



Item: SP: A-1

STRATEGIC PLANNING AND INITIATIVES COMMITTEE

Tuesday, May 16, 2017

SUBJECT: REQUEST FOR APPROVAL OF THE FAU 2017 WORK PLAN

PROPOSED COMMITTEE ACTION

Request for approval of the FAU 2017 Work Plan.

BACKGROUND INFORMATION

Board of Governor's regulation 1.001 provides that each university Board of Trustees prepare and submit a multi-year Work Plan that identifies and reports the university's priorities and strategic direction as well as outcomes and projected goals for both institutional and system-wide performance measures.

The Work Plan contains seven major sections including Strategy, Performance-Based Funding Metrics, Key Performances Indicators, Enrollment Planning, Academic Program Coordination, University Revenues, and Tuition, Fees, and Housing Projections.

In accordance with the Board of Governor's requirements for submitting BOT-approved university Work Plans, FAU's final plan will be submitted by May 26, 2017. The Work Plan will be submitted for approval by the Board of Governors at their next full meeting, which will be held June 20-22, 2017 at the University of South Florida in Tampa.

IMPLEMENTATION PLAN/DATE

N/A

FISCAL IMPLICATIONS

N/A

Supporting Documentation: FAU 2017 Work Plan

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Florida Atlantic University

2017 Work Plan



Florida Atlantic University

University Work Plan Presentation

For Board of Governors June 2017 Meeting

DRAFT 5-15-2017
PENDING BOT APPROVAL

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?)

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities.

VISION STATEMENT (What do you aspire to?)

Florida Atlantic University aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners.

STATEMENT OF STRATEGY (How will you get there?)

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

Florida Atlantic University is a dynamic, national public research university with campuses and sites strategically located along more than 100 miles of coastline between America's Everglades and the Atlantic Ocean. The University seeks to capitalize on its strategic location, blending student outreach, cutting-edge research, and partnerships with surrounding communities and beyond to identify and solve regional and societal issues. The "[FAU Strategic Plan for the Race to Excellence 2015-2025](#)" is directing the strategic development of the university. The University will recruit and retain talented faculty and students, invest in focused research areas, and enhance organizational efficiencies to increase the university's self-reliance and sustainability. With unbridled ambition the University is in pursuit to become the country's fastest-improving public research university. FAU plans to seek this distinction by:

1. Building on our robust ethnic diversity to become a geographically diverse institution that promotes engagement of world views beyond the tri-county Southeast Florida region;
2. Aligning academic programs to the overall goals of the *State University System (SUS)* to address the economic and workforce needs of south Florida and beyond;
3. Investing in *Pillars* and *Platforms*—connecting the most talented faculty, staff and students—to expand the University's robust culture of nationally respected research and inquiry;
4. Partnering with local stakeholders and enhancing physical facilities to take maximum advantage of the unique cultural, demographic and environmental characteristics of each campus community as FAU strives for leadership in developing South Florida's culture and economy;
5. Designing a resilient, lean organization—based on best practices—that identifies economies of scale and incorporates new technologies to promote institutional development;
6. "Budgeting to the plan" and pursuing new revenue streams to make FAU self-reliant and success-driven in a climate of competitive public and private funding opportunities;
7. Communicating the University's many remarkable success stories to an increasingly large eGlobal audience to enable key internal stakeholders to link with external constituency groups.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

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

Core Capabilities: Florida Atlantic University is recognized as a university of first choice for excellence in undergraduate education, comprehensive graduate education, visionary and globally relevant research, and transformative engagement with its global communities. The strategic priorities of the institution are to build a uniquely competitive and globalized student body, recruit and retain prominent teams of researchers, deeply engage with south Florida's global communities, continuously assess and evolve best practices, develop a national reputation for excellence, and increase the university's self-reliance.

Strengths: With one of the nation's most diverse student bodies, FAU continues to be a national model for diversity and inclusiveness. FAU students come from all 50 states, every county in Florida, and more than 180 countries. FAU is a leader in producing high achieving graduates who find well-compensated employment. The university is graduating students who are meeting the needs of the state's workforce. Over the last five years FAU has consistently produced baccalaureates in programs of strategic emphasis at some of the highest levels in the State University System (SUS). The *Charles E. Schmidt College of Medicine* is preparing exceptionally qualified physicians and stands as the only SUS medical school to have one hundred percent of its fourth-year students pass both the United States Medical Licensing Examination (USMLE) 4th Year-Clinical Knowledge (CK) and 4th Year-Clinical Skills (CS) exams for the last two consecutive years. The university's dedication to continuous improvement has become a significant strength and opportunity as it is transforming the campus culture and driving faculty, staff, and institutional stakeholders to propel FAU towards new heights. FAU has seen consistent year-to-year improvements in median wages of bachelor's graduates, six-year graduation rates, and academic progress rates over the past five years.

Opportunities: The *Jupiter Life Science Initiative* is a joint effort between the *Max Planck Florida Institute for Neuroscience* (MPFIN), the *Scripps Research Institute*, the *Charles E. Schmidt College of Science*, and the *Harriet L. Wilkes Honors College*. The initiative seeks to foster research in the areas of neuroscience and biotechnology and encourages collaboration by FAU faculty members and our local partners. FAU's recent designation by the Hispanic Association of Colleges and Universities (HACU) as a Hispanic Serving Institution (HSI) creates several opportunities to apply for grants to better serve our growing minority populations. *FAU Tech Runway* is a unique public-private partnership that has become an economic engine for job creation in south Florida. In just four years *FAU Tech Runway* has generated \$8.2M in total revenue and provided internships and employment for over 100 FAU students. The [FAU Strategic Plan for the Race to Excellence 2015-2025](#) identifies *Pillars* and *Platforms* which aim to create knowledge that benefits society and stimulate scholarly activity that supports the university's overall mission. In the coming years FAU will leverage many of south Florida's regional assets, such as proximity to the ocean, patient populations, local culture, and business community. The university will capitalize on these assets by growing our research enterprise, advancing our understanding of the world we live in, and contributing to the economic vitality of our region.

Diversity: FAU has sought to grow non-resident enrollments as outlined in the [FAU Strategic Plan for the Race to Excellence 2015-2025](#) – to instill a diversity of worldviews and experiences in the classroom. Our students benefit from hearing the perspectives and values of their fellow students who are from different regions of Florida, as well as other states and countries. The university boasts uniquely high proportions of students from underrepresented racial categories, which is a direct reflection of the thriving diversity of the southeastern Florida region.



Only two other large public research universities in the country have the high percentages of both black and Hispanic students. FAU hopes to increase our “geographic” diversity, which describes our efforts to expand the recruitment of students from different backgrounds who grew up in completely different circumstances and can share their unique insights with their peers. We will continue to build our racial and ethnic diversity – but we also have the aspiration to expand the “geographic diversity of our student body.”

Challenges: Important challenges continue to be improving graduation rates, academic progress rates, and reducing time-to-degree. One of our biggest challenges for student success is the high proportion of undergraduates who are enrolled part-time. Moving forward, the university will continue to incentivize FTIC students to enroll full-time, and when necessary for them to drop to part-time status, they will have the opportunity to work with advisors to make up credits in a future semester (e.g. summer). Overall, FAU will build on recent improvements by enhancing initiatives that are adjusting the campus culture and perception of success for undergraduate completion from six to four years. The university will encourage achievement, personal accountability, and reward academic excellence.



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. Boldness: Student Success

FAU's top priority is improving academic success rates as measured by timely progression toward degree completion and four-year graduation rates. All undergraduate academic programs are implementing *Student Success Action Plans* to enhance student learning, build engagement, and improve academic support. These action plans include summaries of previous departmental efforts and provide timelines for departments to:

- Review requirements and curriculum to identify and reduce “gatekeeper” courses.
- Implement 2-year, 3-year, and 4-year *Flight Plans* for all programs that include summer semesters.
- Include more professional preparation courses and internships.
- Ensure course availability and course scheduling for 4-year graduation.
- Review college advising practices and procedures.
- Increase the number of faculty providing meaningful progress grades and final grades.
- Incorporate more eLearning technologies.
- Increase the number of students participating in research.
- Increase proactive faculty involvement in student academic clubs.
- Increase the frequency and type of department social events that are held for students.

Historically, FAU has had one of the highest proportions of part-time students in the SUS, with many students starting their university studies at full-time before having to drop down to part-time status for any number of reasons and/or personal obligations. Starting Fall 2017, FAU will require that all incoming FTIC students take a full-time course load to begin their careers (30 credit hours). Moving forward, we will continue to incentivize FTIC students to enroll full-time through initiatives such as the *Soar-in-4 Scholars* and *Pathways to Graduate Education* programs (see below). When necessary for students to drop to a part-time status, they will have the opportunity to work with advisors to make up the credits in a future semester (e.g. summer).

In addition to the implementation of these plans and policy implementations FAU will continue to expand successful initiatives that will refocus the academic culture and encourage academic excellence.

- ***Flight Plans***, which are individualized plans of study, were initially created in four and five-year formats. New accelerated flight plans will be developed in two and three-year formats that will include summer semesters.
- ***The Soar-in-Four Scholars Program***, which provides incentives to entering freshman who agree to complete their Bachelor's degree in four years or less, will be expanded. The program was successfully piloted in 2016 with a targeted population of freshman. It will be expanded in scope and additional benefits will be offered to students who join the program.
- ***The Pathways to Graduate Education*** initiative which encourages undergraduate students to seek graduate education through enrollment in combined (Bachelor's to Master's) programs will be expanded. New combined programs will be added and students who complete their bachelor's degree in less than four years will be able to apply leftover funds from undergraduate scholarships to graduate school at FAU.



1. Boldness: Student Success (*continued*)

- The new **Transfer Center** will provide more students with pre-admissions advising to ensure students are aware of which of their existing credits will be applicable to their specific degree programs. In addition to the generalized guidance provided by the 2+2 Link Program, which ensures future FAU transfer students are taking appropriate coursework at the state colleges, FAU will continue to develop specific pathways. These targeted articulation agreements, such as the TEaM grant-funded CAPTURE program, will promote transfer student success.

FAU is also increasing course offerings through the efforts of the *Center for eLearning*. The Center is developing four new fully online programs and working to expand the number of hybrid courses that are offered in established programs. FAU will continue to improve the success rates of our students academically and beyond graduation.



2. Synergy: Research

Florida Atlantic University is investing in its research enterprise, and has made significant progress in establishing research institutes focused on institutional strengths. In the coming years the University will increase annual research expenditures, build key partnerships, create multi-user facilities with cutting-edge equipment, and promote international faculty research.

Healthy Aging (I-HeAL)

Dr. James Galvin joined FAU in May 2015 and is leading the *Institute for Healthy Aging and Lifespan Studies*. Dr. Galvin, one of the country's most prominent neuroscientists, has generated millions in research funding from federal, state and local agencies, and private foundations. He is leading teams redesigning healthcare infrastructure, creating novel intervention and health promotion programs, investigating root causes of health disparities, and exploring mechanistic foundations of cognitive and functional aging. Dr. Galvin's top three initiatives for the next three years include building research capacity by recruiting a cadre of NIH-funded gerontology researchers; working with FAU Foundation and philanthropy to purchase and maintain a research-dedicated 3T MRI on campus; and create the needed infrastructure to successfully compete for multi-component NIA grants in clinical-translational aging research including U54 Clinical and Translational Science Awards (CTSA), P50-Alzheimer Disease Research Center, and P30-Resource Center in Minority Aging Research (RCMAR).

Neuroscience (I-BRAIN)

Dr. Randy Blakely joined FAU in May 2016 to lead the FAU BRAIN Institute. The Brain Institute supports cutting edge research in fundamental and translational neuroscience, elucidating the genes, proteins, pathways and circuits that drive brain development, function, plasticity and that lead to brain disease risk with an ultimate goal of identifying new approaches to improve the lives of people with brain disorders. Dr. Blakely, an internationally renowned molecular neuroscientist, was formerly the Director of the Center for Molecular Neuroscience at Vanderbilt where he also launched Vanderbilt's Brain Institute and the Neuroscience Ph.D. program, which in 2012 was recognized by the U.S. Society for Neuroscience as Program of the Year. The FAU Brain Institute's three key areas of development are 1) in recruiting top neuroscientists to build critical mass in neurogenetics of behavior and drug responses, neural development and developmental brain disorders, and neural circuits underlying cognitive, emotion and social information processing, 2) in enhancing shared infrastructure for cutting edge neuroscience research activity and 3) in enhancing neuroscience graduate educational opportunities and in communicating the promise and progress of brain research to the lay community through public outreach programs. These efforts are being pursued in partnership with *Scripps Florida*, the *Max Planck Florida Institute for Neuroscience*, clinical program partners and regional science museums, including the South Florida Science Center and Aquarium.

FAU Harbor Branch

Dr. Anton Post joined FAU Harbor Branch in January 2017 and has recently begun to establish the research pillar by the same name. FAU Harbor Branch seeks to equate ecosystem health with human health and aims to cast a wide academic umbrella across all relevant disciplines at FAU. Our students and faculty study the natural world around us and they assess the impact on the human environment (and vice versa). FAU scientists are contributing to lasting solutions to coastal and offshore problems. During the start-up phase of the FAU Harbor Branch pillar we organize research around themes that are addressed by centers of research excellence. Examples are the FAU Center of Ocean and Human Health (seeking NSF-NIH support) and the FAU Center of Warm Water Aquaculture (seeking USDA and NOAA Sea Grant support). Technology transfer is an important facet of FAU Harbor Branch and we work with the Division of Research to establish a Tech Runway on the Fort Pierce campus (seeking EDA support). An important factor in driving future ecosystem research, especially in the marine environment, is the new MSc Program in Marine Science and Oceanography and the new PhD track in Integrated Biology in the same discipline.



2. Synergy: Research (*continued*)

Sensing and Smart Systems (I-SENSE)

Dr. Jason O. Hallstrom joined FAU in early 2015 to initiate the Institute for Sensing and Embedded Network Systems Engineering (I-SENSE). I-SENSE capabilities support two interconnected areas of emphasis. The first is in the area of *sensing*, ranging from the capture of environmental conditions in terrestrial and marine environments, to the capture of physiological and ambulatory signals in patients and athletes. The second area of emphasis is in *smart systems*, leveraging networked sensors to provide real-time awareness of conditions, trends, and patterns, and to automate control of the sensed environment, vehicle, or object. This includes systems that support improved awareness of physical, social, and digital processes, among other complex information environments. Active areas of programmatic emphasis include *Infrastructure Systems*, *Marine and Environment*, and *Health and Behavior*. The second area of emphasis is in *smart systems*, leveraging networked sensors to provide real-time awareness of conditions, trends, and patterns, and to automate control of the sensed environment, vehicle, or object. This includes systems that support improved awareness of physical, social, and digital processes, among other complex information environments. Active areas of programmatic emphasis include *Infrastructure Systems*, *Marine and Environment*, and *Health and Behavior*. I-SENSE is funded through the NSF, DOE, NOAA, NIST, NIH, and other agencies and is growing a network of industry partners, including Telit, Atmel/Microchip, and EnergyBionics.

FAU's most talented faculty, staff and students are expanding on its robust culture of research and inquiry. They're leveraging regional assets, such as the ocean, patient populations, culture and business, to advance scientific understanding, discover new technologies and contribute to the economic vitality of our region.



3. Place: Engagement

FAU will engage with regional partners by aligning programs with unique cultural, demographic and environmental characteristics of each of our campus communities. The university will enhance its sense of place by improving physical spaces and developing competitive facilities.

Florida Atlantic University consistently demonstrates deep commitment to its local, regional and global communities through innovative research, excellent educational programs and services, collaborative public and private partnerships, and engaged civic service and outreach. In July 2015, President Kelly established the *Community Engagement Task Force* (CETF) whose mission is to develop and recommend policies, procedures and practices that ensure that community engagement is central to FAU's mission and actions. The goal of the taskforce are to enhance the culture of community engagement and partnership at FAU and to successfully apply for the *Community Engagement Elective Classification* from the *Carnegie Foundation for the Advancement of Teaching* in 2020.

The Task Force also established faculty and student recognition awards for community engaged research, teaching and scholarship. The Provost's Office in conjunction with the University Faculty Senate drafted expanded definitions for faculty annual reviews and Promotion and Tenure guidelines to include community engagement as an integral part of faculty teaching and research. The Task Force also approved with guidelines and incentives to significantly increase the number of academic-service learning courses, co-op education and internships in each of the degree programs at FAU.

Data collection for the *2020 Carnegie Foundation Community Engagement* classification has begun with an emphasis on assessment and implementation of initiatives with local, regional and global communities through innovative research, excellent educational programs and services, collaborative public and private partnerships, and engaged civic service and outreach.

The Schmidt Family Complex for Athletic and Academic Excellence will be constructed adjacent to FAU Stadium and will play a central role in elevating FAU's academic standing – benefitting students in all academic programs, including those not associated with athletics. The 96,000 square-foot facility which will house athletic training facilities and an academic success center is scheduled to open in summer 2018. This building, located in close proximity to a parking garage, will also provide advising services and tutoring to all students after regular business hours.

The *FAU School of Social Work* will be renamed the *Phyllis and Harvey Sandler School of Social Work* following a gift of \$7 million from the Sandler family. The gift will establish two new Centers within the school – the *Robin Rubin Mindfulness and Wellness Center* and the *Substance Misuse, Mental Health and Research Center*. A portion of the gift will go toward renovations to the *College for Design and Social Inquiry* building on the Boca Raton campus.

The *Phil Smith Center for Free Enterprise* will be created following a \$5 million gift to the College of Business from the Smith family. The center will host an educational and research program based on the principles of integrity, free enterprise, and business philosophies that guided the late Mr. Smith's life.



4. Place: Engagement (*continued*)

The *Charles E. Schmidt College of Medicine* will engage area high school students by exposing them to the medical field through innovative community outreach programs. The *Quantum Foundation* awarded the college \$300,000 to continue the *Quantum Healthcare Career Program* for students in the Palm Beach County School District. The program seeks to support students who are diverse and economically disadvantaged and provide them first-hand experiences on how to respond to medical emergency scenarios.

The *Jupiter Life Science Initiative* will continue to enhance the *John D. MacArthur Campus*. Recent renovations of several buildings have created additional laboratories that are allowing students to conduct research alongside some of the world's leading scientists. The initiative is fostering collaboration by FAU faculty members, fellow scientists at MPFIN, and The Scripps Research Institute and will help FAU attract the best and brightest students and community partners to the John D. MacArthur Campus in Jupiter. Additionally, the university is in the planning phases for a new Jupiter STEM/Life Sciences building, which will allow for expansion of collaborative research in the areas of neuroscience, biotechnology, bioengineering, bioinformatics/data science, and chemistry.

The *FAU Breezeway* is being transformed to improve overall campus life experiences for all students. This outdoor covered walkway that links numerous buildings and is considered *Main Street FAU*, is undergoing a thorough improvement that includes concrete repairs, waterproofing, roof replacement, restroom refurbishment, and LED lighting level enhancements. This iconic pedestrian thoroughfare and favorite shady place for students will be enhanced to have a whole new 21st century look.



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
.	.	66.8	68.4	67.5	68	69	70	72

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
.	.	\$36,000	\$36,800	\$38,700	\$39,200	\$39,700	\$40,200	\$40,700

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
.	.	\$17,260	\$16,920	\$16,540	\$16,375	\$16,211	\$16,049	\$15,888

4. FTIC Six-Year Graduation Rate

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
40.4	40.1	45.0	48.9	49.2	51	51	50	55

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
71.4	67.7	65.9	72.2	74.7	78	83	86	90

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
51.3	52.9	55.1	54.2	52.7	51	52	53	55

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
42.0	41.5	41.2	42.3	41.8	41	41	40	40

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
54.5	51.3	55.5	61.2	59.4	61	62	63	65

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
.	71.3	72.9	74.6	73.2	74	76	78	80

10. BOT Choice: Percent of Baccalaureate Degrees Awarded to Minorities

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
42.0	42.0	43.8	45.2	45.6	47	48	49	50

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. 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
11	11	12	11	14	17	22	28	32

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 1	2 of 2	2 of 2	4 of 4	3 of 4	4 of 4	4 of 4	4 of 4	4 of 4

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
5.1	5.0	5.0	4.8	4.9	4.8	4.8	4.7	4.6

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
17	20	19	24	25	26	27	28	30

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
4,892	5,124	5,017	5,473	5,640	5,645	5,701	5,758	5,816

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
1,406	1,545	1,519	1,576	1,515	1,726	1,743	1,761	1,778

8. Percentage 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
42	42	44	45	46	47	48	49	50

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
29	28	28	27	27	25	25	25	25

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
7	9	10	11	19	21	22	24	26

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
25	27	31	31	34	32	33	34	35

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
30	30	33	44	42	44	45	46	47



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
2	2	2	1	2	2	3	4	4

2. Faculty Awards

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
1	4	1	3	0	1	2	3	4

3. Total Research Expenditures (\$M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
65	24	23	21	31	35	42	45	50

4. Percentage of Research Expenditures Funded from External Sources

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
35	79	84	79	86	89	90	91	92

5. Utility Patents Awarded [from the USPTO]

2012	2013	2014	2015	2016	2017	2018	2019	2020
4	4	7	2	0	0	1	1	1

6. Licenses/Options Executed

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
5	2	6	17	23	29	35	40	45

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	1	0	3	2	3	3	3

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.

	2014-15 Actual	2015-16 Actual	2016-17 Goals	2017-18 Goals	2018-19 Goals	2019-20 Goals	2020-21 Goals
Number of Undergraduate Research Activities*	2,187	4,602	5,274	5,470	5,673	5,884	6,103
Percent of Course Sections Offered via Distance and Blended Learning	20%	23%	25%	27%	28%	30%	32%

Seek Carnegie Foundation for the Advancement of Teaching Classification

FAU will submit an application to receive the Carnegie Foundation for the Advancement of Teachings' **Community Engaged Classification** in Spring 2018. According to the Carnegie Foundation timeline, designation will be announced in January 2020.

*Research activities are defined as inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline or practice. Counts represent the number of research activities and may include duplicate counts of undergraduates who have participated in more than one research activity.



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)	11,139	11,595	11,552	11,795	11,703	11,726	11,750	11,773	11,797
FTIC (Profile Admit)	263	198	147	102	74	74	74	74	75
FCS AA Transfers	7,002	7,207	7,229	7,093	7,391	7,539	7,690	7,843	8,000
Other AA Transfers	604	594	585	565	555	566	577	589	601
Post-Baccalaureates	0	0	807	821	862	875	888	901	915
Other Undergraduates	5,225	5,093	3,920	3,851	3,639	3,694	3,749	3,805	3,862
Subtotal	24,233	24,687	24,240	24,227	24,224	24,474	24,728	24,987	25,250
GRADUATE									
Master's	3,672	3,624	3,478	3,534	3,724	3,761	3,799	3,837	3,875
Research Doctoral	744	791	795	796	759	767	774	782	790
Professional Doctoral	179	250	316	322	369	373	376	380	384
Subtotal	4,595	4,665	4,589	4,652	4,852	4,901	4,950	4,999	5,049
UNCLASSIFIED									
H.S. Dual Enrolled	556	659	787	812	586	592	598	604	610
Other ¹	898	797	765	756	939	948	958	967	977
Subtotal	1,454	1,456	1,552	1,568	1,525	1,540	1,556	1,571	1,587
TOTAL	30,282	30,808	30,381	30,447	30,601	30,915	31,233	31,557	31,886

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%)	1,434	1,876	2,164	2,388	*4,002	4,285	4,585	4,906	5,778
Hybrid (50-79%)	343	1,298	1,908	2,032	944	1,008	1,079	1,155	1,202
Classroom (0-50%)	18,625	17,563	16,940	16,363	16,362	15,643	15,330	15,023	15,060
Subtotal	20,402	20,737	21,012	20,783	21,308	20,937	20,994	21,084	22,039
GRADUATE									
Distance (80-100%)	751	813	822	860	925	976	1,035	1,097	1286
Hybrid (50-79%)	67	53	75	118	145	155	165	177	211
Classroom (0-50%)	2,445	2,438	2,267	2,156	2,111	1,989	1,949	1,910	1988
Subtotal	3,263	3,304	3,164	3,134	3,181	3,119	3,149	3,184	3,485

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. *Includes reclassified video streaming courses.



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	8,481	8,377	8,394	8,411	8,427	8,444	8,461	8,478	0.2%
UPPER	11,214	11,243	11,265	11,288	11,311	11,333	11,356	11,379	0.2%
GRAD I	1,783	1,796	1,805	1,814	1,823	1,832	1,841	1,851	0.5%
GRAD II	371	370	372	374	376	377	379	381	0.5%
TOTAL	21,850	21,786	21,836	21,886	21,937	21,987	22,038	22,088	0.2%
NON RESIDENT									
LOWER	735	875	963	1,059	1,165	1,281	1,409	1,550	10.0%
UPPER	515	627	690	759	835	918	1,010	1,111	10.0%
GRAD I	241	279	280	282	283	285	286	287	0.5%
GRAD II	151	164	165	166	166	167	168	169	0.5%
TOTAL	1,641	1,945	2,097	2,265	2,449	2,651	2,873	3,117	8.1%
TOTAL									
LOWER	9,216	9252	9,356	9,469	9,592	9,725	9,870	10,028	1.3%
UPPER	11,729	11870	11,955	12,047	12,145	12,251	12,366	12,489	0.8%
GRAD I	2,024	2075	2,085	2,096	2,106	2,117	2,127	2,138	0.5%
GRAD II	522	534	537	539	542	545	547	550	0.5%
TOTAL	23,491	23,731	23,933	24,151	24,385	24,638	24,911	25,206	1.0%
NOT STATE FUNDABLE									
LOWER	216	187	188	189	190	191	192	193	0.5%
UPPER	147	140	141	141	142	143	144	144	0.5%
GRAD I	630	780	800	819	840	861	882	905	2.5%
GRAD II	5	7	7	7	8	8	8	8	2.9%
TOTAL	997	1,114	1,135	1,157	1,180	1,202	1,226	1,249	1.9%

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.

Medical Student Headcount Enrollments

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Annual Growth
MEDICAL DOCTORATES									
RESIDENT	201	205	205	205	205	205	205	205	0%
NON-RESIDENT	50	51	51	51	51	51	51	51	0%
TOTAL	251	256	256	256	256	256	256	256	0%



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						
None						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Marine Science	30.3201	STEM	NONE	No	73	May 2017
DOCTORAL PROGRAMS						
None						

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 Bioengineering	14.0501	STEM	FGCU, FIU, UF	No	100	May 2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Neurotechnology	26.1501	STEM, Health	NONE	No	30	AUG 2018
DOCTORAL PROGRAMS						
None						



UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2015-16 Actual	2016-17 Estimates
Main Operations		
State Funds	\$ 160.6	\$ 175.7
Tuition	\$ 122.2	\$ 126.7
SUBTOTAL	\$ 282.8	\$ 302.4
Health-Science Center / Medical Schools		
State Funds	\$ 14.3	\$ 14.8
Tuition	\$ 8.7	\$ 9.6
SUBTOTAL	\$ 23.1	\$ 24.4
EDUCATION & GENERAL TOTAL REVENUES	\$ 305.9	\$ 326.8
OTHER BUDGET ENTITIES		
Auxiliary Enterprises	\$ 95.8	\$ 115.5
Contracts & Grants	\$ 58.1	\$ 60.5
Local Funds	\$ 228.0	\$ 233.7
Faculty Practice Plans	\$ 1.3	\$ 3.5

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

University: Florida Atlantic University							
<u>Undergraduate Students</u>	-----Actuals-----			2017-18	2018-19	2019-20	2020-2021
	2014-15	2015-16	2016-17				
Tuition:							
Base Tuition - (0% inc. for 2014-15 to 2017-18)	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13	\$40.13
Total Base Tuition & Differential per Credit Hour	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20	\$145.20
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Capital Improvement ²	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76	\$6.76
Activity & Service	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32	\$12.32
Health	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42	\$9.42
Athletic	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27	\$17.27
Transportation Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Technology ¹	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Life & Services Fee (UNF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Marshall Center Fee (USF only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Affairs Facility Use Fee (FSU only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Fees	\$56.09	\$56.09	\$56.09	\$56.09	\$56.09	\$56.09	\$56.09
Total Tuition and Fees per Credit Hour	\$201.29	\$201.29	\$201.29	\$201.29	\$201.29	\$201.29	\$201.29
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90	\$76.90
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00	\$4,356.00
Total Fees for 30 Credit Hours	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50	\$1,836.50
Total Tuition and Fees for 30 Credit Hours	\$6,192.50	\$6,192.50	\$6,192.50	\$6,192.50	\$6,192.50	\$6,192.50	\$6,192.50
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86	\$493.86
Out-of-State Undergraduate Student Financial Aid ³	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69	\$24.69
Total per credit hour	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55	\$518.55
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$19,171.80	\$19,171.80	\$19,171.80	\$19,171.80	\$19,171.80	\$19,171.80	\$19,171.80
Total Fees for 30 Credit Hours	\$2,577.20	\$2,577.20	\$2,577.20	\$2,577.20	\$2,577.20	\$2,577.20	\$2,577.20
Total Tuition and Fees for 30 Credit Hours	\$21,749.00	\$21,749.00	\$21,749.00	\$21,749.00	\$21,749.00	\$21,749.00	\$21,749.00
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining⁴							
	\$9,624.36	\$9,937.00	\$9,991.00	\$9,991.00	\$9,991.00	\$10,200.08	\$10,319.92
\$ Change		\$312.64	\$54.00	\$0.00	\$0.00	\$209.08	\$328.92
% Change		3.2%	0.5%	0.0%	0.0%	2.1%	3.3%

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



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).