

2020 ACCOUNTABILITY PLAN FLORIDA ATLANTIC UNIVERSITY

BOT Approved, 4/21/2020

Revised by Board of Governors Staff, 7/6/2020

The following sections were approved by the Board Governors on May 28, 2020 & July 21, 2020: academic program coordination, graduation rate improvement plan update, & the historical data reported for the performance-based funding metrics, key performance indicators, & enrollment planning





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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.



STRATEGY

Mission Statement

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.

Statement of Strategy

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.

Florida Atlantic University is 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.

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 is capitalizing 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 University is executing the FAU Strategic Plan for the Race to Excellence 2015 – 2025 through recruitment and retention of talented faculty and students, investment in focused research areas, and enhancement of organizational efficiencies to increase the universities self-reliance and sustainability.

Strategies include:

1. Building on our 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 the Strategic Plan's Pillars and Platforms that represent strategic areas of research, scholarship and instruction, that connect the most talented faculty, staff and students to expand the University's robust culture of nationally respected research and inquiry; Pillars are more narrowly defined areas, such as Neuroscience, whereas Platforms, such as Undergraduate Research and Inquiry connect across all the University;
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.



STRATEGY (cont.)

Strengths, Opportunities & Challenges

Through its ambitious strategic plan, Florida Atlantic University has propelled itself to the forefront of innovation and scholarship. Transformational changes in recent years have elevated student learning and research activity resulting in double-digit increases in graduation rates and research expenditures. FAU has been ranked as the SUS's most racially and ethnically diverse university for the past 2 years, and the achievement gap for underrepresented minorities and financially vulnerable students has been eliminated as these students now graduate at higher rates than the overall student population. Distinguished faculty are fostering a dynamic learning environment that prepare students to be innovative leaders and critical thinkers. FAU's curriculum is enhanced by the strength of undergraduate research, connecting students with opportunities to dive into high-quality research, scholarship and creative experiences. FAU Medicine® provides exciting opportunities to address some of our nation's largest health problems and teach the next generation of practitioners. The University has established itself as a leader in Artificial Intelligence (AI) and Machine Learning with the creation of the SUS's first master's degree in these emerging fields. Through continued dedication to success, FAU will emerge as a Top 100 university in *U.S. News & World Report's* annual *Best Colleges* rankings. Improving progress and retention rates will be a formidable challenge however university leaders are implementing innovative student support and engagement initiatives that will enable students to achieve their academic goals at FAU and thrive in their post-graduate careers.

Three Key Initiatives & Investments

Student Learning: FAU is intent on expanding the university's academic support structure to further enhance student learning and increase success outcomes. Through the implementation of our 4-year graduation plan, predictive analytics, and *Success Networks* students are provided timely financial support, academic coaching, tutoring, and other supplemental services to keep them on track to graduation. Academic Service-Learning offerings will increase as this high-impact practice has been found to augment retention and graduation rates. The Leadership and Professional Development Initiative (LDPI) will provide easily accessible resources to all faculty to further teaching, leadership, and service with the purpose of bolstering faculty development resulting in increased student learning.

Growth in Research and Scholarly Activity: FAU is engaged in a wide variety of research programs, with particular focus on its Pillars that support interdisciplinary research efforts in Sensing, Neuroscience, Health and Marine & Environmental Sciences. The Pillars have been and are continuing to recruit world-class faculty who have been very successful in securing extramural funding for their research programs. All Pillars are fully engaged in various collaborations within FAU and with external collaborators, including other SUS. The upcoming years will focus on securing extramural funding through large center-type funding opportunities. In addition, conversations with regional hospitals, as well as large corporations are being pursued to improve FAU's reach in the state and nation.

First-Choice University: FAU's commitment to excellence will continue to improve the university's standings in respected national rankings and further establish itself as an institution of choice for National Merit Scholars and talented student-athletes. Academic programs will continue to improve their standings in national program specific rankings as graduation, retention, and employment outcomes for students increase year-to-year. The university will invest in a benchmarking platform and a peer institutional engagement campaign to communicate successes from its classrooms, laboratories, and playing fields and expand the university's footprint on a national scale.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

Florida Atlantic University's Strategic Plan for the Race to Excellence, 2015-2025, outlines a clear commitment to timely graduation. Additionally, this improvement plan has relied on a variety of nationally-recognized best practices and innovative strategic actions. As a result, FAU has nearly doubled its 4-year graduation rate in only five years (up from 19% in 2014).

Academic and Curricular Incentives for Timely Graduation

- Jump Start – This program continues to serve as a prime example of a wide-ranging student success intervention at FAU. In summer 2019, the program provided 1,100 students with a comprehensive support system to begin their studies early and ease them into collegiate life.
- Soar-in-4 Scholars – Recently expanded to all colleges, participants agree to finish in 4 years, and in return they receive early registration, guaranteed course availability, and other benefits. There are currently 127 Soar-in-4 Scholars.
- Accelerated 3-year Degree Programs – 267 students (9% of the fall 2016 cohort) graduated in three years, which is five times the prior fall 2011 cohort's rate. In addition to launching accelerated programs, FAU is also committed to developing nimble curricula whenever feasible.
- Bachelor of Arts in Health Science – In only 2 years, this degree program with 949 students has quickly become one of the largest majors at FAU. It again reflects a commitment to a flexible curriculum that is informed by critical workforce needs and best practices in the academic field of health sciences.

Financial Incentives

- Launch Scholarship – In Spring 2019, the Launch scholarship was geared towards 539 students who were only enrolled in 12 credits and needed financial support to increase to 15 credits to ensure sustained progression towards completing their bachelor's degrees.
- Intern Owls Network (iON Internships) – 383 students participated in on-campus internships, offering them career experience in their academic disciplines, engaging them in a rich campus life, reducing transit time to off-campus part-time jobs, and increasing their likelihood to graduate on time with competitive salaries in their careers of choice.

Policy and Disincentives for Untimely Graduation

- Timely Graduation Policy – Changes in this policy resulted in a 6% increase in the average credits attempted by FTIC cohorts (from Fall 2016 to Fall 2019). Students are taking more credit hours – and more students are maintaining full-time course loads throughout their entire four years.
- Supporting Lower-Level Mathematics Courses – FAU continues to revamp its placement processes for mathematics, promoting coordinated and concurrent enrollments in prerequisite coursework.

Proactive Financial Aid Program

- FAU Academic Grant – 3,534 students benefited from this \$6.1M progressive grant program that increases in the annual award amount as the student continues to the next year.
- Recruitment Scholarships – 1,033 students received \$3.4M (includes new and renewable scholarships), resulting in a diverse class with expectation of full-time enrollments.
- Pathways to Graduate Education Scholarship – 95 students received \$1K each to incentivize them to finish their undergraduate degrees and start their graduate degrees earlier.



Key Achievements for Last Year (Student, Faculty, Program, Institutional)

STUDENT ACHIEVEMENTS

- Students representing the Leon Charney Diplomacy Program in the Dorothy F. Schmidt College of Arts & Letters placed 1st out of 60 competing university's in the National Model United Nations annual competition. This was the first ever national title for the program.
- A team of dual-enrolled FAU High School students were named Division III state champions in the State Commissioner's Academic Challenge at Walt Disney World in Orlando.
- FAU's College of Engineering and Computer Science (COECS) Human-Powered Submarine Team placed 3rd overall at the fourth biennial European International Submarine Race (eISR) at Haslar in Gosport, England.

FACULTY ACHIEVEMENTS

- Dr. Marianna Colvin of the College for Design and Social Inquiry was named the "2018 Social Work Educator of the Year" by the National Association of Social Workers.
- Dr.'s Oscar Curet and KwangSoo Yang of the College of Engineering and Computer Science were each awarded the National Science Foundation (NSF) Early Career Award.
- Dr. Alex Keene of FAU's Jupiter Life Science Initiative (JLSI) in collaboration with the University of Minnesota and Stowers Institute for Medical Research received a \$1.68M R01 grant from the National Institute of Health's National Institute of General Medical Sciences for a project titled "Understanding Complex Trait Architecture through Population Genomics".

PROGRAM ACHIEVEMENTS

- FAU's Owl Care Leader program was ranked #1 in the nation for educating students about mental health, drugs, and alcohol awareness by the National Association for Student Personnel Administrators (NASPA).
- The Harriet L. Wilkes Honors College was one of only 7 honors programs nationwide to receive a top ranking in the fall 2018 edition of Inside Honors which rates all honors programs in the country.
- The Christine E. Lynn College of Nursing's Online Graduate Nursing Program was ranked 23rd by US News and World Report (USNWR) making it the top ranked program of its kind in the State University System (SUS) and among the best in the nation.
- FAU's Charles E. Schmidt College of Medicine received a \$1.8M grant from the National Institutes of Health for a project titled "Mixed NOP/MU Compounds and the Involvement of Their Receptors in Analgesia".

INSTITUTIONAL ACHIEVEMENTS

- For the second year in a row, US NEWS and World Report listed FAU as the most ethnically diverse university in the State University System with a diversity index score of .69 out of 1.
- FAU received the ATHENA Organizational Leadership Award from the Chamber of Commerce of the Palm Beaches for the university's role in helping women achieve their full potential.
- FAU opened its first University-operated primary care physician practice in Boca Raton. FAU Medicine® is dedicated to offering adult primary care and preventive health services to serve the community.



PERFORMANCE-BASED FUNDING METRICS

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	68.4	67.5	69.0	68.2	68.4	.	.	.	.	.
APPROVED GOALS	.	70	68	69	70	72	74	75	.	.
PROPOSED GOALS	.	.	.	.	.	72	74	75	75	76

2. Median Wages of Bachelor's Graduates Employed Full-time

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	36,800	38,700	39,800	38,200	39,500	.	.	.	.	.
APPROVED GOALS	.	37,000	39,200	40,300	40,000	41,000	42,000	43,000	.	.
PROPOSED GOALS	.	.	.	.	.	41,000	42,000	43,000	44,000	45,000

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	16,920	16,650	14,880	12,230	9,760	.	.	.	.	.
APPROVED GOALS	.	.	16,380	15,210	12,218	12,010	11,802	11,594	.	.
PROPOSED GOALS	.	.	.	.	.	9,500	9,300	9,100	8,900	8,700

4. FTIC Four-Year Graduation Rate [Full-time FTIC students]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	24.0	25.6	27.5	33.9	37.4	.	.	.	.	.
APPROVED GOALS	.	24.0	26.0	30.0	36.8	39.0	41.1	43.3	.	.
PROPOSED GOALS	.	.	.	.	.	39.0	41.1	43.3	44.0	45.0

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	72.2	74.7	78.6	80.4	79.2	.	.	.	.	.
APPROVED GOALS	.	74.0	78.0	84.0	82.2	83.8	85.5	86.3	.	.
PROPOSED GOALS	.	.	.	.	.	80.6	81.9	83.2	84.5	85.8



PERFORMANCE-BASED FUNDING METRICS (cont.)

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	54.2	52.7	50.7	49.3	52.2	.	.	.	.	.
APPROVED GOALS	.	53.0	51.0	51.0	51.8	53.8	55.8	57.8	.	.
PROPOSED GOALS	.	.	.	.	.	52.9	53.1	53.3	53.5	53.5

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

	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
ACTUAL	42.3	41.8	41.1	42.9	42.4	.	.	.	.	.
APPROVED GOALS	.	39	41	41	42	42	42	42	.	.
PROPOSED GOALS	.	.	.	.	.	42.0	42.0	42.0	42.0	42.0

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	61.2	59.4	62.4	64.4	65.4	.	.	.	.	.
APPROVED GOALS	.	58	61	62	62	63	63	63	.	.
PROPOSED GOALS	.	.	.	.	.	63	63	63	63	63

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	74.6	73.2	75.1	77.1	80.0	.	.	.	.	.
APPROVED GOALS	.	74.0	74.0	76.0	78.8	80.1	81.4	82.7	.	.
PROPOSED GOALS	.	.	.	.	.	80.1	81.4	82.7	81.0	81.0

10. BOT Choice: Total Research Expenditures (\$ Million)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	21	31	46	48	51	.	.	.	.	.
APPROVED GOALS	.	23	35	57	66	69*	72*	75*	.	.
PROPOSED GOALS	.	.	.	.	.	53	56	59	62	65

*Approved goals submitted last year incorrectly stated total research expenditures, including instructional and community based research, which has now been corrected to reflect the NSF HERD data.



KEY PERFORMANCE INDICATORS

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

1. Public University National Ranking [Number of Top 50 Rankings based on BOG's official list of publications]

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	.	0	0	0	0	0	1	1	.	.
PROPOSED GOALS	.	.	.	.	.	0	1	1	1	1

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	11	14	14	12	16	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	16	16	16	16	17

Note*: The historical data for this metric has been revised to include summer-to-fall entrants (matching the Common Data Set definition). Because of this change, the previously approved goals for this metric have been removed.

3. Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4.8	4.9	4.8	4.7	4.4	.	.	.	.	.
APPROVED GOALS	.	4.9	4.8	4.7	4.5	4.4	4.3	4.2	.	.
PROPOSED GOALS	.	.	.	.	.	4.4	4.3	4.2	4.2	4.2

4. Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24
ACTUAL	49	49	51	51	49	.	.	.	.	.
APPROVED GOALS	.	49	51	50	51.5	54	55.5	56.5	.	.
PROPOSED GOALS	.	.	.	.	.	54.0	55.5	56.5	57.5	58.5

5. FCS AA Transfer Three-Year Graduation Rate (Florida College System w/ Associate in Arts)

	2012-15	2013-16	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24
ACTUAL	49	46	46	49	55	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	56	57	58	59	60



KEY PERFORMANCE INDICATORS (cont.)

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

6. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24
ACTUAL	23	25	27	33	37	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	41	43	44	45	47

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	5,473	5,640	5,694	5,822	5,786	.	.	.	.	.
APPROVED GOALS	.	5625	5,645	5,722	5,851	5,880	5,910	5,939	.	.
PROPOSED GOALS	.	.	.	.	.	5,880	5,910	5,939	5,950	6,000

8. Graduate Degrees Awarded [First Majors Only]

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	1,575	1,515	1,688	1,790	1,758	.	.	.	.	.
APPROVED GOALS	.	1,618	1,726	1,696	1,847	1,808	1,817	1,826	.	.
PROPOSED GOALS	.	.	.	.	.	1,808	1,817	1,826	1,840	1,860

9. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	45	46	47	48	49	.	.	.	.	.
APPROVED GOALS	.	46	47	48	49	50	51	52	.	.
PROPOSED GOALS	.	.	.	.	.	50	51	52	52	52

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

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	27	27	26	24	22	.	.	.	.	.
APPROVED GOALS	.	28	25	24	24	25	26	27	.	.
PROPOSED GOALS	.	.	.	.	.	25	26	27	27	27



KEY PERFORMANCE INDICATORS (cont.)

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

11. Percent of Undergraduate FTE in Online Courses

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	11	19	21	23	25	.	.	.	.	.
APPROVED GOALS	.	19	21	24	25	27	28	30	.	.
PROPOSED GOALS	.	.	.	.	.	27	28	30	30	30

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

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	31	34	32	32	34	.	.	.	.	.
APPROVED GOALS	.	33	32	32	32	32	33	33	.	.
PROPOSED GOALS	.	.	.	.	.	32	33	33	33	33

13. Percent of Graduate Degrees in STEM & Health

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	44	42	44	46	47	.	.	.	.	.
APPROVED GOALS	.	43	44	44	46	46	47	47	.	.
PROPOSED GOALS	.	.	.	.	.	46	47	47	47	47



KEY PERFORMANCE INDICATORS (cont.)

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

14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
NURSING	81	96	100	97	92	100	100	100	100	100
<i>US Average</i>	87	88	90	92	91	.	.	.	.	.
MEDICINE (2YR)	97	97	97	95	95	100	100	100	100	100
<i>US Average</i>	96	96	96	96	97	.	.	.	.	.
CROSS-YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
MEDICINE (4Y-CK)	100	100	100	98	100	100	100	100	100	100
<i>US Average</i>	95	96	96	97	98	.	.	.	.	.
MEDICINE (4Y-CS)	100	100	97	96	98	100	100	100	100	100
<i>US Average</i>	96	97	96	95	95	.	.	.	.	.
Exam Scores Relative to Benchmarks										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ABOVE OR TIED	3	4	4	3	3	4	4	4	4	4
TOTAL	4	4	4	4	4	4	4	4	4	4



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
ACTUAL	1	1	1	1	1	.	.	.	.	.
APPROVED GOALS	.	1	2	3	2	2	3	3	.	.
PROPOSED GOALS	.	.	.	.	.	1	2	2	3	3

16. Faculty Awards

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
ACTUAL	3	0	2	2	2	.	.	.	.	.
APPROVED GOALS	.	5	1	2	0	0	2	3	.	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

17. Total Research Expenditures (\$M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	21	31	46	48	51	.	.	.	.	.
APPROVED GOALS	.	23	35	57	66	69	72	75	.	.
PROPOSED GOALS	.	.	.	.	.	53	56	59	62	65

18. Research Expenditures from External Sources (\$M)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	17	21	24	26	31	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	33	35	37	38	40



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

19. Utility Patents Awarded

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	4	0	1	1	3	.	.	.	.	.
APPROVED GOALS	.	0	0	1	1	2	2	3	.	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

20. Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	17	23	22	2*	3	.	.	.	.	.
APPROVED GOALS	.	13	29	23	1	1	2	2	.	.
PROPOSED GOALS	.	.	.	.	.	1	2	2	2	2

Note*: The 2016-17 actual and out-year goals exclude IP provisions in sponsored research agreements and IP assignments in this category. After further review of this metric's definition and the AUTM Licensing Survey definitions of "License/ Option Agreement" it was determined that these two types of agreements were not appropriate to include.

21. Number of Start-up Companies Created

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ACTUAL	0	3	2	2	3	.	.	.	.	.
APPROVED GOALS	.	2	2	3	1	1	1	2	.	.
PROPOSED GOALS	.	.	.	.	.	2	3	4	5	6



KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

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.

Number of Undergraduate Research Activities

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	2,187	4,602	5,073	6,011	6,419	.	.	.	.	.
APPROVED GOALS	.	.	.	.	6,612	7,207	7,784	8,329	.	.
PROPOSED GOALS	.	.	.	.	.	7,207	7,784	8,329	8,350	8,350

Percent of Course Sections Offered via Distance and Blended Learning

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	.	24%	27%	30%	32%	.	.	.	.	.
APPROVED GOALS	.	xx	xx	xx	32%	34%	36%	38%	.	.
PROPOSED GOALS	34%	36%	38%	39%	40%

Time to Degree for FTICs in 120hr programs

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	4.8	4.9	4.8	4.7	4.4	.	.	.	.	.
APPROVED GOALS	.	xx	xx	xx	4.5	4.4	4.3	4.2	.	.
PROPOSED GOALS	.	.	.	.	.	4.3	4.2	4.2	4.2	4.2



ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	24,229	24,225	23,766	23,238	23,424	.	.	.	.	.
APPROVED GOALS	.	.	24,474	24,257	23,887	24,371	24,870	25,384	.	.
PROPOSED GOALS	.	.	.	.	.	23,905	24,174	24,448	24,727	25,010
GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	4,656	4,856	4,901	4,868	4,940	.	.	.	.	.
APPROVED GOALS	.	.	4,901	4,950	4,917	4,966	5,016	5,066	.	.
PROPOSED GOALS	.	.	.	.	.	4,989	5,039	5,090	5,141	5,192

Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
FTIC: New	3,474	3,192	2,793	3,165	3,284	3,500	3,500	3,500	3,500	3,500
FTIC: Returning	8,422	8,587	8,750	8,681	8,916	8,961	9,005	9,050	9,096	9,141
Transfer: FCS w/ AA	7,202	7,391	7,175	6,715	6,234	6,359	6,486	6,616	6,748	6,883
Transfer: Other	4,308	4,195	4,167	3,890	4,128	4,211	4,295	4,381	4,468	4,558
Post-Baccalaureates	823	860	881	787	862	875	888	901	915	929
Subtotal	24,229	24,225	23,766	23,238	23,424	23,905	24,174	24,448	24,727	25,010
GRADUATE	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Master's	3,538	3,728	3,756	3,677	3,704	3,698	3,735	3,772	3,810	3,848
Research Doctoral	796	759	766	781	796	790	798	806	814	822
Professional Doctoral	322	369	379	410	440	502	507	512	517	522
Subtotal	4,656	4,856	4,901	4,868	4,940	4,989	5,039	5,090	5,141	5,192
TOTAL	28,885	29,081	28,667	28,106	28,364	28,894	29,213	29,538	29,867	30,202

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (eg, dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.



ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
ACTUAL	9	9	10	12	15	.	.	.	.	.
APPROVED GOALS	.	.	.	.	13	15	16	17	.	.
PROPOSED GOALS	.	.	.	.	.	15	16	17	18	19

Full-Time Equivalent (FTE) Enrollment by Course Level

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LOWER	8,940	9,432	9,439	9,376	9,785	9,914	10,045	10,178	10,312	10,448
UPPER	11,841	11,876	11,997	12,063	12,137	12,297	12,459	12,624	12,790	12,959
GRAD 1	2,599	2,653	2,854	2,917	2,918	2,948	2,977	3,007	3,037	3,067
GRAD 2	534	527	541	564	576	582	588	594	600	606
TOTAL	23,914	24,488	24,831	24,920	25,416	25,741	26,069	26,402	26,739	27,080

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UNDERGRADUATE										
All Distance (100%)	.	18	20	22	24	28	29	30	30	30
Primarily Dist. (80-99%)	.	1	1	1	1	1	1	1	1	1
Hybrid (50-79%)	.	4	5	5	5	5	5	5	5	5
Classroom (0-49%)	.	77	74	72	70	66	65	64	64	64
GRADUATE										
All Distance (100%)	.	29	31	35	37	38	39	40	40	40
Primarily Dist. (80-99%)	.	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	.	5	5	5	5	5	5	5	5	5
Classroom (0-49%)	.	66	63	61	58	57	56	55	55	55



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2020-21

The SUS Council of Academic Vice Presidents 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 2019 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BABA General Business	52.0101		FSU, UCF, USF, UWF	No	350	Fall 2020
BA Global Studies	30.2001	GLOBAL	FIU, NCF, UCF, UF, UNF	No	65	Fall 2020
BS Medical Biology	26.0102	STEM	UCF, USF, UWF	No	1,780	Fall 2020
BS Data Science and Analytics	30.0601	STEM	FIU, FGCU, NCF, UCF	No	120	Fall 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS Supply Chain Management	52.0203	STEM	FAMU, FIU, UNF, USF	No	50	Fall 2020
DOCTORAL PROGRAMS						
PhD Neuroscience	26.1501	STEM	FSU	No	50	Fall 2020

New Programs for Consideration by Institution in AY 2021-22

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BS Environmental Science	03.0104	STEM	FAMU, FSU, UF, USF, UWF	NO	120	Fall 2021
BFA Graphic Design	50.0409	GAP	FAMU, UF, USF	NO	105	Fall 2021
BA Museum, Archives & Public History	54.0205		None	NO	40	Spring 2022
BA Human Devlpmnt & Community Engmnt	13.9999		None	NO	40	Spring 2022
BS Communication Sciences & Disorders	51.0204	HEALTH	FSU, UCF, UF, USF	NO	40	Spring 2022
BS Biomedical Engineering	14.0501	STEM	FAMU, FGCU, FIU, FSU, UF, USF	NO	40	Spring 2022



New Programs for Consideration by Institution in AY 2021-22 (cont.)

These programs will be used in the 2021 Accountability Plan list for programs under consideration for 2021-22.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
MS in Business Analytics	52.1399	STEM	NONE	NO	30	Fall 2021
MS in Marketing	52.1401	GAP	FIU, FSU, UF, USF	NO	30	Spring 2022
MED Research Methodology	13.0603		FSU, UF	NO	30	Fall 2021
MS Architecture	04.0902	STEM	NONE	NO	30	Fall 2021
MS Urban Design	04.0401	STEM	USF	NO	40	Spring 2022
MS Quantum Computing	11.0199	STEM	UCF	NO	30	Spring 2022
MS Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UCF, UF, USF	NO	30	Spring 2022
MS Aerospace Engineering	14.0201	STEM	UCF, UF	NO	30	Spring 2022
DOCTORAL PROGRAMS						
PhD Biomedical Engineering	14.0501	STEM	FAMU, FIU, FSU, UF, USF	NO	30	Spring 2022



DEFINITIONS

Performance Based Funding (PBF)

PBF-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 44 states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2), and National Student Clearinghouse (NSC).

PBF-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 44 states and districts, including the District of Columbia and Puerto Rico. State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2).

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

This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.

PBF-4. Four 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 were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]

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 next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-6. 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: State University Database System (SUDS).

PBF-7. 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. Students who were not eligible for Pell-grants (e.g., Unclassified, non-resident aliens, post-baccs) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-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: State University Database System (SUDS).

PBF-8b. Freshmen in Top 10% of High School Class *(Applies only 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.

PBF-9. 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. 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). Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. Source: State University Database System (SUDS).

Note: This metric does not report the number of students who paid the "Excess Hour Surcharge" (1009.286, FS).

PBF-10.FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-10.FAU: Total Research Expenditures (\$M): Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African-Americans: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included.

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2+ Workforce Experiences: The percentage of Bachelor's recipients who completed at least two workforce experiences. Workforce experiences includes: External Internships, Industry-sponsored Capstone Projects, and Undergraduate Research (students on a funded research grant), and certifications. It is a requirement for all majors to conduct an external internship prior to graduation.

PBF-10.FSU: Percent of Bachelor's Graduates who took an Entrepreneurship Class: The percentage of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating.

PBF-10.NCF: Percent of FTIC Graduates Completing 3+ HIP's: The percentage of graduating seniors who started as FTIC students and who completing three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service learning, (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice).

PBF#10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: 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. Source: State University Database System (SUDS).

PBF-10.UF: 6-Year Graduation Rates (FT only): The 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 the same institution by the summer term of their sixth academic year. Only full-time students are included in this calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-10.UNF: Percent of Undergraduate FTE 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.). Source: State University Database System (SUDS).

PBF-10.USF: 6-Year Graduation Rates (FT/PT): The 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 the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) First Year Seminar & Experiences, (2) Common Intellectual Experience, (3) Writing-Intensive Courses, (4) Collab Assignments & Projects, (5) Diversity/Global Learning, (6) ePortfolios, (7) Service Learning, Community-Based Learning, (8) Internships, (9) Capstone Courses & Projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice).

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: 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'). Source: State University Database System (SUDS).

PRE-B: National University Rankings: 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.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (Full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).



DEFINITIONS (cont.)

PRE-D: 4-year 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 were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS) and data submitted by the institutions to Integrated Postsecondary Education Data System (IPEDS).

PRE-E: 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.

PRE-F: Total Science & Engineering Research Expenditures: Research Expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in 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 online database.

PRE-I: Patents Awarded: Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".

PRE-J: Doctoral Degrees Awarded Annually: Includes Doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of Postdoctoral Appointees awarded annually. This data is based on National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: 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.

Key Performance Indicators (KPI)

KPI-1: 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.



DEFINITIONS (cont.)

KPI-2: Freshmen in Top 10% of High School 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. Source: As reported by the university to the Common Data Set.

KPI-3: Time to Degree for FTICs in 120hr programs: This metric is the number of years between the start date (using the student entry date) 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. Source: State University Database System (SUDS).

KPI-4: Six-Year FTIC Graduation Rates [full- & part-time students]: The 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 the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-5: FCS AA Transfer Three-Year Graduation Rate [full- & part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were not excluded. Source: State University Database System (SUDS).

KPI-6: Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]: 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 who received a Pell grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-7: Bachelor's Degrees Awarded & KPI-8: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-9: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. 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. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

KPI-10: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-11: Percent of Undergraduate FTE 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.). Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.

KPI-15: 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.

KPI-16: 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.



DEFINITIONS (cont.)

KPI-17: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-18: Research 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: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Utility Patents Awarded [from the USPTO]: The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.

KPI-20: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-21: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (eg, dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who *earned* fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses.

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports Full-time Equivalent (FTE) enrollment which is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. This FTE calculation 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, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys.

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. 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.).



STATE UNIVERSITY SYSTEM OF FLORIDA

