and Logistics, International Business, Music, and Nutrition and Dietetics, UNF will create a new interdisciplinary "research flagship."

Each of these programs is designed to establish community partnerships to serve the local population first and foremost, but which also make an impact both state wide and nationally. With potential new funding allocations through the World Class Faculty and Scholars initiative, the flagship model can be expanded with a focus on regional research needs and opportunities. It will emphasize the role that regional comprehensive universities play in economic and social development by supporting the R&D and related workforce needs of the local community.

A new "research flagship" will create interdisciplinary areas of inquiry that leverage existing strengths and/or regional needs to build select research strengths at UNF. The key financial investments will be cluster (or "focus") hiring, related instrumentation/equipment purchases, and support for student involvement in flagship research.



PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	66.1	66.5	68.7	69.7	70.8	71.8	72.9

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	\$34,700	\$36,100	\$37,000	\$38,110	\$39,253	\$40,431	\$41,644

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	\$17,060	\$17,290	\$17,260	\$17,174	\$17,088	\$17,002	\$16,917

4. FTIC Six-Year Graduation Rate

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
46.9	48.6	54.8	54.0	53.0	56	57	58	59

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
77.5	76.1	77.8	74.6	75.4	76	77	78	79

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
45.4	44.6	44.8	44.7	48.7	53	54	55	56

7. University Access Rate [Percent of Undergraduates with a Pell grant]

FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
36.7	36.2	33.5	32.6	32.1	33	34	35	36

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
49.0	51.2	50.2	50.0	48.9	52	53	54	55

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	69.4	71.1	71.9	71.7	73	74	75	76

10. BOT Choice: Percent of Undergraduate FTE in Online Courses

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
6	8	11	14	16	17	18	19	20

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



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

2013	2014	2015	2016	2017	2018	2019	2020	2021
0	0	0	0	0	0	0	0	0

2. Percent of Freshmen in Top 10% of High School Class

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
24	26	13	19	14	18	19	20	21

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
1 of 2	2 of 2	2 of 2	2 of 2	2 of 2	2 of 2	2 of 2	2 of 2	2 of 2

4. Time to Degree for FTICs in 120hr programs

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4.9	4.9	4.9	4.8	4.8	4.7	4.6	4.5	4.4

5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
26	26	26	30	33	34	35	36	37

6. Bachelor's Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
3,113	3,221	3,177	3,207	3,255	3,280	3,305	3,330	3,355

7. Graduate Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
620	582	590	598	622	640	646	653	659

8. Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
17	17	18	19	18	20	21	21	22

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
24	25	23	24	22	23	23	23	23

10. Percent of Undergraduate FTE in Online Courses

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
6	8	11	14	16	16	17	18	19

11. Percent of Bachelor's Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
26	26	29	30	33	34	35	36	37

12. Percent of Graduate Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
32	33	34	35	34	37	38	39	40



KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

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

1. National Academy Memberships

2013	2014	2015	2016	2017	2018	2019	2020	2021
0	0	0	0	0	0	0	0	0

2. Faculty Awards

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
1	1	1	0	0	1	1	1	1

3. Total Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
7.0	4.5	3.7	3.7	8.8	9.7	10.6	11.7	12.9

4. Research Expenditures Funded from External Sources

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
61	40	40	44	62	69	74	82	90

5. Utility Patents Awarded [from the USPTO]

2012	2013	2014	2015	2016	2017	2018	2019	2020
1	2	0	0	2	3	3	4	5

6. Licenses/Options Executed

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
0	0	0	0	1	1	1	2	2

7. Number of Start-up Companies Created

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
0	0	0	0	1	1	1	1	1

Institution Specific Goals (optional)

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

Narrative Goals.

Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.

	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Percent of Students Engaged in Experiential Learning Activities That Traditionally Enhanced Post-Graduate Employment and/or Graduate Study Opportunities	37% 2013-14	38% 2014-15	39% 2015-16	40% 2016-17	41% 2017-18	42% 2018-19	43% 2019-20



ENROLLMENT PLANNING (ACTUAL | PLAN)

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

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 PLAN	FALL 2018 PLAN	FALL 2019 PLAN	FALL 2020 PLAN
UNDERGRADUATE									
FTIC (Regular Admit)	7,091	6,669	6,684	6,306	6,495	6,605	6,697	6,791	6,886
FTIC (Profile Admit)	28	22	16	22	16	16	16	16	16
FCS AA Transfers	4,311	4,349	4,104	3,958	3,671	3,600	3,625	3,651	3,676
Other AA Transfers	355	373	357	361	348	325	328	332	335
Post-Baccalaureates	0	0	0	527	505	495	497	500	502
Other Undergraduates	2,337	2,595	2,743	2,416	2,562	2,589	2,595	2,608	2,621
Subtotal	14,122	14,008	13,904	13,590	13,597	13,630	13,760	13,898	14,037
GRADUATE									
Master's	1,480	1,472	1,499	1,427	1,404	1,474	1,548	1,625	1,707
Research Doctoral	106	100	105	100	94	95	95	95	96
Professional Doctoral	108	114	150	251	359	365	366	366	367
Subtotal	1,694	1,686	1,754	1,778	1,857	1,934	2,009	2,087	2,169
UNCLASSIFIED									
H.S. Dual Enrolled	16	8	39	27	37	40	40	40	40
Other ¹	524	556	490	487	484	475	476	477	478
Subtotal	540	564	529	514	521	515	516	517	518
TOTAL	16,356	16,258	16,187	15,882	15,975	16,079	16,285	16,502	16,724

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

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

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									
Distance (80-100%)	748	1,054	1,389	1,722	1,941	2,296	2,353	2,412	2,472
Hybrid (50-79%)	134	175	185	214	260	291	295	299	304
Classroom (0-50%)	11,884	11,484	10,888	10,367	9,792	9,693	9,637	9,696	9,743
Subtotal	12,766	12,713	12,462	12,303	11,993	12,279	12,285	12,407	12,519
GRADUATE									
Distance (80-100%)	128	163	186	252	296	327	332	337	342
Hybrid (50-79%)	89	88	49	65	103	106	107	109	110
Classroom (0-50%)	1,118	1,025	1,044	1,047	1,008	1,001	1,047	1,098	1,151
Subtotal	1,335	1,276	1,279	1,364	1,407	1,435	1,487	1,543	1,603

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Classroom/Traditional**, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.



ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	4,282	4,574	4,576	4,635	4,691	4,742	4,790	4,838	1.1%
UPPER	7,039	7,022	7,025	7,081	7,130	7,173	7,209	7,245	0.6%
GRAD I	926	858	901	946	993	1,043	1,095	1,150	5.0%
GRAD II	239	320	320	322	324	326	329	331	0.7%
TOTAL	12,486	12,773	12,779	12,903	13,015	13,116	13,205	13,295	0.8%
NON RESIDENT									
LOWER	191	192	192	195	197	200	202	204	1.2%
UPPER	181	202	202	204	205	206	207	208	0.6%
GRAD I	118	113	119	125	131	138	144	152	5.0%
GRAD II	38	29	29	29	30	30	30	30	0.7%
TOTAL	528	536	537	542	547	551	555	559	0.8%
TOTAL									
LOWER	4,473	4,766	4,768	4,830	4,888	4,942	4,992	5,042	1.1%
UPPER	7,220	7,224	7,227	7,285	7,336	7,380	7,417	7,454	0.6%
GRAD I	1,045	971	1,020	1,071	1,124	1,181	1,240	1,302	5.0%
GRAD II	277	349	349	351	354	356	359	361	0.7%
TOTAL	13,014	13,309	13,315	13,444	13,562	13,667	13,760	13,854	0.8%
NOT STATE FUNDABLE									
LOWER	92	92	92	93	94	95	96	98	1.2%
UPPER	207	198	198	200	201	203	204	205	0.6%
GRAD I	50	57	60	63	66	69	72	76	5.0%
GRAD II	36	58	58	59	59	60	60	60	0.7%
TOTAL	385	405	405	409	412	415	418	421	0.8%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

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 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
BA in Disabilities and Society	05.0210	---	None	DL & face-to-face	TBD	TBD
BS in Manufacturing Engineering	14.3601	STEM	Under: 14.1801: UF	TBD	TBD	Mar/June
BS Behavioral Neuroscience	42.2706	STEM	FAU	TBD	HC: 130 FTE: 130	Oct/Jan

New Programs For Consideration by University in AY 2017-18

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Construction Management	15.1001	STEM	FIU, UF	TBD	TBD	Mar/June
MLSCM in Logistics & Supply Chain Management	52.0203	STEM	None	TBD	TBD	Oct/Jan

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

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						
BS in Coastal and Port Engineering	14.0801	STEM	FAMU, FAU, FGCU, FIU, FSU, UCF, UF, USF T	TBD	TBD	TBD
BS in Biomedical Engineering	14.1901	STEM	Under 14.0501: FGCU, FIU, UF	TBD	TBD	TBD
BFA Graphic Design & Digital Media	50.0409	Gap Analysis	FAMU, UF, USF SP	No	TBD	TBD
BA in Community Leadership	TBD	---	None	No	TBD	TBD
BS in Business Analytics	52.1301	STEM	UF	TBD	TBD	TBD



BS Exercise Physiology	31.0505	STEM	FAU & FGCU	No	TBD	TBD
BS in Information Technology	11.0103	STEM	FAMU, FIU, FSU, UCF, USF T, USF SM, UWF	TBD	TBD	TBD
BS in Information Systems	11.0104	STEM	None	TBD	TBD	TBD
BS in Information Science	11.0401	STEM	None	TBD	TBD	TBD
BS in Computer Science	11.0701	STEM	None	TBD	TBD	TBD
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Applied Behavior Analysis	42.2814	---	None	DL & face-to-face	TBD	TBD
MS in Sport Management	31.0504	---	FAMU, FSU, UCF, UF, USF T	TBD	TBD	Jan/Mar 2018
MEd in Teaching English to Speakers of Other Language	13.1401	Education	FAU, UCF	TBD	TBD	TBD
MA in Deaf Education	13.1003	Education	None	Yes	TBD	TBD
MA in Early Childhood	13.1210	Education	None	Yes	TBD	TBD
MS in Business Analytics	52.1301	STEM	None	TBD	TBD	TBD
MS in Educational Technology, Training, & Development	13.0501	Education	FAU, FSU, UCF, UWF	TBD	TBD	TBD
MS in Engineering Management	14.3502	STEM	FIU	TBD	TBD	TBD
MS in Materials Science & Engineering	40.1001	STEM	FSU	TBD	TBD	TBD
DOCTORAL PROGRAMS						
DHA in Health Administration	51.0701	Health	UF	TBD	TBD	TBD
EdD in Curriculum & Instruction	13.0301	Education	FAU, FIU, FSU, UF, USF t, UWF	TBD	TBD	TBD
PhD in Engineering (General)	14.0101	STEM	None	TBD	TBD	



University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2015-16 Actual	2016-17 Estimates
Main Operations		
State Funds	\$ 96.8	\$ 89.3
Tuition	\$ 66.6	\$ 66.3
TOTAL	\$ 163.4	\$ 155.6
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 50.7	\$ 54.6
Contracts & Grants	\$ 8.0	\$ 10.3
Local Funds	\$ 56.9	\$ 63.2

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).



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tuition:							
Base Tuition - (0% inc. for 2016-17 to 2019-20)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential ⁵	37.63	37.63	37.63	37.63	37.63	37.63	37.63
Total Base Tuition & Differential per Credit Hour	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70	\$142.70
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47	\$14.47
Health	\$10.25	\$10.25	\$10.10	\$9.84	\$9.84	\$9.84	\$9.84
Athletic	\$18.83	\$19.12	\$19.27	\$19.53	\$19.53	\$19.53	\$19.53
Transportation Access	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08	\$4.08
Technology ¹	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25	\$5.25
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
				Neutral shift in health and athletic fee			
Total Fees	\$70.14	\$70.43	\$70.43	\$70.43	\$70.43	\$70.43	\$70.43
Total Tuition and Fees per Credit Hour	\$212.84	\$213.13	\$213.13	\$213.13	\$213.13	\$213.13	\$213.13
% Change		0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Total Tuition for 30 Credit Hours	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00	\$4,281.00
Total Fees for 30 Credit Hours	\$2,104.20	\$2,112.90	\$2,112.90	\$2,112.90	\$2,112.90	\$2,112.90	\$2,112.90
Total Tuition and Fees for 30 Credit Hours	\$6,385.20	\$6,393.90	\$6,393.90	\$6,393.90	\$6,393.90	\$6,393.90	\$6,393.90
\$ Change		\$8.70	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27	\$457.27
Out-of-State Undergraduate Student Financial Aid ³	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11	\$28.11
Total per credit hour	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38	\$485.38
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10	\$17,999.10
Total Fees for 30 Credit Hours	\$2,947.50	\$2,956.20	\$2,956.20	\$2,956.20	\$2,956.20	\$2,956.20	\$2,956.20
Total Tuition and Fees for 30 Credit Hours	\$20,946.60	\$20,955.30	\$20,955.30	\$20,955.30	\$20,955.30	\$20,955.30	\$20,955.30
\$ Change		\$8.70	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$9,542.27	\$9,637.67	\$8,696.00	\$8,599.20	\$8,599.20	\$8,599.20	\$8,599.20
\$ Change		\$95.40	-\$941.67	-\$96.80	\$0.00	\$0.00	\$0.00
% Change		1.0%	-9.8%	-1.1%	0.0%	0.0%	0.0%

¹ can be no more than 5% of tuition.

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

² as approved by the Board of Governors.

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

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



DEFINITIONS

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)
One Year After Graduation

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). 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).

2. Median Wages of Bachelor's Graduates Employed Full-time
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. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). 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).

3. Cost to the Student
Net Tuition & Fees
for Resident Undergraduates
per 120 Credit Hours

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.

4. Six Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

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

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

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

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).

7. Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).



8a. Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).

8b. 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 as reported to the Common Data Set (C10).

BOG Choice Metrics

9a. 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).

9b. 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).

9c. National Ranking for University

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

10a. 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).

10b. 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).



10c. 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.
10d. 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.
10e. 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).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. 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.). Source: Accountability Report (Table 3C), 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 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.



Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does <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 or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures (\$M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures (\$M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size (\$M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.



Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	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.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor’s Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor’s Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor’s Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).



Key Performance Indicators (continued)

Scholarship, Research & Innovation Metrics

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